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Chapter 1

Aims and scope of the

Language through the Media interactive learning material

The *Language through the Media* interactive learning material contains ten units, a selection of fifty authentic “elements” (i.e., documents, pictures, sound) from the field of the Media, one hundred interactive tasks related to the elements, and a Teachers’ Manual. The completion of one element and the related tasks (including the lead-in questions, Task 1, Task 2) takes approximately 90 minutes, therefore the materials compiled in the course add up to approximately 100 teaching hours (one teaching hour = 45 minutes).

The **aim** of the material is to aid practicing language teachers or tutors of content-based (media) courses in developing students’ language proficiency, communication skills and mastery of media-related skills and competences. The level of language competence required for the completion of the tasks ranges from B2 to C1 as specified in the Common European Framework of Reference. Therefore the materials are suitable for use in the final years of secondary schools or the first or second years of BA programmes (mostly between ages 16 to 21). It is also a useful source in preparing students for language proficiency exams as well as the school leaving exam in English.

The course is **interactive**, **practical** and **user-friendly**. It is colourful as it contains text, images, as well as sound. It is non-linear by nature. Its use does not require special computer skills; basic word processing and web browsing skills allows the user to navigate through all the parts of the course material.

The material is structured in the following manner:

- Lead-in questions
- Element
- Task 1
- Key to Task 1
- Task 2
- Key to Task 2

The elements are preceded by so called **lead-in questions**, whose main aim is to establish a link between the given element and the Media. These questions aid students and teachers in understanding how the Media may be relevant in view of an everyday topic, like,

for instance, health or politics. These questions also serve as warmers and help students engage in thinking about the topic under scrutiny.

The **elements** represent a wide variety of genres (such as articles, advertisements, signs, book extracts, etc.) and are all authentic pieces of discourse, pictures and recordings directly from or related to the Media. In selecting the elements an interdisciplinary approach was followed to make sure several fields are represented, such as science, history, biology, literature, geography, etc. The elements centre around ten main topics, forming altogether ten units, all of which are related to young adult learners' everyday lives, studies and interests as well as to the topics of language proficiency exams and the subject areas presented in the Hungarian National Curriculum. The topics of the units include communication (media and language), ideology (representation and reality), institutions, politics, education, culture, advertising, travelling, health, and famous media personalities. In each unit special emphasis is laid on highlighting the relationship between the elements and the media (interpreted in the broad sense of the word). It is important to note that the elements are not built upon one another, so they can be used flexibly, in any order, or can be combined according to the interests or special needs of the students.

Each element is accompanied by two **tasks**. All tasks were piloted on the target population before inclusion in the course. One of the tasks is designed for lower level learners and the other one for more advanced level learners. The tasks involve a variety of task types, such as true/false statements, matching exercises, cloze tests, comprehension questions, gap filling exercises, text reconstruction tasks, multiple choice exercises, picture description, translation tasks, open-ended questions, short written assignments, discussion questions, etc.

The tasks may be used in the **classroom** or for **self study** as well. As all of the tasks are accompanied by a key, students can easily check their answers and assess how they have performed on the given task. After the completion of certain tasks students have a chance to do them again, if they wish to, thus improving the particular skill or knowledge the given task focuses on.

The **Teachers' Manual** describes the course contents, structure, the theory behind using the Media in the content-based teaching of English for Specific Purposes, and offers ideas regarding how the tasks may be applied in practice and extended. The Manual (in Chapter 2) demonstrates the relevance of using the Media in developing language and other cognitive (e.g., critical thinking, intercultural communication) and content-related skills and in equipping students with "usable" knowledge. Chapter 3 contains the description of the units and recommendations regarding alternative ways in which the elements can be used or

additional task types that may be designed to complement the materials. It also explains what students may learn from completing the tasks. The final chapter of the Manual (Chapter 4) demonstrates how one particular element (and the two related tasks) may be implemented in teaching. The Manual can be printed for easier reference.

It is hoped that the *Language through the Media* course will engage students in pleasant and efficient learning and will give teachers useful methodological guidance in constructing content-based syllabi in teaching language for specific purposes.

Chapter 2.

Language through the Media

The media are part of our everyday life. In contemporary society there are no language courses without the use of media. For teachers of a foreign language, it is important to use authentic materials to teach students everyday, usable language and develop students' critical thinking skills.

On the one hand, using the media in English classes has long been popular among teachers of a foreign language, and practising teachers have long been collecting authentic materials during their trips: travel brochures, newspapers, magazines, TV and radio recordings, etc. On the other hand, with the advent of the Internet and new information technology, language teachers face a new situation. They do not have to travel during summer to collect authentic material and do not have to ask friends, colleagues and relatives to bring material home, either.

Given the rapid growth of available materials on the Internet, language teachers can enjoy the comfort of their homes and prepare for their classes. Consequently, one could easily say that there is no need for a collection of materials the authors have compiled here, since everybody can sit down and look for tasks on the Internet, which offers a wide range of free and excellent material to be used in the classroom. Even big media organisations have free language teaching courses and provide lesson plans.

