

HIGH SCHOOL 미디어 영어

ENGLISH & MEDIA



이젠교육

Structure & Features

Lesson Preview

각 단원의 주제를 담은 사진을 보고 핵심 질문에 답하면서 학습 동기를 높이고, 학습목표를 파악한다.

Warm Up

주제와 관련된 영상을 시청하며 배경지식을 활성화하고 의견을 나눈다.
활동에 필요한 핵심 어휘와 의사소통 표현을 익혀 본 학습을 준비한다.

Reading

A Day as a Student and Influencer

Lily is a high school student and social media influencer from Los Angeles, California. Let's take a look at her day.



Good morning, everyone!
It's 7:00, and it's a lovely day ahead. Let's start with my morning routine – I need to keep the love train for all the selfies. Just don't forget to check out my latest post for a chance to win a giveaway gift. Who doesn't love a free gift?

Lily wakes up at 6:50 AM, ready to tackle another busy day. While chatting with her followers, she begins her morning routine by posting on midlog.



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While having a smoothie bowl for breakfast, Lily checks her social media, replies to comments, and talks with her followers.

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lily_get_charlie Linda is trying! Which do you prefer, dogs or cats?

lily_dreamer @lily_get_charlie (Sofisticado, dogs, but I love my cat!)



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☐ smoothie
 ☐ snacks
 ☐ coffee
 ☐ smoothie cake
 ☐ cinnamon



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Reading

흥미로운 미디어 관련 글이나 콘텐츠를 읽고
감상하며 주요 정보를 파악하는 활동을 한다.

Work with the Reading

본문의 핵심 내용을 분석·요약하는 활동을 하고, 주제 관련 이슈에 대해 토론하며 비판적 사고를 기른다.

[illegible]

Language Focus

본문에서 학습한 주요 어휘와
언어 형식을 정리하며, 예문과
활동을 통해 정확성과
표현 능력을 향상시킨다.

Media Insights

Watch

1. Watch the video and think about the message it conveys.



Extend

Read the social media post below and think about what Suho could have done better. Then answer the questions to suggest how he could improve.

Suho
@suho

I really regret sharing so much about my life online. Last night, I posted about my life, including the math exam and the name of the male. When I saw that someone stole my life, I felt that I had lost it. I even forgot to delete it. I should have been more careful with my privacy settings. Now I know it would have been better to keep my account private. I also regret writing my name too loudly. That led to some, who stole people's information. I should have posted problems and posted my personal information. From now on, I'll share only what's necessary using private settings and think my post.

1. What should Suho avoid sharing online?

2. How could Suho have protected his account better?

3. Why does Suho regret posting so much?

2. Watch again and choose the correct answer for each question.

(1) How can you protect your privacy and personal details?

(2) What should you do if you receive a suspicious link or message?

3. Watch again. How can checking your privacy settings help keep you safe online?

Media Insights

주제와 관련된 영상을 시청하고 이해·분석한 뒤, 자신의 실제 생활과 연계된 확장 활동을 수행함으로써 미디어에 대한 통찰과 이해를 심화한다.

Create & Share

모둠별로 미디어 도구를 활용해 창의적으로 콘텐츠를 제작한다. 다양한 영어 미디어 자료를 검색·분석·평가하면서 자신만의 생각과 감정을 효과적으로 표현하는 능력을 기른다.

Create & Share Short-Form Video Challenge

Mission: Produce an engaging short-form video that stands out and showcases your creativity. This is the start of your journey as a content creator!

STEP 1: Select Topic

Form a group of five and select one of the following themes.

VIDEO
The challenge will be to create a video that is both informative and entertaining.

Audio
The challenge will be to create a video that is both informative and entertaining.

Visual
The challenge will be to create a video that is both informative and entertaining.

Audio
The challenge will be to create a video that is both informative and entertaining.

STEP 2: Assign Roles

Divide your roles by considering the content of the video you want to produce.

STEP 3: Brainstorm and Plan

Brainstorm ideas for your short-form challenge and fill in the table below.

Storyboard	Storyboard	Storyboard
Storyboard	Storyboard	Storyboard
Storyboard	Storyboard	Storyboard
Storyboard	Storyboard	Storyboard

STEP 4: Create Content

Create your own short-form challenge video.

- Write a script.
- Create a storyboard.
- Record your team performing the challenge.
- Edit the video.
- Post the video and monitor it.

STEP 5: Evaluate

Vote for the best video using the checklist below.

Assessment

Checklist

1. The video is clear and easy to understand.

2. The video is creative and engaging.

3. The video is informative and useful.

4. The video is well-edited and professional.

5. The video is easy to watch and share.

Wrap Up

1. Listen to the dialogue and fill in the blanks in the summary using the words from the box.

Before starting, please read the words and think about how they might be used in the summary.

2. Read and answer the questions.

1. How did the group feel about the challenge?

2. What did the group learn from the challenge?

3. How did the group feel about the challenge?

4. What did the group learn from the challenge?

5. How did the group feel about the challenge?

6. What did the group learn from the challenge?

Wrap Up

단원의 학습 성취도를 듣기·읽기·쓰기 활동 등을 통해 확인하고, 단원 첫머리에 제시된 질문에 답한 뒤 학습 정도를 스스로 점검한다.

Media & World

세계의 미디어 언어와 문화를 살펴보고, 이를 활용하는 활동을 통해 타문화를 존중하고 포용하는 태도를 기른다.

Media & World The New Internet Language: Netspeak

Have you heard of "Netspeak"? It's how people talk online... on social media, in messages, on forums. Netspeak uses abbreviations, symbols, and creative spelling to type faster and express feelings. People use Netspeak because it's fast, easy, and always changing. As more people use social media, new words and symbols keep appearing. Let's check out some popular ones used online.

Shortened Words	Shortened Phrases
LOL (Laughing Out Loud)	OMG (Oh My God)
ROFL (Rolling On the Floor Laughing)	BTW (By The Way)
LOL (Laughing Out Loud)	OMG (Oh My God)
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LOL (Laughing Out Loud)	OMG (Oh My God)
ROFL (Rolling On the Floor Laughing)	BTW (By The Way)

Abbreviations

LOL (Laughing Out Loud)

ROFL (Rolling On the Floor Laughing)

LOL (Laughing Out Loud)

ROFL (Rolling On the Floor Laughing)

Scope & Sequence

LESSON		WDYT What do you think?	TOPIC	MEDIA LITERACY
Getting Ready p. 6			Media & Media Literacy	<ul style="list-style-type: none"> · understanding media and media literacy, etc.
1 p. 18	Balancing Social Media and School	How can we use social media responsibly?	Social Media	<ul style="list-style-type: none"> · viewing social media roles and privacy protection · recognizing information security · creating a short-form video · understanding "netspeak" used in media
2 p. 38	Visual Voices in Storytelling	How does technology change visual stories?	Graphic Storytelling	<ul style="list-style-type: none"> · viewing the unique features of visual storytelling forms · recognizing different types of graphic storytelling · exploring the role of political cartoons · creating comic characters
3 p. 58	Uncovering Truth in the News	How can we distinguish real news from fake news?	News	<ul style="list-style-type: none"> · viewing the importance of staying informed and thinking critically · developing a critical eye for media information · editing a news article
4 p. 78	Advertising in the Digital Era	How can we make better choices when we see advertisements?	Advertisements	<ul style="list-style-type: none"> · viewing the influence of advertising · understanding advertising tactics · creating an advertisement · exploring public service ads
5 p. 98	Magazines: Paper to Pixels	What types of magazines will be most popular in the future?	Magazines	<ul style="list-style-type: none"> · viewing the evolution of magazines · learning to spot and stop misinformation · creating a magazine cover
Special p. 118	The Truman Show	What are the pros and cons of reality TV shows?	Movies	<ul style="list-style-type: none"> · appreciating a movie while evaluating its message · understanding the uses of language in movies · writing a brief movie review

COMMUNICATIVE FUNCTION	STRUCTURE	VOCABULARY	CREATE & SHARE	MEDIA & WORLD
· 상기시키기 Make sure to ... Remember to ...	While chatting with her followers, she begins her morning routine by putting on makeup.	definitely follower / creator	Short-Form Video Challenge	The New Internet Language: Netspeak
· 가능성 정도 표현하기 It's certain/likely/possible that ... They're probably/possibly ...	Let's dive into graphic storytelling, where art and stories are combined to create compelling experiences.	adapt ation popular ity	Creating Heroes	The Oldies but Goodies: Most Popular Characters in the World
· 제안 · 권유하기 I think we should ... What/How about...?	It wasn't until later that the <i>New York Sun</i> admitted the whole thing was a joke.	import ance / consequ ence jealous y	News Analysis and Rewrite	Global Media Trends and Innovations
· 예시 들기 A good example of this is ... For example, ...	With new media constantly evolving , how has advertising changed in recent years?	informed placement	Becoming an Ad Creator	Public Service Ads: Informing and Inspiring Positive Change
· 강조하기 It's important to ... I want to stress that ...	Anyone can become a content creator, which enables them to share their ideas with a global audience more easily.	useful reliable	Creating a Magazine Cover	The Shift from Magazines to Digital

Appendices

Scripts p. 136
Answers p. 142

Words & Phrases p. 150
Sources p. 165

Getting Ready

Focus On

- understanding media and media literacy
- exploring the types and influence of media
- finding reliable information online
- building healthy media habits
- analyzing and interpreting media messages



1 Introduction

A Understanding Media

Read the text below to understand the meaning of media.



Think about how you start your day. You might check social media for updates from friends or news. You might listen to your favorite songs while getting ready, or maybe watch a quick video during breakfast. On the way to school, you might notice ads on buses or the latest trends on social media. Each of these moments is a way that media shows up in your life — whether it's entertainment, ads, or news.

What is Media?

The word *media* comes from the root “medium,” which means a way of communicating. Media includes everything from news and art to education and entertainment — all the ways people share information. We experience media daily, including TV shows, music, books, magazines, and everything we see online. Through all of these things, we get messages that influence how we see and understand the world around us.



B Viewing

Watch the video and think about what makes each type of media special.



C Sorting Media Examples

Look at the list of media examples below. Sort each example into the correct media type by filling in the table.

MEDIA EXAMPLES

streaming services websites radio programs social media
television shows podcasts movies brochures
newspapers posters books magazines online games smartphones



MEDIA TYPES

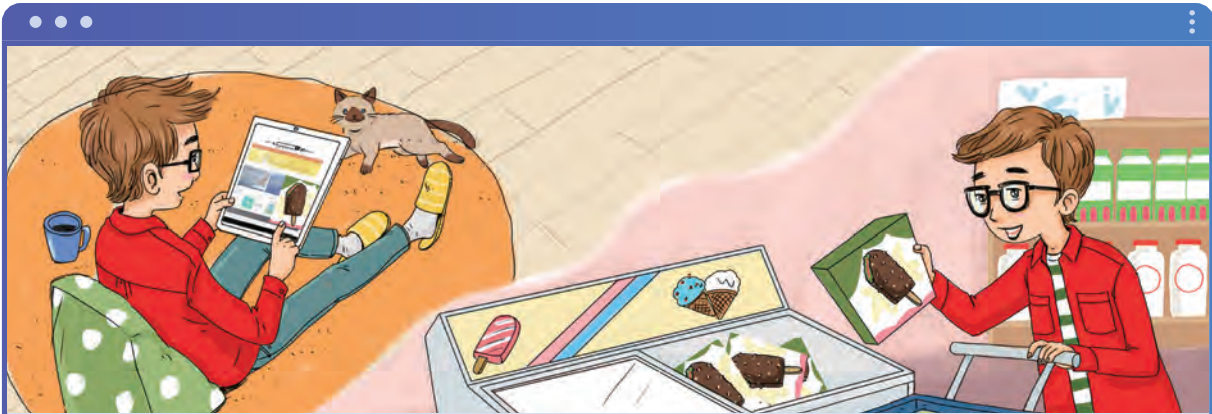
Print Media	Broadcast Media	Digital Media
books	television shows	websites

Note

Some podcasts and streaming services may overlap between broadcast and digital media categories.

2 The Power of Media

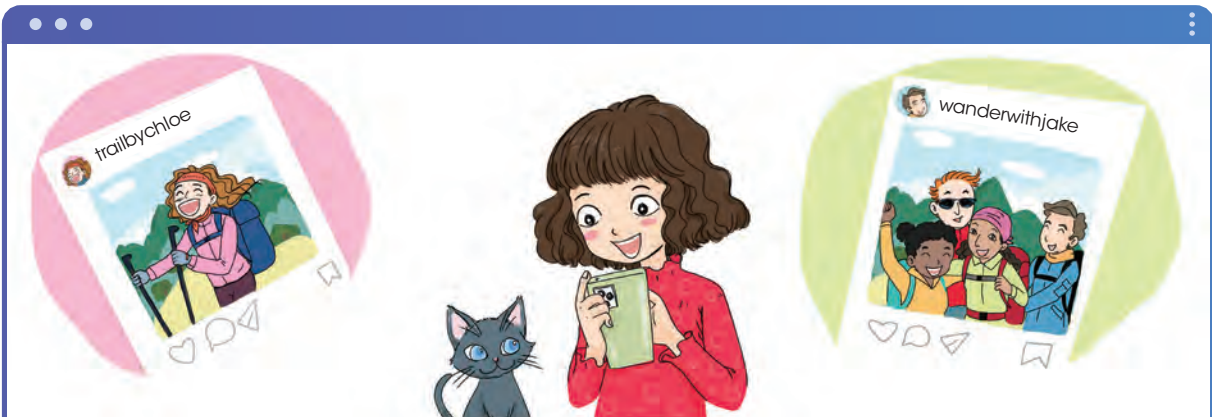
Every day, people see hundreds of messages from ads, social media, news, and other media. All of these things shape how we see the world. Let's look at some examples of how media affects us.



A young man visits his favorite website to read the news. He notices an ad for a popular brand of ice cream and later picks it up at the store while shopping.

1 What does this story show?

→



A young woman is scrolling through her social media and sees that many people are posting pictures from a new hiking trail. She notices friends and celebrities all sharing their experiences there. Soon, she wants to visit the trail and post her own pictures.

2 What does this story show?

→

3 Media and You

- A.** Make a list of all the media you use in a day. Include examples like TV, social media, and websites.

01

02

03

04

05



- B.** Fill in the table with the hours you spend using each type of media per day.

Forms of Media	Hours per Day	
TV	e.g. 1 hr	
social media		
news websites		
video games		
podcasts		
streaming services		
Your Own		

- C.** After filling out your table, share it with a partner. What do you notice about your media use? How is it similar to or different from your partner's?

4 Finding Information Online

Read the text below and think about the tips it provides. Then research additional effective online search strategies.

These days, many high school students start their research online. A good place to begin is with a general search engine. Trying a few different search engines can also give you more varied results.

• Choose Keywords

Start by selecting keywords related to your topic. These words should include the main topic and any specific details you need. For example, imagine you want to answer the question: *What percentage of Canada's electricity comes from wind power?*

Your keywords might be: *wind*, *power*, *Canada*, and *electricity*.

Typing all these words into a search engine can give you too many results, so try these tips to narrow them down.

• Use Search Techniques

- ▶ **Use Quotation Marks** to group words that should appear together:

"wind power"

This will show only results where "wind power" appears as a phrase, rather than just the words **wind** and **power** separately.

- ▶ **Use the + Sign** to make sure all the words appear in the results:

"wind power" + Canada

- ▶ **Use the – Sign** to exclude words you don't want:

"wind power" + Canada –jobs

(Note: There should be no space after the – sign.)

- ▶ **Use Different Word Forms** if needed:

"wind power" + Canadian

- ▶ **Use OR** to include different word forms at the same time:

"wind power" + Canada + electricity OR electric

- ▶ **Try Different Word Orders** to see if it changes the results:

Canada + "wind power"

- ▶ **Add More Keywords** to narrow your search further:

"wind power" + Canada + 2025 + electricity + percent OR percentage

These strategies can help you find more accurate and relevant information for your research.

5 Healthy Media Habits

A. How Media Makes You Feel

Think about how different types of media affect you. Some make you feel good, while others do not. Write down your thoughts!

B. What Makes Media Healthy or Unhealthy?

Now, let's dive into understanding what we mean by "healthy" and "unhealthy" media. Work with a partner and think about the features that make media positive or negative.

Healthy Media	vs	Unhealthy Media
<ul style="list-style-type: none">• educational• informative• _____• _____• _____		<ul style="list-style-type: none">• violent• misleading• _____• _____• _____

C. Share and Discuss

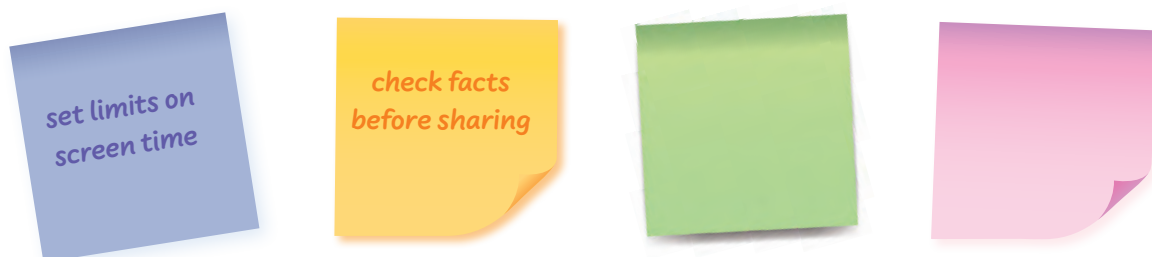
Share your ideas in the box above and discuss with the class what makes media healthy or unhealthy.

.....

.....






D. Healthy Media Tips

Reflect on your own media habits. Write down some ways to use media in a healthy way. Stick your notes on your device as reminders!



E. Choosing Media Wisely

Fill in the table below with types of healthy and unhealthy media.

Category	Healthy Media	Unhealthy Media
 <p>Websites</p>	<p><i>reliable news website</i></p> <p>_____</p> <p>_____</p>	<p><i>rumor website</i></p> <p>_____</p> <p>_____</p>
 <p>Apps</p>	<p><i>time management app</i></p> <p>_____</p> <p>_____</p>	<p><i>app that encourages gambling</i></p> <p>_____</p> <p>_____</p>
 <p>Podcasts</p>	<p><i>career advice podcast</i></p> <p>_____</p> <p>_____</p>	<p><i>podcast with false health tips</i></p> <p>_____</p> <p>_____</p>
 <p>Movies</p>	<p><i>documentary about social issues</i></p> <p>_____</p> <p>_____</p>	<p><i>violent movie</i></p> <p>_____</p> <p>_____</p>
 <p>TV Shows</p>	<p><i>culture or history show</i></p> <p>_____</p> <p>_____</p>	<p><i>reality show with insults and fights</i></p> <p>_____</p> <p>_____</p>

6 Uncovering Hidden Meanings in Media

When you have strong media skills, you can see both the obvious and hidden messages in media. The obvious meaning is what you see right away. The hidden meaning is deeper and reveals things you might not notice at first. Understanding hidden meanings makes you smarter and helps you enjoy media more.

A. Look at the situations below. Then complete the chart by identifying the hidden meanings.

Situation	Obvious Meaning	Hidden Meaning
 <p>Some famous people pose with a new drink after working out at the gym.</p>	<p>The drink is good for you after exercise.</p>	<p><i>They might be paid to promote the drink, or it suggests that drinking it will make you fit like them.</i></p>
	<p>A large store is offering a new line of inexpensive clothing.</p>	
 <p>A happy family enjoys a delicious pizza dinner together.</p>	<p>The pizza brings the family together for a fun, happy meal.</p>	

B. Share your answers with a partner and discuss why it's important to understand hidden meanings in media.

7 Media Literacy: Understanding Messages Around Us

Read the article and answer the questions below.



Media literacy is the ability to carefully analyze and understand the messages we encounter daily across different media. Here's why media literacy matters:

- **Smart Choices:** We're surrounded by messages every day. Media literacy helps us tell the difference between facts and opinions, spot bias, and see how ads and news can shape our thinking.
- **Avoiding Misinformation:** There's a lot of false information online. Media literacy helps us check facts, find trustworthy sources, and avoid believing fake news.
- **Staying Safe Online:** Social media can have risky or harmful content. Media literacy helps us avoid dangerous situations.
- **Healthy Media Habits:** Media literacy helps us choose content that's educational or useful, instead of just mindlessly scrolling.

