

語文領域-英語文領域課程綱要運作模擬教學單元 (高中)

科目/領域別：語文領域-英語文領域	國立臺灣師範大學附屬高級中學 林秀娟老師
學習/教育階段：第五學習階段 (高中)	教學年級：高一
單元名稱：The Power of the Press	
教學資源/設備需求：三民乙版英文課本 (第二冊第 7 課)、教科書投影片 (部分)、自編投影片、自編講義、學習單、Youtube 影片、投影布幕、單槍投影機、網路、電腦、個人筆電或平板、手機、無線麥克風	
<ul style="list-style-type: none">• https://quizlet.com/187744539/gravity (三民 Quizlet 活動網頁)• https://www.youtube.com/watch?v=oT5EE08tFdU (The Fischer Family 報導短片)• https://www.americanpressinstitute.org/wp-content/uploads/2013/09/highfiveunitC.pdf (High Five Unit C: Go to Press)• https://www.marketwatch.com/story/how-biased-is-your-news-source-you-probably-wont-agree-with-this-chart-2018-02-28 (“How biased is your news source? You probably won’t agree with this chart”)	
總節數：5 節 (每節 50 分鐘)	
一、課綱轉化：	
<ol style="list-style-type: none">1. 在總綱核心素養 A 面向【A1 身心素質與自我精進】中，本單元具體呈現的學習重點，在於引導學生以積極探究的態度，理解媒體報導文字中所呈現的真實與意見兩者的區別，並實際透過問卷調查，瞭解同儕之間使用媒體的情形。2. 總綱核心素養 B 面向【B1 符號運用與溝通表達】中，強調培養學生「具備聽、說、讀、寫的英語文素養」。本單元具體呈現的學習重點，在於引導學生閱讀理解新聞的基本內容與架構，並設計新聞報導活動，以強化英文聽力與口語表達能力。3. 總綱核心素養 C 面向【C2 人際關係與團隊合作】中，本單元具體呈現的學習重點，在於分組活動設計，讓學生合作學習，完成一分鐘英文新聞報導。	
二、課程安排：	
<ol style="list-style-type: none">1. 本單元課程是以正常授課的五堂課為佈局，帶領學生融會綜合發展聽、說、讀、寫四種技能。2. 引導學生從媒體的主題切入，瞭解新聞報導的類別與基本架構。3. 透過文本閱讀理解過程中，融入單字與句型介紹，且勾勒文章發展脈絡，同時印證暖身活動中，新聞報導寫作的基本 5W。4. 從反思的問題中，理解事實與意見的不同，進而引發後續對媒體的客觀與否所進行的討論。5. 以一分鐘英文新聞報導活動設計收尾，透過合作學習，讓學生展現搜集與整合資料的能力，發揮團隊合作精神。	

三、教學策略：

1. 分組合作：
 - (1) 以每班 30 人計，全班共分 10 組，每組均含較需協助者、基礎學習者及精熟學習者等各種程度之學生，以達互助合作學習之目的。
 - (2) 各組在進行討論時，教師須隨時注意組內成員是否協助學習落後者參與討論。
2. 教評併行：全程採教學活動與評量穿插方式進行，鼓勵學習，提升分組合作的效益。
3. 差異化教學：在分組活動中，引導小組工作分配時，依成員能力差異，給予不同的任務，即便學習落後者也能有所貢獻。
4. 語言學習聽、說、讀、寫四技能並重。

核心素養、學習重點 (含學習表現與學習內容)、學習目標對應情形

核心素養	總綱	A1 身心素質與自我精進 B1 符號運用與溝通表達 C2 人際關係與團隊合作
	領綱	英S-U-A1 具備積極探究的態度，主動探索課外相關資訊，擴展學習場域，提升個人英語文知能，運用各種資源，強化自主學習，為終身學習奠定基礎。 英S-U-B1 具備聽、說、讀、寫的英語文素養，能連結自身經驗、思想與價值，運用多樣的字詞及句型，在多元情境中適切溝通表達及解決問題。 英 S-U-C2 積極參與課內及課外英語文團體學習活動，透過團隊合作，發展個人溝通協調能力及解決問題的能力。
學習重點	學習表現	3-V-13 能熟悉各種閱讀技巧 (如擷取大意、推敲文意、預測後續文意)，進行快速閱讀並有效應用於廣泛閱讀中。 5-V-3 能以正確的發音及適切的斷句、節奏、語調、語氣及速度，流暢地朗讀短文、短劇及故事。 6-V-6 能主動從網路或其它管道搜尋英語文學習相關資源，並與老師及同學分享。 7-V-2 能利用工具書 (如字典、百科全書) 或其他線上資源，主動瞭解所接觸英文的內容。 7-V-6 能針對同一文本主題進行延伸閱讀或探索，以強化學習的深度與廣度。 9-V-3 能依上下文分辨客觀事實與主觀意見。
	學習內容	A 語言知識

	<p>Ae-V-8 工具書（如百科全書）或其他線上資源。</p> <p>B 溝通功能</p> <p>B-V-6 引導式討論。</p> <p>D 思考能力</p> <p>◎D-V-3 藉文字線索，對客觀事實及主觀意見的分辨。</p>
議題融入	
與其他領域/科目的連結	
學習目標	<ol style="list-style-type: none"> 發揮探究精神，理解媒體報導文字中呈現的真實與意見兩者的區別，並反思新聞的客觀性。 閱讀理解新聞報導的內容與架構，主動搜尋新聞資料並實際報導英文新聞，以強化英語文聽說讀寫的技能。 透過合作學習，發揮團隊精神，流暢地讀出完成一分鐘英文新聞報導，且樂於與教師和同學分享。
教學活動略案	評量策略 (包含評量方法、過程、規準)
<p>第一節</p> <p>1. Warm-up (10 min)</p> <p>(1) Before you read (5 min)</p> <ul style="list-style-type: none"> 請學生參閱課本第 129 頁本單元標題，老師提問與本課主題相關的問題。 <ul style="list-style-type: none"> ➢ What does “the press” refer to? ➢ Do you watch news every day? ➢ What type of news usually gets your attention—entertainment news, sports news, social news, or political news? 請學生依據課本所列新聞圖片 (附件一)，找出對應的新聞類別。 <p>(2) Guessing game (5 min)</p> <ul style="list-style-type: none"> 請學生根據投影片 (附件二) 上顯示的新聞標題與網路截圖，回答老師的 5W—who, what, where, when, why，並以英文說出該則新聞的類別。 <ul style="list-style-type: none"> ➢ Read the news page. What’s in the news? ➢ Who is the person in the news? 	<p>聆聽與口說：</p> <p>採志願舉手作答，老師隨機點選作答，答對者，口頭獎勵。</p> <p>聆聽與口說：</p> <p>採志願舉手作答，能說出新聞類別者，獲得學習態度加分。</p>

- When did this happen?
- Where did it happen?
- Why does he/she get the media attention?
- What type of news is it?

2. Vocabulary (30 min)

(1) Checking the word list (5 min)

- 請學生參閱課本 135 頁單字表，請學生依照音標試讀單字。
- 選出兩位學生輪流示範帶讀單字 (透過麥克風)，其他學生複誦，老師在座位間巡視帶讀狀況，並從旁協助。學生誤念或不太確定的單字，由老師再帶讀一次。
- 請每個學生從字表中選出一個對自己而言是最難的單字與一個最喜歡的單字，老師在教室內走動，隨機請學生 (透過麥克風) 朗讀出所選的兩個單字，老師複誦學生所念的單字，以達示範效果，並藉以確認學生發音的正確性。
 - Go through the vocabulary list again. Find a word that is most challenging to you and a word that you like most.
 - Tell us the word you find really hard.
 - Tell us the word you like best.

