

2006

# Using TV News to Integrate the Four Skills: A Guide for EFL Teachers

Christina Evans

*School for International Training*

Follow this and additional works at: [https://digitalcollections.sit.edu/ipp\\_collection](https://digitalcollections.sit.edu/ipp_collection)

 Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#), [Curriculum and Instruction Commons](#), and the [Instructional Media Design Commons](#)

---

## Recommended Citation

Evans, Christina, "Using TV News to Integrate the Four Skills: A Guide for EFL Teachers" (2006). *MA TESOL Collection*. 166.  
[https://digitalcollections.sit.edu/ipp\\_collection/166](https://digitalcollections.sit.edu/ipp_collection/166)

This Article is brought to you for free and open access by the SIT Graduate Institute at SIT Digital Collections. It has been accepted for inclusion in MA TESOL Collection by an authorized administrator of SIT Digital Collections. For more information, please contact [digitalcollections@sit.edu](mailto:digitalcollections@sit.edu).

USING TV NEWS TO INTEGRATE THE FOUR SKILLS:  
A GUIDE FOR EFL TEACHERS

SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE MASTER OF ARTS IN TEACHING  
DEGREE AT THE SCHOOL FOR INTERNATIONAL TRAINING  
BRATTLEBORO, VERMONT

BY  
CHRISTINA EVANS

DECEMBER 2006

© CHRISTINA EVANS, 2006. All rights reserved.

The author hereby grants the School for International Training permission to reproduce either electronically or in print format this document in whole or in part for library archival purposes only.

The author hereby does grant the School for International Training the permission to electronically reproduce and transmit this document to the students, alumni, staff, and faculty of the World Learning Community.

© CHRISTINA EVANS, 2006. All rights reserved.

This project by Christina Evans is accepted in its present form.

Date: December 2006

Project Advisor: Bonnie Mennell \_\_\_\_\_

Project Reader: Liz Willner \_\_\_\_\_

Acknowledgments: I am truly grateful for the unending inspiration, knowledge, and support I received from Liz, Bonnie, and Glen. I appreciate the exceptional feedback, assistance, and patience they offered me. I am also indebted to Ann Chu and Turner Broadcasting for allowing me to incorporate the CNNez new stories included in this paper. I would not have been able to complete this project without their support. Last, but not least, I would like to thank Colleen, Meg, my parents, and my fellow SMAT classmates. I will always appreciate their encouraging emails and telephone calls. They are a source of strength as I strive to become a more confident, empathetic, supportive and giving teacher. Thank you.

## ABSTRACT

These materials were developed to help guide an EFL teacher's approach to incorporating TV news stories in an intermediate or advanced level course. An introduction and rationale are presented, the role of the instructor is explored and teaching suggestions are offered. An extensive checklist of four skill core activities and a demonstration on incorporating them into a lesson plan are also integrated into these materials.

ERIC Descriptors: Video, Listening Comprehension, Reading Comprehension, Multimedia Instruction, Audiovisual Instruction, English as a Foreign Language

## TABLE OF CONTENTS

|  |    |
|--|----|
| Chapter  |    |
| 1. INTRODUCTION AND RATIONAL.....                        | 1  |
| 2. COURSE PLANNING.....                                  | 5  |
| Target Audience .....                                    | 5  |
| TV News Resources.....                                   | 5  |
| News Selection Criteria.....                             | 6  |
| Role of Instructor: Scaffolding Through PDP Viewing..... | 6  |
| Helpful Teaching Tips.....                               | 9  |
| 3. FOUR SKILLS CORE ACTIVITY IDEAS.....                  | 14 |
| 4. EXAMPLE MATERIALS FOR TV NEWS CLIPS.....              | 26 |
| Action Films from Asia Hot at the Box Office.....        | 27 |
| Supersize Mobil Phone.....                               | 30 |
| Comeback of Star Restaurateurs.....                      | 34 |
| 5. CONCLUSION.....                                       | 38 |
| Appendix: News Transcripts.....                          | 39 |
| Bibliography.....  | 4  |

# Chapter 1

## Introduction and Rationale

The greater part of my teaching was spent at Chonbuk National University in Jeonju, South Korea, three hours south of Seoul. From 2002 to 2005 I taught conversational English to beginner, intermediate, and advanced level students. This teaching context was the ideal place to experiment. I began each term with new students and endless possibilities. I saw each class as an opportunity to explore, review, question and reflect upon my teaching methods. I adapted old materials, introduced new interactive activities and tried to give students more opportunities to use the target language.

I started incorporating TV news into my classes to spice things up a bit, but I soon realized the countless benefits this held. I have now been using TV news for the last 4 years and although I have yet to declare myself an expert, I believe I have learned how to effectively incorporate it into an English as a Foreign Language (EFL) class. I have researched and gathered information regarding the use of video in the classroom, inquired about their use among colleagues and professors and also went straight to the source to ask the students themselves what they enjoyed and what worked best for them. From what I learned from these sources and my own experiences, I have compiled a guide that illuminates my purpose and motivation for using news, offers helpful strategies, and presents several types of core activities EFL teachers can use in conjunction with any TV news story.

Some of the reasons an EFL teacher would want to use TV news in their classroom are:

- TV News stories are **short**; usually lasting 3-4 minutes each. Anything longer than 10 minutes is often difficult for language learners to process and retain.

- TV News stories introduce students to material that uses authentic language - allowing students an opportunity for rich and varied exposure to English. Using news allows the teacher to bring the voices of other English speakers into the classroom. This helps students **build confidence through the practice of listening to native speakers.**
- TV News stories are an excellent example of language in context and become a model for student production. The students are **introduced to different types of speech and language** – such as the deliberate speech of a fixed script or the spontaneous speech of live interviews.
- TV News stories introduce the students to **new vocabulary and expressions** set in a natural context.
- TV News stories provide a common experience for all students that can be used as a springboard for language learning. The news stories can be used to **generate ideas or topics to discuss in class.**
- TV News stories **extend the classroom and provide a window into the target culture.** Because language and culture are interconnected, understanding the social context of language is extremely important. Incorporating the teaching of culture into a language curriculum can be used as a vehicle for teaching students how to communicate more effectively.
- TV News stories give **visual support** for students (facial expressions, gestures, context) that help learners interpret the language being heard.
- TV News stories **appeal to a diverse group of learners** (especially students who are predominately visual and aural learners) and can be used in a multisensory classroom.
- TV News stories allow the EFL teacher to do more with less. Each news story can be used for numerous activities that allow students to continually **revisit and**



**recycle specific language** - allowing students to practice and work with the language in depth, rather than just being superficially exposed to it.

- TV News stories offer a different perspective on a topic and keep students **updated on events happening around the world.**
- TV News stories promote **critical viewing skills** and media awareness.
- TV News stories can be used as a tool to **engage the students.** In a world stimulated by TV, movies, the Internet, and video games, we as teachers need to do more to stimulate our students' minds.
- TV News stories provide a natural **integration of the four skills.**
- TV News stories can be used in **any size classroom.**
- TV News stories are **helpful for differentiated classes.** Activities used for particular news stories can be modified to suit students at different language levels, allowing for multiple levels of work in the same classroom.