1. Media literacy is the ability to:

- Ⓐ spend more time using media
- Ⓑ operate all types of media devices
- Ⓒ think carefully about media messages

2. Which of the following is NOT a benefit of media literacy?

- Ⓐ spotting bias in media
- Ⓑ finding reliable information sources
- Ⓒ making choices based on emotions

3. How can media literacy protect us online?

→ _____

8 Work Together



A. Get Started

Take a look at Jina's daily media habits and then fill in your own on the right.

Jina's daily media usage		your daily media usage	
wake up to her smartphone alarm	07:00		07:00
	08:00		08:00
	09:00		09:00
	10:00		10:00
use a tablet during class to research group project materials	11:00		11:00
	12:00		12:00
	13:00	post a picture I took today on social media	13:00
	14:00		14:00
	15:00		15:00
	16:00		16:00
watch videos on the bus ride home	17:00		17:00
	18:00	watch a variety show through a video streaming service	18:00
chat with friends on a messaging app	19:00		19:00
	20:00		20:00
	21:00		21:00
	22:00		22:00
	23:00		23:00
	24:00		24:00

B. Reflect on Your Media Habits

1. What types of media did you use today, and for what purpose?
2. About how much time did you spend on each type of media?
3. Sort your media habits into healthy and unhealthy groups. Think about time, purpose, and how it affects you.

 Healthy Use	Why it is healthy
<i>watching an educational video</i> _____ _____	<i>learning new things</i> _____ _____
 Unhealthy Use	Why it is unhealthy
<i>scrolling social media for too long</i> _____ _____	<i>wasting time, feeling tired</i> _____ _____

C. Compare and Discuss

1. Share your results with a partner. Talk about what is the same and what is different in your media use.

We both use ...
I use it for ... but my partner uses it for ...
I spent the most time on ...
My partner spent the most time on ...

2. Who used healthier media?
3. Do you and your partner agree on what healthy media habits are? Why or why not?

Lesson 1

Balancing Social Media and School





WDYT

What do you think?



How can we use social media responsibly?

Focus On

> Media Literacy

- viewing social media roles and privacy protection
- recognizing information security
- creating a short-form video
- understanding “netspeak” used in media

> Communicative Function

Make sure to check the facts first.

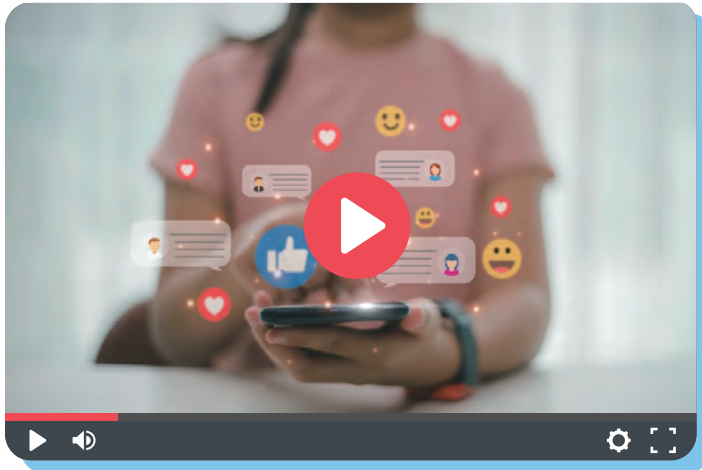
> Structure

While chatting with her followers, she begins her morning routine by putting on makeup.

Warm Up

A Viewing

Watch the video and guess the message.

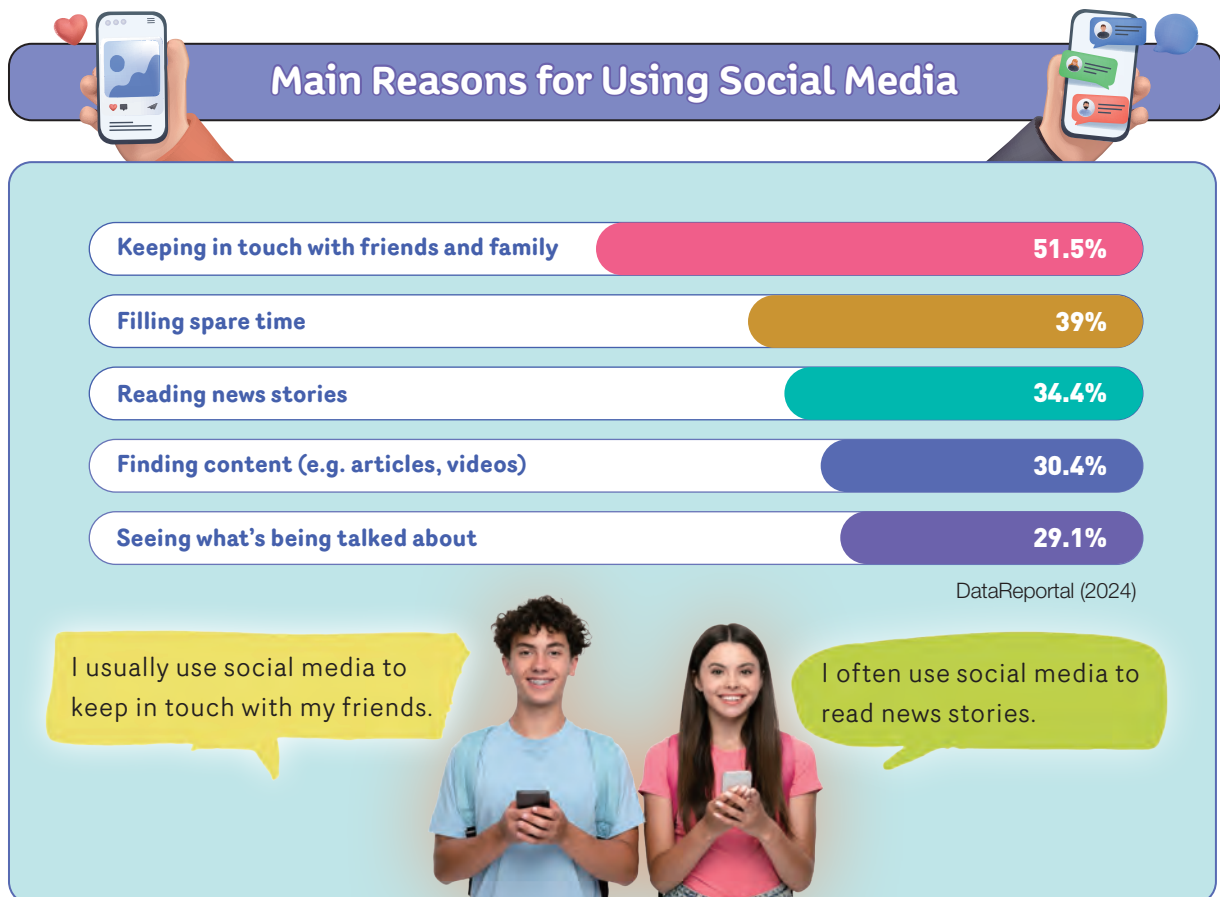


Q Watch it again.
What is the main idea?

- a) Social media's influence on teenagers is mostly negative.
- b) Social media is mainly a source of entertainment for teenagers.
- c) Social media plays a key role in both connecting and educating teenagers.

B Sharing Opinions

Look at the chart below. Choose your reason for using social media and share it with a partner.



C Vocabulary for Reading

Complete each sentence with the correct word from the box.



Several people commented on my latest _____.



Junho wakes up at 6:30 AM, ready to _____ another busy day.



Let's take a group _____ to remember this moment.



We're planning a(n) _____ with another influencer next week.



Jake is a high school student and social media _____.



Add a(n) _____ to make your post easier to find.

collaboration

hashtag

influencer

post

selfie

tackle

D Speaking

Imagine you are advising a friend about posting their opinions on social media. Write down what they should keep in mind and talk with a partner.



Do's

- ✓ Check the facts.
- ✓ Communicate in a respectful manner.
- ✓ **Your Own**

Don'ts



- ✗ Don't use offensive language.
- ✗ Don't post in anger.
- ✗ **Your Own**

A: Hey, I'm thinking about posting my thoughts on the new school policy.
Any tips for posting on the Internet?

B: **Make sure to** check the facts first.

It is the most important thing before you post on social media.

A: Okay, thanks. Is there anything else?

B: Yes. Also **remember to** avoid using offensive language.

A: Got it. Thanks for the advice!

Note

상기시키기

- Make sure to ...
- Remember to ...
- Don't forget to ...

A Day as a Student and Influencer

Lily is a high school student and social media influencer from Los Angeles, California. Let's take a look at her day.



Lily wakes up at 6:30 AM, ready to tackle another busy day. While chatting with her followers, she begins her morning routine by putting on makeup.

5

Good morning, everyone!
It's 7 AM, and I've got a busy day ahead.
Let's start with my skincare routine — I need to keep this face fresh for all the selfies!
And don't forget to check out my latest post for a chance to win a skincare set.
Who doesn't love a free gift?

10

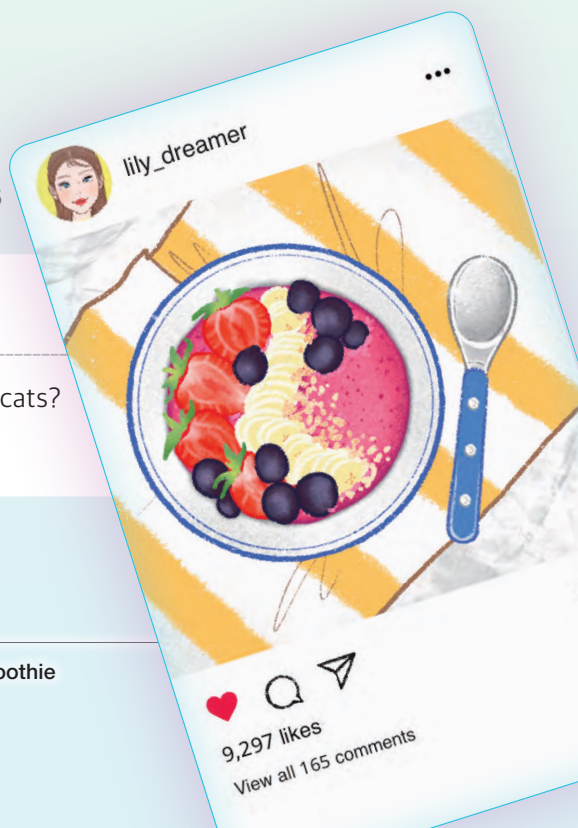
While having a smoothie bowl for breakfast, Lily checks her social media, replies to comments, and talks with her followers.

15

lily_dreamer It's 7:30 AM — time for a quick breakfast.

pet_pal_charlie Looks so yummy! Which do you prefer, dogs or cats?

lily_dreamer @pet_pal_charlie Definitely dogs, but don't tell my cat!



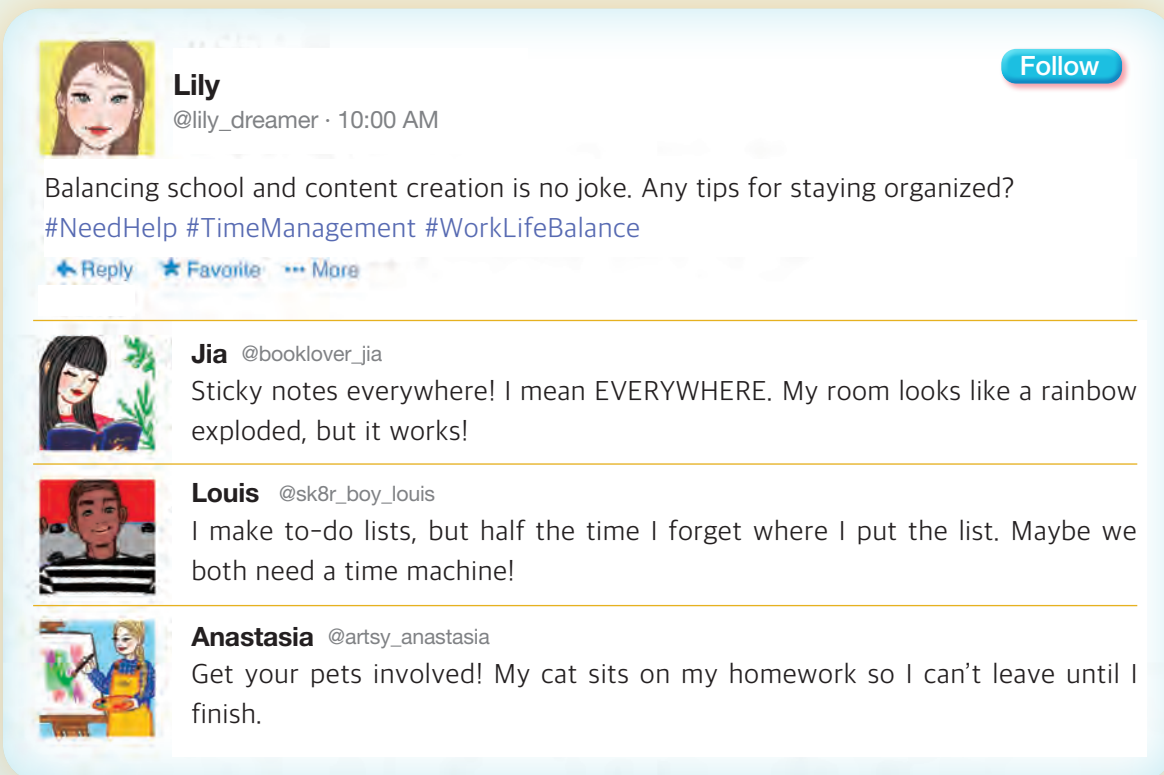
Q1 What does Lily have for breakfast?

☐ influencer ☐ tackle ☐ skincare ☐ selfie ☐ check out ☐ post ☐ smoothie

At school, Lily tries to balance her schoolwork and being a content creator. Before class, she chats with her best friend, Mia.



- 5 Lily quickly shares a story with her followers. A few minutes later, her phone buzzes with replies.



Lily reads the suggestions and laughs at the clever ideas.

Q2 What does Lily ask of her followers?

- ☐ balance ☐ buzz ☐ organized ☐ sticky note ☐ explode ☐ involve ☐ suggestion

In math class, Lily is called to the board to solve a problem.

Lily: Okay, I'll give it a try! If I get this right, someone better get me a cookie!

Classmates: Go, Lily! You got this!

The class chuckles, cheering her on. She hesitates for a moment, but with some effort, she solves the problem. The class gives her a light round of applause.

5

After class, Lily grabs her phone and types a quick post.



Lily
@lily_dreamer

Follow

Just got called to the board in math and, against all odds, actually solved the problem! Where's my cookie reward? 🍪

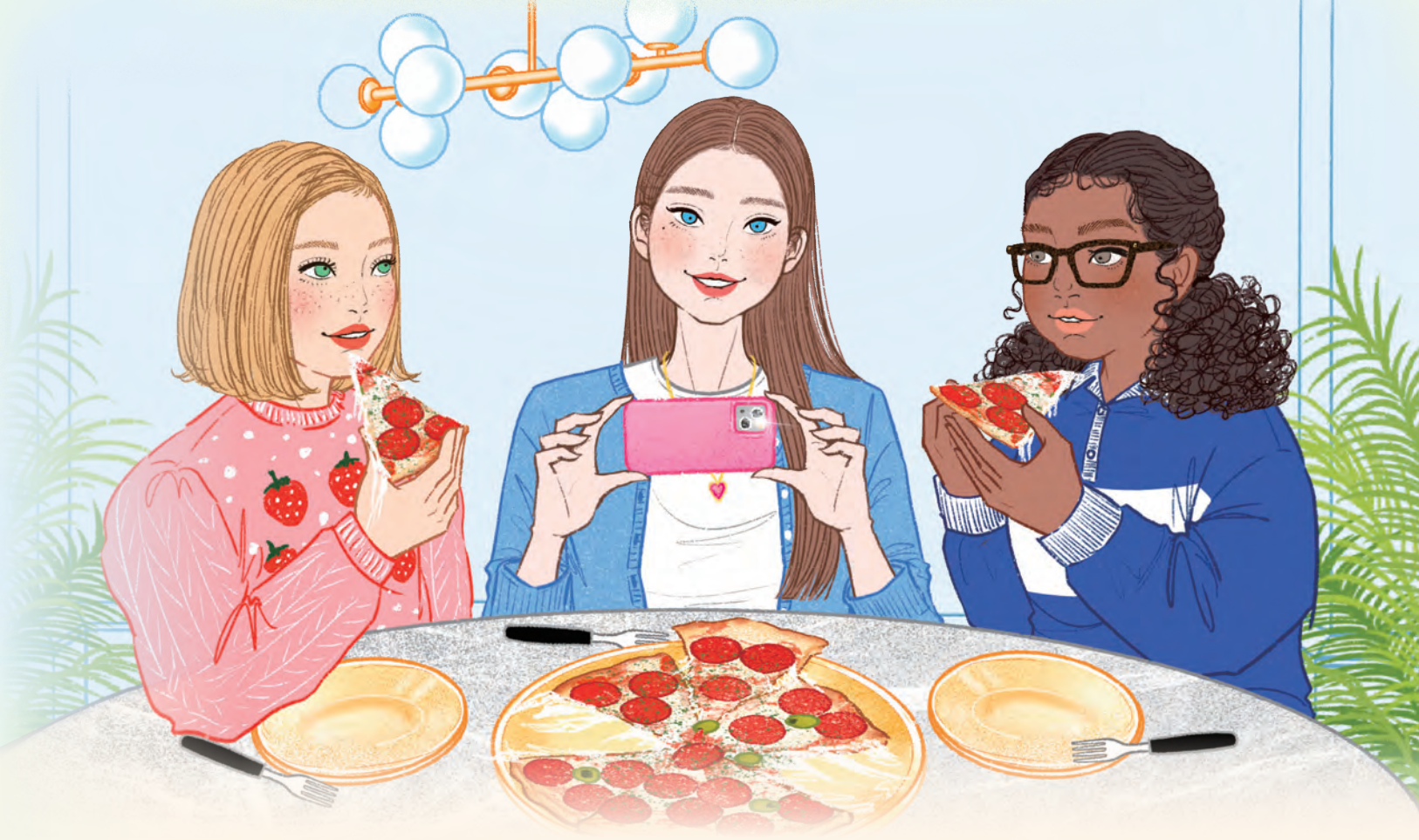
#MathStruggles #MiracleMoment

#StudentLife



Q3 What does Lily say should happen if she solves the problem?

☐ chuckle ☐ hesitate ☐ round of applause ☐ grab ☐ against all odds



During lunch, Lily and her friends relax and chat about their ideas.

Lily: Lunchtime! Pizza's on the menu today. So, Mia, any ideas for our next project? Maybe we'll come up with something that goes viral. Who knows?

Mia: Hmm, let's save the brainstorming for later at the club. Don't forget to bring your best ideas for our collaboration video!

Eva: Oh, by the way, Lily, I loved your latest video! When's the next one coming out?

Lily: Thanks, Eva! I'm planning to film it after school today and upload it tomorrow. Stay tuned!

Eva: I can't wait to see it.

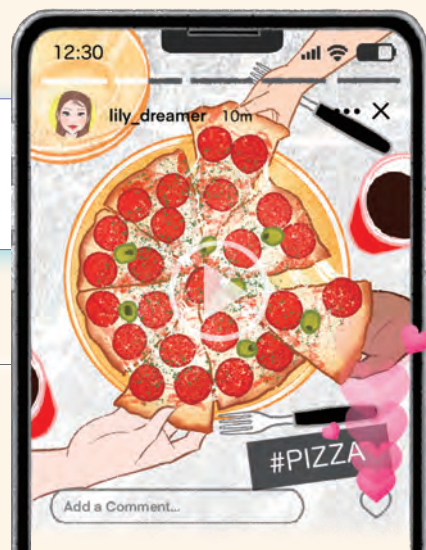
Lily: Great! I'll let you know as soon as it's up.

Later, Lily posts a video on social media.

Lunch break fun with Mia and Eva! #Besties #HighSchoolLife
Also, does anyone else think our cafeteria pizza looks way too perfectly round?

Q4 What are Lily and Mia discussing during lunch?