(2) Vocabulary challenge (10 min)

- 請學生快速瀏覽單字表 2 分鐘，注意每個字彙的拼字與翻譯，準備接受挑戰。
- 利用網路資源 Quizlet 遊戲 Gravity (附件三) (<https://quizlet.com/187744539/gravity>)，依學生程度設定難易度、答案輸入中英文之別、以及開放課本打開與否。
- 依座位區每 2~3 人為一組，其中一

★差異化：

透過精熟學習者示範，協助較需學習者。

閱讀：

依照網路自動積分，最高分者，獲得學習態度加分。

★差異化：

合作學習，組內精熟學習者協助較需學習者與基礎學習者。

閱讀與口說：

1. 透過線上工具與合作學習，完成學習單。
2. 老師確認答案時，學生口頭回答正確者，獲得學習態度加分。

★差異化：

速度較快者協助較慢者完成學習單的填寫。

閱讀與寫作：

學生完成學習單，依照完成內容的正確性與完整性，給予等第分數。

學習態度：

人以手機掃描 QR code，由老師宣布遊戲開始，限時一分鐘。

(3) Dictionary work (10 min)

- 發下學習單 (附件四)，請學生依照學習單的提示，依前後文意填答，並利用網路字典查閱，填入正確答案，作答 10 分鐘，老師巡視學生作答情形。

(4) Group discussion (5 min)

- 開放小組討論 3 分鐘，學生可自由討論搜尋結果，核對答案。
- 開放學生提問，老師解答。

3. Wrap-up (10 min)

- 老師提供答案正解 (附件五) 於投影布幕上，必要時，請學生複誦部分單字或句子。
- 收回學習單，評閱給分。
- 請學生回家預習課文部分。

第二節

1. Warm-up (5 min)

- 請學生參閱課本第 130 頁，快速瀏覽正文與附圖，回答以下 Pre-reading questions (附件六)：
 - Take a look at the family photo on p.130. Would you be interested in a news story about the family?
 - What questions would you ask them if you were a reporter?
- 播放 YouTube 有關 The Fischer Family 報導短片 (<https://www.youtube.com/watch?v=oT5EE08tFdU>)，並回答以下 Pre-reading questions (附件六)：
 - What do you think might happen to the family after their story becomes news in the media? What are the possible positive and

今日課程結束時，記錄在計分板上，作為學習態度加分依據。

聆聽、閱讀與口說：

能就提問說出具體想法者，口頭獎勵。

聆聽、閱讀與口說：

學生能快速閱讀掃描文章，回答正確者，或能說出具體想法者，除口頭獎勵，並獲得學習態度加分。

口說：

能根據老師提問，正確回答文章架構者，獲得學習態度加分。

閱讀：

negative effects on the family?

2. Reading the text (40 min)

(1) Checking understanding (20 min)

- 請學生閱讀正文 (課本 130 頁) · 老師同時播放投影片 (附件七) · 每閱讀一個段落 · 提問 While-reading questions (附件六) 。
- 每一段的閱讀方式與提問過程可以略作變化 · 例如：
 - 第一段：全班一起朗讀 ⇨ 老師提問
 - 第二段：聽 CD 朗讀 ⇨ 老師提問
 - 第三段：指定學生個人朗讀 ⇨ 老師提問
 - 第四段 ~ 第五段：老師先提問 ⇨ 聽 CD 朗讀
 - 第六段：指定學生個人朗讀 ⇨ 老師提問
 - 第七段：老師先提問 ⇨ 全班一起朗讀
- 回答提問的方式 · 也可略作變化：
 - 自由回答 ⇨ 抽籤個別回答 ⇨ 指定某一組找答案 ⇨ 前一組指定下一組找下一題的答案

(2) Mapping (15 min)

- 發下學習單 (附件六) · 參閱第四部分 · 從文章架構討論作者對這個主題 (The Power of the Press) 的立論與鋪陳方式 (organization) 。
- 播放投影片 (附件七) 第 12 頁 · 以簡單的 mind map · 逐層提問 · 確認學生對整篇文章架構的瞭解程度：
 - 從主題 (Topic) 開始 · 在第一段中 (Opening Paragraph =

依照文章架構 · 能找出各層次內容者 · 口頭獎勵並給予學習態度加分。

★差異化：

討論的工作分配各組自訂 · 每位成員都有任務 · 閱讀能力較快者 · 協助其他成員。

口說：

上台分享 · 能說出具體想法者 · 口頭獎勵 · 能以英文簡要說明者 · 並予學習態度加分。

閱讀與寫作：

學生完成學習單 · 依照完成內容的正確性與完整性 · 給予等第分數。

學習態度：

今日課程結束時 · 在計分板上做紀錄 · 作為學習態度加分依據。

Introduction) 找出主題句

(Topic Sentence)。

- 在第二段 (Body Paragraph 1 裡，尋找作者舉例 (Example) 支持論點。
- 在第三段到第六段裡 (Body Paragraphs 2~5)，尋找新聞事件的 5W，並提醒學生新聞報導裡必須掌握的人、事、時、地、原因事實的呈現。
- 在第七段裡，找出文章結論 (Conclusion) 為何。

- 請學生在小組內共同討論答案 3 分鐘。
- 依 reading map 的層次架構，指定各小組負責部分，小組內推派一名上台在黑板上寫出指定部分的答案。
- 請學生確認文章中，有關新聞事件報導的 5W 原則是否完善。(事實上，文章中並沒有完整交代 who, when, where)

(3) Group discussion (5 min)

- 參閱學習單 (附件六) 第三部分，分組討論 Post-reading questions，限時 3 分鐘。
 - What does “freedom of the press” mean to you? How would you define the freedom of the press?
 - Do you watch/read news every day? To what extent do you trust the media? Why?
- 老師隨機抽不同組別，抽到組別，由一人代表發表結論，中英文皆可。

3. Wrap-up (5 min)

- 確認學生完成學習單 (附件六) 第三部分與第四部分的答案填寫，並

閱讀與口說：

主動分享答案者，且以英文發表者，學習態度加分。

收回評閱。

- 請學生預習課本 Patterns in Use (143 ~ 145 頁) 的兩大主要句型，並找出句型在文章裡出現的段落。

第三節

1. Warm-up (3 min)

- 確認學生預習本課兩大主要句型，並找到句型在文章的出處：
 - It + be + N/phrase/clause + that . . . (Paragraph 1)
 - There + be + N + V-ing/p.p. (Paragraph 3 & 4)

2. Discussion of sentence patterns (15 min)

(1) Cleft sentence

- 播放投影片 (附件八)，說明分裂句的用法與語氣，比較非分裂句與分裂句結構上的不同。
- 完成課本上的練習 A，並核對答案。

(2) Existential sentence

- 播放投影片 (附件八) 第 8~9 頁，說明存在句型的用法與句構變化。
- 完成課本的練習 A，並核對答案。

3. Discussion of bias in the media (20 min)

(1) Fact or opinion (10 min)

- 發回批閱的學習單 (附件六)。
- 統整 Post-reading questions 第二個問題的答案，針對媒體報導中存在偏頗的意見，進一步討論媒體的客觀性。
 - Many of you expressed your dissatisfaction with the media and showed little trust in news report. Why is that?
 - What makes us lose our trust in news report?
 - The answer may have to do with bias in the media.

聆聽與口說：

主動分享記錄結果，且以英文發表者，學習態度加分。

★差異化：

執行新聞報導的工作分配，依學習者的多元智慧，認養工作，務必確認每名成員都有任務。

學習態度：

今日課程結束時，記錄在計分板上，作為學習態度加分依據。

- 播放投影片 (附件九)，介紹主題 “Bias in the media”，說明 fact 與 opinion 的不同：
 - What is “bias?”
 - News report should cover only the fact to stay neutral without bias. In other words, there should be no personal opinion involved in the report.
- 播放投影片第二頁，檢視網頁資料所顯示的各大媒體是否中立的調查結果：

<https://www.marketwatch.com/story/how-biased-is-your-news-source-you-probably-wont-agree-with-this-chart-2018-02-28>
- 發下學習單 (附件十) 進行第一部分 (A)，請學生判斷新聞標題所包含的訊息，是 fact 還是 opinion？將標題中涉及主觀看法的部分畫底線。
- 請學生分享自己的答案，並解釋原因。
- 播放投影片 (附件九) 第 3~6 頁，解釋或呼應學生的答案。

(2) Taking a survey (10 min)

- 進行學習單 (附件十) 的第一部分 (B) 調查媒體使用的情況。請學生訪問至少三名班上的同學，並記錄訪問結果，以統計圖表呈現出來。
- 請學生分享自己所記錄的結果，並說明受訪者選擇的主要理由。

4. Introduction of the news report activity (10 minutes)

- 介紹學習單 (附件十) 的第二部分：One-minute News Report (一分鐘英文新聞報導活動)。
- 播放投影片 (附件十一)，說明活動

學習態度：

今日課程結束時，完成檔案上傳者，記錄在計分板上，作為學習態度加分依據。

聆聽與口說：

1. 評分對象：每個人都可被評選為 Best News Reporter (包括自己)
2. 評分方式：依據 4 大要素：pronunciation, speed, tone, intonation 選出最佳播報員。

的內容與進行方式：

- 三人為一組。
- 上網搜尋一則英文新聞 (以 CNN、BBC 與 NBC 新聞報導為原則)
- 節選一分鐘的新聞內容，將英文新聞內容打成稿件，附上影片網址與單字表，上傳到 Google Classroom。
- 在課堂上播報一分鐘英文新聞，三人分工輪流，每個人負責部分可協調。
- 活動結束後，填 Google Form 回饋表單 (附件十二)，依據 4 大要素：pronunciation, speed, tone, intonation 選出最佳播報員，並做自我評量。
- 進行分組，老師指派精熟學習者擔任，各自尋找合作成員，三人一組。

5. Wrap-up (2 min)

- 確定下一次上課地點 (電腦教室)，工作任務於上課時間內，在電腦教室完成，請自備耳機。
- 提醒學生 One-minute News Report 活動說明已上傳到 Google Classroom，可到雲端參閱。