However, there is a crucial point to be considered. Since 1925, the first public demonstration of television, audiences have primarily been watching television for the sake of entertainment. This tendency also applies to other areas of media studies: radio, cinema, newspapers and magazines, advertising and popular music, and to the new media such as multimedia, CD Rom, digital television and the Internet. According to Valéry Giscard d'Estaing (1988) education plays a significant role in interpreting the media:

”television allows those who watch it to take advantage of it in a number of ways, depending on their education, their tastes and their psycho-cultural needs. Viewers tend to use television first and foremost for entertainment or escapism, whether through imaginative drama or through variety and game-shows. But television has the capacity to do far more: it can offer viewers the chance to be informed, to gain

vicarious experience of the external world, to learn, and to cultivate their minds.”(p.1)

1

Media education in Hungarian secondary schools and at tertiary education dates back only a few years. Consequently, teachers and students alike are not prepared to be critical users of the media, and there is an enormous responsibility on language teachers when choosing articles, videos, DVDs and advertisements to be discussed in class. In content-based language teaching, which is the case when teaching with the help of the media, language teachers cannot forget about the content side, either. Thus language teachers have to be prepared to make their students familiar with the different genres of media and stimulate them to be creative and use their critical thinking skills when interpreting the various media-related tasks.

Since media and communication studies are part of the Hungarian National Curriculum, the objective of the authors of the present *Language through the Media* interactive learning material was to fulfil the following two tasks.

1. Introduce media studies into the English language classroom in the form of genre analysis and by giving some theoretical background into media studies to develop language learners' critical thinking skills, discourse and generic competence to become critical media-users and not passive consumers of the media.
2. Develop student's language skills and cultural awareness with a wide range of media related material.

This objective is reflected in the separate units, too. The general lead-in questions stimulate discussion on a general level; however, there are specific media related questions to be considered in each and every chapter. In the Teacher's Manual we give even further ideas how to use the media in the classroom and with homework suggestions we try to encourage self-study and surfing on the Internet. We strongly believe that students today spend a lot of time surfing on the Internet and thus they could be encouraged to visit English language news portals, websites and even make friends via the Internet and chat with other learners of English. If they become familiar with the possibilities the new media offer, their motivation to learn English will be higher. At the same time, it is not only their language skills that develop but their critical thinking skills, too.

This material is also designed to help students improve their writing and comprehension skills in two areas:

¹ President Valéry Giscard d'Estaing: *Report of the European Television Task Force : Europe 2000: What kind of television*(1988)The European Institute for the media, United Kingdom

1. journalistic writing: students acquire specific knowledge about the rules of journalism. The following topics are covered: **News writing, Opinion writing: reviews, features.**
2. general language skills: letter writing, complaints, translation, discussion and vocabulary building.

Articles used in the *Language through the Media* interactive content-based learning materials are mainly found on the Internet. The permission of the Budapest Sun was obtained to use articles and images on the condition that their sources are clearly indicated. The authors of this material also believe that students are not familiar with the English language materials available in Hungary. The Budapest Sun has an online and print version, too.

Because of copyright considerations we had to avoid using DVDs and broadcasts which is quite unfortunate in an interactive material about the media. However, we also considered that in classes of 10-15 students there might be technological breakdown if this learning material is used with the sound on. Therefore, we had to limit our media tasks to the Press, the Internet and theoretical knowledge about genres based on Edges and Montgomery (1996)², Hicks (1993)³, Downes and Miller (1998)⁴, McLuhan (1996)⁵ and Watson and Hill (1997)⁶. However, we have added some recordings to the tasks so that learners can practice listening and pronunciation skills as well.

Yet, we strongly believe that pictures and images play a crucial role in media studies and our emphasis falls primarily on the interpretation of these media. We use pictures extensively to emphasise differences and distinctiveness and raise student's critical thinking skills about a particular issue. We also include picture description and comparison because this task type is typical in any kind of language exam.

The media are a rapidly changing area of study. There has been a tendency to move from print to electronic media lately but also we are experiencing the beginning of digital television, mobiles which offer more and more services, and, increasingly, instead of computers we use notebooks. There are numerous other tendencies to be mentioned which all prove that the new media open up new possibilities. Yet, we should not forget the responsibilities, either. Students in schools should be taught about the key aspects of the media; they should be provided with an introduction into media studies. This introduction can

² Edginton, Beth and Montgomery, Martin(1996): *The media*. The British Council, England

³ Hicks, Wynford(1998): *English for Journalists*. Routledge. London

⁴ Downes, Brenda and Miller, Steve(1998): *Media studies*. Hodder Headline Plc.London

⁵ McLuhan, Marshall(1996): *Understanding media*. The MIT Press, London

⁶ Watson,James and Hill, Anne(1997): *A Dictionary of Communication and Media Studies*. Arnold. London

just as well be accompanied with in interdisciplinary approach where learners of English are provided with the basic media skills along with language development.

To conclude this brief chapter on the significance of media studies in the language classroom and the distinctive characteristics of the *Language through the Media* interactive content-based learning material we would like to quote Downes and Miller (1998): “ If the media have such an influence on us then it is important for us to study the media to understand how they work and influence us”(p.2).

Chapter 3

The units of the course

This chapter briefly describes the contents of each unit and offers methodological suggestions regarding how the tasks related to the elements may be applied or developed further. The description focuses on the main aims of the units, the topics included, how the students may benefit from completing the tasks (e.g., what they will actually *learn* if they do the tasks), and what extensions may be envisaged for the tasks.

Communication: Media and Language

Aim:

This unit familiarizes students with the relationship between media and language and how the two are materialized in human communication. It intends to develop students' generic competence by demonstrating various genres within the media, defining key concepts and main principles in media studies, and describing the core elements of news stories. A special emphasis is laid on demonstrating discourse management and the way meaning is conveyed in especially the written media.