- ☐ come up with ☐ go viral ☐ collaboration ☐ stay tuned
☐ way too



In the afternoon, Lily goes to her school's Digital Outreach Club. The club creates projects to help students and the community. They're currently working on a project about mental health.

Mia: Today, we're planning a campaign to share self-care tips and help students understand mental health. We want them to know it's okay to ask for help. 5

Lily: How about a hashtag challenge like [#Take5ForYourMind](#)? We could share videos on relaxing activities and short mental breaks.

Eva: What does that hashtag mean?

Lily: It means taking five minutes to relax, breathe, or do something you enjoy.

Mia: I like it! We could ask students to share their own tips, too. 10

Lily posts a quick update.



Great session with the Digital Outreach Club! Stay tuned for our [#Take5ForYourMind](#) challenge. ♥
[#MentalHealthMatters](#) [#TeensHelpingTeens](#)

Q5 What challenge does Lily suggest for the campaign?

☐ outreach ☐ hashtag ☐ session

Back home, Lily continues working on the mental health campaign for her Digital Outreach Club. She sets up her camera to film tips and invite others to join the challenge.

Hey everyone, back home and ready to film! Today's video is part of our [#Take5ForYourMind](#) challenge. We'll talk about why mental care is just as important as skincare — after all, a healthy mind is key to healthy skin, right? Don't forget to like, comment, and take part in the challenge! And let me know how you take care of your mind and skin.



In the evening, Lily edits the video and ends her day with a playful message to her followers.



Lily
@lily_dreamer

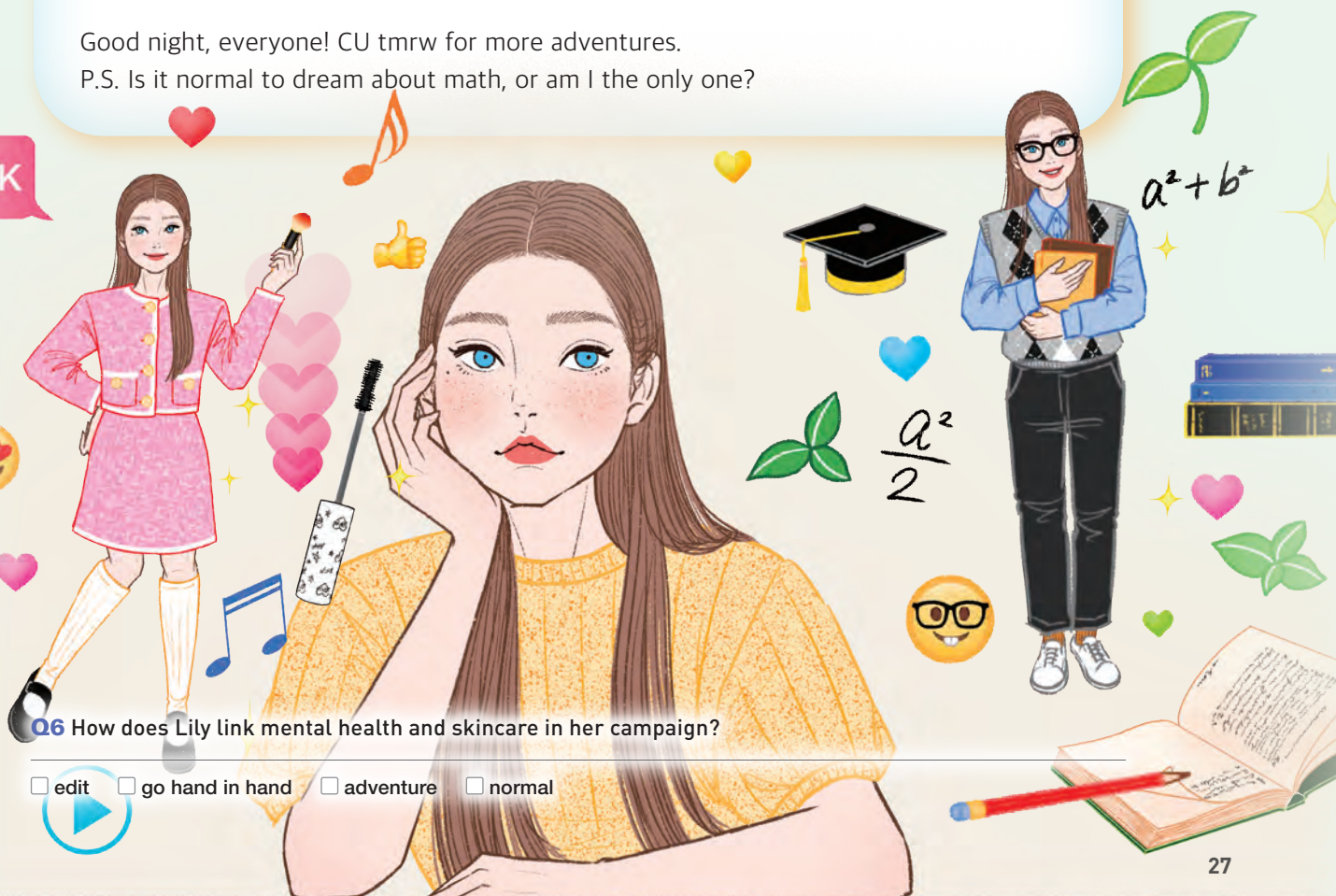
Follow

Editing the new video for our mental health campaign! Can't wait for you all to see how mental care and skincare go hand in hand. ❤️

[#Take5ForYourMind](#) [#HealthyMindHealthySkin](#) [#TeensHelpingTeens](#)

Good night, everyone! CU tmrw for more adventures.

P.S. Is it normal to dream about math, or am I the only one?



Q6 How does Lily link mental health and skincare in her campaign?

☐ edit ☐ go hand in hand ☐ adventure ☐ normal

Work with the Reading

A. Summarize Lily's day by filling in the blanks with the words provided below.

Time	Activities	Details/Highlights	Social Media Update
6:30 AM	Morning Skincare Routine	putting on makeup, chatting with followers, promoting a free skincare gift	sharing skincare ⁽¹⁾ _____, mentioning a free gift
7:30 AM	Breakfast + Social Media	eating smoothie bowl, responding to ⁽²⁾ _____	posting about breakfast
Before History Class	Chatting with Mia	asking for homework help, discussing time management	posting about ⁽³⁾ _____ school and content creation
Math Class	Solving a Math Problem	joking about ⁽⁴⁾ _____ a cookie	posting about solving the problem
Lunch	Lunch with Mia and Eva	chatting about ⁽⁵⁾ _____ ideas and Lily's latest video	posting about lunch
Afternoon	Digital Outreach Club Meeting	planning a ⁽⁶⁾ _____ health campaign, brainstorming hashtag challenge	updating followers on campaign, encouraging ⁽⁷⁾ _____
Evening & Night	Filming	filming mental health video, linking mental care to skincare	posting about the video

balancing comments deserving mental participation project routine

B. Do you think Lily can balance her schoolwork and being an influencer? Discuss your ideas with a partner.



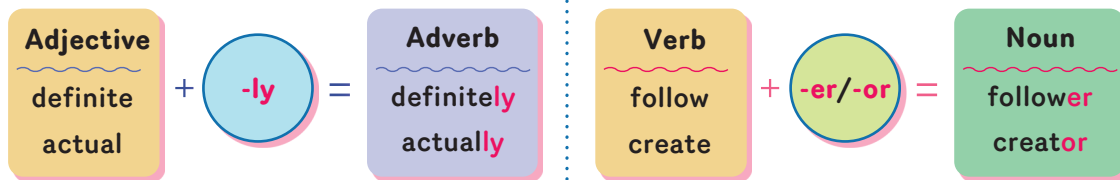
Lily seems great at creating content, and with better organization, she could balance schoolwork and online activities more effectively.

It might not be possible. Getting good grades while posting content could be too difficult. She might not get enough sleep or have enough personal time.



Language Focus

A Vocabulary



Choose the correct word for each sentence.

1. She [definite / definitely] deserved the award for her outstanding performance.
2. The comedian delivered a [humorous / humorously] speech, making everyone laugh.
3. The [influence / influencer] shared a new skincare routine with her fans.
4. Many people admire the hard work of the content [create / creator].

B Structure

- **While chatting** with her followers, she begins her morning routine by putting on makeup.
→ While she chats with her followers, she begins her morning routine by putting on makeup.
- After I heard the news, I called my friend right away.
→ **After hearing** the news, I called my friend right away.

Tip 시간을 나타내는 접속사(while, after, since, when 등) 다음에는 -ing 형태가 종종 사용된다.

Shorten the sentences using the structure above.

1. While he studied for the exam, he listened to classical music.
→ _____ for the exam, he listened to classical music.
2. After they finished dinner, they started watching a movie.
→ _____ dinner, they started watching a movie.
3. While she waited for the bus, she kept reading her book.
→ _____ for the bus, she kept reading her book.
4. Since they moved to a new city, they've made many new friends.
→ _____ to a new city, they've made many new friends.

A. Watch



1. Watch the video and think about the message it conveys.



2. Watch again and choose the correct answer for each question.

(1) How can you protect your posts and personal details?

- Ⓐ make your online account private
- Ⓑ share everything with your family
- Ⓒ post your phone number regularly

(2) Before posting something, what should you ask yourself?

- Ⓐ “Will my friends like this?”
- Ⓑ “Is this funny enough?”
- Ⓒ “Would I want everyone to see this?”

(3) What should you do if you receive a suspicious link or message?

- Ⓐ click it to check
- Ⓑ ignore it if it looks weird
- Ⓒ share it with friends first



3. Watch again. How can checking your privacy settings help keep you safe online?

B. Extend

Read the social media post below and think about what Suho could have done better. Then answer the questions to suggest how he could improve.



Suho

@suho.lifevibes

Follow

I really regret sharing so much about my life online. Last month, I posted about my trip, including the exact dates and the name of the hotel. While I was away, someone broke into my house. I think they realized I wasn't home because of my post. I should have been more careful with my privacy settings. Now I know it would have been better to keep my account private. I also regret writing my posts too quickly. That led to typos, and some people misunderstood what I meant. If I had been more careful, I could have avoided problems and protected my personal information. From now on, I'll share only what's necessary using private settings and check my posts to avoid mistakes.



1. What should Suho avoid sharing online?

.....

.....

2. How could Suho have protected his account better?

.....

.....

3. Why does Suho regret posting in a hurry?

.....

.....

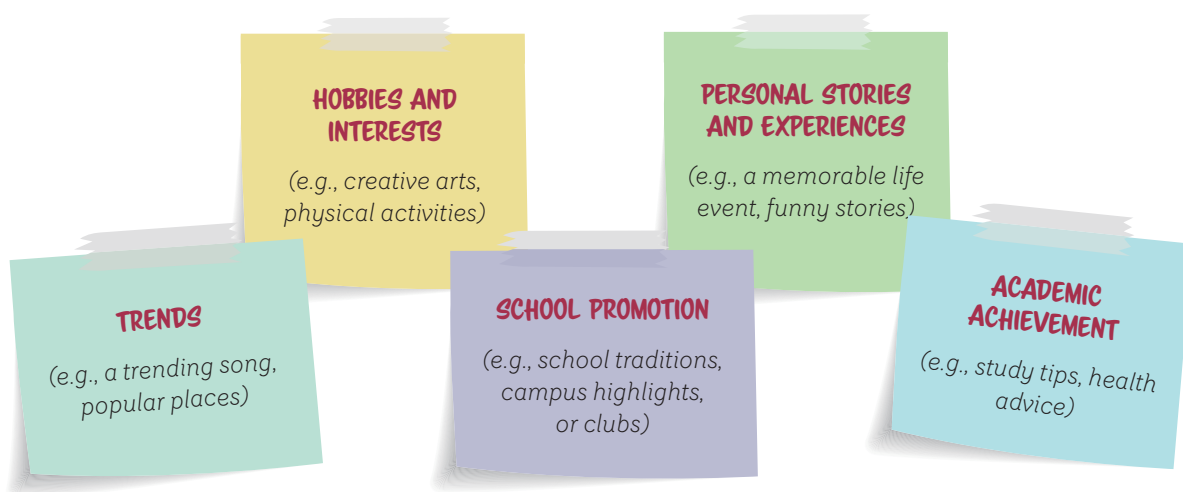


Mission

Produce an engaging short-form video that stands out and showcases your creativity. This is the start of your journey as a content creator!

STEP 1 Select Topic

Form a group of five and select one of the following themes.



STEP 2 Assign Roles

Divide your roles by considering the content of the video you want to produce.

Role	Leader	Script Writer	Performer	Beauty Stylist	Camera Director
Name					

STEP 3 Brainstorm and Plan

Brainstorm ideas for your short-form challenge and fill in the blanks below.



	Example	Your Own
Objective	<i>to create a dance challenge for a trending song</i>	
Target Audience	<i>classmates and any social media users</i>	
The Type of Content	<i>brief introduction and breakdown of dance moves</i>	
Props and Materials	<i>well-lit room, smartphones, etc.</i>	

STEP 4 Create Content

Create your own short-form challenge video.

1

Write a script.

Create a storyboard.

2

3

Record your team performing the challenge.

Edit the video.

4

5

Post the video and monitor it.

[Sample Script]

Hey everyone! We're the Dance Crew, and we have a fun new challenge for you!

We came up with an easy dance to "Catch the Beat" with some cool steps that match the rhythm. In our video, we show each move one by one, so it's super easy to follow. First, we go slowly so you can learn, and then we pick up the speed once you're ready. Whether you're just learning to dance or already love dancing, join in and add your own style.



STEP 5 Evaluate

Vote for the best video using the checklist below.

Assessment

	Team 1	Team 2	Team 3
Creativity			
Does the video present unique ideas or visuals that capture the audience's attention?			
Clarity			
Is the message or content of the video easy to understand and follow?			
Visual Quality			
Are the visuals clear, bright, and properly framed for the content?			
Engagement			
Does the video encourage interaction or interest from viewers (e.g., comments, likes)?			

Rate each item using the following scale:
Excellent — 5 | Very Good — 4 | Good — 3 | Weak — 2 | Try Again — 1

A. Listen to the dialogue and fill in the blanks in the summary using the words from the box.



Before updating personal news on social media, it's important to be cautious. Avoid sharing too much ⁽¹⁾ _____ information, be mindful of who might see your post, and think twice before posting when you're feeling ⁽²⁾ _____ to prevent sharing something you might ⁽³⁾ _____.

comfortable emotional enjoy personal public regret

B. Read and answer the questions.

Lily wakes up at 6:30 AM, ready to tackle another busy day. (chatting / followers / her / while / with), she begins her morning routine by putting on makeup.

Lily: Good morning, everyone!
It's 7 AM, and I've got a busy day ahead.
Let's start with my skincare routine — I need to keep this face fresh for all the selfies!
And don't forget to check out my latest post for a chance to win a skincare set.
Who doesn't love a free gift?

1. Arrange the words in the underlined part correctly to fit the context.

→ _____

2. What can you infer from Lily's message?

- Ⓐ She finds it hard to choose a prize winner.
- Ⓑ She wants to reduce her time on social media.
- Ⓒ She shares her mornings to connect with her followers.

- C.** Read Paul's post and complete the following advice with the words from the box.

I've been feeling unsure about how I've been using social media lately. I've shared a lot of personal details, like where I'm going and my weekend plans. I didn't think much about it at the time, but now I'm worried I've shared too much. My account is still public, and I never really bothered to check my privacy settings — maybe I should have. On top of that, I've been posting quickly, without thinking much. A few of my posts had typos and even caused some misunderstandings with friends. I wish I could go back and be more careful with what I post. I'm not sure what to do now. Should I change how I use social media?



I would advise Paul to first check his ⁽¹⁾ _____ settings and make his account private to protect his personal information. He should also avoid sharing too many details about his ⁽²⁾ _____ or plans online. Before posting, Paul should take more time to think about his message to avoid misunderstandings and ⁽³⁾ _____. Slowing down and being more thoughtful will help him stay safe and prevent confusion with friends.

location

message

privacy

public

typos

- D.** Give your answer to the unit opening question:

How can we use social media responsibly?

✓ **Check My Lesson Progress**

I can ...	Excellent	Good	Needs Improvement
understand content shared on social media.			
recognize the roles and key characteristics of social media.			
understand information security and privacy protection methods.			
create a short-form video by collaborating with classmates.			
use the main expression and grammar point from the <i>Focus On</i> section.			



The New Internet Language: *Netspeak*

Have you heard of “netspeak”? It’s how people talk online — on social media, in messages, or texts. Netspeak uses abbreviations, symbols, emojis, and creative spelling to type faster and express feelings. People use netspeak because it’s fast, easy, and always evolving. As more people join social media, new words and symbols keep appearing. Let’s check out some popular ones used online.

Shortened Words

- **app** = application
- **bc** (or **cuz**) = because
- **celeb** = celebrity
- **ez** = easy
- **fave** = favorite
- **info** = information
- **intro** = introduction
- **msg** = message
- **pic** = picture
- **plz** = please
- **sec** = second
- **sis** = sister
- **tmrw** = tomorrow
- **u** = you
- **veggie** = vegetable
- **vid** = video

Shortened Phrases

- **ASAP** = as soon as possible
- **BFF** = best friends forever
- **BRB** = be right back
- **BTW** = by the way
- **CU** = see you
- **DM** = direct message
- **FYI** = for your information
- **GL** = good luck
- **IDC** = I don’t care
- **IDK** = I don’t know
- **JK** = just kidding
- **LOL** = laugh(ing) out loud
- **NVM** = never mind
- **OMG** = oh my god
- **TBH** = to be honest
- **THX** = thank you
- **TMI** = too much information
- **TTYL** = talk to you later
- **U OK?** = Are you OK?

Abbreviations

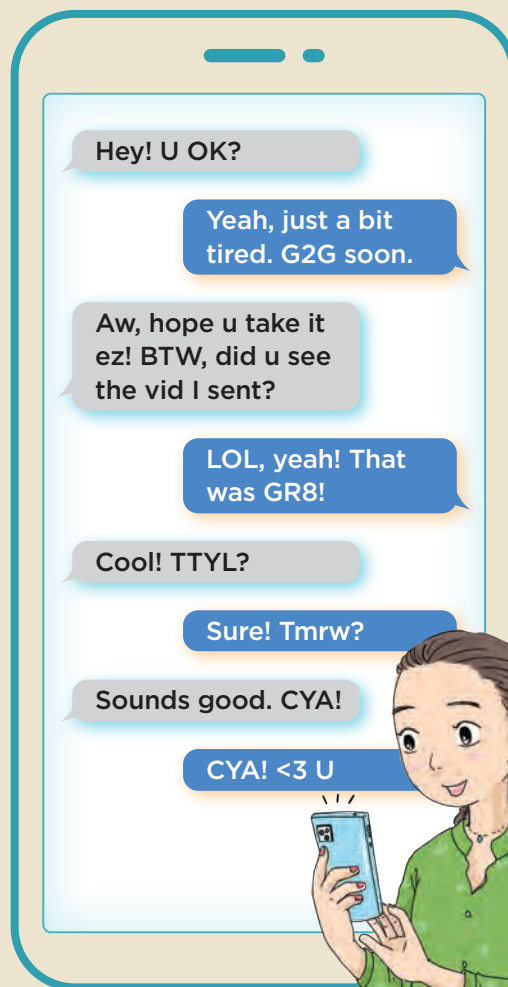
- | | | | |
|---------------------------------|------------------------------|-----------------------|------------------------|
| · B4 = before | · G2G = got to go | · GR8 = great | · h/o = hold on |
| · I <3 U = I love you | · i h8 it = I hate it | · L8TR = later | · U2 = you, too |
| · W8 = wait | | | |

Now, let's see how this informal language and symbols are used in chatting compared to regular conversation.