Initially, upon introducing my classroom to TV news stories, I wanted to find innovative material that would stimulate the students and give them something interesting to talk about. After using and experimenting with TV news in the classroom, the results clearly show the numerous benefits they hold. In addition to assisting teachers as they introduce new language, TV news stories engage the students and support their language learning process. With all the advantages both the teacher and the students gain, why wouldn't an EFL teacher incorporate TV news into his/her classroom?

## Chapter 2

### Course Planning

After reviewing the reasons *why* it is important to use TV news in the classroom, it is only natural to explore the other wh-questions. This chapter explains the answers to those questions in detail. I will describe *who* TV news stories are most suited for, divulge *what* kind of news stories are appropriate, explain *where* to obtain suitable broadcasts, describe the role of the instructor and illustrate *how* (after several years of trial and error) I have successfully incorporated TV news stories into my classroom.

#### Target Audience

News broadcasts are appropriate for intermediate and advanced level EFL students.

#### TV News Resources

The easiest TV news broadcasts to acquire are BBC, CNN, or ABC Nightly News. At least one of these broadcasts will be offered through your satellite dish company. Once you have established which TV news broadcast you have access to, directly record the program onto a video cassette tape. Each week watch the selection of news stories, choose which one you feel is appropriate for your students, and then develop activities to coincide with the broadcast. It is important to note that under *Fair Use Guidelines*, a teacher from a nonprofit educational institute can record off-air programs (i.e. news stories), but he/she is only allowed to show the program once and then it must be erased within 45 days.

#### TV News Selection Criteria and Viewing Reminders

1. Choose stories that are relevant to students' lives.
2. Use various broadcasts that provide exposure to various accents and cultures.
3. Choose stories that are proficiency-level appropriate; political and science related stories are often too difficult for many students to understand.

4. Seek out news programs that stress human interest stories.
5. Use stories that lend themselves to many learning activities and the integration of the four skills.
6. Cue the video ahead of time.
7. Copy the news story 3-5 times, if possible, so there is no need to rewind.

### **Role of Instructor**

It is a teacher's responsibility to create a positive learning experience for his/her students. In order to encourage learners and attend to students' needs, a teacher needs to be flexible in the classroom. It is important for a teacher to wear many hats, for example that of a facilitator, diplomat, clown, lecturer, activities coordinator, curriculum specialist, co-learner and cheerleader. Each of these roles is valuable and essential in the classroom.

Understanding the students' needs and knowing *which* hat to wear at *what* times (a teacher might even have to coordinate 2 or 3 hats at once) is the first step a teacher needs to take to create a comfortable learning environment. A safe, inclusive, fun, and supportive classroom helps lower students' affective filters (complex negative emotional and motivational factors that may interfere with learning) and encourages more effective language learning.

When teaching news stories it is essential that the students come first. It is the teacher's responsibility to guide students through a step-by-step process of learning by providing scaffolds or supports - such as giving clear instructions, recycling language from a previous lesson, modeling, or introducing small chunks of language - to facilitate each learner's development. Scaffolding allows teachers to simplify the task to make it more manageable and achievable. Scaffolding also leads to a higher rate of success in the students' acquisition of the target language by linking what a person knows based on their background to new texts. Scaffolding is necessary because it provides a meaningful context within which to communicate. It is important that teachers provide input before the students

are expected to provide the output. As Gower states, “It is otherwise difficult for student to come up with ideas at the same time as having to cope with [new] language” (Gower, 2005).

Pre, during, and post (PDP) activities are an example of scaffolding and a method any EFL teacher can use to support his/her students in the classroom. PDP activities guide the learner through successive steps that builds students’ background knowledge, directs their attention to key points, lets them react to new knowledge and allows them to interact with the text more deeply. In addition to helping the teacher get the maximum benefits, PDP activities also assist with the following:

- Pre: Validates the students’ personal experiences, ideas, and previous knowledge; ensures students have the tools and a context necessary to talk about a particular topic.
- During: Students predict, guess, hypothesize, confirm, and integrate new knowledge.
- Post: Students discover, interpret and react to the text. Students can make connections between the text and self, the text and the broader world, and the text and other texts.

Using scaffolding as a teaching strategy means an EFL teacher needs to come to terms with the never-ending battle of balancing process versus product. Of course all teachers want their students to enjoy the learning process, but more often than not, the EFL classroom is focused on students producing a particular grammar point or increasing their speaking efficiency to a specific level. Unfortunately, giving attention to product over process means support structures are often not being set up to help students get to that next language level. Thus, teachers can actually hinder their students’ effective learning of the target language. By being aware of process and using PDP activities, teachers can be confident that students will acquire the language more efficiently and enjoy their language learning development.

In addition to focusing predominately on the product, many EFL teachers tend to teach the four skills separately. Segregating the four skills is reflected in traditional EFL programs, but conflicts with the integrated way that people learn and use language skills in normal communication. The four skills are naturally linked and it is actually impossible for any teacher to separate them. In an intermediate reading class, students must use listening skills to understand the teacher's directions. They need to use both speaking and listening skills to discuss the readings and might need writing skills to summarize or analyze them. Since it is impossible to separate the four skills, it is clear that an EFL teacher can more productively embrace them and incorporate them in PDP activities. Integrating the four skills "exposes English language learners to authentic language and challenges them to interact naturally in the language...[The language then] becomes a real means of interaction and sharing among people...that prepares students to use the language in everyday life" ( Oxford, 2001).

### **Helpful Teaching Tips**

Earlier in this chapter I laid out the teacher's role when using news in the classroom. The following are several teaching tips that will help make teaching TV news stories easier and more enjoyable for both the teacher and the students.

- Offer students a choice in the news content you show in class. Take an inventory of their interests and then bring in news stories that reflect those interests. It is essential to be mindful of students' personalities, preferences, and motivations.
- Let students initiate in private-practice before asking them to respond to your questions regarding the news story. Such activities give students opportunities for repetition and rehearsal of language items and for testing and manipulation of target language structures before presenting their thoughts, feelings, or answers in front of the entire class. Allowing students to think, pair, and then share helps lower their affective filters and gives them confidence to participate fully in class.

