Mass media and social media: Warm up

Before opening the books, explain to the students that the next chapter is concerned with mass media and social media and ask them in small groups to make their own definition of each term. Compare their answers with the dictionary definitions below.

**What is mass media?** (Communications & Information) the means of communication that reach large numbers of people in a short time, such as television, newspapers, magazines, and radio. Source: Collins © HarperCollins Publishers 1991, 1994, 1998, 2000, 2003

**What is social media?** Forms of electronic communication (as Websites for social networking and microblogging) through which users create online communities to share information, ideas, personal messages and other content (videos). Source: Miriam Webster Dictionary online.

### 12.1 Mass media and social media

Ask the students to discuss the questions below in small groups and then share with the class so that everyone has a chance to contribute to the discussion:

- When did mass media begin?
- What was the earliest form of mass media?
- How are people today influenced by mass media?
- Are the effects generally positive or negative?

Read and discuss the text. Can the students imagine how different their lives would have been 100 years ago without mass media? Ask them to discuss this in small groups and make a list of the things they would miss.

### 12.2 Mass media today

Ask the students to begin by referring to the first text handling question, on page 200, and look at the paragraph titles. While they are reading the text, they can think about which title fits where the best.

Read the text together and replace the paragraph titles. Questions 2 and 3 in the text handling exercise should be answered with a partner to encourage discussion. Check the answers together.

Interactive oral activity – Group discussion: The class should be divided into groups of four or six students and each group then divides into two teams, one team to support the argument and one team to oppose it, of just two or three students each. This should give each student real opportunities to contribute to the discussion. When the groups and teams have been designated, allow sufficient time for each team to prepare their arguments. Remind them to read the instructions for the task in their books. While the teams are discussing, listen to each group briefly and then choose one or two groups to present their discussion again to the whole class.

### 12.3 The effects of social media

**Text 12.3.1 How does social media affect the way we communicate?**

Ask the students to discuss the following with a partner:

- Which social media do they use?
- How often do they use social media to communicate?
- How does social media affect the way they communicate?
While reading Text 12.3.1, ask the students to make a mental note of all the positive effects the author mentions. Have the students complete the general comprehension questions individually and in writing. Allow time for students to share their answers before completing the text handling tasks.

**Text 12.3.2 Tips for dealing with cyberbullying**

Before reading the article, ask the students:
- If they have heard of cyber-bullying;
- Why they think it happens;
- If it has happened to them or anyone they know.

**12.4 Social media and the family**

Text 12.4 is an excerpt from *Alone Together* by Sherry Tuckle. The language is more challenging in parts than other texts used but is still accessible for Language B students.

Students may not be familiar with Mark Twain’s novel, so it may be a good idea to paraphrase the first paragraph in the first instance to support comprehension, for example:

In the novel *Huckleberry Finn*, Mark Twain uses the journey on the river to mark Huck’s growing up and becoming independent. There was no way anyone could contact him, he was totally separated from the grown-up world. This cannot happen for the youth of today because they are never really free of adults due to their connection by mobile phones.

Read the text with the students and discuss new terminology as it occurs.

Have the students complete the general comprehension and text handling exercises independently, possibly partly as a homework assignment. Then check the results together.

Text handling: The questions set are to encourage discussion about the content and terms used in the text and should be treated as an oral, discussion exercise. The missing words exercise is deliberately set so that students will read the text and try to add the missing words and then re-read the original to check the answers. Reading and re-reading a text while thinking about the language is a powerful support to language acquisition.

Interactive oral activity – Parent and teenage son or daughter role play: Assign each student a partner to work with, maybe someone they do not usually work with. Discuss the task as a class, then let the students decide who should take each role and hold a spontaneous conversation. They could change roles and repeat the task.

**Exam practice**

Suggest to the students that before they read the text, they should look at the questions and then go back to the text to find the answers. Have them work individually on the task. Afterwards read the text together, discuss new vocabulary and think about the answers to the questions. Ask the students to share their ideas about the way they approached the text.

**Answers**

**Text 12.1.1**

<table>
<thead>
<tr>
<th>General comprehension</th>
</tr>
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<tbody>
<tr>
<td>1 Semaphore is a system of communicating using flags.</td>
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<tr>
<td>2 Postal communication was slow.</td>
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<tr>
<td>3 Alexander Graham Bell patented the telephone.</td>
</tr>
<tr>
<td>4 The word television was first used in Paris in 1900.</td>
</tr>
<tr>
<td>5 <strong>answers will vary</strong></td>
</tr>
</tbody>
</table>
Text 12.2.1