第四節

1. Warm-up (10 min)

- 請學生依照組別在電腦教室就座，並請組長確認小組工作分配。
- 確認學生打開電腦，並登入 Google Classroom 成功。
- 老師將電腦畫面切換到廣播模式，

打開 Google Classroom 的單元活動介紹 ([附件十一](#))，確認學生瞭解今天的工作任務。

2. Lab work (35 min)

- 老師將電腦畫面切換到個別操作模式，由學生自行上網搜尋英文新聞 (以 CNN、BBC 與 NBC 新聞報導為原則)。
- 提醒學生，新聞只要節選完整的一分鐘即可。若是擷取中間段落，必須註明起訖時間，以方便播放。
- 除了聽寫新聞內容，編輯成 Google Document 之外，檔案中必須加列 Vocabulary List 以及影片的連結 ([附件十三](#))。
- 英文新聞內容可參照影片的英文字幕，但因字幕未必精確，必須檢閱。
- 老師巡視各組工作情況，適時提供協助。

3. Wrap-up (5 min)

- 確認各組完成工作，已經上傳新聞稿與影片連結檔案到 Google Classroom 檔案資料夾。
- 提醒學生練習播報新聞，注意播報時應注意的要素：發音清晰、速度適中、語氣沈穩不誇張、語調有高低變化不平板。

第五節

1. Warm-up (3 min)

- 確認各組上台順序。
- 確認網路與影音檔案連結正確，操作沒有問題。

<p>2. Explaining the evaluation form (2 min)</p> <ul style="list-style-type: none"> 老師將電腦畫面切換到廣播模式，打開 Google Classroom 的 News Report 單元，講解 Best News Reporter 評分標準。 <p>3. Reporting the news (35 min)</p> <ul style="list-style-type: none"> 老師將電腦畫面保持在廣播模式，請各組依序上台播報新聞。 打開第一組影片連結，播放新聞影片。 打開第一組新聞稿，介紹重要單字。 第一組開始播報新聞（讀稿），結束後第二組上台，依序完成播報。 <p>4. Wrap-up (10 min)</p> <ul style="list-style-type: none"> 請學生填 Google Form 回饋表單（附件十二）。 公布票選結果（附件十四），並予回饋。 	
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參考資料：

- 一、十二年國民基本教育課程綱要總綱發布版
- 二、三民乙版英文課本與教師手冊（第二冊第 7 課）
- 三、三民乙版英文教科書投影片（第二冊第 7 課）
- 四、<https://www.americanpressinstitute.org/wp-content/uploads/2013/09/highfiveunitC.pdf>（High Five Unit C: Go to Press）

附件：

- 一、第一節 Warm-up (1) Before you read 課本所列新聞圖片
- 二、第一節 Warm-up (2) Guessing game 新聞標題與網路截圖投影片簡報
- 三、第一節 Vocabulary (2) Vocabulary challenge 三民網路資源 Quizlet 遊戲 Gravity 網址 QR code
- 四、第一節 Vocabulary (3) Dictionary work 單字學習單
- 五、第一節 Wrap-up 單字學習單正解
- 六、第二節 正文閱讀學習單 “Reading Worksheet”
- 七、第二節 正文閱讀投影片簡報
- 八、第三節 Discussion of sentence Patterns 本課主要句型投影片簡報

- 九、第三節 Discussion of bias in the media (1) Fact or opinion 【事實或意見】投影片簡報
- 十、第三節 Discussion of bias in the media 學習單
- 十一、第三節 Introduction of the news report activity 【一分鐘英文新聞報導活動】學習單
- 十二、第三節 Introduction of the news report activity 【一分鐘英文新聞報導活動】回饋表單
- 十三、第三節與第四節【一分鐘英文新聞報導活動】Google Document 學習單範例
- 十四、第五節 Best News Reporter 票選結果

The Power of the Press

1 ★

Before You Read

回目錄頁 →

Match each of the following news items (A-G) with the correct picture. Then, discuss with your classmates which kind is your favorite. Share your answer with the class and briefly explain your reasons.

- (A) business news (B) travel news (C) sports news
- (D) health news (E) political news (F) crime news
- (G) entertainment (娛樂) news (H) weather news
- (I) education news



1. (E)



2. (G)



3. (B)

2 ★

Before You Read

- (A) business news (B) travel news (C) sports news
- (D) health news (E) political news (F) crime news
- (G) entertainment (娛樂) news (H) weather news
- (I) education news



4. (C)



5. (F)



6. (A)

回目錄頁



3 ★

Before You Read

- (A) business news (B) travel news (C) sports news
- (D) health news (E) political news (F) crime news
- (G) entertainment (娛樂) news (H) weather news
- (I) education news



7. (D)



8. (I)



9. (H)

回目錄頁



4 ★



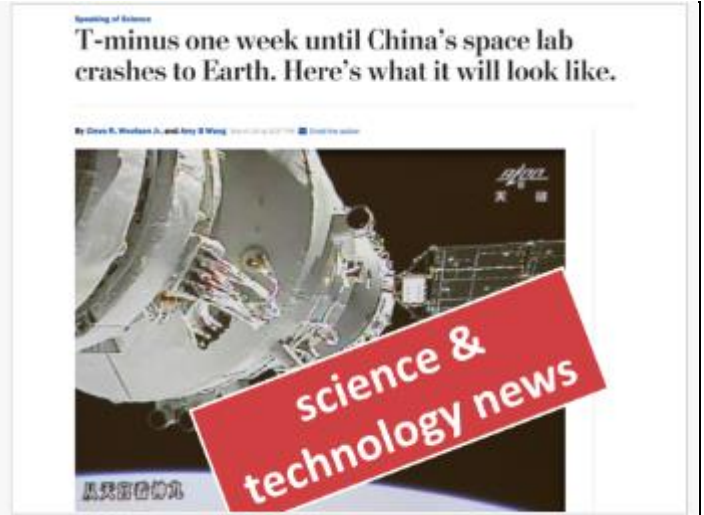
5



6



7



8



9



10

Travel

<https://www.nytimes.com/section/travel>

10:00 AM THE NEW YORK TIMES FRIDAY, APRIL 11, 2014 22 PAGES \$12.00

Returning to Vieques

This lush, wild bit of Puerto Rico, a wind-swept destination that draws a loyal following of visitors, is rebuilding after last year's hurricane ravaged island.

PHOTO BY GUY A. LOPEZ FOR NY TIMES



travel news

11

★

Facebook CEO Mark Zuckerberg says his data was exposed in Cambridge Analytica leak

Jessica Guyon, USA TODAY Published 11:28 a.m. ET April 11, 2018 | Updated 4:36 p.m. ET April 11, 2018



Facebook chief executive Mark Zuckerberg says his data was exposed in Cambridge Analytica leak.