- As teachers, we need to be models for our students. It is important for us to “show, tell, and encourage” a community of avid readers, spontaneous writers, active listeners and sincere speakers. If your students see you reading or talking about a book you are enjoying, they may be more likely to pick up a book and do the same. Thus, if students see you take an interest in the news story and believe in your desire to make predictions and connections to the story, they are more likely to do the same.
- Prepare extension activities to fill the space between the first and last students’ finishing an activity. Such FUN activities allow the teacher options without punishing students for finishing assignments or group activities early. Some examples could include a crossword puzzle, a game, or role play that recycles the same language the students have previously studied.
- It is important for teachers to get feedback from students regarding their comfort level on the various four skills assignments, processes, and procedures used in conjunction with the news stories. Ask your students regularly about their feelings about activities in class. You could give them a formal feedback form to fill out or ask them informally to give you a thumbs up or a thumbs down.
- All four skills activities should include opportunities for students to play an active role in their own learning. When preparing for a task, help students become aware of any relevant strategy, from their own language, that might help them to perform the task successfully. For example, you may want to ask the students to think about positive interpersonal skills in their culture before they interact with or participate in small groups when talking about the news story.
- Recycle, recycle, recycle! Students need to see and use the language numerous times before it is acquired. Thus, it is essential that teachers reuse and include language taught in previous lessons in their current lesson. Thematic units are a useful method of recycling language in any lesson. If you are teaching a news

story related to music on Wednesday, you could teach related idioms on Monday and use an article on a similar topic on Tuesday.

- When a group of students are role-playing or sharing their opinions on a news topic, ask other students to listen and write down key words or specific phrases used by the group. Active listening techniques ensure students stay on task.
- As recent research suggests, a learner-centered classroom is essential for optimal language learning. Unfortunately, many EFL contexts are predominately teacher-centered – meaning many students often feel uncomfortable taking responsibility for their own learning. In addition to scaffolding, using activities in a sequence of controlled, guided and then free, will ensure an easier transition and will guarantee less resistance to student-centered activities.
- Get the most out of your class time by “doing activities that can be done only in class; that is activities which require the presence of either the teacher or the classmates. Rote grammar exercises, long readings, writing, and other individual activities that require time and reflection more than the presence of the teacher or classmate are ideal candidates for homework” (Black, 1997). It is important for the teacher to know what to spend time on in class and what to assign for homework.
- When focusing on vocabulary or error correction, try to focus only on the terms central to the theme highlighted in the news story. Focusing on other areas may confuse the students and hinder the language learning process.
- Both pair and group work are essential when teaching news stories. It is also important for students to be aware of the resource hierarchy within a cooperative language-learning group. If the students have a question, encourage them to ask their classmates first before going to the teacher. Reliance on self, classmates, and then the teacher increases learner responsibility and encourages autonomous learners.

- It's important for teachers to strive to meet the needs of all students by applying a variety of teaching strategies to accommodate their diverse learning styles. In addition to using TV news stories, also try using music, written text, cooperative learning, role play, inner reflection, pictures and movement to cater to the diversity of intelligences represented in the classroom. Using both teacher-developed and student-generated materials will support learning in the EFL classroom.

Although the insights and suggestions included in this chapter are aimed at helping a teacher incorporate TV news stories into his/her curriculum, many of these ideas can be applied to various aspects of an EFL classroom. The *Role of Instructor* and *Helpful Teaching Tips* are basic, but significant strategies teachers can use to create a positive learning experience for his/her students. These essential concepts represent many "aha" moments and have held true for me. Whenever I have questions regarding my teaching, it has always been beneficial to review these ideas. They are invaluable!



## Chapter 3

### Four Skills Core Activity Ideas

Core activities are basic ways teachers and students can work with material. They are innovative, true practice activities that are ideal for video or text and can be reused again and again. Core activities allow the students to practice and work with the language versus just being exposed to it. The core activities included in this chapter are the result of years of teaching experience and time spent gathering ideas from other teachers and various teaching resources. An experienced EFL teacher will probably recognize and have used some of these core activities. A professional educator borrows ideas and activities from many sources, adapting them to the particular needs of his/her students. I am indebted to those excellent educators whose ideas are represented here. An amazing aspect of the teaching profession is that teachers become better by sharing. Thus, in order to help EFL teachers grow professionally, I offer a collection of PDP activities that coincide with the use of TV news in the classroom.

#### Pre-Viewing Activities

##### **Vocabulary and Grammar:**

- Focus on the pronunciation of words and review the syllables in each. Say the words together as a class and ask students to hold up the number of fingers for each syllable in the stated word.
- Write a word that summarizes the news topic on the board. Have the students think of words associated with the word. Write their words on the board. After you collect them, work on the meaning and pronunciation of those words.
- Give students a sheet of paper with key words from the broadcast “splashed” over the page. Have the students use the key words to guess what the story is about.
- Choose a few words from the news story. Give the students definitions and elicit correct vocabulary from them.
- Prepare vocabulary words on slips of paper and matching sentences on other slips of paper. Pass out the slips to the students and tell them to find their partner by matching their word with the correct sentence.

- Review a list of words on the board and then ask the students to choose a word as their own. As each student chooses a word, erase it from the board. Then ask the other students, “What’s Su-Bin’s word?” during different times in class.
- Present samples of casual, unusual, or difficult speech that will be heard in the news story.
- Create a “Vocabulary Refrigerator.” Draw a large poster-size picture of a refrigerator and hang it on the wall. Ask students to write new words they see or hear, but are unsure of the meaning. As a class, clean out the refrigerator once or twice a week by talking about and learning the vocabulary.
- Ask students questions about words written on the board. For example, if you have the phrase “piece of fruit” written on the board, you might ask, “What other things can you have a piece of?” (piece of meat, piece of cake, piece of mind).
- Bring a picture associated with the news topic to class. Ask the students to describe the picture or name all the objects they can see.
- Use pictures or realia (objects such as a cell phone, a CD, or a soccer ball) to introduce the vocabulary of the segment.
- Write a list of words on the board and ask them to memorize them. Erase one or two words and ask the students if they remember the words. Erase a few more and then erase them all.
- Select a few sentences from the news broadcast and rewrite those using common errors your particular students make. Ask your students to work with a partner to find the errors and correct them.
- Give your students a vocabulary match-up. Have the students match the word on the left with the correct definition (a picture, or even a situation) on the right. It is helpful to include example sentences with the correct use of the word as a reference.

### **Listening:**

- Ask the students to listen to a section of the news story’s transcript. Then instruct the students to draw the images they heard.
- Read a section of the news story to the students. Tell them that when you’re done you will ask them to tell you any words, phrases, or ideas from the broadcast. Assure them that they do not have to remember it all. Read the section of the transcript twice aloud. Ask students to say what they remember hearing.
- Give the students a handout with pictures that represent the news story. They can be original pictures found online or sketches you draw yourself. Read the transcript of the news story to the students and ask them to place the pictures in the correct sequence.

- Have the students do a true or false exercise before they watch the news story. Then, after they watch, see who manages to get the most questions right. You can make it more fun by telling the students that as fortune tellers, they need to make predictions about what will happen in the news story.