Contents:

Element 1 – Definitions of the words “media” and “medium”

Element 2 – Photo of different types of newspapers and magazines

Element 3 – An extract on the core elements of news stories

Element 4 – An extract on media studies

Element 5 – A photo of drummers

Focus:

The tasks in this unit develop students' discourse and genre competence in a focused manner. Through describing the main sections, characteristic structure, and core elements of newspaper articles, the tasks help improve students reading and critical thinking skills, too. The tasks also enrich learners' subject-specific vocabulary and field knowledge. There are matching exercises, word definitions, comprehension tasks, and short writing tasks in the unit. The lead-in questions and extension exercises are also partly meant to stimulate critical thinking on the part of the students

Extensions:

Element 1

Discuss the following questions related to Task 1:

- Do your definitions differ from the ones offered by the dictionary? If yes, how?
- What do you think these differences originate from?
- Would you only include newspapers, the television and the radio under “media”? What are their common characteristics?

Possible extensions of Task 2:

- Think of any other means of communication that might be considered as media. Explain why.
- Can you see any differences in the way the Anglo-American world interprets the term “media” and the way it is interpreted in Hungary?

Element 2

- Discuss with the students the differences between the types of papers listed in Task 1 (consider contents, style, aim, audience, format, etc.).
- Discuss the Hungarian equivalents of the sections listed in Task 2 (i.e., the way in which they would appear in Hungarian papers).
- Discuss the characteristics of these sections (e.g., their length, language use, pictures, focus, etc.).

Element 3

- Ask students to bring in newspapers and analyse them to see which of the elements they contain and how.
- Investigate how English and Hungarian newspapers differ in the contents of these elements.

Element 4

- Discuss why it is relevant to study the media.
- Discuss in what ways the media can influence our life, and our thinking.
- List some of the positive and negative aspects of media influence.
- Discuss why we can say that the media transmit ideologies.

Element 5

- Discuss the most important characteristics of advertisements (think of both visual and linguistic aspects).
- Ask students to collect some advertisements. Look at the adverts with them and discuss how they work (who their target audience is, how persuasive they are, what makes them effective, etc.).

Ideology: Representation and Reality

Aim:

This unit makes students think about the media in a more complex way which is not just limited to the world of the mass media. The specific focus in this unit is on public media in the form of statues, memorials and national icons and what part they play in shaping our views of our own history and nationality. Students are encouraged to think about their own national icons and about the way Hungarian nationality is constructed. There is also a section which looks at how a country is presented through the tourist industry.

Contents:

Element 1 – Memorials and Monuments: pictures of Albert Memorial and quiz on memorials around the world

Element 2 – Text about the Albert Memorial

Element 3 – Newspaper article about the Mayor of London wanting to get rid of the statues of two Victorian generals from Trafalgar Square

Element 4 – Article about Internet poll to find English icons

Element 5 – Tourist industry descriptions of three English regions

Focus:

The tasks in this unit will mostly practice reading comprehension and vocabulary building, though there is a writing activity and there are obvious opportunities for assigning further writing tasks. The lead-in questions and extension exercises are also partly meant to stimulate critical thinking on the part of the students.

Extensions:

Element 1

- Assign individual students or pairs of students with the task of doing a mini-research project using the Net on one of the monuments they don't know much about. This can then be presented to the whole class.
- Get students to create their own quiz based on monuments around the world for the rest of the class to do. Again this can be given as a research task individually or in pairs.
- Ask students to make a list of what kind of people memorials are built to remember and what kind of events are commemorated by memorials. Ask them what recent events and people should be remembered by building memorials. Do we still need memorials at all?

Element 2

- As an oral 'warmer', get students to talk about their favourite statues or monuments and why they like them
- As an alternative to Task 2 ask students to write about the statue or memorial they would have built if they could. Who or what would the statue or memorial commemorate? What would it be made from and what would it look like?

Element 3

- Ask students to do some research on Trafalgar Square – tell them to find out when it was built and why.
- Ask students to find out about some other famous statues in London. Get them to report back to the class on what they found. This could be done in pairs/small groups.

Element 4

- Get students to do some research into one of the icons on the list and do a presentation for the class or write a short essay about it.
- As a group exercise get each group to make a list of 12 Hungarian icons. They should explain why they chose each one and what it represents in a short paragraph. Then get each group to present their list to the class. Discuss the differences and similarities in the lists.

- Look at the website of *ICONS. a portrait of England* and prepare a quiz for your students which they can complete by looking at the site. Here is the address:
<http://www.icons.org.uk/>

Element 5

- Tell students to write a short description of Budapest or a region of Hungary for a tourist brochure. They should make the description sound as attractive as possible.
- In groups discuss which are the most interesting areas of Hungary for tourists or what are the main tourist attractions in Budapest. Each group should then report back to the class.
- Discuss the possibility of an alternative type of tourism that would show a country as it really is, including both its good and bad sides. What sort of things would an alternative approach to tourism need to include for Hungary?

Institutions

Aim:

Students will look at a well-known media institution (Hollywood – actually a collection of institutions) and find out something more about its history and how it works. The unit also intends to provide some fun activities based on students' knowledge of recent Hollywood films and stars. It is also meant to promote increased awareness of how a mass media institution works. The lead-in questions and extension exercises are also partly meant to stimulate critical thinking on the part of the students

Contents:

Element 1 – Text about the iconic Hollywood sign

Element 2 – A brief history of Hollywood

Element 3 – Posters of big Hollywood films and descriptions of the films and the actors in them.