DAILY CONVERSATION

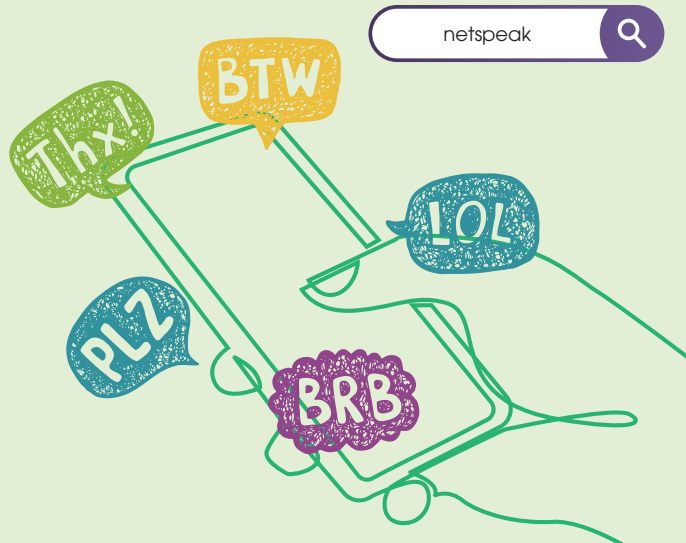


NETSPEAK



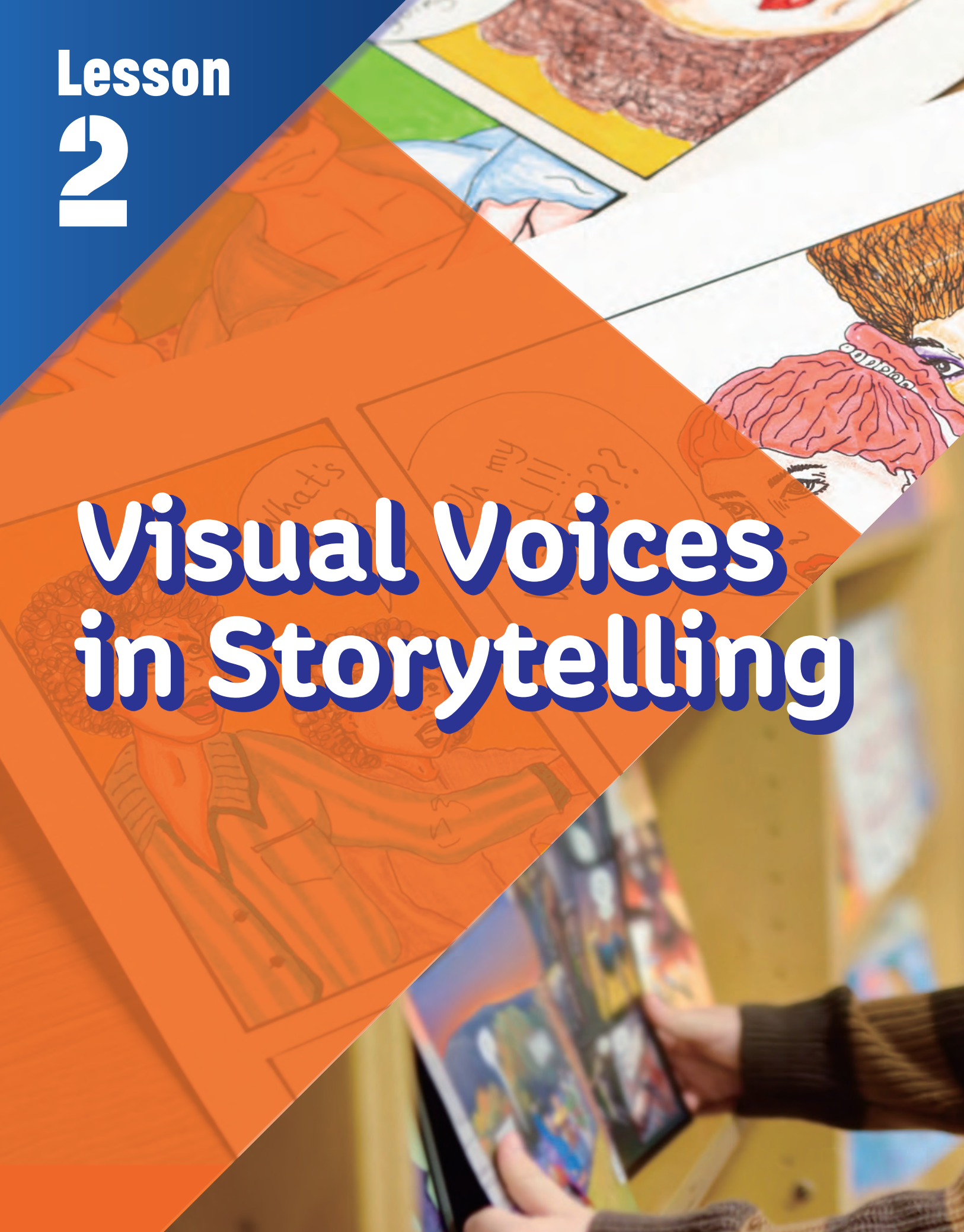
DO IT YOURSELF

Choose a topic with a partner (like making plans or talking about a hobby) and chat using netspeak.



Lesson 2

Visual Voices in Storytelling





WDYT

What do you think?



How does technology change
visual stories?

Focus On

> Media Literacy

- viewing the unique features of visual storytelling forms
- recognizing different types of graphic storytelling
- exploring the role of political cartoons
- creating comic characters

> Communicative Function

It's likely that comics could make our presentation more fun.

> Structure

Let's dive into graphic storytelling, **where** art and stories are combined to create compelling experiences.

Warm Up

A Viewing

Watch the video and think about the main message it conveys.



Q Watch again and choose what makes comics unique for storytelling.

- Ⓐ They focus on entertaining younger audiences.
- Ⓑ They are more creative than any other form of art.
- Ⓒ They use images and text to tell meaningful stories.

Note

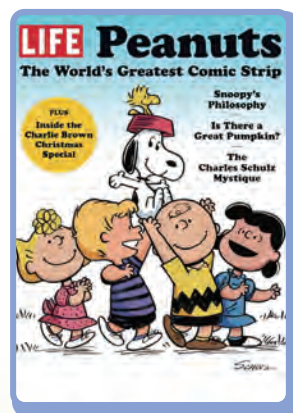
A **graphic novel** is a long story told through a combination of illustrations and text, often providing deeper emotional and narrative experiences compared to traditional comics.

B Sharing Opinions

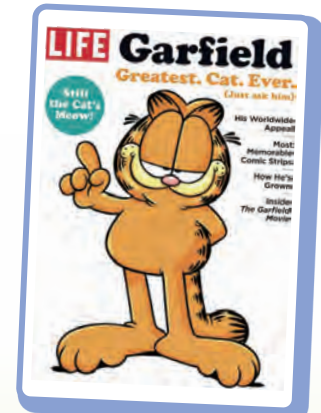
Some people think cartoons and animations are only for kids. Do you agree or disagree? Choose one of the pictures below and share your opinion.



The Avengers



Peanuts



Garfield

I think *Peanuts* isn't just funny. It also shows important things like friendship, sadness, and growing up.

C Vocabulary for Reading

Complete each sentence with the correct word from the box.



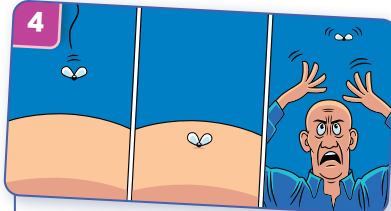
Batman and Spider-Man are _____ figures in the world of comics.



In a comic, the story unfolds through _____ that capture different scenes.



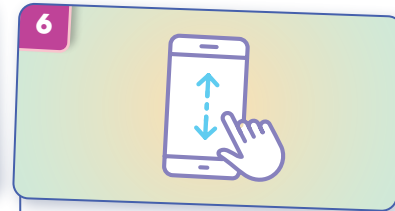
His storytelling blends personal experience with an engaging _____.



In comics, a(n) _____ of images guides the reader through the plot.



Educators are recognizing comics' _____ as powerful learning tools.



The _____ scrolling layout of webtoons is perfectly suited for smartphones.

iconic

narrative

panels

potential

sequence

vertical

D Speaking

Think about the pros and cons of using comics in presentations. Use the list provided and add your ideas. Then talk with a partner using the dialogue below.

PROS

1. grab people's attention
2. make complex ideas easier to understand

Your Own _____

CONS

1. leave out some important details
2. make the message too simple

Your Own _____

A: Hey, **it's likely that** comics could make our presentation more fun.

B: Yeah, and **they're probably** a great way to grab people's attention.
But **they might** leave out some important details.

A: That's true. But **perhaps they can** make complex ideas easier to understand.

B: I agree.

Note

가능성 정도 표현하기

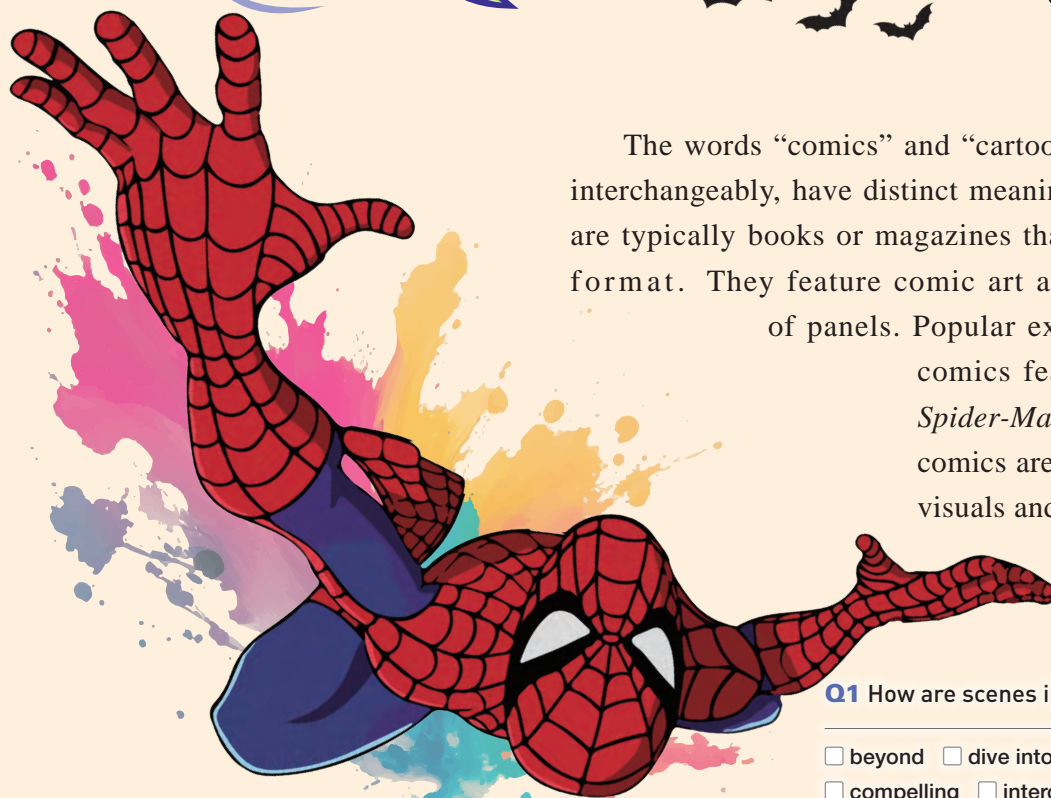
- It's certain/likely/possible that ...
- They're probably/possibly ...
- They may/might/can be ...
- There's a good chance that ...

Beyond Words: The Power of Graphic Storytelling



Let's dive into the dynamic world of graphic storytelling, where art and stories are combined to create compelling experiences.

Comics & Cartoons



The words “comics” and “cartoons,” though often used interchangeably, have distinct meanings. In essence, comics are typically books or magazines that use a specific visual format. They feature comic art arranged in a sequence of panels. Popular examples include iconic comics featuring characters like *Spider-Man* and *Batman*. In short, comics are publications that blend visuals and text to tell stories.

Q1 How are scenes in comics typically arranged?

- ☐ beyond ☐ dive into ☐ dynamic ☐ combine
- ☐ compelling ☐ interchangeably ☐ distinct
- ☐ in essence ☐ feature ☐ arrange ☐ sequence
- ☐ panel ☐ iconic ☐ blend



Meanwhile, cartoons are a style of drawing that can be funny, serious, or even thought-provoking. They typically come in two forms:

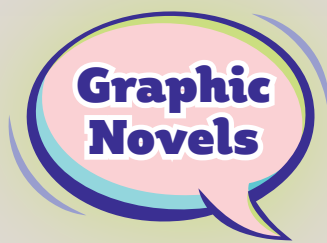
- Static cartoons are still images, often found in newspapers or magazines. Examples include
- 5 short multi-panel stories (comic strips) and serious drawings that comment on social issues (political cartoons).
- Animated cartoons are moving images that bring drawings to life using animation. They often feature funny robot or animal characters and are commonly presented through movies and TV shows.

10 In the past, many viewed comics and cartoons as just light entertainment with unrealistic visuals. However, educators are increasingly recognizing their potential as powerful learning tools. That's because complex topics in history, science, math, and more can be conveyed through vivid illustrations and engaging stories!



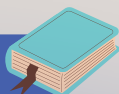
Q2 Why are comics and cartoons being recognized as valuable educational tools?

- ☐ meanwhile ☐ thought-provoking ☐ static ☐ still ☐ potential ☐ convey ☐ vivid ☐ illustration
☐ engaging



Graphic novels are similar to comics but feature longer narratives, detailed artwork, and complex themes that provide a richer storytelling experience. Let's compare a part of Mary Shelley's *Frankenstein* in its traditional novel format and its graphic novel adaptation. You'll clearly see how the two styles tell the same story differently.

Traditional Novel



Frankenstein

by Mary Shelley

Then, one dark night in November,
I came to the end of all my work.
The rain fell against the window.
I put together all my instruments,
so I could give life to the thing on 5
my table. Then I saw the creature's
yellow eyes open. It breathed hard,
and its arms and legs shook.

How can I describe this thing I
had worked so hard to make? He 10
was very tall. I had chosen his face
as beautiful. Beautiful? How wrong
could I have been? His hair was black
and shiny. His teeth were white and
perfect. But these things made the 15
rest of him seem even more horrible.
This was what I had worked on for
almost two years. I had worked for a
beautiful dream of creating life. But
in that moment, all beauty was gone. 20
I was filled with horror. I ran from the
workshop to my bedroom.

I fell down on the bed and went to
sleep. I dreamed I saw Elizabeth. She
25 was young, healthy, and beautiful.
But when I took her in my arms
to kiss her, she changed. Her face
looked dead. Then, for a moment, I
thought I held the dead body of my
30 mother in my arms.

I woke up with a start. Then I
saw IT — the thing I had created.
His yellow eyes looked straight at
me. From his mouth came an awful
35 sound. He reached toward me.

I ran outside. I spent the rest of the
night in the yard, walking back and
forth. When morning came, I began
walking through town. I had no idea
40 where I was going. I knew I couldn't
go back to my house, where the
creature was waiting.

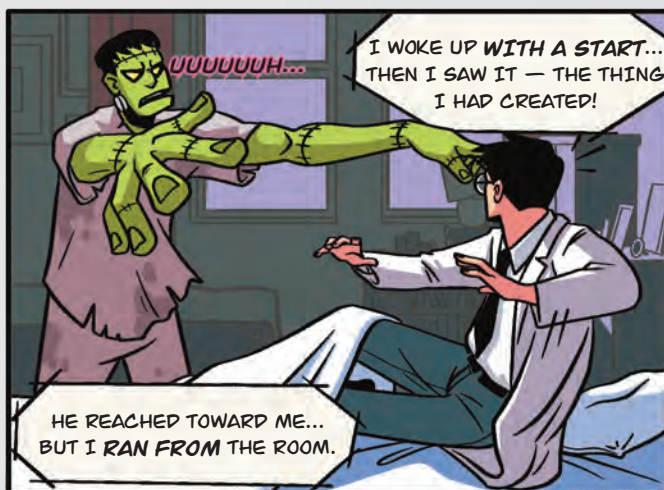
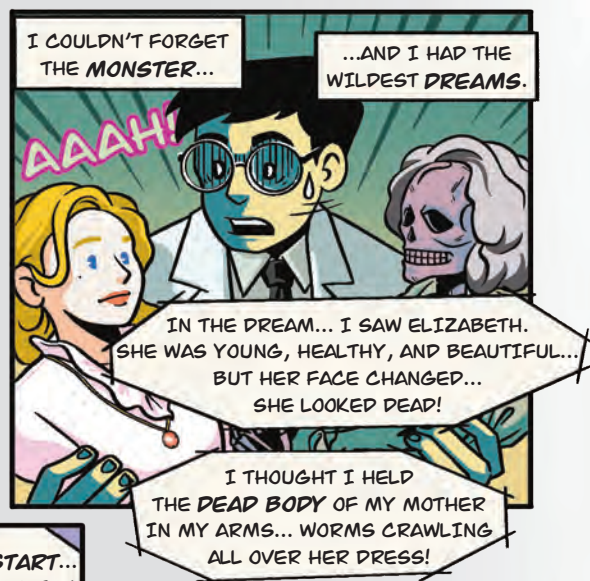
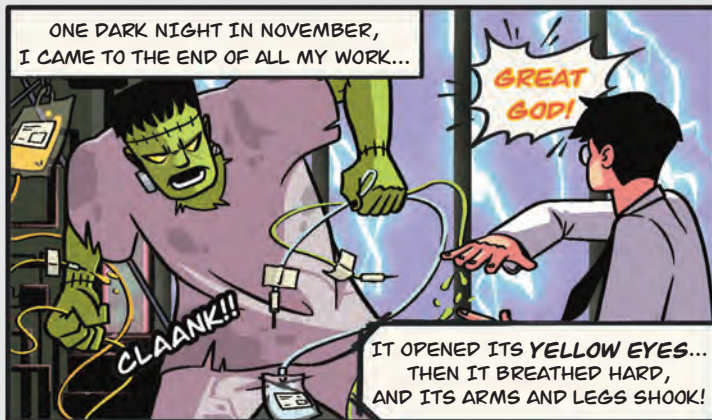
Q3 How does the creator feel when the creature comes to life?

☐ narrative ☐ adaptation ☐ instrument ☐ creature ☐ horrible ☐ awful ☐ reach ☐ back and forth



Frankenstein

by Mary Shelley



The Rise of Webtoons

Originating in Korea in the early 2000s, the term “webtoon” combines “web” and “cartoon,” referring to digital comics. With the growing popularity of the Internet and the decline of traditional media, webtoons were designed to fit digital platforms and attract new audiences.

The success of webtoons stems from several key factors. Their vertical scrolling layout, perfectly suited for smartphones and tablets, creates a smooth and enjoyable reading experience. Readers can enjoy webtoons anytime and anywhere. Additionally, webtoons incorporate interactive features like explanatory sections and fan communities, fostering a strong bond between creators and readers.

Recently, the impact of Korean webtoons has grown far beyond digital comics, sparking a wave of cross-media collaborations that have brought them into mainstream entertainment.



Q4 What makes webtoons suitable for smartphones and tablets?

- ☐ originate ☐ decline ☐ stem from ☐ vertical ☐ incorporate
☐ explanatory ☐ bond ☐ mainstream



Graphic Storytelling Overview

Graphic storytelling is an umbrella term for various formats that combine visuals and words to tell stories. As we've seen, it's a powerful way to blend images and text to create engaging and meaningful narratives.

5 To wrap things up, here's a quick overview of the main types of graphic storytelling to help you understand them better:

Format	What They Are	Key Features
Comics	stories told in illustrated panels	use a series of panels to tell short, exciting stories; usually printed in books or magazines
Cartoons	a drawing style, either static or animated	include comic strips, political cartoons, and animated shows
Graphic Novels	book-length stories using visuals and text	feature rich narratives, deeper themes, and detailed artwork
Webtoons	digital comics made for mobile viewing	presented in a vertical scroll format; contain interactive features and are often serialized online

Q5 Why is graphic storytelling considered a powerful form of communication?

☐ overview ☐ umbrella term ☐ serialize

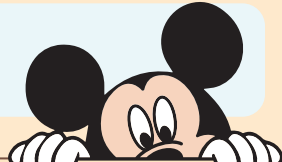
Work with the Reading

A. Complete the summary with the words from the box.

Topics		Details	
Comics & Cartoons	Comics	• sequence of ⁽¹⁾ _____ to tell a story	potential as powerful learning tools
	Cartoons	• static cartoons: found in newspapers, magazines • ⁽²⁾ _____ cartoons: bring drawings to life using animation	
Graphic Novels		• longer narratives, detailed artwork, complex ⁽³⁾ _____ → provide a richer storytelling experience	
The Rise of Webtoons		• web + cartoon: originated in Korea (in the early 2000s) • ⁽⁴⁾ _____ scrolling layout + ⁽⁵⁾ _____ features	
Graphic Storytelling Overview		• graphic storytelling: ⁽⁶⁾ _____ term for formats combining visuals and words • types: comics, cartoons, graphic novels, webtoons	

animated
interactive
panels
themes

umbrella
vertical



B. Think about how a webtoon was turned into a drama or movie. Focus on what stayed the same, what changed, and how well the adaptation works.