technology news
International news

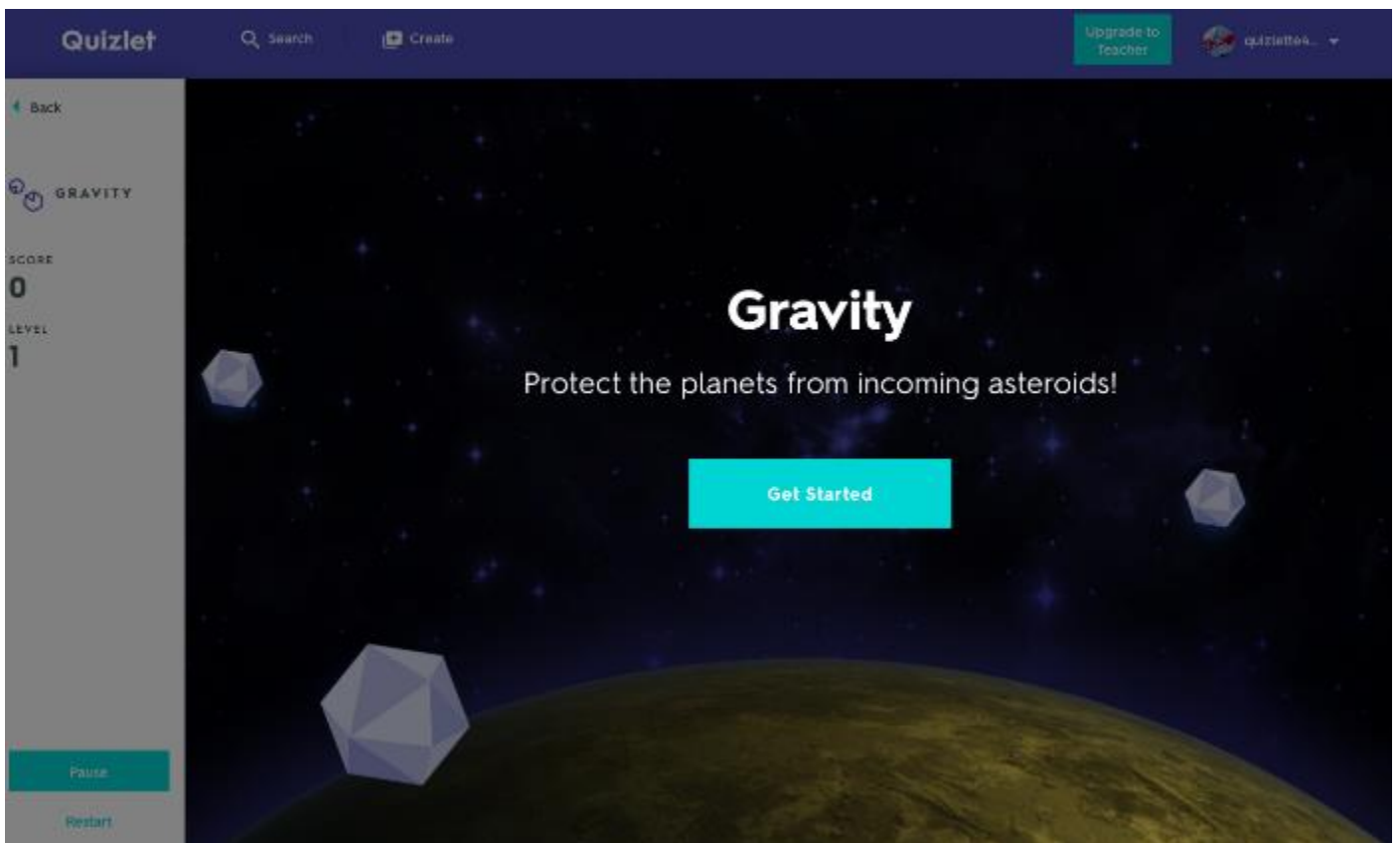
12

★

附件三



<https://goo.gl/2rW5uV>



Class:		No:	
Name:			

7 The Power of the Press

I. Words for Production

3 democratic adj. 民主的

democracy n. [1] [U] 民主，民主制度 2) [C] 民主國家

democrat adj. n. [C] 民主主義者，民主人士

A _____ society is an arena in which individuals could pursue their personal goals.

In a _____, everyone has equal rights and responsibilities.

The _____ devoted his life to fighting for justice and citizens' right to vote.

The practice of _____ not only means enjoying individual freedom but also working out a compromise among various parties.

【補充】

monarchy () _____ 共產制度

absolutism 專制制度 **anarchy** 無政府狀態

autocracy 獨裁制度 (= autarchy)

4 significant adj. 1) 重大的，顯著的 (↔ insignificant) 2) 意義深遠的，有意義的

significance n.[U] 1) 重要性，意義 (↔ insignificance) 2) 意義，涵義

■ **attach significance to** 重視...

The most _____ event in the 20th century should be the First and Second World Wars.

My dad gave me a _____ look, showing that he knew about everything I had done.

The development of new technology is _____ (in/at/of/with) great significance. (很重要)

Ronan didn't seem to attach any _____ to my question, which made me feel ignored.

Actually, I don't fully understand the _____ of the poem. Can you explain it to me?

6 individual adj. 個別的，單獨的

individual n. [C] 個人

Those cookies were packaged in _____ servings.

The singing contest is open to teams as well as _____.

7 **publish** vt. 1) 刊登 2) 出版

publisher n. [C] 出版商

The health magazine _____ an article on yoga this month.

This book is going to be _____ at the end of the year.

The _____ owns the copyright of the storybook.

8 **details** n. pl. 詳情

detail n. [C][U] 細節 · 枝節

detail vt. 詳細敘述 · 詳細說明

detailed adj. 詳細的

■ **down to the last/smallest detail** 詳盡地

■ **go into detail(s)** 詳細說明

If you would like to get full _____ of this job vacancy, please contact Ms. Jones.

Write down your personal details, and you'll receive coupons occasionally. ()

Please describe the stranger's look ___ (in/at/with) detail. (請仔細描述這個陌生人的樣貌)

Leslie planned down to the _____ detail about her wedding.

When we asked more about this accident, Bob refused to go into _____ about how it happened.

Jeremy gave us a _____ explanation of his plan.

10 **illustrate** vt. 1) (例子或圖片、照片等) 說明 2) (usu. passive) 圖解

illustration n. [C] 例證 · 實例

The set of pictures _____ how to make a pizza.

Books intended for kids are usually fully _____.

The terrorist attack gives a clear _____ of how religious differences can lead to conflicts.

13 **pregnant** adj. 懷孕的

pregnancy n. [U][C] 懷孕

Mandy is four months _____; her baby's birth is scheduled for mid-May.

Michelle is pregnant _____ twins this time. (懷雙胞胎)

Many mothers-to-be can't sleep well during _____.

14 **urgent** adj. 1) 迫切的，緊急的 2) 急切的

urgency n.[U] 迫切，緊急

■ **in urgent need of** 急需...

It is very _____ that we (should) send food to the starving people.

The injured soldier is in _____ need of medical care.

This is a matter of _____. It should be dealt with immediately. (極為迫切的問題)

15 **economic** adj. 1) 經濟上的 2) 產生經濟效益的 (= profitable; ↔ uneconomic)

economy n.[C][U] 1) 經濟情況 2) 節約，節省

■ **boost/stimulate the economy** 促進/刺激經濟

The country faces the _____ crisis; thus, businesses are shutting down one after another.

We have had weak _____ growth in recent years due to the global recession (蕭條).

The government changed the _____ policy to stimulate the _____.

A weak _____ affected all the businesses in the country.

20 **exclusive** adj. 1) 獨家的，專有的 2) 不包括...的 (↔ inclusive)

exclusion n.[U] 被排除在外

exclude vt. 1) 排除 (↔ include) 2) 排斥... (↔ include) 3) 認為...不可能 (= r_____)

excluding prep. 不包括 (↔ including)

The company has _____ rights to distribute the movie.

The talk show host tried to get an _____ interview with the President.

Some hotel rates are _____ meals. (有些飯店住宿費不含餐食)

The _____ of women from temples still exists in some countries.

There were about two hundred passengers on the plane, _____ the crew.
During the vacation, the school library opens every Monday to Saturday, Sunday _____.
The picky girl is _____ by her classmates. No one likes to hang out with her.
We should not _____ the possibility of the existence of extraterrestrials (外星人).

21 **manufacturer** n. [C] 製造商

manufacture vt. 1) 大量製造 2) 捏造、編織 (藉口、謊言) (= fa_____e)

manufacture n. [U] 大量製造

The furniture _____ specializes in making high quality products.
If you find something wrong with this product, you can send it back to the _____.
This car maker has _____ automobiles for over a century.
Many parts of this news report were actually _____ by the media.
The new method will speed up the _____ of paper.

22 **advertise** 1) vt.; vi. 登廣告·做廣告 2) vt. 宣揚·張揚 (= publicize)

advertisement n. [C] 廣告 (【英】advert)

■ **advertise for** ... 登廣告徵求...

The company has _____ its new smartphone in many magazines and newspapers.
The charity _____ for a new secretary.
It is not wise to _____ the fact that you have just hit the jackpot.
The company _____ an advertisement in many newspapers for its new product.
So far no one has _____ to the job advertisement. (回應(徵才)廣告)

25 **curiosity** n. [U] 好奇心

curious adj. 1) 好奇的 2) 奇怪的

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■ **out of/because of/due to curiosity** 出於好奇心

■ **Curiosity killed the cat.** ()

■ **satisfy one's curiosity** 滿足某人的好奇心

_____, I asked James how he folded his clothes so neatly.

Julia didn't tell details, and that _____ my curiosity. (引起好奇心)

To satisfy the fans' _____, the band answered a lot of questions about their latest album.

People who read tabloid newspapers are _____ about the gossip about celebrities.

The man wore a heavy coat on such a hot day, so I looked at him _____.

27 **resident** n. [C] 1) 居民 2) 住客·房客 3) 住院醫師 (【英】registrar)

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reside vi. (fml.) 居住

Most local _____ call for the construction of the MRT system.

Residents in this hospital are usually quite busy; they tend to have little sleep. ()

Unlike in Taiwan, it is not common to find a store in _____ areas in the United States.

It is believed that Picasso's Rose Period had been started when he _____ in Paris.

The White House is the official residence of President of the United States.

Amy Tan took up residence in California since she was born. ()

Foreigners living in Taiwan for more than five years can apply for permanent residence.

()

II. Idioms and Phrases

The 5-year-old child is smart _____. He can solve the math problems for third grade.

Many people come to this gym and _____ the equipment to work out.

The politician was _____ by the scandal.

The committee also agreed to _____ in the current payment system.

Whether we will succeed or not depends _____ on our determination.

Mr. and Mrs. Smith are looking forward to their first child that is _____.

SARS first _____ in the spring of 2003 and caused a public panic in Taiwan.

7 The Power of the Press

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【補充】

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There were about two hundred passengers on the plane, **excluding** the crew.

During the vacation, the school library opens every Monday to Saturday, Sunday **excluded**.

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Residents in this hospital are usually quite busy; they tend to have little sleep. (住院醫師)

Unlike in Taiwan, it is not common to find a store in **residential** areas in the United States.