Element 4 – A short film review of *Mission: Impossible III*

Element 5 – Description of the process of making a film

Focus:

This unit contains tasks practicing prepositions, vocabulary knowledge and reading comprehension. There is also an exercise practising correct word order in sentences. The extension exercises provide several possibilities for short writing tasks, research activities and

oral reports. The lead-in questions and extension exercises are also partly meant to stimulate critical thinking on the part of the students

Extensions:

Element 1

- Get students to prepare their own preposition exercises using a short text which gives a physical description of something. Get them to print out their exercise and give it to the other students. The student can show the complete text when everyone has finished the exercise.
- Have students do some internet research at home or in lesson time about the Hollywood Walk of Fame which is also run by the Hollywood Chamber of Commerce. Share what they have found out at the beginning of the next lesson.

Element 2

- Get students to do some internet research on Hollywood Boulevard and to give a short presentation about it.
- Ask students to find out about one of their favourite Hollywood directors. They prepare a short talk or write a short paper about his or her life and films.
- Ask students to find the Hungarian equivalents of 10 more words in the text about Hollywood. This could be done as an exercise they prepare for each other or as a whole-group quiz.

Element 3

- Get students to produce a filmography of their favourite actor along with some key facts about the actor.
- Ask students to prepare a similar quiz to the ones here – either with descriptions of actors and actresses that the other students have to guess or with short descriptions of films that the other students have to give the title of.

Element 4

- Get students to write a one page film review of a film they have seen recently. Give them a list of points that they have to include e.g. brief plot summary, names of the main actors and director, what was good about the film and what wasn't good.

Element 5

- Get students to use the web links to find out more about filmmaking. Students could be given different topics to do a mini-research on and then report back to the class. This could be done in pairs or individually.

Politics

Aim:

Here we encourage students to think about the way leading politicians' images are constructed, both visually and through words. The unit also aims to foster interest in the life stories of famous leaders and to examine the way political architecture functions as a medium, projecting messages about the importance and values of a country. It discusses the roles of flags as media as well as current issues in politics. The lead-in questions and extension exercises are also partly meant to stimulate critical thinking on the part of the students

Contents:

Element 1 – Images of famous politicians, along with brief descriptions and quotations of the politicians.

Element 2 – A short biography of Abraham Lincoln.

Element 3 – Images of parliaments/prominent government buildings from seven countries plus short descriptions of each one.

Element 4 – An extract from *Budapest Analysis*, No. 85, on Hungary's dependency on natural gas.

Element 5 – Descriptions of flags

Focus:

Apart from learning about several famous politicians and government buildings, this unit has tasks which focus on close reading, general reading comprehension, vocabulary building and translation. There are also ideas for writing tasks in the extension suggestions.

Extensions:

Element 1

- Ask students to prepare short descriptions of living politicians, either Hungarian or international, and ask them to read out the descriptions. The other students have to guess who the politician is.
- Get students to find more quotations from famous politicians and prepare a quiz for their class mates similar to the one above. They would give the list of politicians and the quotes and the other students would have to guess who said what.

Element 2

- Ask students to write a short biography or do a ten minute presentation on the life of another famous politician.
- Ask students, either on their own or in small groups to do some research on political assassinations. You could do this by assigning each group a country and/or a century to focus their research and telling them to use encyclopaedias and the Internet. Tell them to choose only one assassination and to prepare a short presentation about it.
- Ask students to find the Hungarian equivalents of 10 more words in the text about Abraham Lincoln. This could be done as an exercise they prepare for each other or as a whole-group quiz.

Element 3

- Get students to do more research on one of the buildings and either write a short description or do a class presentation on it.
- Give students a country and ask them to find out as much as possible about the parliament buildings (or the system of government and its history) as they can. This could be assigned as a pair or group project.

Element 4

- Design reading comprehension questions to check the understanding of the text.
- Ask students to write an about 150-word summary of the text.
- Ask students to study the characteristics of formal/scientific style: typical words and grammatical structures used

- Get students to make a list of subject-specific vocabulary on the basis of the text.
- Carefully study the translation of the text with the students: suggest alternative (but still adequate) ways of translating it into Hungarian.

Element 5

- Ask students to find unknown/difficult words in the descriptions of the flags and discuss their meanings (e.g., *patron saint*, *diagonal cross*, *overseas territories*, *stripes*, *rows of stars*).
- Discuss in class (or in small groups) what the roles/functions of the institutions/bodies listed in Task 2 is.
- Discuss in class how the political system in Great Britain and in the USA is similar or different from the system in Hungary.

Education

Aim:

The objective of this unit to familiarize students with the European Union's education programmes, which promote language learning and encourage student and teacher mobility. The lead-in questions and extension exercises are also partly meant to stimulate critical thinking on the part of the students.

Contents:

Element 1 – Picture description: compare two photos

Element 2 – A brief introduction into EU Funding Programmes(Socrates, Leonardo da Vinci, Tempus, Erasmus Mundus)

Element 3 – Alumni for Europe - Interactive Student Network

Element 4 – CV writing

Element 5 – Photo of summer camp

Focus:

This unit primarily contains content-based exercises but there is also skills development concerning picture description and CV writing tasks.

Extensions:

Element 1

- Have students do some internet research at home or in lesson about the education system of different countries. Share what they have found out at the beginning of the next lesson. For Hungary, this is a useful web address: www.om.hu.

Element 2

- Get students to do some internet research on EU Funding Programmes.
- Ask students to find out more about the language learning policy of the European Union.

Element 3

- Ask students to write a letter to Tempus Public Foundation in which they enquire about the possibilities of joining the Alumni for Europe.