Steps to follow:

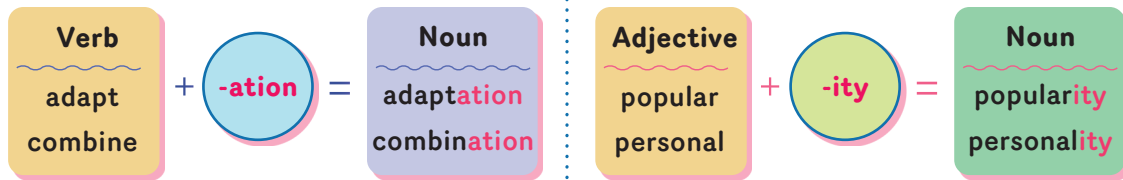
1. Choose a webtoon that was adapted into a drama or movie.
2. Describe how the adaptation is similar to or different from the original.
3. Give your opinion on how well the adaptation works.



The drama *Itaewon Class* is based on a popular webtoon with the same name. It keeps the webtoon's main themes of patience, ambition, and fairness, but explores the characters' emotions more deeply, especially the romantic ones. This adaptation is effective because it stays true to the webtoon while adding something new. ...

Language Focus

A Vocabulary



Choose the correct word for each sentence.

1. The team plans to [adapt / adaptation] the story for a younger audience.
2. Her friendly [personal / personality] makes her easy to talk to.
3. The game's [popular / popularity] grew quickly among young players.
4. The art piece is a unique [combine / combination] of colors and shapes.

B Structure

- Let's dive into **graphic storytelling**. Art and stories are combined **in it** to create compelling experiences.
→ Let's dive into graphic storytelling, **where** art and stories are combined to create compelling experiences.
- I knew I couldn't go back to **my house**. The creature was waiting **there**.
→ I knew I couldn't go back to my house, **where** the creature was waiting.

Rewrite the sentences like the examples above.

1. It seems reasonable to look for work in the city. Jobs are plentiful there.
→ It seems reasonable to look for work in the city, _____.
2. Sometimes I dream of living in Germany. I wanted to go there when I was young.
→ Sometimes I dream of living in Germany, _____.
3. I saw a documentary about Sumatra. Elephants live there.
→ I saw a documentary about Sumatra, _____.

A. Watch



1. Watch the video about political cartoons.



2. Watch again and choose the correct answer for each question.

(1) What is the main purpose of political cartoons?

- Ⓐ to highlight artistic skills while exploring political themes
 Ⓑ to comment on current events and social issues using humor
 Ⓒ to entertain readers with stories that contain underlying messages

(2) How did James Gillray use cartoons to convey political messages?

- ① by exaggerating features of well-known figures
 ② by drawing detailed maps of political events
 ③ by focusing on peaceful, non-political themes

3. How do political cartoons help raise social awareness and shape public opinion?

B. Extend

1. Look at the political cartoon below. Answer the questions in the table to understand and explain the cartoon's message.



Content & Message

What does the cartoon show, and what problem does it highlight?



Artistic Techniques

How does the artist make the message clear and funny?



Overall Impact

Does the cartoon explain the issue well?

2. Use your answers to write a short paragraph about the cartoon and share it with the class.



Mission

Become comic book creators by designing your own unique superheroes.



STEP 1 Assign Roles

Form a group of four. To effectively accomplish your mission, consider your strengths and interests when choosing your role.

Role	Leader	Illustrator	Storyteller	Presenter
Main Task	to manage the team and tasks	to draw the superhero and comic scenes	to write the hero's story and powers	to present the work to the class
Name				

STEP 2 Brainstorm and Plan

Complete the table below to create a unique superhero and villain, detailing their powers and stories.

SUPERHERO 		VILLAIN 
	Name	
List their extraordinary powers.	Power	Describe their unique abilities.
Where did they come from and how did they get their powers?	Origin	How did they become a villain?
What drives them to fight for justice?	Motivation	What motivates their actions?
What weakness do they have?	Weakness	What can defeat them?

STEP 3 Create Content

Create the story of your own superhero.

Procedures

1 Brainstorm Your Story

Think of a brief storyline for your superhero, like how they got their powers, a big battle, or a moment of victory.



2 Plan Panels

Decide on five or more comic panels to showcase the most impactful part of your story (beginning, climax, or end). Sketch a rough layout and outline key events.



3 Sketch and Script

Draw your panels with more detail, focusing on the composition. Write down dialogue, sound effects, and any narration.



4 Share and Discuss

Present your comic to the class, explaining your story and creative choices.



5 Revise

Use feedback from your classmates to make improvements to your comic.

STEP 4 Evaluate

Vote for the best comics using the checklist below.

Assessment

	Team 1	Team 2	Team 3
Storytelling			
Does each panel connect smoothly with the panels before and after it?			
Characters			
Do the characters' expressions match the situation in each panel?			
Dialogue & Sound Effects			
Is each dialogue bubble placed where it makes sense for the character speaking?			
Do the sound effects add to the action without being distracting?			
Teamwork			
Did the whole team actively participate in the project?			

Rate each item using the following scale:
Excellent — 5 | Very Good — 4 | Good — 3 | Weak — 2 | Try Again — 1

Wrap Up

A. Listen to the explanation of graphic storytelling and choose the main idea.



- Ⓐ Graphic storytelling shares messages about society.
- Ⓑ Graphic storytelling is a popular form of entertainment.
- Ⓒ Graphic storytelling helps us build media literacy skills.

B. Read and answer the questions.

Originating in Korea in the early 2000s, the term “webtoon” combines “web” and “cartoon,” referring to digital comics. With the growing popularity of the Internet and the decline of traditional media, webtoons were designed to fit digital platforms and attract new audiences.

The success of webtoons stems from several key factors. Their vertical scrolling layout, perfectly suited for smartphones and tablets, creates a smooth and enjoyable reading experience. Readers can enjoy webtoons anytime and anywhere. Additionally, webtoons incorporate interactive features like explanatory sections and fan communities, fostering a strong bond between creators and readers.

Recently, the impact of Korean webtoons has grown far beyond digital comics, sparking a wave of cross-media collaborations that have brought them into mainstream entertainment.

1. What impact have Korean webtoons had recently?

- Ⓐ They are mostly limited to Korean audiences.
- Ⓑ They have expanded into various forms of entertainment.
- Ⓒ They have pushed Korean audiences toward traditional entertainment.

2. Fill in the blanks with words from the text to explain how webtoons have transformed the comic industry and why they’re popular with mobile users.

Webtoons have created a remarkable shift in the comic industry by fitting _____ platforms and attracting new audiences. Their _____ scrolling layout is perfectly suited for smartphones and tablets, allowing readers to enjoy webtoons anytime and anywhere. Moreover, webtoons incorporate _____ features, like explanatory sections and fan communities, which foster a strong sense of _____ between creators and readers.

- C.** Look at the cartoon and offer some advice to the boy on how to use the Internet responsibly.



.....

.....

- D.** Give your answer to the unit opening question:

How does technology change visual stories?

✓ Check My Lesson Progress

I can ...	Excellent	Good	Needs Improvement
recognize various types of graphic storytelling.			
understand how graphic storytelling supports media literacy.			
explain the purpose and impact of political cartoons.			
work with classmates to create comic characters.			
use the main expression and grammar point from the <i>Focus On</i> section.			



The Oldies but Goodies: Most Popular Characters in the World

Cartoon characters have been captivating audiences of all ages for generations, leaving an enduring mark on popular culture. From the early days of animation to today's digital age, these beloved figures have entertained, inspired, and become iconic symbols.

Mickey Mouse United States (1928)

Mickey Mouse is arguably the world's most iconic character. Created by Walt Disney, Mickey debuted in the 1928 short film *Steamboat Willie*. With his cheerful personality and big ears, he quickly became a cultural icon and one of the most recognizable characters worldwide. Over the years, Mickey has inspired countless cartoon creators, and his influence is still felt in the animation industry today.



Dooly the Little Dinosaur Korea (1983)

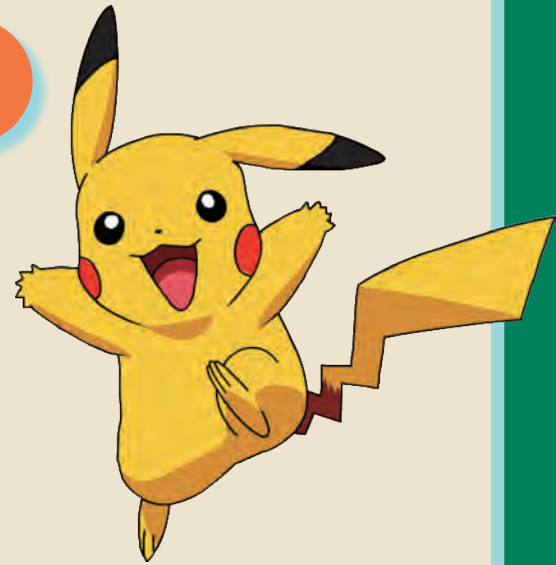
Dooly the Little Dinosaur started as a comic series by cartoonist Sujeong Kim, running from 1983 to 1993. Dooly is a baby dinosaur who was taken by aliens and given special powers. While exploring Seoul, he makes friends like Douner, Ddochi, and Michol. The Dooly story grew to include a TV series and an animated movie with catchy songs that bring back memories for many people. Dooly is very popular in Korea — he even has his own special ID card, just like a real person!



Pikachu

Japan (1996)

Pikachu is a beloved cartoon character from Japan. Created by Satoshi Tajiri, Pikachu first appeared in the 1996 video game *Pokémon Red and Green* and quickly became the most famous Pokémon. People love Pikachu, and you can find him on everything from toys to clothes. He has starred in numerous TV shows and movies and has become a global pop culture icon, with Pikachu merchandise popular around the world.



The Smurfs

Belgium (1958)



The Smurfs are small blue characters from a comic book series created by Belgian artist Peyo in 1958. More than 100 Smurfs live in a village made of mushroom-shaped houses, with characters like Brainy, Smurfette, and Hefty. Papa Smurf is their leader, and each Smurf's name reflects their personality — Jokey Smurf, for instance, loves playing tricks. Their main enemy is Gargamel, an evil wizard always trying to catch them, with help from his cat, Azrael.

DO IT YOURSELF

cartoon characters



Search for your favorite cartoon characters and share your findings with your classmates.

No	Character's Name	Creator	Country	Year	Feature
1	Elsa (from <i>Frozen</i>)	Walt Disney Animation Studios	USA	2013	power to control ice & snow
2					
3					

Lesson 3

Uncovering Truth in the News



WDYT

What do you think?



How can we distinguish real news from fake news?

Focus On

> Media Literacy

- viewing the importance of staying informed and thinking critically
- developing a critical eye for media information
- editing a news article

> Communicative Function

I think we should always check the source before sharing anything.

> Structure

It wasn't until later that the *New York Sun* admitted the whole thing was a joke.

Warm Up

A Viewing

Watch the video and think about what the speaker is conveying.



Q Watch it again. What was the purpose of the daily message in ancient Rome?

- a to entertain people with stories
- b to teach reading and writing skills
- c to keep people informed about important events

B Sharing Opinions

Write one media source you use for news and why you like it. Then talk with a partner.



Type of Media	Preferred Media Source
News Websites	
Social Media Platforms	
Television or Radio News	
Your Own	

I usually use ... because it is well known for reliable reporting.

C Vocabulary for Reading

Complete each sentence with the correct word from the box.



1 She was _____ by the idea of life on other planets.



2 The newspaper caused a big _____ with stories about life on the moon.



3 Everyone thought the news was real, but it was a(n) _____.



4 She shared a(n) _____ story that surprised everyone.



5 Doctors are still checking the long-term effects of the _____.



6 It looked like a _____ with large wings.

fascinated

hoax

humanoid

incredible

pandemic

stir

D Speaking

Think about problems and solutions in online news. Then talk with a partner using the dialogue below.



PROBLEMS

1. Some online news doesn't check facts.
2. False information spreads quickly on social media.

Your Own _____

SOLUTIONS



1. Check the source before sharing news.
2. Learn how to spot fake news.

Your Own _____

A: Some online news doesn't check facts.

B: Yes, that's true.

A: I think we should check the source before sharing news.

B: That's a good idea.

Note

제안 · 권유하기

- Let's ...
- What/How about ...?
- Why don't we/you ...?
- I suggest (that) we ...
- (I think) We should ...



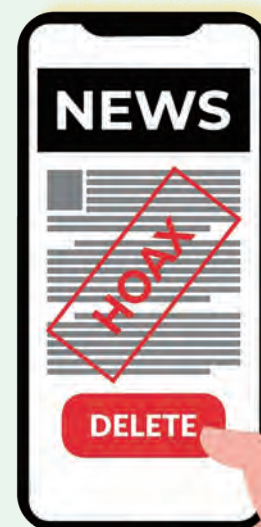
The Dangers of Misinformation

IN TODAY'S DIGITAL WORLD

In today's fast-paced digital age, misinformation is spreading more than ever. Imagine this: Two news articles pop up online. One is well researched and comes from a trusted source, while the other tells an incredible tale that grabs readers' attention. What happens? The first article gets little interest, while the false one spreads rapidly, taking advantage of how we process information and how social media promotes eye-catching content. This isn't just an imaginary situation — it's happening all over the world right now.

Let's look at some examples of misinformation to help build the skills we need to spot and fight it.

5



Q1 Why does misinformation spread quickly?

- ☐ fast-paced
 ☐ pop up
 ☐ incredible
 ☐ rapidly
 ☐ take advantage of
☐ promote
 ☐ eye-catching
 ☐ spot

Real-World Examples of Misinformation

Case 1 The Great Moon Hoax (1835)

In 1835, the *New York Sun* newspaper caused a big stir with a series of articles claiming that life had been discovered on the moon. The articles described in great detail the moon's beautiful landscapes as well as the existence of strange, magical creatures that looked like bat-like humanoids with wings. These discoveries were supposedly made by Dr. Andrew Grant, a character created for the hoax, who was falsely said to be working with the real astronomer Sir John Herschel.

The story claimed that these amazing discoveries were possible due to a powerful new telescope in South Africa, where Herschel was actually doing genuine research at the time. However, the story was completely made up by *New York Sun* reporter Richard Adams Locke. Locke created the hoax to satirize how fascinated people were with the idea of life on other planets and how easily they believed wild, unproven claims.



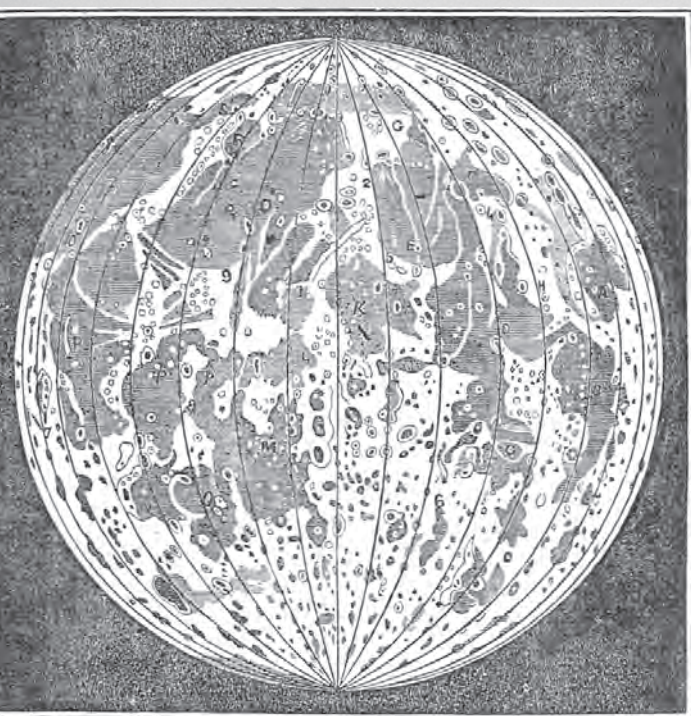
▲ Bat People on the Moon, as Printed in the *New York Sun*

Q2 What did the *New York Sun* claim to have discovered on the moon?

- ☐ hoax ☐ stir ☐ landscape ☐ humanoid ☐ supposedly ☐ astronomer ☐ telescope
☐ satirize ☐ unproven



▲ Newsboy Showing a Copy of the Hoax



▲ View of the Moon Hoax

Even though the story seemed unbelievable, it captured the public's imagination, and many people accepted it as true. The articles became so popular that the *New York Sun* sold many more copies than usual, and people all over the world, including scientists from places like Yale University, talked about the "discoveries" as if they were real.

It wasn't until later that the *New York Sun* admitted the whole thing was a joke — a humorous way of showing how easily people can be fooled. By then, the incident had already shown how quickly fake news can spread, especially when it matches what people want to believe. The Great Moon Hoax is still one of the earliest and most famous examples of how even educated people can be deceived by sensational stories when they don't carefully check the facts.

Q3 How did people react to the Great Moon Hoax?

- ☐ capture ☐ admit ☐ incident ☐ deceive ☐ sensational



Case 2 The Venetian Wildlife Hoax (2020)



During the COVID-19 pandemic in 2020, a heartwarming story spread widely on social media. It claimed that swans and dolphins had returned to the now-empty canals of Venice, showing how nature was returning while people stayed inside. The story was shared by many readers, celebrating it as a positive outcome of the pandemic.

5



Kaveri



Here's an unexpected side effect of the pandemic — the water flowing through the canals of Venice is clear for the first time in ages. The fish are visible; the swans have returned.

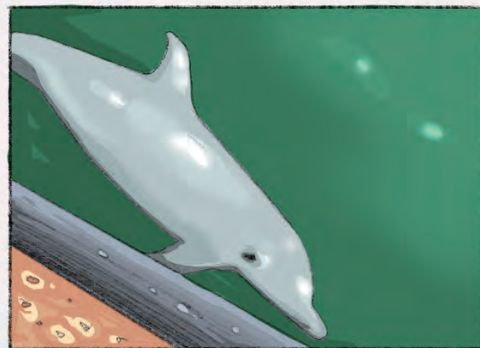


Luca



Venice hasn't seen clear canal water in a very long time. Dolphins are showing up too. Nature just hit the reset button on us.

10



National Geographic (2020)

However, the story wasn't completely true. The dolphins were actually filmed in Sardinia, an Italian island, not Venice, and the swans had always been present in Burano, near Venice, even before the pandemic.

The story went viral when a woman from New Delhi shared a post that combined these images and stories. Her post was widely shared and got over a million likes. She explained that she simply wanted to share something joyful during dark times and didn't realize the swans had always been there.

15

Despite the mix-up, she decided not to delete the post, believing the message about clearer waters in Venice still held some truth. This incident highlights how easily misinformation can spread, even when shared with good intentions.

20

Q4 Why did the above story spread so quickly?

☐ Venetian ☐ pandemic ☐ heartwarming ☐ outcome ☐ intention

Case 3

HAWAII WILDFIRES: VIRAL FALSE STORIES (2023)

The 2023 wildfires on the Hawaiian island of Maui caused major damage and led to the spread of false stories online. These rumors, shared by millions, show that false information can spread rapidly during disasters.

One popular claim suggested the fires were started by “energy weapons,” such as laser beams or explosions. However, the videos and photos used to support these claims did not show the real situation. For example:

- A video claiming to show an explosion in Maui was actually footage of a transformer exploding in another country.
- A photo seeming to show a laser beam striking a burning church was widely shared, but the original photo showed the burning church without the beam.
- Other images, such as bright lights in the sky or flames rising high into the air, came from different events, including a rocket launch and an industrial fire from years ago.

Another rumor claimed that rich people or corporations started the fires to take land from local Hawaiians. While this idea has been discussed online, there’s no evidence to support it.



Q5 What did some people falsely claim caused the Hawaii wildfires?