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The White House is the official residence of President of the United States.

Amy Tan took up residence in California since she was born. (開始居住)

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(永久居留)

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The 5-year-old child is smart **beyond belief**. He can solve the math problems for third grade.

Many people come to this gym and **make use of** the equipment to work out.

The politician was **brought down** by the scandal.

The committee also agreed to **press for changes** in the current payment system.

Whether we will succeed or not depends **to a large extent** on our determination.

Mr. and Mrs. Smith are looking forward to their first child that is **on the way**.

SARS first **made the headlines** in the spring of 2003 and caused a public panic in Taiwan.

7 The Power of the Press

Class:		No:	
Name:			

I. Pre-reading questions

1. Take a look at the family photo on p.130. Would you be interested in a news story about the family?
2. What questions would you ask them if you were a reporter?
3. What do you think might happen to the family after their story becomes news in the media?
What are the possible positive and negative effects on the family?

II. While-reading questions

Paragraph 1:

- Do you think the media can be so powerful as to bring down a government? Any examples?

Paragraph 2:

- What is a “quintuplet”?

Paragraph 3:

- Who were the family? Can you find their names in the text?
- Where did they live? In what state of America?
- When did the story happen? Is there any time reference provided in the text?

Paragraph 4 & 5:

- What changes—in both positive and negative ways—happened to the family after their story was reported in the news?

Paragraph 6:

- What changes happened to the town because of media attention?

Paragraph 7:

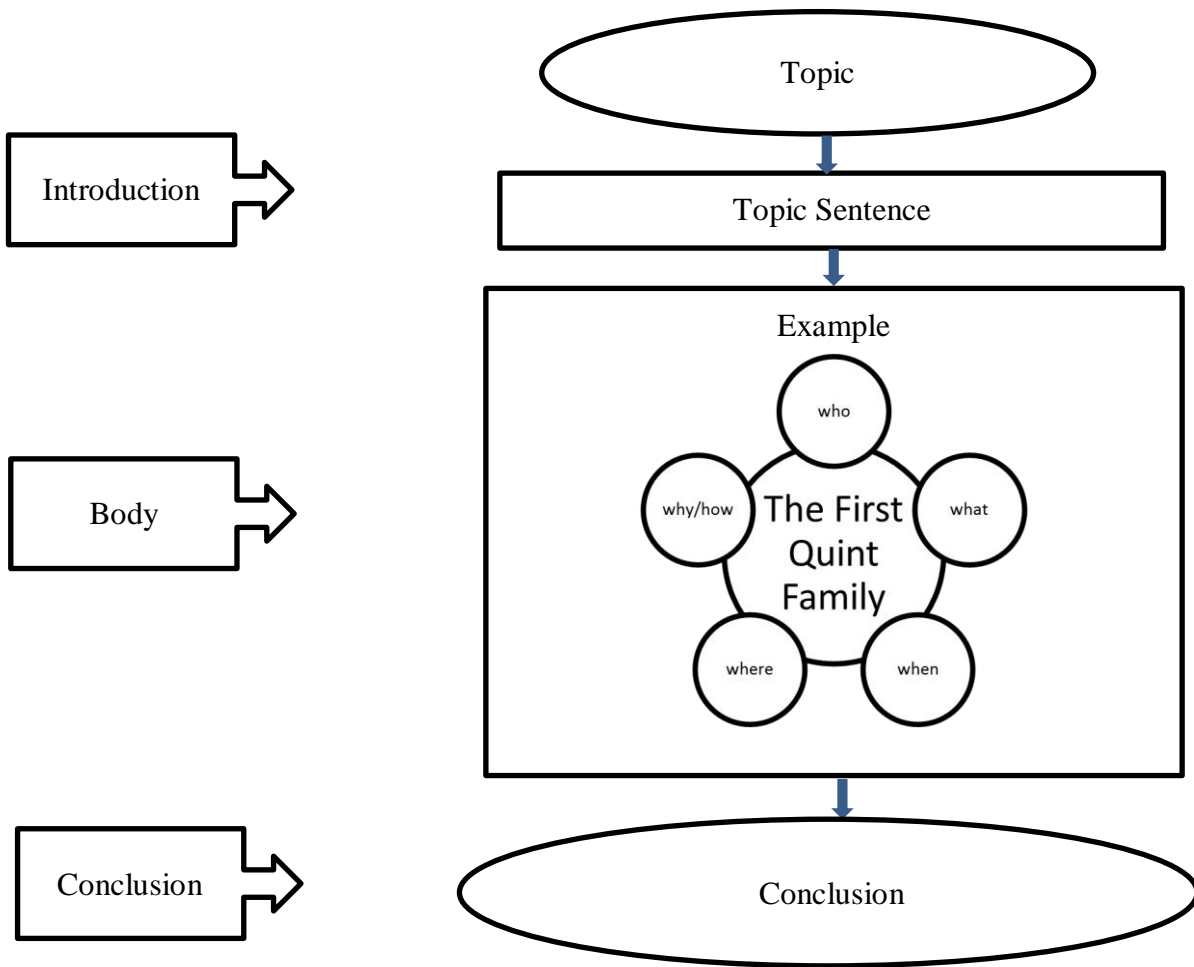
- What is the consequence of the fame and publicity brought to the family and the town by the media?
- What do we learn about the power of the press from the story?

III. Post-reading questions

1. What does “freedom of the press” mean to you? How would you define the freedom of the press?

2. Do you watch/read news every day? To what extent do you trust the media? Why?

IV. Reading map



Topic: _____

Topic Sentence: _____

Example: _____

Who:

What:

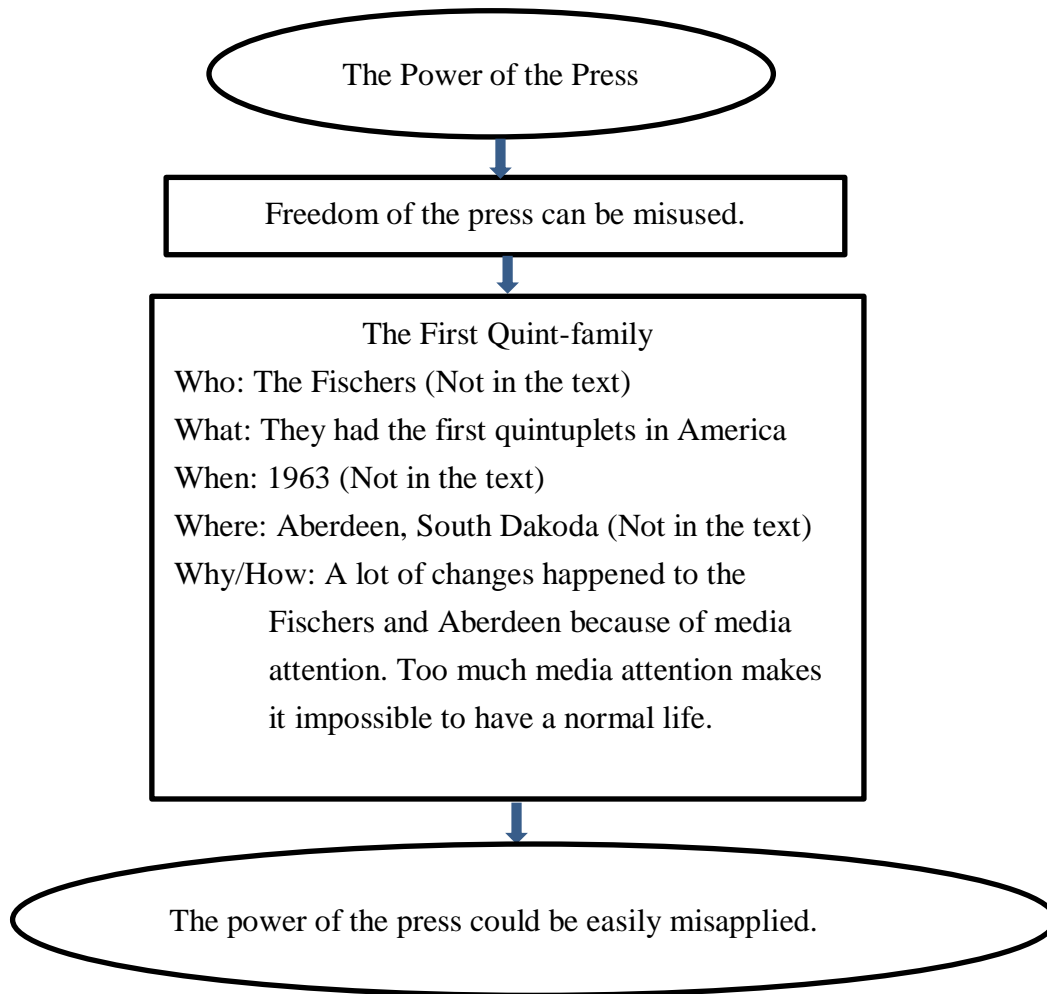
When:


Where:

Why/How:

Conclusion: _____

Suggested answer to the reading map:





<https://www.youtube.com/watch?v=pT5EE08tFdu>

Unit 7 The Power of the Press

Reading Task

1. Answer the comprehension questions following each paragraph.
2. Map the reading according to the development of the essay.