Element 4

- Get students to write their CVs in English and in Hungarian. Compare the differences and similarities.
- Ask students to write the CV of a famous person that they read about in class but do not tell the name of the person. The others have to guess whose CV it is.

Element 5

- Get students to use the web links to find out more about summer language camps. Students could be asked to do some research on the different countries where summer language camps are organised and then report back to the class. This could be done in pairs or individually.
- Ask students to write an ad for a summer language camp they have been to. If they have never been to a language camp they can write about any camp in which they participated. Useful web address: www.taborozas.lap.hu.

Culture

Aim:

The objective of this unit is to provide students with practical and useful information concerning English speaking countries. This is done in an unusual but interactive way. Students are asked to fill in fact sheets concerning data about the particular English speaking country.

Contents:

Element 1 – the United Kingdom

Element 2 – the United States of America

Element 3 –Australia

Element 4 –Canada

Element 5 – New Zealand

Focus:

This unit contains tasks which are in connection with cultural studies. Task 1. of the five independent elements shows two images of the particular country. Students are asked to decide whether they like the images used to represent the particular country or they would use some other image. If they do not like the image, they have to find other images and justify their reasons. Task 2 is a fact sheet that students fill in and print out for further reference.

Extensions:

Element 1

- Students are told in advance that next class they have to fill in a fact sheet about the United Kingdom and they are free to use any material in class to provide the right solution. This exercise can be assigned as pair or group work.
- Get students to do more research on the United Kingdom and either write a short description or do a class presentation on it.
- As a follow-up ask students to write an about 150-word summary of the text.
- Get students to use the web links to find out more about the media in England. Students could be given different topics to do a mini-research on and then report back to the class. This could be done in pairs or individually.

-Get students to print out their fact sheet and keep it for further reference.

Element 2

- Students are told in advance that next class they have to fill in a fact sheet about the United States of America and they are free to use any material in class to provide the right solution.

This exercise can be assigned as pair or group work.

- Get students to do more research on the United States of America and either write a short description or do a class presentation on it.

- As a follow-up ask students to write an about 150-word summary of the text.

- Get students to use the web links to find out more about the media in the United States. Students could be given different topics to do a mini-research on and then report back to the class. This could be done in pairs or individually.

-Get students to print out their fact sheet and keep it for further reference.

Element 3

- Students are told in advance that next class they have to fill in a fact sheet about Australia and they are free to use any material in class to provide the right solution. This exercise can be assigned as a pair or group project.

- Get students to do more research on Australia and either write a short description or do a class presentation on it.

-As a follow-up ask students to write an about 150-word summary of the text.

- Get students to use the web links to find out more about the media in Australia Students could be given different topics to do a mini-research on and then report back to the class. This could be done in pairs or individually.

-Get students to print out their fact sheet and keep it for further reference.

Element 4

- Students are told in advance that next class they have to fill in a fact sheet about Canada and they are free to use any material in class to provide the right solution. This exercise can be assigned as a pair or group project.

- Get students to do more research on Canada and either write a short description or do a class presentation on it.
- As a follow-up ask students to write an about 150-word summary of the text.
- Get students to use the web links to find out more about the media in Canada. Students could be given different topics to do a mini-research on and then report back to the class. This could be done in pairs or individually.
- Get students to print out their fact sheet and keep it for further reference.

Element 5

- Students are told in advance that next class they have to fill in a fact sheet about New Zealand and they are free to use any material in class to provide the right solution. This exercise can be assigned as a pair or group project.
- Get students to do more research on New Zealand and either write a short description or do a class presentation on it.
- As a follow-up ask students to write an about 150-word summary of the text.
- Get students to use the web links to find out more about the media in New Zealand. Students could be given different topics to do a mini-research on and then report back to the class. This could be done in pairs or individually.
- Get students to print out their fact sheet and keep it for further reference.

Advertising

Aim:

In this unit students approach advertising from various aspects. They become familiar with working organisations, such as the EASA (*European Advertising Standards Alliance*, for further information visit website at www.asa.org.uk) and look at the way complaints are handled by the ASA (*Advertising Standards Authority*). They also have the possibility to fill in a form and send it directly to their teacher. Then, with the help of a Budapest Sun article, they learn how to look for love on the Internet and learn more about the advertising policy of The Budapest Sun. The unit also intends to provide students with useful media vocabulary concerning the synonyms of 'rise' and words used in newspaper headlines. The lead-in questions and extension exercises are also partly meant to stimulate critical thinking on the part of the students.

Contents:

Element 1 – Text about the EASA(*European Advertising Standards Alliance*)

Element 2 – Brief guidelines by the ASA

Element 3 – Budapest Sun article on finding a partner online (*Looking for love online*,
February 11, 1999)

Element 4 – Making a complaint: fill in the form

Element 5 – The Budapest Sun Online Classified Advertising page

Focus:

This unit contains tasks practicing prepositions, vocabulary knowledge and reading comprehension. There is also an exercise practising correct word order in sentences. The extension exercises provide several possibilities for short writing tasks, research activities and oral reports.

Extensions:

Element 1

- Have students do some internet research at home or in lesson time about advertising organisations in Hungary. Share what they have found out at the beginning of the next lesson.
- Students are advised to visit the website: www.kreativ.hu, where they can find interesting facts and articles about the Hungarian advertising market.

Element 2

- Get students to do some internet research on advertisements which are misleading or breach the media law.
- Task 2. on stylistic devices is recommended for advanced learners. Ask students to analyse advertisements and find stylistic devices for further practice.

Element 3

- Design reading comprehension questions to check the understanding of the text.
- Ask students to write an about 100-word summary of the text.