### **Speaking:**

- Give student pairs a copy of the transcript. Each student has information that their partner does not. The students then work together to share the missing information in order to complete the activity.
- Play the Human Bingo game by creating a 5x5 grid and writing something in each box that deals with the topic of the news story. If the news story is about music you could write “likes rock music”, “can’t stand classical”, or “enjoys listening to new age in the background” in the box. Ask the students to stand up and ask their classmates questions to find someone who “likes rock music”. The students should then write their classmate’s name in the box. Instruct the students to yell “Bingo!” once they have filled 5 boxes vertically, horizontally, or diagonally. To make it more challenging, you can tell the students to collect 2 or 3 bingos to win the game or ask follow-up questions if their classmates answers yes to any of the questions.
- Create a series of statements with which students are asked to agree or disagree. Identify the major theme or concepts in the story and create statements based on them. Write three to five statements and ask students to think about each one and decide if they agree or disagree. Students can write their answers and/or discuss them both before and after the viewing.
- Use a KWL chart before and after viewing the news story. Make a chart with three columns: What I know, What I want to know, and What I learned. Focus students on the key concept of the news story and prompt them to brainstorm what they already know. Next, discuss what they would like to know about the topic. After the viewing, complete the chart with what they have learned.
- Write the title of the news story on the board and have the students talk in pairs and then as a class to predict what the news story might be about.
- Discuss customs or cultural stereotypes to be encountered in the segment.
- Display and discuss a map of the relevant area shown in the news story.
- Give the students a series of cut-out pictures from the news story (found online or drawn by you) and ask them to put the pictures in any order they want. Ask the students to create a story about the pictures. Have the students share their stories with the class, while classmates listen and reorder their pictures based on the new stories.
- Put a few words, phrases, and pictures on the board. Ask the students to talk with their partner about what they believe the pictures and terms mean. Have the students listen to the broadcast and then talk about the contents of the board again. Have the students’ views or ideas changed?

- Teach students strategies to manage input flow of the news story. Some expressions could include, “I’m sorry, but I didn’t catch that.” or “Do you mind playing that section again?”

### **Reading:**

- Bring in a picture associated with the news topic into class. Ask the students to read the image and talk about their impressions with a partner. Then write a series of questions on the board for your students to answer.  
Ex: What does the picture remind you of? Where was the picture taken? Why do you think I brought this picture to class today?
- Bring in fun, humanistic articles taken from the students’ cultural backgrounds and related to the news story.
- Give a copy of the transcript with key words or phrases deleted. As homework, ask the students to fill in the blanks with the suitable word. You can give them a list of words to choose from or encourage them to guess based on the context.
- Indicate the probability or improbability that statements from a printed handout will be heard during the news story.
- Require students to read a part of the news transcript that may include difficult dialogue or concepts.

### **Writing:**

- Tell the students the title of the news story and give them the first few lines of the transcript. Ask the students to work with a partner to write three questions they expect to be answered in the news story. Then tell them to answer those questions with a partner. Students can then share their answers with the class.
- Brainstorm words associated with the topic of the news story, tell the students they are going to have 5 minutes of free-writing time to write about anything that comes to mind related to the topic.
- Have the students write a story using the vocabulary from the news broadcast.
- Introduce the general topic of the report and have students brainstorm as many vocabulary words and phrases as possible. Writing this information on the board helps share all the information students generate and creates a pool of resources that can support them when they listen to the report.
- Help students tap into what they already know or feel about a topic. Identify the main concepts or topic from the video and write related pre-viewing discussion questions.
- Divide the transcript into three sections. Put students into groups of three and have them silently read their section of the news story and then summarize it out loud for the other group members. It is also a good idea to write one or two comprehension questions at the bottom of each section to help students identify the key points.

- Bring in a basket full of prompts related to the news story (CD's, tape, picture of a computer, etc). Have students write stories based on the items in the basket.
- Consider having students do free-writing about the topic of the broadcast before you do any of the listening activities. Students can then share their free writes with each other as a preparation for listening.

### **During-Activities**

#### **Vocabulary and Grammar:**

- Ask them to organize the vocabulary in the news story by theme.
- Play the video without sound to generate a lot of vocabulary. Teachers can aid this process by asking questions as students watch the pictures: Who is that? What are they doing? What is this? What is happening here? Where is this? Why are they doing that?
- Have students in pairs sit back to back: one watching the screen, the other facing the back of the class. Have the watchers describe what is on the screen to their partner. Play the video once or twice asking students to improve on their description of the video each time. Pausing at important parts or playing the video in slow motion can help give students more time to think about vocabulary items and what they are going to say.
- Introduce the news story to the students. Ask the students to generate a list of words and phrases they might hear during the news story. Then have the students listen to the report and simply check off which words they actually hear. A further listening could concentrate on what other words they hear.
- Recall specific items (numbers, objects, people, places, actions) seen in the video. Check off or count occurrences or order a list of items appearing in the video. Or have each group note items from a single category of items. The teacher follows up by assembling lists on the board. Another option could be to have each student form a sentence using expressions from at least two categories; erase words as they are used.
- Have students write only the adjectives, nouns, or infinitives they hear during dictation.

#### **Listening:**

- Give students a statement to listen for while listening to the news broadcast. When the students hear their sentence, they should raise their card.
- Have the students tally how many times they hear a specific word or clap when they hear a particular grammar point.
- Indicate which items on a list are *heard* and which are *seen* in the segment.
- Play the entire broadcast. Have students listen without taking notes. The purpose of this listening is to relax them and make them comfortable with the language.

- Have the students listen for the gist of the story. What is the topic of this report? What event is the focus of this report? Who is at the center of this report and why?
- Complete a cloze exercise with blanked-out numbers, key words, easy or difficult words, verbs, nouns, or colors. As another option, the teacher can provide a list of choices.
- Use a C-Test as an alternative activity. It is similar to a cloze activity, except the students are given key letters within the word to use as clues(ex: I l \_ \_ e m \_ \_ ic!)
- Indicate the order in which sentences from the text occurred or were uttered.
- Indicate the proper order of a list of actions according to when they happened in time or when they were presented in the segment.
- Complete a dictogloss by playing the introduction of the news story once. Ask students to write down everything and anything they can. Then ask them to reconstruct the sentences as close to the originals as possible. Working from pairs, then combining pairs into groups and so on until the whole class is working on the reconstruction. Introductions are usually only two or three sentences long and generally use vocabulary relevant to the report making them ideal for dictogloss exercises.

### **Speaking:**

- Stop the news story at specific points and ask the students to make predictions about what they think will happen next.
- Have half the students watch the first half of the video and half the students watch the second half. They meet in the middle to piece together the whole thing.
- Ask the students to share something about what they found “juicy” (fun, interesting, or exciting) within the news story.
- Have students write down key words or draw pictures and then use those as reminders to help them retell the story to their partner. Their partner should give them feedback about details in the story the other missed.
- Identify familiar people and places in the segment.
- Use multiple choice, true or false, and/or open-ended questions to check for comprehension. The teacher can write the questions or students can generate their own.
- Divide students into groups of four, assigning each student a number (from 1 to 4). While watching a video program, assign each group member a different concept to understand or a question to answer. After viewing the program, have each group member teach what he or she has learned to the other members of the group. Have each student quiz the group members until everyone understands how the pieces of the "puzzle" fit together to make one "picture."

