

4 THE NEWS CLIP TEACHER'S NOTES

Objectives

SUMMARY

Nicole tells Justin, Emma and Liam why she was late arriving at the bus stop. She was on her way to meet them, she says, when a reporter for the local news channel stopped her and asked her what she thought about the plan to close down the cinema. Nicole gave her view, which is to appear in a report on the news this evening. Very excited at the thought of being seen on TV, Nicole invites her friends to come to her house that evening to watch her on the news. After having watched the very short interview with Nicole, Liam wonders how it was that she could have been so late arriving at the bus stop. The answer arrives via text to Emma's phone. That afternoon, Julia happened to be in town at the precise moment that Nicole was being interviewed by the reporter, videoed it, and so caught the moment after the interview, when Nicole, handing the microphone back to the reporter, somehow got tangled up in its wire. Emma shows everyone Julia's video, and she, Justin and Liam laugh at how Nicole's attempts to free herself only seemed to make her become ever more entangled, much to their friend's embarrassment.

LANGUAGE

Reported speech, expressions with *way* (on my way, in my way, one way or another)

USEFUL INFORMATION

Short interviews conducted with members of the public who give their opinion about a particular topic is known as *vox pop*, an abbreviation of the Latin *vox populi*, which means 'the voice of the people'.

Refer students back to episode 4 of the photostory. Ask them what they remember about the story. *Who are Justin, Emma and Liam waiting for?* (Nicole). *Where are they going?* (The skate park.) *What does Nicole tell them when she finally arrives?* (That she is going to be on the news.)

THINK ABOUT

- 1 Refer students to questions 1 and 2. As a way of getting students to think about TV and radio, you could begin this exercise by eliciting examples of programmes that they either like or which are well known in their country. Monitor while students discuss the questions.

Students feedback as a class.

- 2 Students work with a partner and put the events in order. They then watch the video again to check their answers.

Answers

- 1 Nicole says that Karen Stratford stopped her in the street.
- 2 Justin is surprised to learn that the cinema is going to be closed down.
- 3 Nicole invites her friends to come to her house.
- 4 Everyone watches Nicole on TV.
- 5 Liam wants to know why Nicole was so late for the bus.
- 6 Emma starts laughing at something on her phone.
- 7 Emma says that Julia has sent her a text.
- 8 Emma shows everyone Julia's video.

THINK BACK

- 3 Students work in pairs and decide if the sentences are true or false. They correct the false sentences.

Answers

- 1 False: He not only knows who she is, but remembers her full name.
- 2 False: It's on at half past six.
- 3 True
- 4 True
- 5 False: Nicole sees the funny side of the video.
- 6 False: She said she didn't promise that she wouldn't do it.

- 4 Refer students to the questions. As a way of getting students to think about news, you could begin this exercise by putting the names of famous English-language news organisations on the board (BBC, SKY, CNN) and asking students if they have ever watched any news broadcasts on these channels. Monitor while students discuss the questions.

Students feedback as a class. With the class find out which ways of accessing the news are most common among the students.

Mixed-ability idea

If students are struggling to think of ideas in response to question 2 in Exercise 4, provide some: there can never be enough news for it is good to learn about the world beyond your own small part of it; there is too much news because even though the things you hear about have an emotional effect on you, there is little you can do to influence events; the news tends to come in two or three minute items, which encourages people to think about things superficially rather than in depth.

Optional activity

Provide a transcript of the final scene from episode 4. Students practise the scene in groups of four. Monitor and offer help with pronunciation and intonation. Choose one group to perform the scene for the class. The rest of the class can give feedback on pronunciation and intonation.

THINK THROUGH

ROLE PLAY An interview with Karen Stratford

Read through the task with students. Tell them that the idea here is that Karen Stratford is going to interview them to find out what they think about the plan to close the cinema. Encourage students to use the information in the guide to help them plan their role play. They can write notes or a script if they prefer. Monitor and offer support while students are preparing their role play. Encourage as many students as possible to perform their role plays. Consider asking pairs to perform to each other. The 'audience' pair can monitor language use and make corrections if necessary. This can also be done as a full-class exercise.

Optional activity

Students write an opinion essay discussing the following statement: *there is too much news on TV and on the Internet.*
To help students with this, put the following opinion phrases on the board: *In my opinion ..., I think ..., I don't think ..., on the other hand ...*