- Imagine your English friend, who works in Hungary, would like to meet people because he/she feels lonely. Give him/her advice on how to meet Hungarians!

Element 4

- Get students to write a complaint about an advertisement. Depending on class size students can be divided into groups. Ask each group to write a complaint about the same product. Print the complaints and exchange them with the other groups'. Compare the complaints language and content wise.
- Get students to use the web links to find out more about the way complaints are handled in Hungary.
- Find a Hungarian form and compare it with the English version.
- Discuss the meaning of the term Privacy Policy with your students.

Element 5

- Get students to use the web links to find out more about online advertising. Students could be given different products they want to sell/buy. Ask them to do a mini-research and then report back to the class. This could be done in pairs or individually.
- Are you familiar with the term PDF format? What does it mean?
- Ask students to act out dialogues. Student A is the receptionist at The Budapest Sun, Student B would like to place an advert in one of the classified sections. Listen to the dialogues in class.
- Write a letter/email to The Budapest Sun in which you ask for information concerning the conditions of advertising.

Travelling

Aim:

The aim of this unit is to introduce feature writing into the English classroom and highlight the difference between news writing and features. Reviews are also covered in this chapter and students can be advised to research the review sections of popular dailies. The lead-in questions and extension exercises are also partly meant to stimulate critical thinking on the part of the students.

Contents:

Element 1 – Feature article from The Budapest Sun (*Being streetwise in the saddle*, December 15, 2005)

Element 2 – Match the titles with the descriptions, review writing exercise

Element 3 – Budapest Sun article on Hungarian tourism (*Tourism figures good*, June 8, 2006)

Element 4 – Three photos about travel destinations

Element 5 – Budapest Sun review article on a travel book (*Hungary: The Bradt Travel Guide*, September 22, 2005.)

Focus:

The tasks in this unit develop students' journalistic skills as far as feature articles and book reviews are concerned. The tasks also enrich learners' subject-specific vocabulary and field knowledge. There are matching and translation exercises, and letter writing tasks in the unit. The lead-in questions and extension exercises are also partly meant to stimulate critical thinking on the part of the students

Extensions:

Element 1

- A DAY IN THE LIFE OF....is a special type of writing where the day of a person is described, 3rd person singular is used, there are no direct questions and answers, only supporting quotes for the sake of illustration. Follow-up: Give advice to couriers on how to avoid accidents.
- Write a similar story with the title: A DAY IN THE LIFE OF.....interview a friend, relative or brother or sister.
- Find a similar article in a newspaper and compare the two articles. Consider style, content, and structure.
- Find an obituary and discuss its distinctive style and structure.

Element 2

- Make a list of subject-specific vocabulary: parts of a bike, means of transport.
- Vocabulary building in connection with the media. Discuss the difference between brochure, booklet, leaflet, poster, billboard, etc.
- Discuss the advantages and disadvantages of cycling in Budapest. Ask students to consider whether it is dangerous or healthy.
- Ask students to introduce the Hungarian High Way Code briefly.

Element 3

- Ask students to bring in newspapers and analyse graphs and charts.
- Vocabulary building exercise: make a list of subject-specific vocabulary.
- Find newspapers which give you ideas for holiday destinations.
- Are you familiar with *Time out*? If not, get students to do research on it and write a one page review of the magazine.
- Give students an English speaking country and ask them to find out as much as possible about tourism in that country as they can. This could be assigned as a pair or group project.

Element 4

- Oral discussion: Which holiday destination do you like? Justify your reasons.
- Introduce students into the differences and similarities of formal and informal letter writing.
- Choose Picture A, Picture B or Picture C and write an ad for a travel magazine (print media). Now prepare an ad about the same picture for radio and television. Compare the similarities and differences between the ads.

Element 5

- Discuss the most important characteristics of travel books.
- Do you read book reviews? Write a page-long review of your favourite book.
- There are famous travel books. Can you list any? Do some research on the net.

- Have you heard of the Lonely Planet series? Have students do some internet research at home or in lesson time and discuss how to do an effective and fast search.

Health

Aim:

The elements included in this unit have very different connections with the media. The first, for instance, looks at how music may be an effective way of improving health; the second is concerned with a current health issue (the bird flu scare) which is extremely prominent in the mass media at the moment; and the third one shows – through a popular science article – how the media can aid people in staying healthy. The fourth and the fifth ones are vocabulary building exercises where photos are used to stimulate discussion. The principle aim here is to provide media-related topics which are both interesting and informative while at the same time being relevant to the students' own lives and concerns (such as health problems). The lead-in questions and extension exercises are also partly meant to stimulate critical thinking on the part of the students.

Contents:

Element 1 – Newsweek article about the potential benefits of music for various health problems.

Element 2 – BBC article about bird flu

Element 3 – Newsweek article on the dangers of chronic distress and a test that helps to see if one is prone to such health problems

Element 4 – Photo of human body

Element 5 – Photos of market

Focus:

The tasks here practice and improve vocabulary knowledge (through synonyms, explanations and cloze test), spelling, word forms (through cloze test) and reading comprehension.

Extensions:

Element 1

- Get students to look through the article and make a list of all the different types of music that are mentioned and what therapeutic purposes they are used for.

- Ask students to talk about the type of music which they like to listen to and how it might affect their health.
- Get students to find other words in the article and find dictionary definitions of the words and then quiz each other using their definitions.

Element 2

- Get students to do some internet research about the 1918 flu pandemic and what people did then to avoid catching the disease.
- Ask students to research other dangerous diseases which affect humans in different parts of the world (e.g., malaria, SARS, the ebola virus).