- ☐ wildfire ☐ disaster ☐ beam ☐ footage ☐ transformer ☐ flame ☐ launch

Developing Critical Thinking in the Digital Age

Today, because of the Internet and social media, we face the new challenge of separating fact from fiction. Stories spread quickly, and it's easy to believe exciting or shocking claims without checking if they're true. Here are some tips to help you spot misinformation:

5

How to Spot Fake News



Consider the Source

Verify the website's purpose, credibility, and contact details.



Read Beyond

Sometimes headlines are written just to grab readers' attention and get clicks. What's the full story?



Check the Author

Do a quick search on the author. Are they credible? Are they real?

10



Check the Links

Click on the links. Determine if the info given actually supports the story.



Check the Date

Old news stories may not be relevant to what's happening now.



Is It a Joke?

If it sounds too strange to be true, it might be meant as a joke. Check with the site and author to make sure.

15



Check Your Biases

Consider whether your own beliefs could be affecting your judgment.



Ask the Experts

Ask someone knowledgeable about the information, or consult a fact-checking site.

Cornell University (2024)

By following these tips and sharing thoughtfully, you can help create a more informed and reliable online world. "Think critically. Share wisely."

20



Work with the Reading

A. Fill in the blanks with the given words to summarize each case.

1. The Great Moon Hoax _____ many people in 1835, including scientists, by falsely reporting the discovery of life on the moon in detailed but _____ stories.
2. The Venetian Wildlife Hoax spread false claims about dolphins and swans returning to Venice's canals during the _____, showing how easily misinformation can spread even with good intentions.
3. During the Hawaii wildfires, one claim said "energy weapons" such as laser beams caused the fires, but the videos and photos were _____. Another rumor said wealthy people started the fires to take land, but there's no _____ for this.

evidence fake invented pandemic tricked

B. Based on "How to Spot Fake News" on page 67, check (✓) the three students who made smart choices.

- ☐ S1: I wasn't sure if the information was true, so I asked someone who knows more about the topic.
- ☐ S2: I believed the article because it matched what I already thought.
- ☐ S3: I read the full article and realized the headline didn't tell the whole story.
- ☐ S4: I saw that the article had links, so I assumed it was reliable without actually clicking on them.
- ☐ S5: I looked up the authors' names and found out they weren't credible experts.

C. Research an example of fake news that influenced many people and present it to the class by filling out the table below.

News Title	
Summary	
Impact / Influence	
Lesson Learned	



A Vocabulary

-ant/-ent(Adj.) → -ance/-ence(Noun)

important — importance
consequent — consequence
existent — existence

Adjective/Verb + -y → Noun

jealous — jealousy
deliver — delivery
discover — discovery

Fill in the blanks with the given words. Change the forms if necessary.

1. The plant's _____ on sunlight is essential for its growth.
2. She is very _____ at solving math problems.
3. Her _____ prevented her from talking about her achievements.
4. _____ is always the best policy, even when it's difficult.

competent

dependent

honest

modest

B Structure

- **It** wasn't until later **that** the *New York Sun* admitted the whole thing was a joke.
- **It** was Alex **that[who]** met Jane in London.

Rewrite the sentences to emphasize the underlined parts.

1. I really enjoy watching movies on weekends.

→ _____

2. They donated valuable books to the school library.

→ _____

3. Brian found the missing keys under the sofa.

→ _____

A. Watch



1. Watch the video and think about what the speaker is conveying.



2. Watch again and choose the correct answer for each question.

(1) What is the main topic of the video?

- Ⓐ the importance of viewing the big picture in daily life
- Ⓑ the value of relying on experts' opinions when making decisions
- Ⓒ the importance of critical thinking and considering different perspectives

(2) Which is NOT a step in the critical thinking process?

- Ⓐ thinking about the long-term results
- Ⓑ asking questions to understand better
- Ⓒ focusing on perspectives that match your views

3. Think of other critical thinking steps you could use, or search for more information online.

- Look for Patterns: Have you faced similar situations before? Use what you learned from those experiences.
- Check Your Emotions: Are your feelings like fear or excitement influencing your decision? Make sure you're staying objective.
- _____



B. Extend

Write a short paragraph about a decision you need to make soon.
Explain how you will use critical thinking to make a good choice.



SAMPLE

I need to choose a volunteer group for this summer. First, I will think about what is important to me and what kind of work I enjoy. Next, I will look at different groups and learn what they do. After that, I will ask others who have joined before to get some advice. I won't choose based only on my feelings. Instead, I will think about what is good for me and helpful to others.

ON YOUR OWN



Mission

Work together to analyze a news article, check if it's accurate, and write a new version as a group.









STEP 1 Choose a News Article

As a group, select a recent news article about an event or incident that interests everyone.

STEP 2 Break Down the Article Using 5W1H

Analyze the selected article using the 5W1H elements (what, who, when, where, why, and how). Identify and write down expressions in the article that correspond to each element.

What 	Who 	When 
Where 	Why 	How 

STEP 3 Discuss and Share Opinions

As a group, discuss the following questions. Then, write a short summary of your group's collective opinion.

- What do you think the reporter's purpose for writing this article was?
- How does each member's opinion differ from the reporter's viewpoint?

STEP 4 Rewrite the Article

Work together to rewrite the article from your group's perspective. You can add new details, change the focus, or take a fresh angle. Finally, come up with a new headline that best matches your version of the article.

New Headline



STEP 5 Fact-Check and Review

Check your rewritten article using reliable sources to make sure all the claims are true and supported. Then use the checklist below to review your article.

<i>Is the main point clear and easy to understand?</i>	★ ★ ★ ★ ★
<i>Did you include reliable information from trusted sources?</i>	★ ★ ★ ★ ★
<i>Does the article avoid exaggeration or bias?</i>	★ ★ ★ ★ ★
<i>Are the language and the tone appropriate for the intended audience?</i>	★ ★ ★ ★ ★

STEP 6 Evaluate

Vote for the best rewritten article using the checklist below.

Assessment

	Team 1	Team 2	Team 3
Clear Main Idea			
Is the main point of the article easy to understand?			
Reliable Sources			
Did the group use accurate information from trusted sources?			
Fairness and Accuracy			
Does the article avoid exaggeration and stay unbiased?			
Suitable Language and Tone			
Are the words and style right for the audience?			

Rate each item using the following scale:
Excellent — 5 | Very Good — 4 | Good — 3 | Weak — 2 | Try Again — 1

A. Listen to the speech and answer the questions.



1. Why should you read beyond the headline?

- Ⓐ Because headlines usually provide all the details you need.
- Ⓑ Because headlines are often reliable, so there is no need to read more.
- Ⓒ Because headlines can mislead people and are aimed solely at grabbing attention.

2. What does it mean to check supporting sources?

- Ⓐ Make sure the links support what the story says.
- Ⓑ Accept the article as true without looking at the links.
- Ⓒ Mainly focus on the visuals and ignore the text in the links.

B. Read and answer the questions.

Have you heard of deepfake videos? These are videos made with powerful computer programs to give the appearance that someone said or did something they never actually did. Recently, there's been a rise in these fake videos on social media platforms. Creators of deep fakes use advanced technology to change faces and voices in videos, making them seem Ⓐ real even though they're not. This has raised concerns because people can use these videos to spread Ⓑ true information or trick others for fun. Tech experts and social media companies are working hard to detect and stop these fake videos, but it's a challenge because the technology keeps getting better. It's important for everyone to be aware and Ⓒ cautious when they see something online that seems too unbelievable to be true.

1. Choose the incorrect word among Ⓐ~Ⓒ and correct it.

_____ → _____

2. What is the best title for the passage?

- Ⓐ Understanding the Dangers of Modern Technology
- Ⓑ How Deep Fake Technology Has Evolved over Time
- Ⓒ Rising Concerns over Deep Fake Videos on Social Media

- C.** Find the parts of the article that match the 5W1H questions and add them to the table below.

A BANANA ON A WALL? IT JUST SOLD FOR \$6.2 MILLION



In 2019, an artist named Maurizio Cattelan created an artwork called *Comedian* by taping a banana to a wall. He intended to spark conversations about what makes something art and how value is assigned to everyday objects. The piece quickly became famous and sold for \$120,000. In 2024, a new version of the artwork was sold for \$6.2 million at an auction in New York. Cattelan wanted to challenge people's ideas about art and make them question how much they are influenced by popular trends.

5W1H Element	Details from the Article
What	
Who	
When	
Where	
Why	
How	

- D.** Give your answer to the unit opening question:

How can we distinguish real news from fake news?

✓ **Check My Lesson Progress**

I can ...	Excellent	Good	Needs Improvement
understand information presented in news media.			
recognize the importance of staying informed and thinking critically.			
see why critical thinking matters when evaluating media information.			
work with classmates to edit and revise a news article.			
use the main expression and grammar point from the <i>Focus On</i> section.			

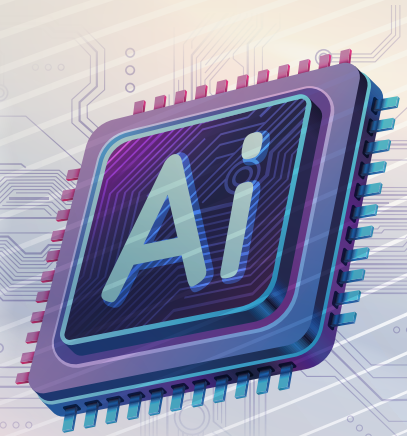


GLOBAL MEDIA TRENDS AND INNOVATIONS

New developments in media, such as AI-generated content, virtual reality news reports, and interactive storytelling, are changing how we access and engage with information. These technologies make news more engaging and visually appealing, but they also raise questions about ethics and accuracy. Let's explore some of these innovations and see how they're changing the way news is produced and consumed.

AI-GENERATED NEWS ARTICLES

News organizations like *The Washington Post* and *Reuters* use AI to create quick news summaries and reports on topics like weather updates, financial news, and election results. For example, AI-generated content can provide real-time updates as votes are counted. While this speeds up news delivery, it also raises concerns about content accuracy and the potential loss of jobs for human journalists.



VIRTUAL REALITY (VR) NEWS REPORTS

Platforms like the NYT VR app offer immersive experiences that make you feel like you're "stepping into" a story. For example, a VR feature might take you on a virtual tour of melting glaciers in Antarctica to show the effects of climate change. These experiences help make global issues easier to understand and help you engage with the content in a more meaningful way.



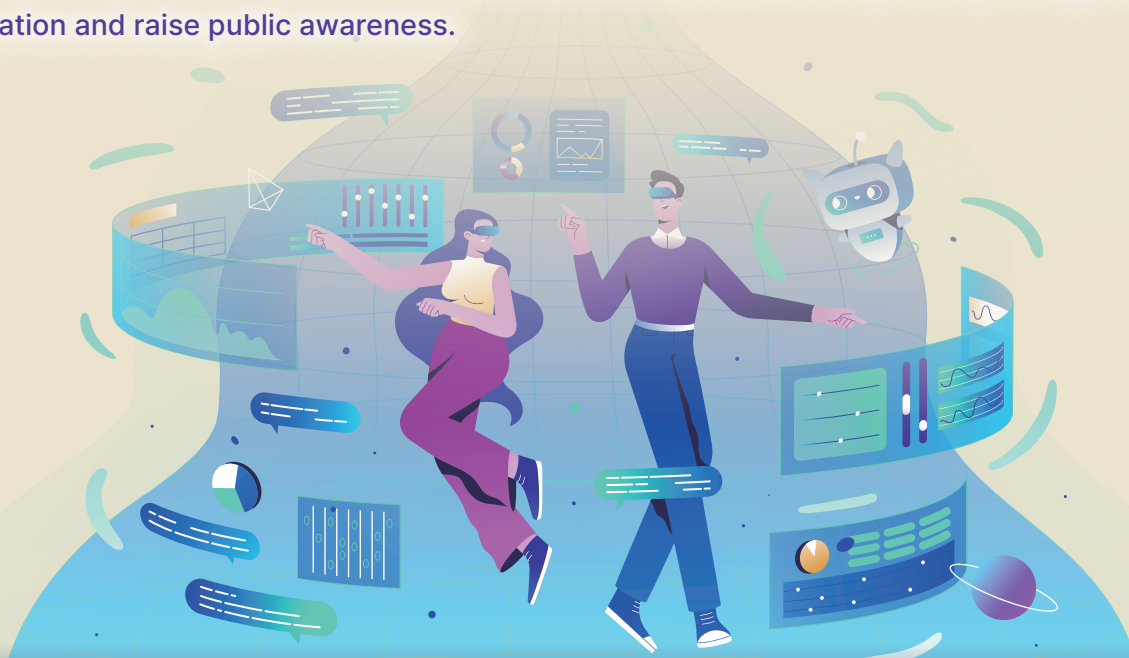
INTERACTIVE STORYTELLING PLATFORMS

Websites like the BBC's *Newsbeat* or *The Guardian*'s interactive features allow readers to engage with stories through buttons, videos, and graphics they can interact with. For example, an educational feature might let you explore the impact of plastic pollution on marine life by clicking various parts of an ocean map. This storytelling approach helps learners understand issues from multiple perspectives.

AUGMENTED REALITY (AR) FEATURES IN NEWS

News apps like *USA Today* use AR to make stories more visually engaging. For example, a history lesson could be enhanced by showing 3D models of ancient buildings and historical sites, viewable through smartphones. This helps turn traditional news content into an interactive learning experience that encourages exploration and curiosity.

These examples show how new media can create richer, more engaging learning environments for people while also posing new challenges. As technology continues to evolve, it's important to consider how these tools should be used responsibly to support education and raise public awareness.



DO IT YOURSELF

media tech trends



Search for information on how new technologies are being used in the news industry. Find one example, write a brief summary about it, and share your findings with the class.

Lesson 4

xxx
**WORLD'S
BEST
BURGER**
xxx



Advertising in the Digital Era





WDYT

What do you think?



How can we make better choices
when we see advertisements?

Focus On

> Media Literacy

- viewing the influence of advertising
- understanding advertising tactics
- creating an advertisement
- exploring public service ads

> Communicative Function

A good example of this is an ad that uses cool animations.

> Structure

With new media constantly evolving, how has advertising changed in recent years?

Warm Up

A Viewing

Watch the video about advertising and answer the question.



Q Watch it again. Which of the following is NOT mentioned as a disadvantage of advertising?

- Ⓐ Students start to believe that buying things will make them happy.
- Ⓑ Students are encouraged to eat more unhealthy foods.
- Ⓒ Students are charged excessive fees when using apps or websites.

B Sharing Opinions

Look at the advertisements and guess what each one might be about. Then, discuss your ideas with a partner.



C Vocabulary for Reading

Complete each sentence with the correct word from the box.



No one likes
a(n) _____
during a good movie.



He came up with
creative ideas to
_____ the products.



Some ads use _____,
making them feel more like
a story than an ad.



The ads are _____ to
your interests.



Look for trusted sources to
_____ whether the
claims are true.



Public service ads aim to
_____ people to take
meaningful action.

disruption inspire promote storytelling tailored verify

D Speaking

Think about what various advertisements focus on to grab attention or deliver a message. Then, talk with a partner using the example conversation below.

features	examples
visual effects	uses cool animations
inspiring messages	tells life-changing stories
action	shows exciting sports moments
Your Own	



- A: How do you think ads influence people?
 B: They try to grab your attention. **For example**, visual effects can make you interested in the product.
 A: Yes, I think **a good example of this is** an ad that uses cool animations.
 B: That's right. I agree!

Note 예시 들기

- For instance, ...
- To give an example, ...
- This can be seen in ...

Exploring the Evolving World of Advertising



In this three-part series, we'll explore the key aspects of modern advertising, the strategies advertisers use, and how we can build the skills necessary to understand and critically interpret ads.

Part 1 Insights from an Ad Expert

Interviewer: Hi, Ms. Seo! Thanks for joining us today. Can you start by telling us a bit about yourself? 5

Ms. Seo: Hi! Thanks for having me. I'm Jane Seo, an advertising director at a marketing company. My job is to plan ad strategies and oversee the production of ads from start to finish.

Interviewer: That sounds interesting! So, what does an advertising director do on a daily basis? 10

Ms. Seo: In simple terms, we come up with creative ideas to promote brands or products. This involves brainstorming ways to capture people's attention and turning those ideas into ads for TV, digital platforms, and social media.

Interviewer: I see. With new media constantly evolving, how has advertising changed in recent years? 15

Ms. Seo: Digital media has transformed everything. TV and radio used to be the big players, but online platforms, including social media, now lead the way. A great example is product placement.

Q1 How has digital media changed advertising?

- ☐ evolve ☐ aspect ☐ strategy ☐ critically ☐ interpret ☐ insight ☐ oversee ☐ constantly
☐ product placement





▲ a talk show moment highlighting product placement

Interviewer: Product placement? Could you explain what that is?

Ms. Seo: Sure. Product placement is when products are integrated naturally into content like movies or shows. For instance, you might see a character drinking a can of soda with the logo visible. It seems like part of the story rather than a commercial break.

Interviewer: I get it! So why do advertisers prefer product placement over traditional ads?

Ms. Seo: Because it blends into the story, it feels more natural, and it doesn't interrupt the viewing experience. In addition, when you see a product used by your favorite character, it creates an emotional connection. Product placement also helps improve the content by providing funding.

Interviewer: That's really clever! I suppose that understanding these techniques helps people make more informed decisions when they see ads.

Ms. Seo: Absolutely. When people know how ads work, they can make smarter choices about what they choose to buy or support.

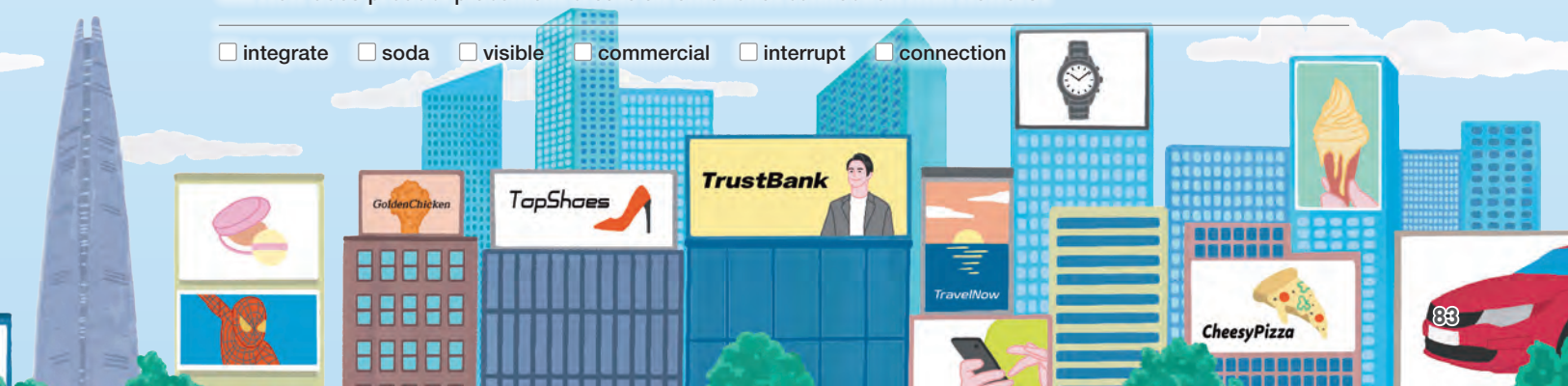
Interviewer: Thank you so much, Ms. Seo!

Ms. Seo: You're very welcome!

Interviewer: Next time, we'll dive into the exciting world of new media advertising and explore how digital platforms are changing the way ads reach us.

Q2 How does product placement create an emotional connection with viewers?

☐ integrate ☐ soda ☐ visible ☐ commercial ☐ interrupt ☐ connection



Part 2 Navigating Modern Advertising

Welcome to the world of new-media advertising! Today, we'll explore some of the key trends shaping how ads are created and experienced.

First, let's talk about targeted ads. Imagine you're browsing for new hiking gear online. Later, you see an ad for a local outdoor adventure event, which grabs your attention. Soon after, another ad offers you a discount on hiking equipment. That's targeted advertising: ads tailored to your interests based on online activity.