- Look for news broadcasts that include interviews with different people. Assign students to listen for the parts spoken by different people. After listening, have the students get into groups by numbers (e.g. all the #1 students in one group), and decide what were the most important points that the interviewed person made to contribute to the news story. Then, have the groups report their results to the entire class.

### **Reading:**

- Have the students read the transcript silently while they listen to the news broadcast. Ask them to try and mimic the pronunciation of the news reporter.
- Have students read the transcript to a partner.

### **Writing:**

- Complete a partial outline of main points observed in the news story.
- Have students listen and write one sentence in which they identify the main idea of the broadcast and write a question they have about what they heard. Have students circulate throughout the class, sharing ideas and questions with other students in the class.

## **Post-Activities**

### **Vocabulary and Grammar**

- Ask the students to categorize vocabulary words used in the news broadcasts.
- Give students a copy of the transcript with a few grammatical changes in it. Ask the students to spot the differences, circle them, and then make corrections.
- Ask students to complete a crossword puzzle using vocabulary and facts from the segment.
- Use the transcript to note linguistic features such as slang, abbreviations, technical terms, word formation, or vocabulary.
- Ask students to write questions for other learners, incorporating the new words they heard in the news story. They can exchange the questions, write the answers, and then report to the rest of the class.

### **Listening:**

- Play a game called Scramble with the students. Have the students make a circle with one student in the middle. Give each student 3 cards with words or pictures from the news story (many of the students might have the same card). The teacher will call out a word and all the students with that word must change spots with another person. The person in the middle should try to steal a spot from another student. Continue this a few times and then say “Scramble” at which point all students should change spots.

- Use the game Jeopardy to check for comprehension. Set up the board as shown below and write questions before class begins. At the beginning of class put the students into groups of 3 or 4. Give each group a noisemaker (a buzzer, a bell, a triangle, or even a box of paper clips). Read a question (in your notes) from a \$100 clue from any group. The first group to answer the question correctly is awarded the money and is allowed to choose the next question. The students who answer incorrectly also lose money (this step is optional for lower level students). Play two rounds and then end the game with the Final Jeopardy question. Tell the students the category, have them write down how much money they want to bet, collect their papers, and then give them the final question. The students get 3 minutes to write down their answers. The teacher then adds or subtracts money to the groups total based on if their answers are correct or not.

### **Speaking:**

- Have the students do a role-play based on the theme of the news story.
- Prepare a survey that students use to ask their classmates questions such as “What do you think about downloading music off the internet?” Have each student write down their classmates’ answers and then prepare a summary to tell the class.
- Have the students write questions related to the news story that they are interested in discussing. Collect them and pass them out randomly for other small groups to talk about.
- Have the students make a list of pros (+) and cons (-) and then have a debate if the topic in the news story is controversial.
- Discuss a wider issue, period, topic, or problem addressed by the segment. Have students locate related text in newspapers, or magazines.
- Have students summarize the story in their own words based on notes taken earlier.
- Ask students to talk in small groups about the topic area. Discussion questions can be teacher- or student-generated. The questions might be framed as follows:  
 Text-to-self: connections between the story and personal experience  
 Text-to-world: connections between the story and the broader world  
 Text-to-text: connections between this story and other texts
- Ask students to fill in the blanks using vocabulary or phrases that make a sentence true for them.  
 Ex: The last concert I went to was \_\_\_\_\_.
- Have students produce a video news broadcast of their own on a related topic, using a BBC or ABC broadcast as a model. A less technologically demanding alternative is to produce a radio broadcast on a related topic, using audio-tape.
- Prepare 10-15 conversation questions (depending on the size of your class) on cards. Give a card to each student. Instruct the students to stand up, ask their question to another student, exchange cards, and then use their new question card to ask another student a question. Let the students participate in the card exchange activity for 10 or 15 minutes.



- Reenact the actions and gestures of figures in a scene; then watch the scene and discuss the differences.
- Select a key aspect or problem of the segment and apply it to the students' own situation; discuss pros and cons in small groups and present results orally in class or in writing.
- Use the transcript to note differences between the formal (cleaned up) version of the text and features of actual speech such as intonation, stress, hesitation, or false starts.

### **Reading:**

- Ask students to look online for an article about a similar topic as homework. Tell them to read it and then be prepared to summarize the key points in small groups the following day.
- Give a copy of the transcript to each student. Ask them to read it silently and then ask for volunteers to read each paragraph aloud.
- Tape record a dialogue between students regarding the news story. Transcribe the conversation and then give it to the students to read. Ask them about what they notice about the form and content of their conversation.
- Have students produce their own version of the newscast by reading their summaries of the broadcast. Students can do this in small groups. This can be made into a focused pronunciation lesson by asking students to tape their summaries (this can be done outside of class) and then reviewing their tapes for pronunciation and intonation features.

### **Writing:**

- Ask the students to write a paragraph or essay on the topic presented by the news story.
- Have the students write down questions they still have regarding the news story. Then have them brainstorm possible resources they can go to in search of the answers to their questions.
- Ask the students to write a story including outrageous lies regarding the news story.
- Tell students that they are going to be fortune tellers for a day. Ask them to write 3-5 predictions regarding the topic in the news story that they believe will happen in the future.
- Ask students to write a letter to the editor with their opinion about the news topic.
- Have students indicate whether each opinion is positive or negative if the news story includes many sides to an issue.
- Compose dialogues or narratives based on a list of idiomatic phrases from the segment.

- Conduct a team competition based on detailed student-generated true-false statements or who/what/when/where questions about the segment (including visual content).
- Select a particular scene or image and describe it in detail, either in small groups or as written homework.
- Have students write quickly for two minutes to record any thoughts that come to mind after viewing a program or segment. This activity is especially effective to record personal thoughts following emotionally stimulating programs.
- Have students summarize the story by drawing pictures or creating a story board. Hang the pictures up and have students participate in a gallery walk.
- Give the students the beginning of a story, based on the topic in the news story, and ask them to complete it by writing their own ending.
- Divide students into groups to develop a conceptual word map. Begin by having students write a key word or concept from the video in the center of a blank "map" on chart paper or an overhead transparency. Have each group build the map by adding words related to the key word and arranging them in categories. Discuss each diagram and supply additional information to extend students' understanding of the topic.
- Have the students rank the items (food, forms of transportation, jobs) in the news story in order of personal preference – most preferred to least preferred. Then they can compare and explain their rankings in pairs.
- Write an advertisement for a product appearing in a segment.
- Create a graphic organizer, as a class or in small groups, to fill in with vocabulary, key people, time, places, problems or goals, and outcome.
- Have students develop a follow-up interview about the broadcast. Students could develop an interview in which they ask others about a specific topic. The presentation of the results of these interviews can be audio-taped or video-taped as well, depending on available technology.
- Have the students create a class newspaper by writing about what they heard in the broadcast in article format; complete with a headline and student-developed art work. This will give them opportunities to review journalistic writing (getting the general answers to the journalistic questions into the first sentence or two) and quotation and citation as well. This class newspaper can be expanded to include newspaper articles about genuine local news of interest to the students.
- Divide students into small groups of three and have the group write a short one-paragraph summary of what they have heard.