Element 3

- Design reading comprehension questions to check how well students understand the text.
- Get students to write a summary of the article (using key words provided by the teacher).
- Engage students in studying the characteristics of formal/scientific style: typical words and grammatical structures used. The starting point can be the article and then they can relate to other reading experiences they have had.
- Ask students to compile a list of subject-specific vocabulary vs. general vocabulary (especially concentrating on lexical words in the article).

Element 4

- Further vocabulary building exercise with parts of the human body, making a list of subject-specific vocabulary
- Write sentences using the expressions in Task 2.
- Which sayings are the same in Hungarian? Can you think of more?
- Get students to describe a famous person/celebrity that the others have to find out.
- Discuss the advantages and disadvantages of plastic surgery with your students.
- Find articles which are in connection with inner organ donation.

Element 5

- Consider healthy eating and eating habits in general.

- Ask students to watch *Super Size Me*, with English voice over. Students have to write a summary of the film.
- Students can act out dialogues in connection with shopping.
- Ask students to write a recipe of their favourite dish. They have to find out the name of the dish.
- Bring a magazine into class. Can you find any articles/advertisements in connection with losing weight? Consider the truth value of these advertisements.
- Consider the people who appear in cosmetic advertisements. Have you seen the latest Dove advertisement? If not find it, and compare it with a Nivea advertisement.

Famous Media Personalities

Aim:

This unit looks at the terms ‘celebrities’ and ‘paparazzi’ and gives a theoretical introduction, too. The unit covers talk media related tasks mainly but Queen Elisabeth II. is also mentioned and students are asked to consider media presentations of stars and media stereotyping.

Contents:

Element 1 – Dictionary definitions of the words Celebrities, and paparazzi

Element 2 – Two articles on Queen Elisabeth II.

Element 3 – Text on Oprah Winfrey, Wikipedia

Element 4 – Text on Robbie Williams, Wikipedia

Element 5 – Text on Johnny Depp, Wikipedia

Focus:

This unit contains tasks practicing prepositions, vocabulary knowledge and reading comprehension. There is also a recorded dictation exercise which tests spelling and punctuation, as well as sentence structure. The unit also intends to provide students with useful media vocabulary concerning talk shows and television programmes. The lead-in questions and extension exercises are also partly meant to stimulate critical thinking on the part of the students.

Extensions:

Element 1

- Highlight the plural form of paparazzo, which is paparazzi. Draw students' attention to irregular plural forms.
- Get students to do some internet research about celebrities.
- Discuss reality shows and their popularity.
- Discuss the popularity of Big Bother.
- Discuss the genre of Megastar.
- Ask students to research the death of Lady Diana, Princess of Wales.

Element 2

- Get students to do some internet research about Queen Elisabeth II.
- Get students to describe a famous person/celebrity that the others have to find out.
- Discuss the role of the Queen.

Element 3

- Get students to look through the article and make a list of words which describe inner qualities and appearance.
- Get students to find other words in the article and find dictionary definitions of the words and then quiz each other using their definitions.
- Read the text for task 2 again and comment on it. Consider what Oprah meant by saying: "I know the difference between a store that is closed and a store that is closed to me."
- Discuss the popularity of talk shows.
- Compare talks shows on Hungarian TV.

Element 4

- Discuss as a group what sort of person you think Robbie Williams really is and why he behaves the way he does. Can students think of other celebrities like him?
- Have students do some internet research at home or in lesson time about other famous pop stars or rock musicians and give a presentation at the beginning of the next lesson. Teachers could assign a famous musician to each student or pair/group of students or students could choose for themselves

- Get students to prepare short quizzes where they have to find ten famous pop groups or pop stars and one hit song for each group. They give the list of songs to the rest of the students and then the students have to guess who had a hit with each song. This could be made easier by giving the names of the groups or stars as well and asking the other students to match the names with the songs.
- Find the lyrics of Robbie Williams's song "Angels" on the Net and read them together with the class (better still listen to the song if you can get a recording – maybe one of your students will have it). Discuss what the song is about as a group and why they think it was such a big hit. This can be done with virtually any famous pop song as lyrics are very easy to find on the Internet.

Element 5

- Discuss as a group what sort of person you think Johnny Depp really is. What do you think has made him behave the way he has?
- Have students do some internet research at home or in lesson time about other famous film stars who have had problems in their lives. There are many but obvious choices are Charlie Chaplin, Judy Garland, Elizabeth Taylor, Winona Ryder, Russell Crowe and Robert Downey Jr. Alternatively you could allow them to choose any film star they like and find out what problems they've had in their life. Get them to write a short essay (handwritten to avoid downloading) about the problems the star has had or give a short presentation to the class.
- Ask each student to prepare a one paragraph summary about the career of a famous film star and read it out. The other students have to guess who the film star is.
- Select a paragraph from an internet biography of a film star (check Wikipedia) and use it as another dictation exercise then ask the students who the star is.

Chapter 4.

Demonstration

We will now give a demonstration of how one element from the course can be used in the form of a sample lesson plan. The element chosen for this purpose is **element 1** from the unit on **Politics**. This element concerns images, descriptions and quotations of some famous politicians. Approximate timings for each part of the lesson are given, but these are very flexible and can be altered according to the situation and the on the spot decisions of the teacher. The lesson outlined below gives students practice in **critical thinking, discussion skills, reading comprehension, and writing**. It could also help widen their **vocabulary**.