Next, there's storytelling. Some ads don't feel like ads at all — they tell a story. Picture an ad about a group of friends on a road trip. Along the way, they face challenges, share laughs, and create memories. By the end, you realize it's an ad for a car brand, but what you remember most isn't the car — it's the sense of adventure and friendship. This emotional connection makes the product more memorable because it's linked to a meaningful story.

Q3 How does storytelling make ads more memorable?

☐ navigate ☐ browse ☐ gear ☐ local ☐ equipment ☐ tailor ☐ realize



Then, there's influencer marketing. You probably follow online creators, right? When they talk about or use a product in their videos or posts, that's influencer marketing. It feels more like a personal recommendation than a typical ad. Because you trust the influencer, you're more likely to check out the product they recommend.

5 Finally, we have mid-roll ads. These are the ads that appear in the middle of online videos. They help creators and platforms make money while minimizing the disruption to your viewing. For example, you're watching a video, and an ad appears halfway through. It's placed strategically to cause minimal interruption. On some platforms, you can even pay to skip ads entirely.

10 In conclusion, advertising is all around us and it's constantly evolving, so understanding it is key. The more familiar you are with its strategies, the smarter your choices become. Going forward, try to enhance your media literacy and make more informed choices as a consumer.

Q4 How does influencer marketing try to make viewers feel?

- ☐ recommendation ☐ minimize ☐ disruption ☐ halfway ☐ strategically ☐ entirely ☐ in conclusion
☐ enhance ☐ consumer



Part 3 Building Advertising Literacy



Interviewer: We've been exploring media literacy, and one key area is advertising. I'm here with Dr. Min, a professor of advertising psychology. So, Dr. Min, how can we improve our ad literacy?

Dr. Min: The first step is simply paying attention to the ads you see. Instead of just watching them, ask yourself questions like, "What emotions is this ad trying to evoke?" or "How is this ad influencing me?" This shifts you from passive watching to active analysis. 5

Interviewer: That makes sense. But what about ads that make really big promises? How can we tell if they're reliable?

Dr. Min: That's where fact-checking comes in. If an ad makes bold claims — especially about a product's effectiveness — it's important to do some research. Look for reviews or trusted sources to verify whether the claims are true. 10

Q5 How can we tell if ads with big promises are reliable?

☐ psychology ☐ evoke ☐ shift ☐ passive ☐ analysis ☐ reliable ☐ verify

Interviewer: Got it! Is there anything else we should know?

Dr. Min: Yes. Not all ads are trying to sell something. Public service ads are designed to raise awareness about social, health, or environmental issues and to encourage people to take positive action. Unlike commercial ads that focus on sales, these are made for the public good by government agencies or community organizations.

Interviewer: So the goal isn't profit, but to help or inform people?

Dr. Min: That's right. They're meant to inspire change — whether it's recycling, staying healthy, or being kind. Advertising can do more than persuade people to buy something; it can also inspire them to take meaningful action.

Interviewer: Thanks so much, Dr. Min. I feel a lot more confident about analyzing ads now!

Dr. Min: You're welcome! I'm glad to hear that!



Q6 What is the goal of public service ads?

☐ awareness ☐ encourage ☐ agency ☐ profit ☐ inspire ☐ recycling ☐ persuade ☐ confident

Work with the Reading

A. Fill in the blanks to make a short summary of the reading. Use the given words in the box.

Jane Seo explains how advertising has shifted from traditional TV and radio to online platforms like social media. One key example is product ⁽¹⁾ _____, where products are integrated naturally into content, making ads feel more natural and creating ⁽²⁾ _____ connections with viewers.

Other key trends in modern advertising include ⁽³⁾ _____ ads, which are personalized based on users' online activity, and ⁽⁴⁾ _____, where ads tell a story to build a deeper connection. Influencer marketing and mid-roll ads in online videos are also popular strategies that engage audiences without interfering with their experience too much.

To navigate this evolving landscape, Dr. Min emphasizes the need for advertising ⁽⁵⁾ _____, which involves critically analyzing ads. She suggests asking questions like, "What emotions is this ad trying to evoke?" and encourages ⁽⁶⁾ _____ bold claims. Dr. Min also talks about the positive impact of ⁽⁷⁾ _____ service ads, which raise awareness about social, health, or environmental issues and encourage people to take positive action.

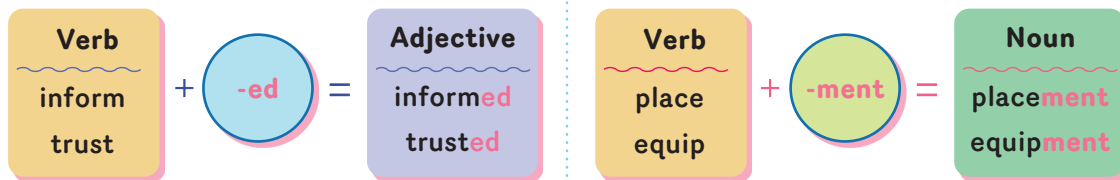
emotional fact-checking literacy placement public storytelling targeted

B. Answer the following questions.

1. How do modern advertising strategies, like product placement or influencer marketing, affect the way we perceive products?

2. Public service ads are designed to inform and encourage positive change. Can you think of a public service ad that influenced you? What made it effective?

A Vocabulary



Choose the correct word for each sentence.

1. A [trusting / trusted] advertisement can influence people's buying decisions.
2. Consumers who are [inform / informed] can avoid falling for false advertising.
3. His [commit / commitment] to excellence earned him the Employee of the Month award.
4. The government [established / establishment] new regulations to protect the environment.

B Structure

- As new media constantly evolves, how has advertising changed in recent years?
= **With new media constantly evolving**, how has advertising changed in recent years?
- While social media is growing, advertisers are reaching more people.
= **With social media growing**, advertisers are reaching more people.

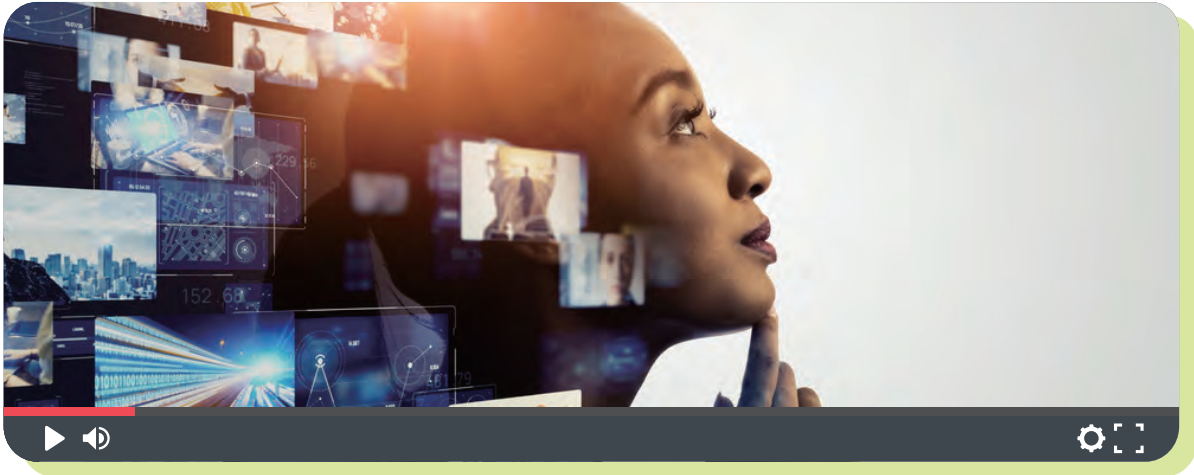
Rewrite the sentences using the structure above.

1. While her mother was watching, Mia was practicing piano.
= With _____, Mia was practicing piano.
2. As the traffic slowed, he checked his watch nervously.
= With _____, he checked his watch nervously.

A. Watch



1. Watch the video and pay attention to the advertising tactics used to capture your attention.



2. Watch again and choose the correct answer for each question.

(1) What role do colors play in advertising, according to the video?

- Ⓐ They show the product's actual color.
- Ⓑ They make the product look more expensive.
- Ⓒ They influence our feelings about the product.

(2) Why do sales often increase when celebrities promote products?

- Ⓐ Because showing celebrities with products makes ads more memorable.
- Ⓑ Because celebrities often explain the products better than regular ads.
- Ⓒ Because people trust and want products that famous people recommend.

3. Write a short paragraph (3 to 5 sentences) giving your personal opinion on the advertising tactics from the video. Do you think they're effective? Why or why not? Feel free to share your thoughts with a partner before writing.

<input type="radio"/>
<input type="radio"/>
<input type="radio"/>
<input type="radio"/>

B. Extend

Find a real ad to see how it influences us, and use digital tools to improve your writing.

1. Find an Ad

Search for one that catches your eye or sparks your interest.

2. Analyze the Ad

Fill in your responses in each section below.

Fill in your responses in each section below.		NOTES/YOUR RESPONSES
COLORS USED	Do specific colors create a mood?	
PRICING STRATEGY	Does the ad make the price seem like a good deal?	
FAMOUS PERSON	Is there a celebrity? If yes, who?	
SLOGAN OR SONG	Is there a catchy phrase or song?	

Now, write a few sentences describing how these tactics make you feel about the product.

[illegible]

3. Use Digital Tools to Improve Your Writing

After writing, use some of these tools to improve your responses.

SPELL CHECK & GRAMMAR TOOLS	Catch any mistakes.
ONLINE DICTIONARY	Look up words or find better ones.
CHECK FOR SIMILARITY	Ensure your writing is original.
EDITING APPS	Get tips to make your sentences clearer and more effective.

Try searching for other helpful tools, and share any good ones with the class.

4. Share with the Class

Present your ad, discuss the methods it uses, and explain how digital tools supported your analysis.

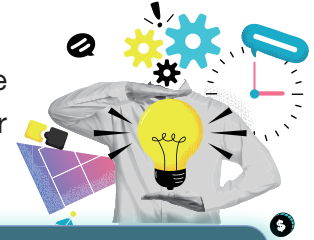


Mission

Create your own ad to show your ideas and creativity.

STEP 1 Brainstorm and Assign Roles

Form a group of five. Begin by brainstorming with your group to decide on a product, service, or idea for your ad. Once your team has a clear direction, assign roles based on the content and focus of your ad.



Role	Name
TEAM LEADER	
CONTENT WRITER	
DESIGNER	
PROOFREADER AND EDITOR	
PRESENTER	

STEP 2 Plan Your Ad

Decide on the key message for your ad and work together to make it clear, engaging, and visually appealing.

CONTENT WRITER



creates the main message and writes the text

DESIGNER



chooses the colors, images, and overall layout

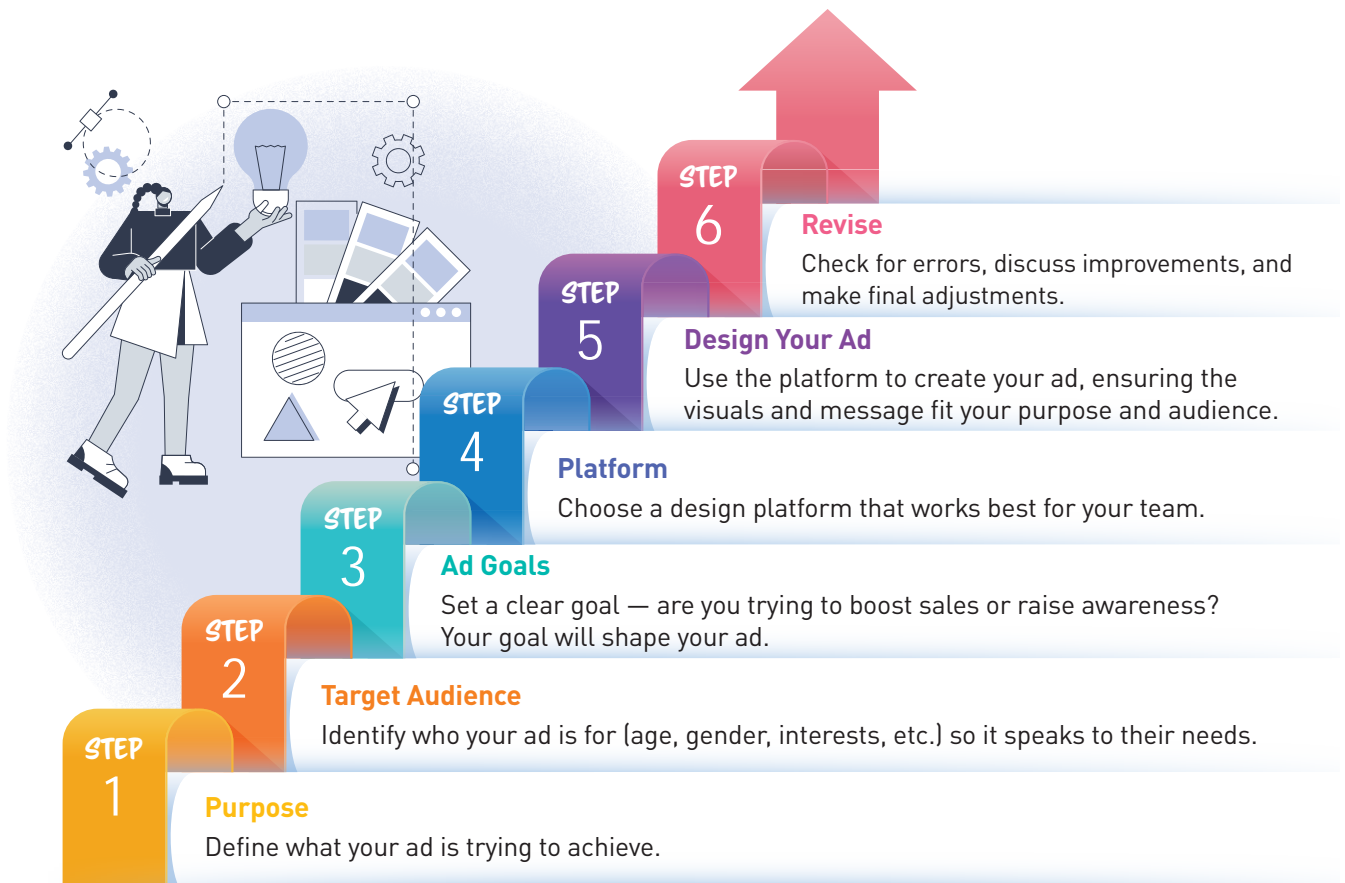
TEAM LEADER



ensures everyone's ideas are included and organizes the final plan

STEP 3 Create and Refine Your Ad

Follow these steps to create your ad, then review and improve it with your team.



STEP 4 Present and Evaluate

Present your group's completed ad. Vote for the best ad using the checklist below.

Assessment

	Team 1	Team 2	Team 3
Message Clarity Is the main message clear and easy to understand?			
Audience Connection Does the ad successfully reach and interest the right audience?			
Creativity Are the ideas original and creatively presented?			
Call to Action Does the ad clearly encourage the audience to take action?			

Rate each item using the following scale:
Excellent — 5 | Very Good — 4 | Good — 3 | Weak — 2 | Try Again — 1

A. Listen to the dialogue and answer the questions.



1. What should you ask yourself to better understand ads?

- Ⓐ whether they use high-quality visuals and sounds
- Ⓑ how long they have been shown in the media
- Ⓒ what they want you to feel or do

2. What should you do when you see an ad that looks like a news story?

- Ⓐ Check if it's trying to sell something.
- Ⓑ Share it with others before confirming.
- Ⓒ Trust it until you find evidence to doubt it.

B. Read the passage and answer the questions.

Many free media platforms, such as TV channels in America and other countries, rely on advertising to cover their costs. As competition between companies increases, so does the pressure to recover the large sums spent on ads. Businesses invest millions, even billions of dollars to promote their products and ideas, which often gives these media platforms more financial resources than those funded by public money or TV licenses. This enables them to produce higher-quality shows and cover major events. However, as media companies depend on advertisers for funding, those advertisers can have significant influence. If a media company reports something an advertiser disagrees with or airs a documentary that portrays an advertiser negatively, the media company risks losing valuable funding. As a result, mainstream media is often influenced by _____.

1. What is an appropriate title for the article?

- Ⓐ The Power of Advertisers in Media
- Ⓑ The Benefits of Watching Advertisements
- Ⓒ The Importance of Publicly Funded Media

2. Rewrite the underlined part by putting the given words in the correct order.

with / advertisers / media companies / for funding / depending on

→

3. Choose the most appropriate phrase to fill in the blank in the text above.

- Ⓐ public opinion
- Ⓑ government regulations
- Ⓒ the interests of advertisers

C. Read each example of an advertisement and match it to the correct strategy from the box below.

1. You browse for hiking boots online, and later, you see an ad offering a discount on the same boots. The ad uses your online activity to suggest things you might want to buy.
2. A skincare influencer shares their morning routine and talks about a face cream they love. It feels like a personal recommendation rather than an ad, making you trust the product more.
3. A car ad shows a family driving by the beach, singing together, and stopping for a picnic at a beautiful park. They pack their bags into the large trunk and laugh around the campfire, making the car feel perfect for fun family adventures.
4. While watching a movie review video, a short ad for a streaming service pops up. It shows a quick clip about their new shows and feels less interruptive.

Ⓐ Targeted Ad Ⓑ Mid-roll Ad Ⓒ Influencer Marketing Ⓓ Storytelling

D. Give your answer to the unit opening question:

How can we make better choices when we see advertisements?

✓ Check My Lesson Progress

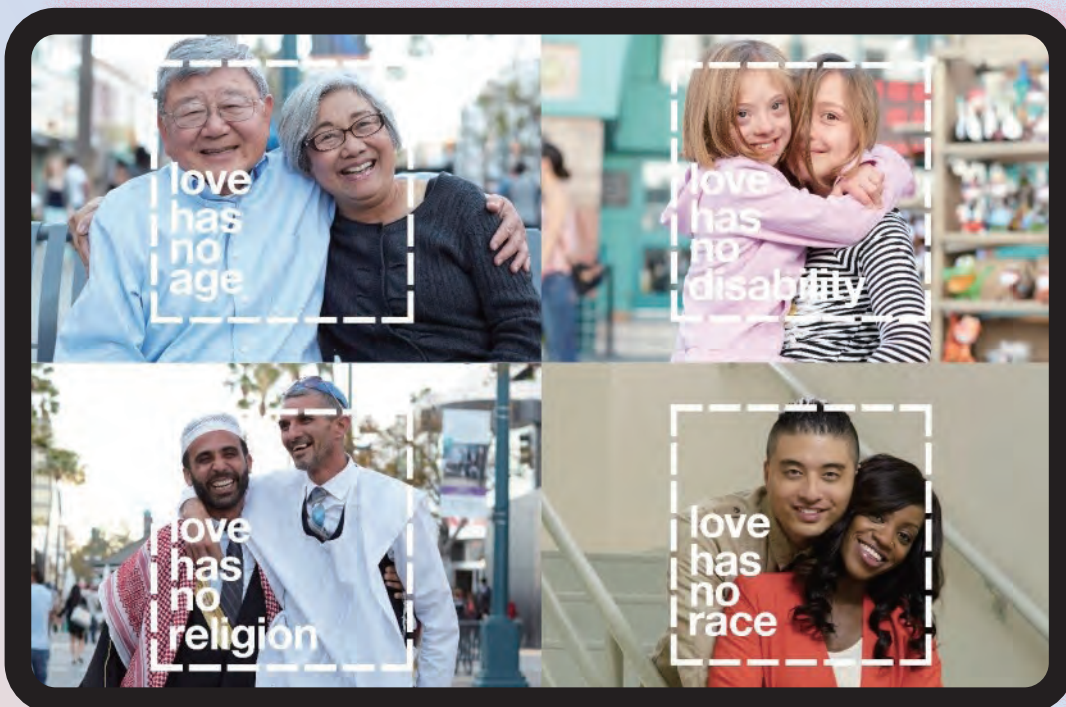
I can ...	Excellent	Good	Needs Improvement
understand how ads influence people and the tactics they use.			
identify the key features of modern advertising.			
develop critical thinking skills to analyze ads.			
collaborate with classmates to create an advertisement.			
use the main expression and grammar point from the <i>Focus On</i> section.			

PUBLIC SERVICE ADS: INFORMING AND INSPIRING POSITIVE CHANGE

Public service ads (PSAs) are designed to educate the public and raise awareness on social, health, or environmental issues. Unlike commercial ads that aim to sell products or services, PSAs focus on encouraging people to take action for the greater good. These ads are typically created by nonprofit organizations, government agencies, or community groups and are designed to inspire change and inform the public about important topics.