## **Chapter 4**

### **Example Materials for TV News Clips**

As a means of helping EFL teachers fully understand the integration of core activities into a lesson plan, this chapter presents example lesson plans for 3 TV news clips. These specific news stories were taken from a CNN CD-ROM published by YBM Sisa in South Korea. These stories were selected because the topics would be familiar and relevant to my students' lives. They are interesting and could easily stimulate conversation. They present two different cultural perspectives and offer many opportunities to introduce fun activities that integrate the four skills.

The lesson plans included here consist of pre, during, and post activities. Follow-up activities are also included as an opportunity for the teacher to extend the lesson and recycle the language used in the news story. These are active, engaging, multisensory activities that help the students practice the target language. These activities also balance processing language for meaning and focusing on language form.

The selected news stories can be found on a CD included with this paper. The CD should only be used as a resource and not used in the classroom or for other large viewing purposes. The transcripts for each of the news stories can be found in the appendix.

**Action Films from Asia Hot at the Box Office**  
**CNNez News**

**Pre-Activities**

1. Give students a sheet of paper with the following words “splashed” on it. Make sure the students understand each word and then have the students work in pairs to use the words to predict and discuss what the news story might be about. Then have the students share their opinions with the class.

|                                |        |                 |          |           |                 |
|--------------------------------|--------|-----------------|----------|-----------|-----------------|
| martial arts                   | action | special effects | fun      | director  | box offices     |
| beauty                         | Asia   | fantasy         | big      | Hollywood | cinematographer |
| Crouching Tiger, Hidden Dragon | fight  | scenes          | emotions |           |                 |

2. Review the syllables and pronunciation of the words.
3. Divide the transcript into three sections. Put the students into groups of three and have them read their section of the news story and write 2 or 3 comprehension questions for it. The students should summarize (not read) their section of the transcript for their group members and then ask their follow-up questions. The teacher should ask a few basic questions to ensure the students understand the news story.

**During-Activities**

4. Have the students watch the news story and then tell the class which section stood out to them as surprising, interesting, or fun.

**Post-Activities**

5. Prepare a team competition using Wh-questions that checks for students' comprehension regarding the news story.

6. Prepare conversation questions on cards. Give a card to each student. Instruct them to stand up, ask their question to another student, exchange cards, and then use their new question card to ask another student a question. Tell your students it is okay if they answer the same question more than once. It is good practice. When the students finish, ask a few of the questions to random students and make error corrections if needed.

#### **Example Conversation Questions**

- What's your favorite movie? Who's in it? What's it about?
- What movie have you seen recently? What kind of movie is it?
- Have you ever cried while watching a movie? If so, which movie?
- Do you think movies are too violent these days? Why?
- Do you prefer American movies or movies from your country? Why?
- Who's your favorite actor or actress? Why?
- Do you like action films with martial arts in them?
- Have you ever watched a movie from another country? Which country? Did you like the movie?
- Which movie is a hit at the box office these days? Why is it so popular?

#### **Follow-up Activities**

1. Teach a lesson about invitations that includes an activity for students to circulate around the room, inviting classmates to do something, and then filling in their planner. Model the activity by inviting a student to see a movie tonight with you.

Remind the students they should ask questions such as:

- What kind of movie would you like to see? Who's in it?
  - What time does it start?
  - Where should we meet?
  - Would you like to grab a bite to eat before the movie?
2. Teach students about adjectives used to describe movies.

## **Supersize Mobil Phone CNNez News**

### **Pre-Activities**

1. Bring in a picture of several different kinds of phones (cell, cordless, LAN, etc). Ask the students to work in pairs to list the positives (+) and negatives (-) of each phone. The students then share their opinions with the class as the teacher writes them on the board. Then ask the students a few questions such as, “Which age group is most likely to use one phone over the other?”
2. Give a copy of the transcript to each student. Ask for volunteers to read one paragraph in the news story out loud. Instruct the students to circle one word or phrase they don’t understand while their classmates are reading out loud. While the students are reading, the teacher should circle any pronunciation errors that they hear on their copy of the transcript. Once the reading is finished, practice pronunciation with the class by reviewing any words the students had difficulty with.
3. After reviewing pronunciation, tell the students to get into a group of three. Each student should tell their group which word or phrase they did not understand and ask their group members for clarification. The teacher can then help with any remaining unknown words or phrases.
4. It is the teacher’s turn to read the transcript. Ask the students to read along and “lip-sync” (reading silently; trying to copy the teacher’s pronunciation and intonation).

### **During-Activities**

5. Have the students watch the news story for the gist of the broadcast. Tell them to turn their transcript over, sit back, relax, and enjoy.

6. Tell the students that the copy of the transcript that was given to them is incorrect and has a few changes in it. Instruct the students to watch the news story again and circle the words or phrases that have been changed. Encourage them to try writing the correct information. (An altered version of the transcript is included.\* It is labeled “Student Copy”. It has 11 changes in it.)
7. Watch the video again and have the students make a list of main points in the news story.

### **Post-Activities**

8. Have the students write quickly for 2 minutes about their thoughts regarding the news story. Then instruct them to write a more detailed version, using their 2-minute writing as a reference, as homework.
9. Play Human Bingo with your students. Teachers may use the following format as the Bingo card or make their own.

### **Find Someone Who...**

|  |   |  |   |
|--|---|--|---|
| sends more than 5 text messages a day                      | has called someone more than 10 times a day | has caller ID                          | has never called anyone long distance               |
| has never used a pay phone                                 | has lost his/her cell phone                 | can't stand talking on the phone       | has purposely given someone the wrong phone number  |
| doesn't have a cell phone                                  | has talked to his/her dog over the phone    | hates to leave a message on voice mail | has made a prank phone call                         |
| hates when people talk on their cell phones in restaurants | calls his/her mother at least once a week   | believes cell phones can cause cancer  | has taken a funny picture with his/her camera phone |

### **Follow-up Activities**

1. Students can create a TV commercial for the Jablotron phone.
2. Work on thought group pronunciation. Include asking for and giving telephone numbers.
3. Give student pairs a situation to role-play. Example situations are included.

- Soo-Kyung called Christina to invite her to the movies. Unfortunately, the connection is bad and the only thing Soo-Kyung can hear is static. What can Soo-Kyung say to Christina in this situation?
- Meiko called to reschedule a lunch date with Liz, a new colleague. Unfortunately, Liz is out of the office right now. What kind of message can Meiko give to Liz's secretary?



## **Transcript: Supersize Mobil Phone \*** **CNNez News – January 2005**

It's often said that bigger is better and that may be true with regard to boats, houses, and paychecks. But when it comes to mobile phones, people tend to like them extremely small. One company, though, says there's a market for supersize phones. Andrew Brown has a report.