General comprehension

1 ‘any form of communication which is meted out to the people at large, through the various forms of communication’
2 We know it is successful if it gets people talking.
3 Mass media can be used to drive home pressing concerns and to teach people.
4 True or false:
   a False – ‘there can be no static definition for the channels of mass communication’
   b True – ‘Mass media holds a kind of mystique in the minds of the people’
   c True – ‘The test of a good mass communication marketing drive is to see if it gets the people talking’
   d True – ‘the influence on our children is understandably higher than it is in adults’
   e True – ‘Most advertisements you see which are aimed at the youth generally talk about the “cool quotient” of the product’
   f True – ‘Mass media can yet be used constructively’

Text handling

1 Paragraph titles:
   a Understanding mass media
   b The influence on youth
   c The influence on adults.
2 a may not be listened to
   b fascinates us
   c a kind of mystery and secrecy
   d a section of the public
   e shared by talking
   f a convincing effect
   g there are more advantages than disadvantages
3 Reference pronouns:
   a mass media
   b the communication
   c a mass communication marketing drive
   d the influence of mass media
   e the product

Grammar in context

answers will vary
Text 12.3.1

General comprehension
Ways that social media can positively affect the way we communicate: we polish our communication skills / chatting online / we are in control / we can simulate a face-to-face conversation / if we are shy we can practise our conversational skills / we can contact long-distance friends / get other people informed or involved in online projects / promote our business or services, etc.

1. answers will vary
2. answers will vary
3. Positive, or students’ own suggestions.

Text handling
1. to stall something – to delay or stop it
2. to enrich – make more of something in a positive way
3. to engage in – to become involved in
4. to benefit – to gain advantages
5. to reveal – to show
6. to promote – to encourage or publicize

Grammar in context (since)
because/as

Grammar in context (affect and effect)
1. affect
2. effect

Text handling
answers will vary

Text 12.3.2

General comprehension
1. The first tip is don’t ignore it or keep it a secret.
2. If you see someone being bullied, don’t ignore it – report it and offer your support.
3. Responding only makes things worse.
4. You should not post personal information online, such as your address, email address, phone number, etc.
5. Change your user ID, nickname, or profile.
6. Tell an adult about it.
7. answers will vary
8. answers will vary
## Text 12.4.1

### General comprehension

1. ‘rite of passage’
2. Suggested answer: It means the parents are tied to you and your freedom is limited. The word ‘tethered’ is most often used for an animal which is limited to a small area of movement by a rope.
3. The average age range is between the ages of nine and thirteen.
4. The arrangement is a kind of contract. Children are expected to answer their parents’ calls.
5. The adolescents don’t always answer the phone because they want to be free.
6. Another way to avoid answering the phone is not to take it with you.
7. Some feel it is unfair because the cell phone is new. Ten years ago children did not have cell phones and so could not be contacted by their parents.
8. The boys think it was a mistake.
9. The parents feel trapped too.
10. If they call their child and there is no response they panic.

### Text handling

1. answers will vary
2. a (in this case) a made-up story to explain a phase of growing up
   - b a symbol
   - c a young adult
   - d an action or event which leads to more maturity
   - e to cause
   - f successful
   - g to find your way
   - h a child that grew up in the city
   - i rebellious
   - j brother or sister
3. a separate
   - b elicits
   - c alone
   - d defiant
   - e whether
   - f justify
   - g distinguished
   - h siblings
   - i recent
   - j unmoved

### Grammar in context

Examples of the single possessive:
- the adolescent’s search
- Harlan’s mother

Examples of the plural possessive:
- their parents’ calls
- a boys’ preparatory school
- ignoring parents’ calls
Exam practice

<table>
<thead>
<tr>
<th>Exercises</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  c – alarming <em>(answers may vary)</em></td>
</tr>
<tr>
<td>2  A  40% of parents do not know how to respond, and the teachers say schools do not teach about cyberbullying and they did not know how to respond to it.</td>
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<tr>
<td>B  Teaching schools, children, and parents about cyberbullying and internet safety would help.</td>
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<td>C  The major worry of most parents is keeping their children safe online, because the amount of access their children have to the internet makes it hard to monitor them.</td>
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<tr>
<td>D  Most parents are unable to protect their children online.</td>
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<tr>
<td>E  Online safety should be taught in schools.</td>
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<td>F  It is a major threat because it can spread so quickly and easily.</td>
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<tr>
<td>G  It is worse than verbal bullying as it becomes a public display.</td>
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<tr>
<td>H  Bullying online is easier because the bully remains anonymous.</td>
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<tr>
<td>3  I  B  II  E  III  I  IV  J  V  A  VI  D  VII  F  VIII  C  IX  G  X  H</td>
</tr>
</tbody>
</table>

*Identify the true statements *(answers can be in any order)*

| 4  I  D  II  F  III  G  IV  H  V  J |