1

Reading 1/10


1 **Freedom** of the press is rightly protected in most **democratic** societies, yet it is just this protection that sometimes allows this freedom to be **made** bad **use of**. The press has a strong influence which can bring about **significant** changes to the lives of ordinary people, and sometimes even **bring down a government**.

回目錄頁 中譯

2

Reading 2/10

2 Stories about **individual** people tend to attract far more public attention than political events do. To increase the sales of their newspaper or magazine, journalists may try every means to explore these stories.




中譯 回目錄頁

3

Reading 3/10

3 Thus, they can easily cause individuals great **inconvenience** by visiting them frequently and **publishing details** of their **private** lives. The story of the first **quintuplets** in America clearly **illustrated** the power of the press.



中譯 回目錄頁

4

Reading 中譯 回目錄頁 4/10

3 There was a poor family living in Aberdeen, a small town in the U.S.A. [Raising five children in conditions of poverty] was already a **struggle** for the parents of this family. When the **pregnant** mother learned that it was another four girls and one more boy that were **on the way**, she and her husband were shocked **beyond belief**. Without a doubt, they were going to face even more **urgent economic** problems.

中譯 回目錄頁

5

Reading 5/10

4 **Nonetheless**, this event changed their lives in ways they had never expected. The day after the birth of the five babies, there were sixty reporters and photographers waiting outside their door. The couple soon **made** national **headlines**, **for** they had become the parents of the first quintuplets in America.

回目錄頁 中譯

6

5 The family gained **fame** and fortune **overnight**. Newspapers and magazines offered them huge **sums** of money for **exclusive** rights to publish their stories as well as their photos. Gifts **poured in** not only from unknown people, but also from baby food and soap **manufacturers** who wanted to **advertise** their products.

回目錄頁 中譯



Though their lives were indeed improved, reporters **kept pressing for** interviews, **which** forced the family to hire lawyers to **act as spokespeople** for them at **news conferences**.



回目錄頁 中譯



6 Moreover, the birth also brought great changes to Aberdeen. Plans for a new **highway** were developed, **since** this town **was likely to attract** thousands of visitors. Even the name of the town on the road signs was changed to "Quint-City, U.S.A." **Locals** also **discussed** the **possibility** of setting up a "quint museum" to satisfy the **curiosity** of the public and to **protect** the family **from gossipy** visitors at the same time.



7 **While** the babies were still quietly sleeping in the hospital, their parents began **paying the price for fame**. It would never again be possible for them to lead normal lives.



中譯 回目錄頁



The town itself received so much attention that almost each of the **residents** there was affected **to a certain extent**. This was the power of the press, but such power could easily be **misapplied**.

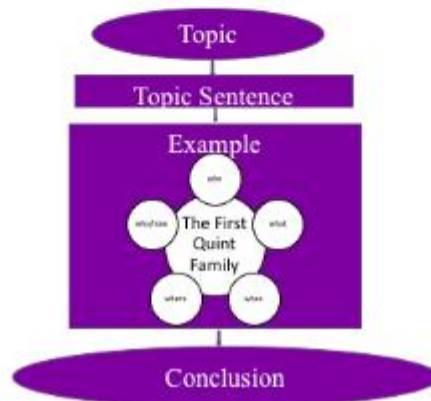
<https://www.warwick.ac.uk/newsandmedia/2013/03/16/www-10th-anniversary-10th-anniversary-spokesman-summit/2013/03/16/>
<https://www.warwick.ac.uk/newsandmedia/2013/03/16/www-10th-anniversary-10th-anniversary-spokesman-summit/2013/03/16/>



回目錄頁 中譯



Reading Map



Reading Map

The Power of the Press



Freedom of the press can be misused



The first Quint-family

13



Reading Map

The Fischers

They had the first quintuplets in America

1963

Aberdeen, South Dakota

A lot of changes happened to the Fischers and Aberdeen because of media attention. Too much media attention makes it impossible to have a normal life.

14



Reading Map



The power of the press could be misapplied

15



Patterns in Use

1 It + be + N/phrase/clause + that . . .

2 There + be + N + V-ing/p.p.

回目錄頁



1 It + be + N/phrase/clause + that . . .

Examples:

- ▶ It is just this protection **that** sometimes allows this freedom to be made bad use of.
- ▶ The pregnant mother learned that **it was** another four girls and one more boy **that** were on the way.
- ▶ **It was** from my neighbor **that** I heard the news.



1 It + be + N/phrase/clause + that . . .

- 「就是…」

- ◇ Peter is in the office now.
→ **It is Peter that/who** is in the office now.
- ◇ Heidi's fiancé sent her a **diamond ring** as her birthday gift.
→ **It was a diamond ring that/which** Heidi's fiancé sent her as her birthday gift.
- ◇ Steve told me the news **at the gate**.
→ **It was at the gate that** Steve told me the news.

Exercise A:

Rewrite the following underlined parts by using the above pattern. The first one has been done for you.

1. Freedom of the press is rightly protected in most democratic countries.
→ **It is in most democratic countries that freedom of the press is rightly protected.**
2. The poor couple needed to face the urgent economic problem.
→ **It was the urgent economic problem that the poor couple needed to face.**

回目錄頁



3. The birth of the babies brought fame to their parents.
→ **It was the birth of the babies that brought fame to their parents.**
4. A large number of gifts poured in after the family's story became known.
→ **It was after the family's story became known that a large number of gifts poured in.**
5. The local government planned to build a new highway to attract more visitors.
→ **It was a new highway that the local government planned to build to attract more visitors.**

回目錄頁



Exercise B:

Based on the key sentence, rewrite the following sentence by using the given words and the pattern on page 143. The first one has been done for you.

- ★ Cindy helps Frank with math after school when she has free time.
→ It is Cindy that ¹helps Frank with math after school when she has free time.
- It is Frank that ²**Cindy helps with math after school when she has free time**.

回目錄頁



- It is math that ³ Cindy helps Frank with after school when she has free time.
- It is after school that ⁴ Cindy helps Frank with math when she has free time.
- It is when Cindy has free time that ⁵ she helps Frank with math after school.



回目錄頁

2 There + be + N + V-ing/p.p.

Examples:

- ▶ **There was a poor family living** in Aberdeen.
- ▶ **There were sixty reporters and photographers waiting** outside the family's door.
- ▶ **There is a car parked** right in front of the supermarket.

2 There + be + N + V-ing/p.p.

表「存在」的句型：

- ◇ There is a man at the door.
The man is standing at the door.
→ There is a man **[who is standing at the door]**.
- There is a man **standing** at the door.
- ◇ There were hundreds of soldiers.
Those soldiers were killed on the battlefield.
→ There were hundreds of soldiers **[who were killed on the battlefield]**.
- There were hundreds of soldiers **killed** on the battlefield.

Exercise A:

Combine each of the following pairs of sentences by using the above pattern. The first one has been done for you.

1. There are many people in the mall.
Those people are shopping for Christmas gifts.
→ There are many people shopping for Christmas gifts in the mall.
2. There are a lot of Ju Ming's sculptures (雕塑品).
Those sculptures are exhibited in the Juming Museum.
→ There are a lot of Ju Ming's sculptures exhibited in the Juming Museum.

回目錄頁

3. There was once a lonely man.
He lived alone in a big house.
→ There was once a lonely man living alone in a big house.
4. There are forty students.
They are taking an exam in the classroom.
→ There are forty students taking an exam in the classroom.
5. There are more than ten kinds of drinks.
The drinks are served in the café.
→ There are more than ten kinds of drinks served in the café.

回目錄頁

Exercise B:

Both Mr. Richmond ("R") and Ms. Eastwood ("E") are secret agents (情報員). Eastwood is on the phone helping Richmond with his task. Complete their conversation by using the given words and the pattern on page 144. The first one has been done for you.

- E: What do you see there?
R: Hmm, there is a bird singing in a tree (a bird/sing/a tree).
E: Anyone around?



回目錄頁

R: Let me see. ²**There are two boys running on the beach** (*two boys/run/beach*), and ³**there is a cat (being) chased by a big dog** (*a cat/chase/by/a big dog*).

E: Do you see anyone that looks like a secret agent?

R: Oh, wait a minute. I think it must be her.

⁴**There is a beautiful lady (being) guarded by two armed men** (*beautiful lady/guard/by/two armed men*).

E: A lady? No way! The person you are going to meet is an old man!

回目錄頁



13

*

R: Well, maybe he is just dressed up as a young lady, so he won't be recognized.

E: Keep on joking like that, Richmond. If you don't find that man today, you'll be fired.

R: Hey, take it easy, OK? Hold on! I think I just saw him. ⁵**There is an old man lying in the sun** (*an old man/lie/sun*). It must be him!