It looks like a regular phone that fits on your desk, but this handset is a mobile phone. You can take it anywhere. Make calls, take calls, impress your co-workers and complete strangers. Anything you can do with your cell phone, you can do with this, except maybe put it in your pocket.

The device, made by a Czech firm called Jablotron is meant to be easy to use. The buttons are big; so is the display. And text messages can be typed on a traditional keyboard. "This is not only large, but it's comfortable, straightforward, and painless to use." That doesn't mean everyone wants this phone. "Yeah it's a mobile phone."

But when it comes to the gadget giggles, Hollywood's actually begun making fun of small phones. And phones packed with high-performance chips and now competing against much simpler devices with just one or two functions. This mobile device invented in Seoul, South Korea features a button elderly users can press to reach an emergency call center. "There is increasing desire by handset vendors to find these pockets, untapped pockets of customers. And to do that, we need to understand the specific demographics of those people."

Jablotron's phone has already been sold to older customers in Eastern Europe. And seniors in Asia are giving it the thumbs up. "It's good, not bad!" "I'll strap it to my belt."

Jablotron says a lot of people prefer to use the phone at home or work. On the Hong Kong subway, which is full of mobile users, you won't find many commuters yapping away on a Jablotron. "It's not very practical." "Why not?" "Because it's too big."

Huge enough not to lose? It's hard to imagine someone forgetting a phone this size. Or is it?

Andrew Brown, CNN Hong Kong

*(Student's Copy)*

## **Comeback of Star Restaurateurs CNNez News**

### **Pre-Activities**

1. Tell the students the title of the news story and have them guess what kind of vocabulary words they might hear. After brainstorming, review the words as a class. If a word seems new to the class, ask the student who said it earlier to explain it to everyone.
2. Ask the students to talk about following questions in pairs. Then elicit answers from the class.
  - Who is your favorite U.S. actor or actress? Would you visit his/her restaurant if he/she owned one?
  - Does a celebrity from your country own his/her restaurant? If so, is it popular?
3. Give the students a handout that includes a few true or false statements. Give them a two-sentence summary of the news story and ask them to make predictions by checking true or false for each statement.
  - Some celebrities are opening new restaurants and becoming restaurateurs. T
  - Celebrity restaurants have always been popular. F; big a couple of years ago and then some of them faded out
  - Justin Timberlake owns a restaurant and a club in Los Angeles. T
  - Owning a restaurant can be very difficult and risky. T
  - Planet Hollywood, the restaurant owned by Arnold Schwarzenegger, Bruce Willis, Demi Moore, and Sylvester Stallone, has over 100 stores in the U.S. F; 11 stores today
  - Celebrities go into the restaurant business to network with other famous people, to have a place to hangout, and to guarantee they are always well-known. T

### **During-Activities**

4. Play the news story without the picture (the teacher can turn the TV or cover the screen). Ask students to write any words or phrases they hear. After listening, elicit words the students heard that are the same as the words produced in the pre-activity (#1). Then write other words or phrases they heard on the board. Make sure the students understand all the vocabulary.

5. Tell the students they are going to listen to the news story 2 more times. Explain the following activities, play the news story, have students compare answers in pairs, and then review the answers as a class.
  - List 6 items that are seen in the news story.
 

|   |   |
|---|---|
| * | * |
| * | * |
| * | * |
  - Match the celebrity with the kind of restaurant they own.
 

|                     |  |
|---------------------|--|
| * J. Lo             | a. Chinese                                       |
| * Justin Timberlake | b. Bar and Grill                                 |
| * Robert DeNiro     | c. An Ethnic Restaurant<br>(French and Japanese) |
| * Ashton Kutcher    | d. Latin Cuisine                                 |
| * Bruce Willis      | e. Italian                                       |
  - Count how many times the Planet Hollywood sign is seen in the news story (just for fun). - at least 11
6. Return to the True or False statements from the Pre-Activities (#3). Ask the students about the correct answers. How many of the students predicted the correct answers?
7. Give the students a copy of the transcript cut into strips. Only include 1, 2, or 3 sentences on each strip. Tell the students to arrange the strips into the correct order. Once each pair is finished, watch the news story one last time.

### Post-Activities

8. Give student pairs a piece of paper with a question on it. Go over new words or phrases. Tell the students they are going to complete a survey by asking their classmates their question, recording the results, and then preparing a brief summary to be given in front of the class.

#### Example Survey Questions

- What's your favorite dish? Which food turns your stomach?
- Do you prefer to eat in or eat out? Why? How often do you eat out?
- What do you think of Western food?
- Which food do you know how to prepare?
- What's the most exotic food you have eaten?
- What is considered rude restaurant behavior in your country?
- Which restaurant do you think is "hot" right now? What kind of food does it serve?

9. Have the students do a writing homework assignment. Ask them to write about which celebrity they'd like to co-own a restaurant with. Tell them to include what kind of food they'd serve, where their restaurant might be located, and why they chose that particular celebrity.

### **Follow-up Activities**

1. Teach the students about adjectives used to describe food. It is fun to include a taste test as a part of your lesson. Have several pieces of food (lemon, unsweetened chocolate, chips, etc) for the students to eat and then match with the correct food adjective.

|         |        |       |        |       |       |        |
|---------|--------|-------|--------|-------|-------|--------|
| bitter  | sweet  | sour  | salty  | bland | spicy | slimy  |
| crunchy | sticky | chewy | tender | soggy | tart  | greasy |

2. Teach the students about giving directions by working with recipes. At the end of the lesson, have the students write their own recipes for a dish from their country.

## **Chapter 5**

### **Conclusion**

I hope that sharing my experience with using TV news in the classroom has given you the support you will need to implement it into your EFL curriculum. Of course the activities and suggestions laid out here have a lot of room for improvement (as a teacher the need for growth always exists), but I hope this “guide” is a useful tool for any EFL teacher who wishes to bring in another perspective and possibly more depth into his/her classroom. Using TV news in the classroom allows teachers to open the classroom door and invite the world in, thus, benefiting the students on many levels.

I also hope that the contents of these chapters help you look at teaching EFL in a whole new light. Try the ideas and suggestions included here, but keep on the path where I left off. Continue to explore better methods of teaching TV news stories and more fruitful ways to serve your students. I, of course, will do the same.

## **Transcript: Action Films from Asia Hot at the Box Office** **CNNez News – January 2005**

The recent success of Asian martial art films means many eastern movies now feature elaborate fight scenes including some that might not have been made, I should say, a few years ago. That's right. Tara Duffy talked with the people behind a new Chinese film that includes more than its share of highflying fisticuffs.

Flying fighters practicing for the big scene. This kind of action is a new approach for Art-House film director Chen Kaige. "If you look at the action films, basically there is no character. I want to combine different elements together, like you know, beauty, action, visual effect, and real emotions."