Lead-in

There are five lead-in questions for this element:

1. Why are pictures of politicians so common in the mass media?
2. Politicians are usually very conscious of their appearance. In photographs how do you think politicians would like to look?
3. What importance do clothes play in the image of a politician?
4. Think of some politicians you know – what sort of images do they try to construct for themselves?
5. When politicians make speeches how do they usually talk and why do they talk like that?

In addition to serving as a warm up exercise, these are intended as a way of getting students to think about how politicians' images are constructed in the media, both visually and through what they say.

Each of these lead-in questions should be seen as merely starting points and could easily lead to sustained discussions with students involving numerous follow-up questions. For instance, for question 2 about appearance, you could ask about the importance of facial expressions and body language in the form of gestures and posture. The questions are intended to lead on from one to the other but it may not be necessary to ask them all – question 3 about the importance of clothes may not be necessary after the discussion of appearance in question 2. Indeed, teachers may decide to ask entirely different questions once students begin to offer their thoughts on the topic, especially if interesting and unanticipated ideas arise.

Instead of a lead-in question, question 5 about the way politicians talk could be used as a transition between Task 1 and Task 2, which looks at some political quotations.

The timing for this opening section of the lesson is really a matter of choice but a minimum of 10 minutes would probably be necessary to explore the points in any depth and to look at some actual examples (question 4). If students are obviously motivated and interested the discussion of the questions could easily be extended to around 20 minutes.

(Time: 10-20 minutes)

Task 1

After bringing the initial discussion to a natural close, the teacher should explain that the students will now look at some images of famous politicians. It is probably a good idea to have a quick look at the images first and ask the students how many of the politicians they recognise and who they are. If the students don't know all of them, that's not a problem but don't give away the answers. You could also discuss how the politicians look in the pictures.

This introduction to the images should take around five minutes and then the teacher can explain what the students have to do for Task 1. They are given the names of the twelve politicians in a list (this comes after the pictures and descriptions). Beside each name are two boxes. In the first box they have to put the number of the picture of the politician, and in the second box they have to put the letter of the appropriate description of the politician (the twelve descriptions can be found on the page following the pictures). An example is given for the first politician to show what they have to do.

You should ask them to look at the picture and read the description for Nelson Mandela (11 and G) and then ask them what clues there are in the description and the picture which could have helped if they didn't know the answer (e.g. He's smiling, he's male, he's an African and he has the same name as Admiral Nelson). They may also have some existing knowledge about Mandela's life.

You can ask them to do this task individually or work in pairs or small groups. They will probably need around 10 minutes to read all the descriptions and decide on the answers. If you want to go through the answers with them you will have to tell them not to check the answers themselves. Alternatively, you may want to do this as a whole class exercise with students in pairs or small groups taking it in turns to suggest the answers after everyone has read the descriptions. In each case you can ask them why they think a particular description matches a particular politician.

(Time: 20-25 minutes)

Transition to Task 2

As mentioned earlier, question 5 in the lead-in questions could be used as a lead-in to Task 2, but alternatively you could ask if the students know any quotes from these politicians. If they don't you could ask them if they know any political quotes at all, perhaps from famous Hungarian politicians, and ask them why they think these particular quotations have become well known. It could be because of the way the quotes are worded or could be because they are about very important events, or both.

If they don't know any quotes at all, you could give them a couple of examples or just go straight on to Task 2.

(Time: around 5 minutes)

Task 2

Here the students have to match the twelve quotes to the twelve politicians by putting the number of the appropriate picture into the box at the end of each quote. There are some clues in the quotes but not in all of them, so in some cases the students will have to use their background knowledge to make educated guesses (hopefully!). For this reason, it may be a good idea to ask the students to do this task in small groups.

After the students have finished the task, which should take about 10 minutes, it would probably be a good idea to go through the quotes and discuss them. You could ask which are their favourites and why, what the quotes mean and what they tell us about the different politicians. You could also ask students what events some of the quotes relate to. For instance, the Bill Clinton quote relates to his impeachment trial over allegations that he lied about his relationship with Monica Lewinsky, a young female White House intern.

(Time: 20-25 minutes)

Follow-up

After completing both tasks you will probably have some time left, perhaps as much as half an hour. This could be used for getting students to do an extension exercise involving writing (the first extension suggestion for this element – see Chapter 3). Each student should write a short description of a famous politician, similar to the descriptions in task 1. The descriptions should be a bit more detailed than those in Task 1 though. You can tell them to only write about living politicians if you like or leave it up to them to decide but it should be a description of a very well known politician. If you have more time you can ask them to write a longer paragraph which includes a physical description as well as important details about

the life and career of the politician. If students can also surf on the Internet to do this exercise they could be asked to include a quote from the politician as well.

Students could also be put in pairs to do this or you could organise them into teams and have a mini-competition. Each team has to prepare a certain number of descriptions and then the teams take it in turns to read out their descriptions to another team. If that team doesn't get the right answer, the next team gets a chance to answer and so on. You should allow 10 to 15 minutes for writing the descriptions, giving help with the language as necessary, and then at least another 10 minutes for reading out the descriptions and identifying the politicians.

(Time: 20-30 minutes)

Homework

If you run out of time for the extension exercise above, then this can be completed for homework. The second extension exercise, which involves preparing a quiz for the next class, can also be given as homework. For this students have to prepare a list of 10 politicians with 10 quotes, one from each politician, and the task is to match the quotes to the politicians. In the next class students can exchange their quizzes and do them. Ideally students should have access to the Internet to do this but if not they could do it using library resources.