E: Good! Remember the note I gave you? Now, go and give him the note. And be sure to get what we want from him.

回目錄頁



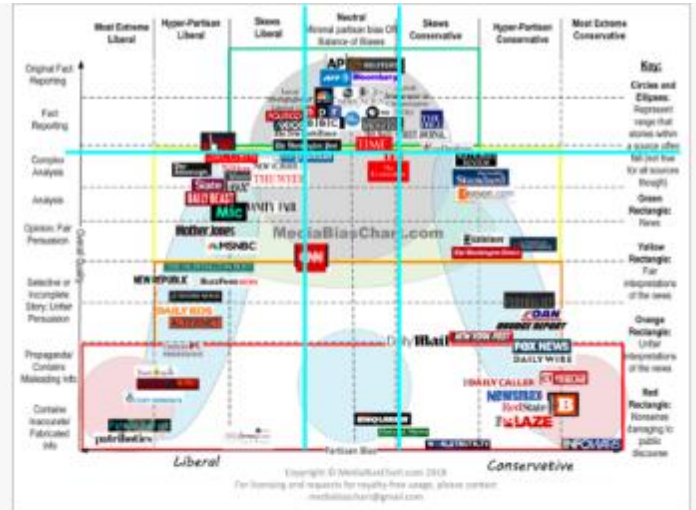
14

*



Bias in the Media

An Informal Poll
(非正式民調)



Bias in the Media

- 1. The Bears overtook their unprepared and hapless opponents. It was a sweet victory for our favorite team.
- ▶ The Bears defeated their opponents.



Bias in the Media

- 2. Two groups lobbied for the new law—Man’s Best Friend, an alternative, hippie organization; and Animals for All, a well-funded, well-organized advocacy institute.
- ▶ Two groups lobbied for the new law—Man’s Best Friend and Animals for All.

Bias in the Media (3)

Beloved Duchess of Cambridge gives birth to a gorgeous baby boy that’s sure to make the country great again.



Bias in the Media (3)

Duchess of Cambridge gives birth to baby boy



Class:		No:	
Name:			

7 The Power of the Press

I. Bias in the Media

A. Read the sentences below and look for bias in each. Underline the biased words. Rewrite the sentence(s) to make them objective.

1. The Bears overtook their unprepared opponents. It was a sweet victory for our favorite team.

2. Beloved Duchess of Cambridge gives birth to a gorgeous baby boy that's sure to make the country great again.

3. Two groups lobbied for the new law—Man's Best Friend, an alternative, hippie organization; and Animals for All, a well-funded, well-organized advocacy institute.

B. Use these questions to take an informal poll of your friends about bias in the media. Interview at least three of your classmates.

1. Which news source do you use most often? Rank them from 1-4 with 1 being the most often used.

Newspaper _____ Radio _____ Television _____ Internet _____

2. Do you think your main source of news provides you with objective, unbiased reports?

_____ Yes _____ No

3. Do you think there is a place for bias or opinions in news reporting?

_____ Yes _____ No

Please tell why: _____

4. Which of the news sources available to you do you think is the most biased?

Newspaper _____ Radio _____ Television _____ Internet _____

Please tell why: _____

5. Which of the news sources available to you do you think is the most objective?

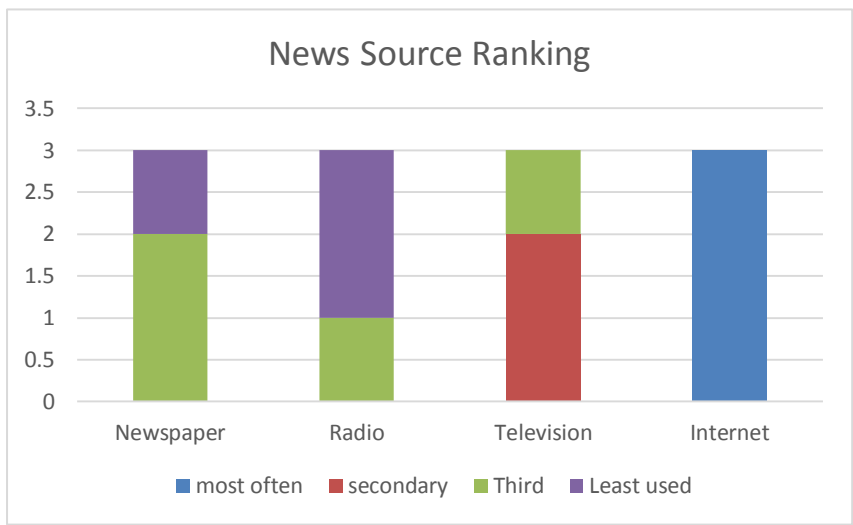
Newspaper _____ Radio _____ Television _____ Internet _____

Please tell why:

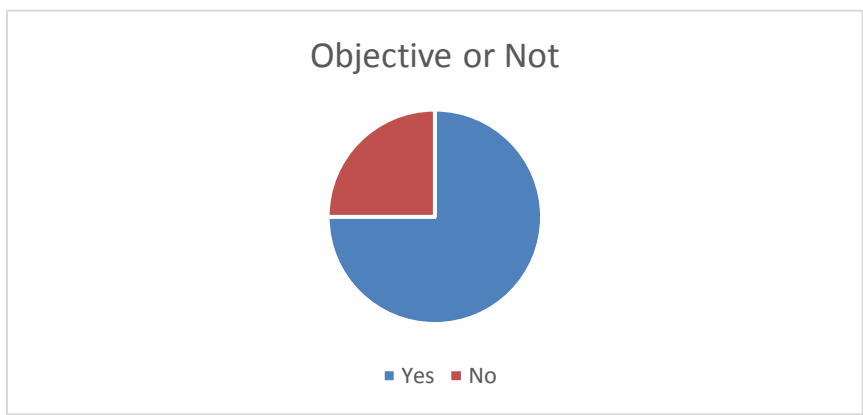
C. Make a chart to show the poll results of the first question. (Examples provided)

Number of people polled: _____

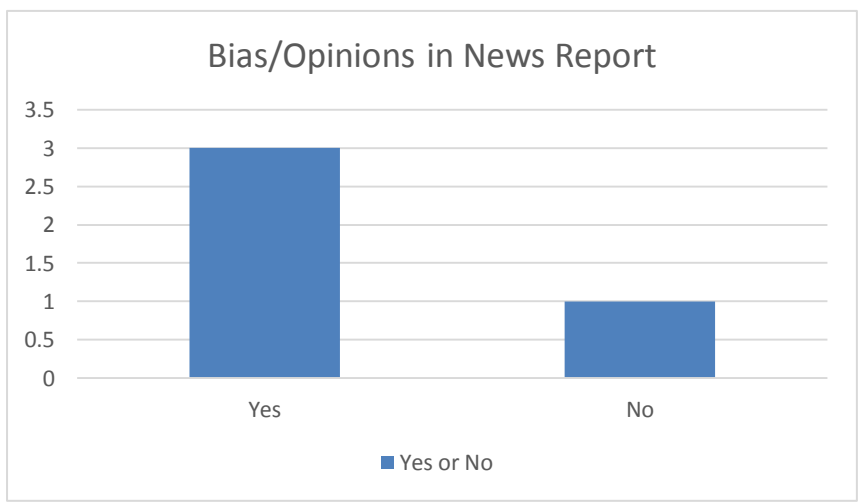
1. News source



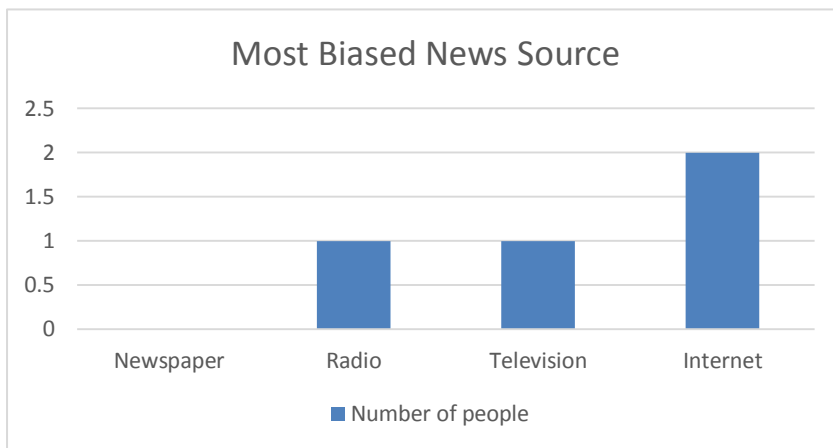
2. Objective or not



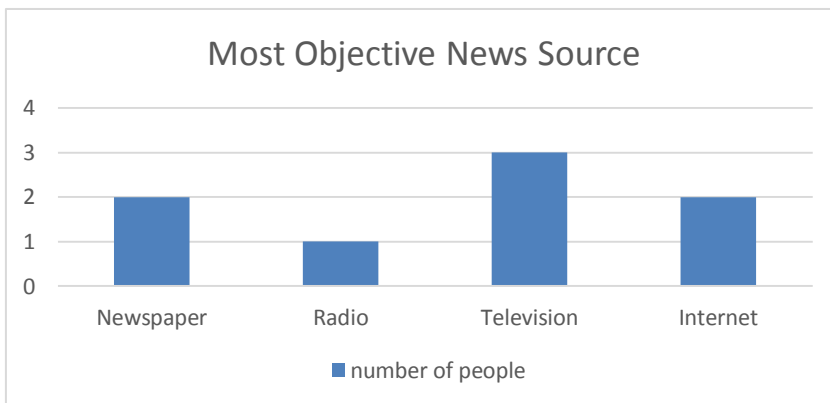
3. Bias/opinions in news report



4. Most biased news source



5. Most objective news source



Adapted from: <https://www.americanpressinstitute.org/wp-content/uploads/2013/09/highfiveunitC.pdf>

News Websites:

1. CNN—YouTube



2. CNN—Latest News



3. VoiceTube CNN News



4. CBS News



5. BBC News






Find a news video clip online.