Movie directors and producers have been quick to incorporate elaborate martial art fight scenes ever since the international success four years ago of Ang Lee's *Crouching Tiger, Hidden Dragon*. Zhang Yimou's *Hero* hit the number one spot at U.S. box offices earlier this year. Chen too is using martial arts in his new film, *Muji The Promise* set for release next year. And he's hired Peter Pau, the cinematographer from *Crouching Tiger, Hidden Dragon*. Pau says director's are responding to moviegoers' tastes.

"Definetly its market driven. But, however, I should say *The Promise* Kaige's film is not basically action-driven. It's a fantasy film, which is a little different. But the action is all fully packed, but its fun."

Martial arts film fighting is just one element of the massive undertaking. The production team says that the scale of *The Promise* is the biggest in China, if not in all of Asia. This set alone is for a scene that's going to last about three minutes. Special effects work is underway in Hong Kong and is expected to take nine months.

While Asian productions, including martial arts scenes, are gaining fans Hollywood has also jumped on the bandwagon. With that happening, there's sort of a hip factor to martial arts. Hip for now, but just how long everyone will be Kung Fu fighting depends on how long martial arts still makes a box office hit.

Tara Duffy, CNN, Beijing  
*(Original Transcript – Teacher's Copy)*

**Transcript: Supersize Mobil Phone**  
**CNNez News – January 2005**  
(Includes Answers to Activity #6)

It's often said that bigger is better and that may be true with regard to **cars**, houses, and paychecks. But when it comes to mobile phones, people tend to like them **small**. One company, though, says there's a market for supersize phones. Andrew Brown has a report.

It looks like a regular phone that fits on your desk, but this handset is a mobile phone. You can take it anywhere. Make calls, take calls, impress your **friends** and complete strangers. Anything you can do with your cell phone, you can do with this, except maybe put it in your pocket.

The device, made by a Czech firm called Jablotron is meant to be easy to **operate**. The buttons are big; so is the display. And text messages can be typed on a traditional keyboard. "This is not only large, but it's **uncomplicated**." That doesn't mean **all consumers** want this phone. "Yeah it's a mobile phone."

But when it comes to the gadget giggles, Hollywood's actually begun **ridiculing** small phones. And phones packed with high-performance chips and now competing against much simpler devices with just one or two functions. This mobile device invented in **Hong Kong** features a button elderly users can press to reach an emergency call center. "There is increasing desire by handset vendors to find these pockets, untapped pockets of customers. And to do that, we need to understand the specific demographics of those people."

Jablotron's phone has already been sold to older customers in Europe. And seniors in Asia are giving it the thumbs up. "It's good, not bad!" "I'll strap it to my belt."

Jablotron says a lot of people prefer to use the phone at **home**. On the Hong Kong subway, which is full of mobile users, you won't find many commuters yapping away on a Jablotron. "It's not very practical." "Why not?" "Because it's **huge**."

Huge enough not to lose. It's hard to imagine someone forgetting a phone this size. Or is it?

Andrew Brown, CNN Hong Kong  
(*Original Transcript – Teacher's Copy*)

## **Transcript: Comeback of Star Restaurateurs** **CNNez News – April 2004**

Now, as well as their movies and their music, some celebrities are now attracting their crowds to their restaurants. Stars ranging from Justin Timberlake to Stephen Baldwin are all dabbling in the world of haute cuisine. J.J. Ramberg in New York has the latest on the trend of star restaurants.

J. Lo's dishing empanadas, DeNiro's serving sushi, Ashton Kutcher's whipping up tortino. They are just a few of Hollywood's newest stars turned restaurateurs. Celebrity-owned restaurants are making a comeback. They were really big a couple of years ago and then some of them kind of faded out. And now once again, especially with Ashton Kutcher's restaurant Dolce in Los Angeles, which is so hot right now, there is a whole new trend of celebrity-owned restaurants coming back into the spotlight.

Down the block from Kutcher's L.A. eatery, Dolce, is Justin Timberlake's dim sum restaurant and club, Chi. Stephen Baldwin's Luhan was a big success when he was in the restaurant business. "For me the restaurant was just a lot of fun. I don't really like to do anything that I'm not going to have a good time doing. That coupled with the fact that it was an opportunity for me to use the restaurant as a vehicle to network and meet people."

But for others, the menu for success on the big screen doesn't necessarily mix with the one in the kitchen. The restaurant business can be very heartless. It's very, very driven by people who are looking at the bottom line the same way that show business is. Take Planet Hollywood. It opened to big fanfare with Arnold Schwarzenegger, Bruce Willis, Demi Moore, and Sylvester Stallone as celebrity backers. By 1998, they had 95 restaurants and retail stores. Today, there are only 11.

So, why do Hollywood's elite embark on such risky business? "It was taking some financial risk, but at the same time something I could appreciate, as well." Some say it's a "no-brainer" that celebrities go into the restaurant business. Not only does it create an instant hangout for themselves and their friends, but attaching their names to a hip spot is a way to keep them in the limelight even after their movies start to fade from the big screen.

J.J. Ramberg, CNN Financial News, New York.  
*(Original Transcript – Teacher's Copy)*



## Bibliography

- Altman, Bjornstad, Bohde, Ewing, Otto, Pusack, Shoemaker, Skoglund. 1999. "PICS Video Guidelines". PICS Tips and Treats. [www.uiowa.edu/~pics/tips](http://www.uiowa.edu/~pics/tips)
- BBC News. 2005. "Get the Most Out of Video". Tutor. <http://www.bbc.co.uk/languages/tutors/video/>
- Black, Mary C. "The Best of Both Worlds: Adapting ESL Methodology to the EFL Environment" Forum. Vol. 35. No. 3, July-September 1997.
- Cross, David. 2000. *A Practical Handbook of Language Teaching*. Pearson Education Limited.
- Essberger, Josef. 2000. *Notes on Using Video in the Language Classroom*. <http://www.tefl.net/esl-articles/video.htm>
- Graves, Kathleen. 2000. *Designing Language Courses: A Guide for Teachers*. Heinle & Heinle Publishers.
- Mackenzie, Alan. 1997. *Using CNN News Video in the EFL Classroom*. The Internet TESL Journal. [iteslj.org/Techniques/Mackenzie-CNN](http://iteslj.org/Techniques/Mackenzie-CNN)
- Mejia, Elizabeth. 2005. *Video in Language Education: Making News Broadcasts Work for You*. <http://lookingahead.heinle.com/cnn/mejia.htm>
- Mennell, Bonnie and Paul LeVasseur. 2005. "Course Handout for Teaching the Four Skills". Brattleboro: SIT.
- Oxford, Rebecca. 2001. *Integrated Skills in the ESL/EFL Classroom*. CAL Digest. [www.cal.org/resources/digest/0105oxford.html](http://www.cal.org/resources/digest/0105oxford.html)
- Tatsuki, Donna Hurst. 2005. *Video in the Language Lab: Teaching Vocabulary*. The Internet TESL Journal. <http://iteslj.org/Lessons/Tatsuki-VideoinLL.html>