Report the news in your own voice.

1



1. Form a group of 3.

2



2. Choose your type of news.

3



3. Search for the news video and upload it to Google Classroom.

<https://edition.cnn.com/specials/latest-news-videos>
https://tw.voicetube.com/channel/cnn_student_news

4

News Channel Surfing



5

CNN—YouTube

- <https://goo.gl/zM1A79>



6

CNN Latest News Videos

- <https://goo.gl/CMfQQU>



VoiceTube CNN News

https://tw.voicetube.com/channel/cnn_student_news



7

8

VoiceTube CNN News

- <https://goo.gl/t58Bt4>



BBC News

- <https://goo.gl/GtZHAz>



9

10

CBS News

- <https://goo.gl/T9wD3x>



11

12



4. Transcribe the script along with a vocabulary list and upload it to Google Classroom. Insert the link of the news video in the document.



5. Report the news in your own voice.



6. After the presentation, everyone gives feedback online through a Google form.

13

★

14

★

1453 Captain & Members

- 1 Lena Teresa Alison
- 2 Sharpay Nick Teddy
- 3 Ariel Joanna T Elaine
- 4 Meghan Yoyo Joanna L
- 5 Vincent Ginger Li Hsin
- 6 Edelman David Sonia
- 7 Angel Iris Wendy
- 8 Tiffany Masumi Zoe
- 9 Paul Connor Roy
- 10 Kevin Alan Ellie

15

1456 Captain & Members

- 1 Vincent, 14, 27
- 2 Jennifer, 7, 10
- 3 Jimmy, 13, 24
- 4 Leon, 12, 22
- 5 Chen, 11, 15
- 6 Zheng, 28, 29
- 7 Annie, 5, 20
- 8 Wang, 3, 4
- 9 Justin, 21, 26
- 10 Jamie, 2, 19

16

1461 Captain & Members

- 1 1、2、3、4
- 2 5、6、7、8
- 3 9、10、11、12
- 4 13、14、15、16
- 5 17、18、19、20
- 6 21、22、23、24
- 7 25、26、27、28
- 8 29、30、31、32
- 9 33、34、35、36
- 10 37、38、39、40
- 11 41、42、43

17

Best News Reporter

Vote for the best news reporter.

* Required

1. Your seat number *

Your answer

2. Your favorite reporter's seat number *

Your answer

3. Your self-evaluation *

	Excellent	Good	Fair (普通)	Poor	Very Poor
Pronunciation (發音)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speed (速度)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tone (語氣)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intonation (語調)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUBMIT

CNN 10 - April 17, 2018 | Survivors of an alleged chemical attack share their memories | CNN Student

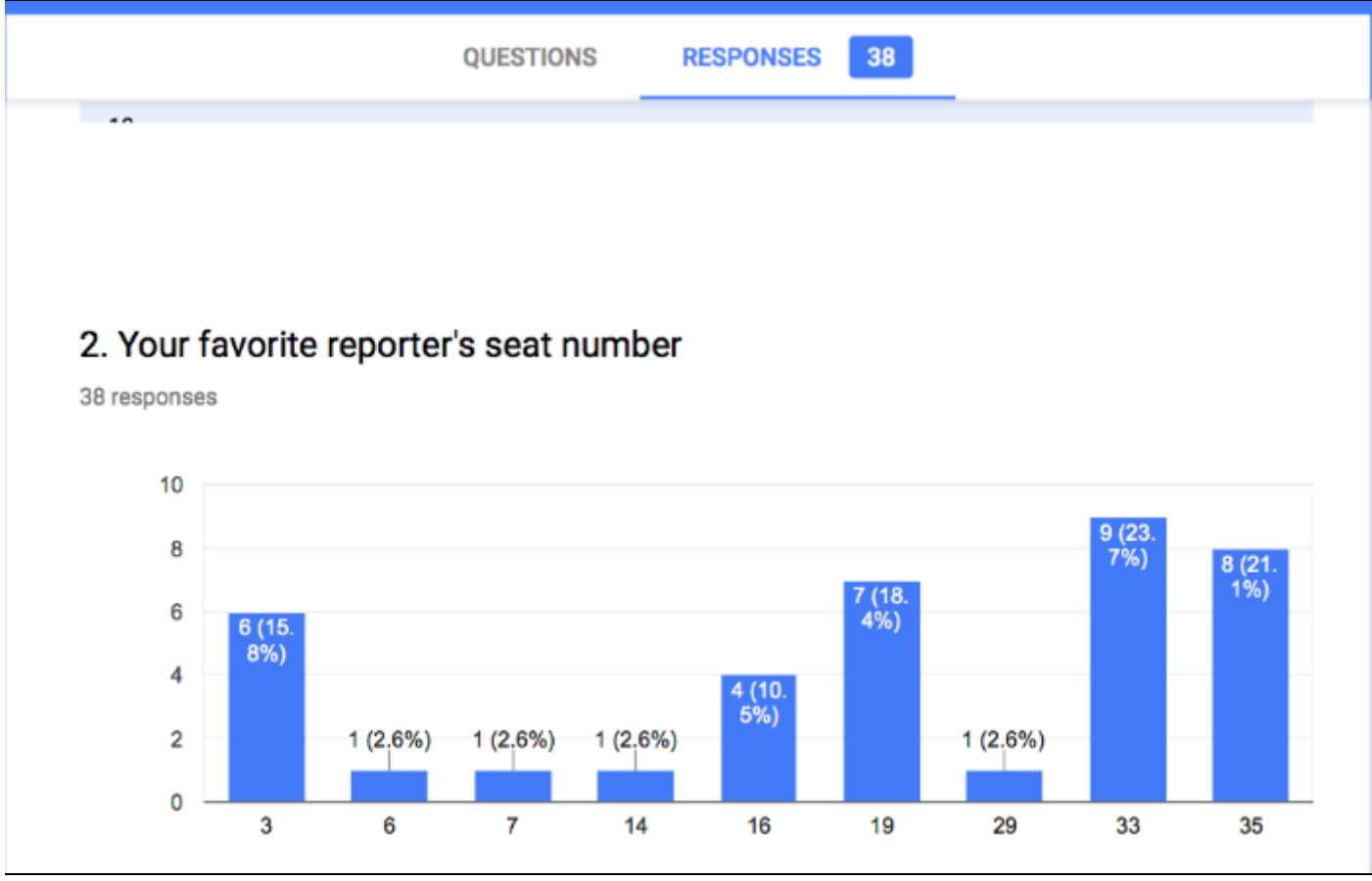
This is CNN 10 and I'm Carl Azuz at CNN Center. We're happy to see you this Tuesday.

The Organization for the Prohibition of Chemical Weapons or OPCW is an independent organization. Its goals include getting rid of the chemical weapons that some countries have made and helping protect people from them. And on the same day that the U.S., the U.K. and France launched airstrikes against the Syrian government, for its alleged use of the chemical weapons in the town of Douma, investigators from the OPCW arrived in the Syrian capital and they've been waiting to get access to Douma. The attack on April 7th killed 75 people. The World Health Organization says 500 others were treated with symptoms that a chemical weapons attack would cause. The United Nations bans the use of chemical weapons of war, but the OPCW says it's seen more than 390 accusations of chemical weapons use in Syria since 2014. Western leaders blamed the Syrian government for using them in Douma. Syria and its ally Russia have strongly denied it. And the OPCW team is trying to find out what the truth is. The U.S. is considered that Russia might have tampered with evidence at the site of the alleged attack and the U.K. has accused Russia and Syria of keeping OPCW inspectors from entering Douma. While they waited hope to get access to the site, CNN's Arwa Damon recently spoke to survivors of the alleged attack. Their story shows how even those who live carry the scars of war in their memory.

Prohibition	禁令
airstrikes	空襲
investigators	調查者
accusations	指責
denied	否認(過去式)
tampered	竄改

evidence	證據
alleged	所謂的
inspector	調查員

附件十四



3. Your self-evaluation