"LOVE HAS NO LABELS" CAMPAIGN (U.S.)

Launched by the Ad Council in 2015, the Love Has No Labels campaign challenged implicit bias and promoted diversity and inclusion. The PSA featured people from diverse backgrounds — including various races, religions, and abilities — coming together to demonstrate that love and acceptance transcend labels. The campaign went viral, with its initial video viewed millions of times and sparked discussions about unconscious bias and the importance of inclusion.



"SMOKEY BEAR" CAMPAIGN (U.S.)

One of the longest-running and most recognizable PSAs, the Smokey Bear campaign, was created in 1944 by the U.S. Forest Service, Ad Council, and National Association of State Foresters to prevent forest fires. Smokey's slogan, "Only you can prevent forest fires" has become iconic, raising awareness about fire safety and the impact of human activity on natural environments. The campaign's effectiveness is demonstrated by its longevity and continued importance in promoting forest conservation.



"DUMB WAYS TO DIE" CAMPAIGN (AUSTRALIA)

This viral campaign aimed to promote rail safety in a fun and catchy way. The animated video featured cute characters encountering dangerous situations around trains. The message was clear: avoid unsafe behavior around trains to prevent "dumb" accidents. The song became a worldwide sensation, especially among younger audiences.



DO IT YOURSELF

public service ad



Find a public service ad (PSA) that interests you. Analyze its message, who the target audience is, and why you think it's effective. Be prepared to share your chosen PSA with the class, explain its key message, and discuss why you believe it successfully communicates its message.

Lesson 5

Magazines: Paper to Pixels



WDYT

What do you think?



What types of magazines will be most popular in the future?

Focus On

> Media Literacy

- viewing the evolution of magazines
- learning to spot and stop misinformation
- creating a magazine cover

> Communicative Function

It's important to pick a topic you're passionate about.

> Structure

Anyone can become a content creator, which enables them to share their ideas with a global audience more easily.

Journey

TOP 5

low to visit 10 countries in a month?

All about travel and traveling for travelers

FASHION MAGAZINE

14th MAR by Erika

12th MAR by Ingrid

THE BLACK IS BACK

I'll rephrase the famous saying because it perfectly applies to clothing as well - you can wear whatever color you want as long as it's black.

STYLE IS KNOWING YOU

Fashion is what you buy. Style is what you do with. style stays forever. Fashion is everyone, style is you.

11th MAR by Mia

10th MAR by Erika

THERE'S NO TO

ple. It takes practice. Tod
now about black belt i

BE TRUE TO YOURSELF

One of the greatest challenges in life is being yourself in a world that's trying to make you like everyone else.

SHIRT... IT'S A SECRET...

Life is too short to wear shitty underwear. Wear fabulous underwear, even if you are the only person who's going to see it.

Warm Up

A Viewing

Watch the interview video and guess what the message is.



Q Watch again. What is one major change in how people share information?

- Ⓐ Experts are becoming more influential.
- Ⓑ People are turning to digital magazines more often.
- Ⓒ Personal blogs and vlogs are becoming more popular.

B Sharing Opinions

Do you think traditional print magazines can survive with digital media? Why or why not? Discuss your thoughts with a partner.



Print magazines can survive by focusing on unique topics and offering a physical experience that digital magazines cannot replace.



C Vocabulary for Reading

Complete each sentence with the correct word from the box.



Medical _____ can lead to serious health risks.



A good thumbnail is the secret _____ for success.



He only uses _____ sources for his research.



A new message _____ popped up.



Digital magazines are more _____ because of their interactive content.



It is important to choose a(n) _____ that you are passionate about.

appealing formula misinformation niche notification trustworthy

D Speaking

Think about what to focus on for your health vlog. Then talk with a partner using the expressions and conversation below. Try adding your own ideas.

Health Topics

diet, fitness,
mental health

Content Creation

doing research,
sharing experiences

Audience Engagement

regular updates,
responding to comments

- A: I want to start a health vlog, but I'm not sure where to begin.
 B: **It's important to** pick a topic you're passionate about, like **diet**.
 A: Good point! Do you think it's hard to create new ideas?
 B: It can be, so **I want to stress that** **doing research** is key to staying fresh.
 A: That makes sense. How can I keep my audience interested?
 B: I think **regular updates** are really important.

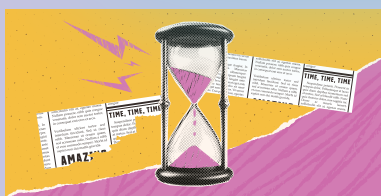
Note 강조하기

- It is important to/that ...
- I want to stress that ...
- My point is that ...
- This is important because ...
- We have to remember that ...



Navigating the Digital Age

This issue gives readers a broad overview of how the digital age has transformed media and information consumption. It starts by examining the evolution of magazines through a teen's eyes, moves on to an interview with a popular blogger, and wraps up with expert advice on combating misinformation — providing readers with the tools and knowledge needed to handle the digital world responsibly.



Article 1

**FROM PRINT TO PIXELS:
THE EVOLUTION OF
MAGAZINES**

VLOG

Article 2

HOW TO START A VLOG



Article 3

**SOCIAL PROBLEMS
CAUSED BY
MISINFORMATION**

☐ consumption ☐ combat ☐ handle

FROM PRINT TO PIXELS: THE EVOLUTION OF MAGAZINES

By Jane Lord & Thomas Frank

One sunny afternoon, Jason was searching for a book his dad had mentioned, so he decided to look through his dad's study. As he browsed the shelves, he stumbled upon a pile of old magazines in a corner. Flipping
5 through them, he was instantly captivated by the articles, stories, and illustrations covering a wide range of topics.

These days, most people get their news and stories online, but traditional print media — like newspapers and magazines — still have some strong points. You can
10 hold it in your hands, and it works anytime, anywhere, without requiring Wi-Fi or a screen. It's also easier to focus when reading print, since there are no pop-ups or notifications. Local newspapers are great for sharing community news, and because print takes more time and effort to produce, many people find it more trustworthy. Even in a digital world, print still has its place.

15 For today's teens, though, digital magazines and vlogs are more appealing because of their short formats, engaging videos, and interactive content. Nowadays, as long as they have access to basic tools like a smartphone and the Internet, anyone can become a content creator, which enables them to share their ideas with a global audience more easily. This shift has led to a vast range of content being made available online, allowing individuals to
20 express themselves and connect with others.

As Jason put down the old magazines, he realized that while the format has changed, the human desire to share stories and information remains as strong as ever. That realization made him feel inspired to start his own vlog.



Q1 Why are digital magazines and vlogs more appealing to teens today?

- ☐ study ☐ shelf ☐ stumble upon ☐ flip through ☐ instantly ☐ captivate ☐ require ☐ notification
☐ trustworthy ☐ appealing ☐ vast



HOW TO START A VLOG

By Jane Lord

I caught up with Paul Battle, a popular blogger, at a local cafe to talk about vlogging.

Jane: Hey, Paul, have you heard of Mr. Bear? He's super popular.

Paul: Yeah, I've seen his videos. They're really fun to watch. His vlog is especially entertaining.

Jane: Totally. But what exactly is a vlog?

5

Paul: "Vlog" is short for "video blog." It's like a blog, but instead of writing, you're speaking to a camera. It's a great way to connect with people and show your personality through video.

Jane: Got it! I'm new to this. Any tips on how to get started?

Paul: Sure! First, it's important to choose your niche — something you're passionate about. It could be gaming, fashion, or even funny pet videos. Choose what excites you.

10

Jane: I might go with pet videos. What's next?

Paul: Remember, planning your content is crucial. Start with a simple script or an outline of what you want to say. Then you'll need some basic equipment — a good camera or smartphone, a microphone for clear audio, and decent lighting.

15

Q2 What advice does Paul give about starting a vlog?

- ☐ catch up with ☐ entertaining ☐ personality ☐ niche ☐ passionate ☐ crucial ☐ microphone
☐ decent



Jane: Sounds simple enough. What should I remember while filming?

Paul: Keep your camera steady and concentrate on good framing. It is important to edit your video carefully — cut out the boring parts, maybe add some music or graphics, and ensure everything flows smoothly. 5

Jane: How can I get more viewers for my vlog?

Paul: Well, if I knew the secret formula, I'd be rich! But seriously, create an eye-catching thumbnail that clearly represents your content. When you upload your vlog, use popular and relevant hashtags. You have to remember that hashtags help categorize your content, making it easier for people to find your video. 10 15



Jane: Anything else I should watch out for?

Paul: Just stay honest and avoid spreading false information. People like it when you're genuine.

Jane: Thanks for the tips, Paul! I'm excited to start my vlog, even if it's challenging. 20

Paul: It can be, but it's fun too! Good luck with your vlogging adventure!

Q3 What advice does Paul give to help Jane get more viewers?

- ☐ formula ☐ thumbnail ☐ categorize ☐ genuine





By Thomas Frank

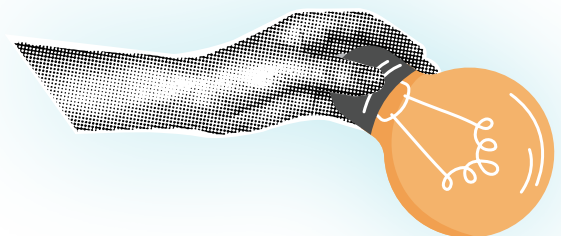
With the rise of personal vlogs, we're seeing a shift away from traditional media, including magazines that rely on expert-reviewed, professional information. Now, anyone can claim to be an expert — and that comes with its downsides.

Have you ever heard someone claim that you shouldn't leave a fan on all night? Or that the coronavirus was fake, masks were useless, and 5G towers spread the virus? These are all examples of medical misinformation — false or misleading health information that some people take seriously. Misinformation can be found in many topics, but it's especially common with health-related issues because they directly affect our daily lives and well-being. 5

Thanks to the Internet, social media, and vlogs, false information can spread like wildfire — reaching people across the world instantly. Personal blogs and vlogs have become popular places to share medical advice. While some bloggers and vloggers provide accurate and useful information, others spread myths and incorrect details without any proof. In the past, we depended on professional journals reviewed by experts for reliable medical info. These days, anyone can post online, which makes it hard to know who to trust. That's why it's so important to be careful with health advice from blogs and vlogs, as these creators might not have the proper knowledge or evidence to back up their claims. 10 15

Q4 Why is health-related misinformation common online?

☐ downside ☐ accurate ☐ myth



Take a look at the infographic to see how false information spreads and learn ways we can stop it.

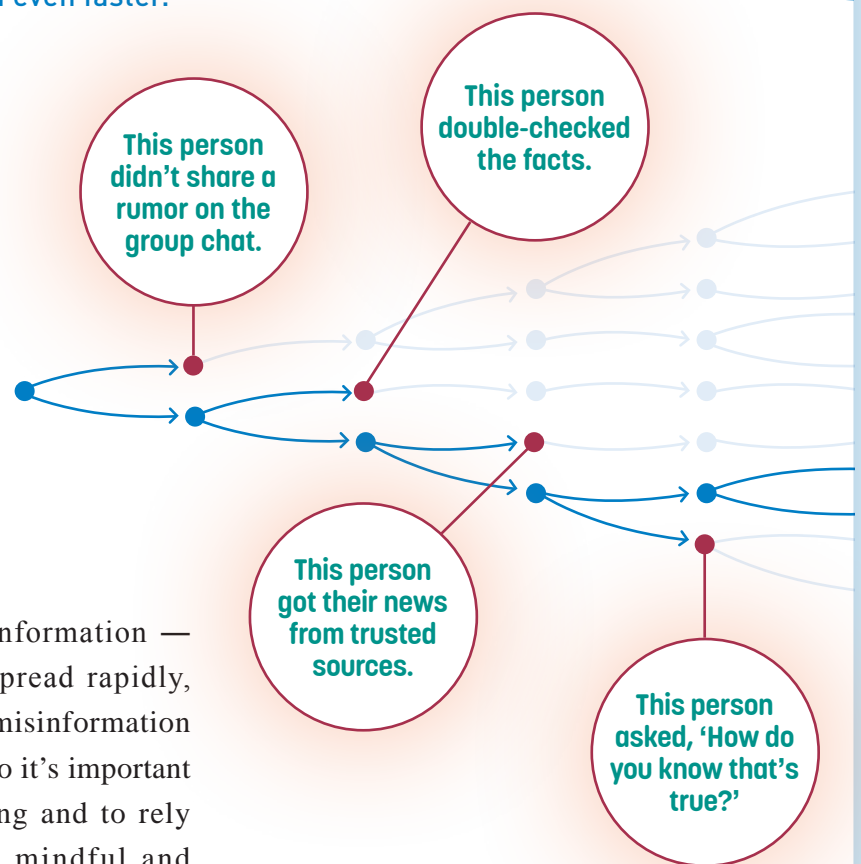
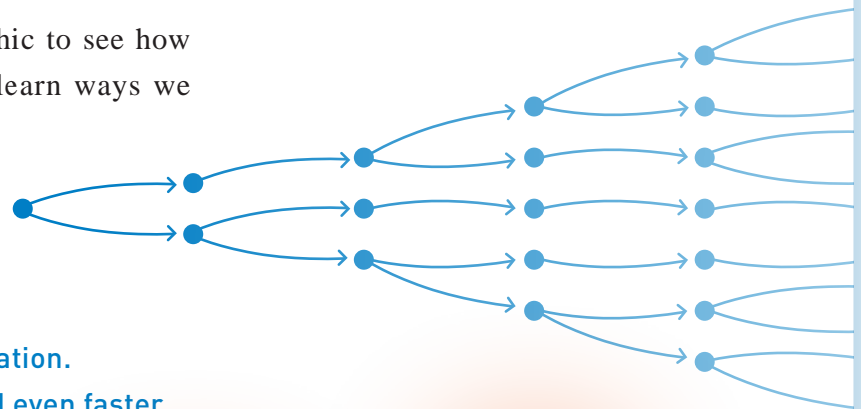
Information spreads

5 like a virus. So does misinformation.

When it's exciting, it can spread even faster.

And that can be deadly.
So we need to critically assess
information before we share it.

10 As shown in the images, information —
whether true or false — can spread rapidly,
much like a virus. Unchecked misinformation
can have serious consequences, so it's important
to think critically before sharing and to rely
15 on trusted sources. By being mindful and
questioning what we read, we can help stop
the spread of misinformation and promote a
healthier flow of information.



Q5 How can we help stop the spread of misinformation?

☐ infographic ☐ deadly ☐ unchecked



Work with the Reading

- A.** Read the summary of each article and fill in the blanks in the table with the words from the box below. Then compare your answers with a partner.

Article 1

**FROM PRINT TO PIXELS:
THE EVOLUTION OF
MAGAZINES**

Jason discovers old magazines in his dad's study and becomes fascinated by their content. He reflects on the shift from print to ⁽¹⁾ _____ media, which appeals to teens because of short formats and ⁽²⁾ _____ features. Inspired by this change, Jason decides to start his own vlog.

Article 2

**HOW TO
START A VLOG**

Jane asks Paul for advice on starting a vlog. Paul explains that it involves speaking to a camera instead of writing, and suggests choosing a(n) ⁽³⁾ _____, planning content, and using good equipment. He also emphasizes editing, using relevant hashtags, and staying ⁽⁴⁾ _____.

Article 3

**SOCIAL PROBLEMS
CAUSED BY
MISINFORMATION**

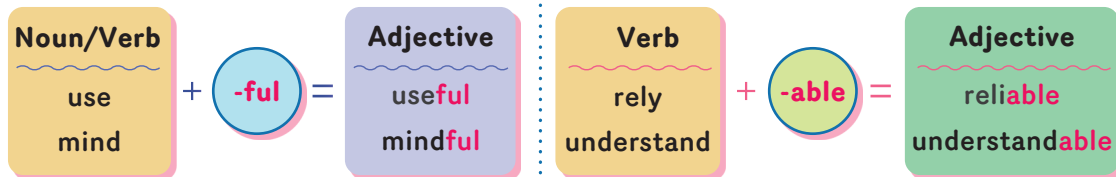
Personal vlogs have somewhat spread ⁽⁵⁾ _____, especially in health-related topics. Unlike traditional media, blogs and vlogs don't always rely on ⁽⁶⁾ _____ opinions, making it easy for false information to spread quickly. It's important to be careful with health advice from blogs or vlogs.

digital expert genuine interactive misinformation niche

- B.** We can use online tools to stop false information from spreading and make our posts better. Search for a tool, choose one, and share information with the class.

tool type for checking	what it does
facts	checks if claims or articles are accurate
images	confirms if images are real or used correctly
sources	examines whether websites or accounts are trustworthy
meanings (online dictionaries)	provides definitions for unfamiliar terms or words
spelling and grammar	fixes errors and improves accuracy in writing

A Vocabulary



Fill in the blanks by changing the form of the given words.

- Smoking can be very _____ to your health. (harm)
- The new software has been incredibly _____ for our team's productivity. (help)
- He's known for being a _____ source of information. (rely)
- Is the manager _____ for a meeting tomorrow afternoon? (avail)

B Structure

- Anyone can become a content creator. This enables them to share their ideas with a global audience more easily.
→ Anyone can become a content creator, **which** enables them to share their ideas with a global audience more easily.
- These days, anyone can post online. That makes it hard to know who to trust.
→ These days, anyone can post online, **which** makes it hard to know who to trust.

Combine each pair of sentences using the structure above.

- She won the lottery. This surprised everyone.
→ _____
- He forgot his friend's birthday. This made his friend upset.
→ _____
- They decided to move to another city. This caused a lot of excitement.
→ _____

A. Watch



1. Watch the video and think about what the speaker is conveying.



2. Watch again and choose the correct answer for each question.

(1) What is the main goal of the lecture?

- Ⓐ to explain how to verify news sources for reliability
- Ⓑ to teach how to protect ourselves from misinformation
- Ⓒ to understand the benefits of sharing information online

(2) Which best explains why people might believe false information?

- Ⓐ Because it is often shared by professionals.
- Ⓑ Because it is usually presented with reliable sources.
- Ⓒ Because it often supports what they already think or feel.

(3) What is the purpose of pausing before sharing information?

- Ⓐ to get more likes and comments on your post
- Ⓑ to help prevent the spread of false information
- Ⓒ to make the post more interesting and engaging



B. Extend

Follow the steps below to reflect on how you react to an article or post and create a plan to avoid confirmation bias. Share your findings with the class.



Spotting Bias in a Recent Article or Post

Step 1

Find an Article or Post

Search for a recent magazine article or social media post and briefly describe it.

- Title: _____
- Source: _____
- Summary (1-2 sentences): _____

Step 2

Reflect on Your Reaction

Think about how you felt when you first read it:

- What was your immediate reaction? (e.g., happy, surprised, upset)
- Why do you think you felt that way?

Step 3

Check for Confirmation Bias

Consider whether confirmation bias influenced your response:

- Did you believe the information right away? Why or why not?
- Did you check other sources for different perspectives?
- How might your beliefs have shaped your reaction?

Step 4

Plan for the Future

List 2 or 3 steps you can take to avoid confirmation bias in the future. Here's one to get you started:

- Check multiple sources to verify information.
- _____
- _____





Mission

Create a magazine cover that catches people's attention but uses only true information. Be creative and responsible.

STEP 1 Choose a Theme for Your Magazine

Form a group of four. Decide on the overall theme or focus of your magazine. This could be:

- **School News:** a cover highlighting recent events at school (e.g., sports, clubs, student achievements)
- **Entertainment:** a cover about movies, music, or video games
- **Lifestyle:** a cover featuring health, fashion, or technology trends
- **Current Events:** a cover focused on national or global news

Note

If you choose school news, your magazine could feature a headline about an upcoming sports event or a new student club.

STEP 2 Research to Find Real Stories

- Search for real news or stories that fit your theme. Make sure the information you use is accurate and comes from trustworthy sources.
- Write key facts for each story to make sure your headlines are accurate and not misleading.

Note

For a lifestyle magazine, you could research the latest tech device or a health tip that's been in the news.



STEP 3 Write Engaging, Factual Headlines

- Create 3 or 4 headlines for your cover that are eye-catching but truthful. Remember, your goal is to grab attention without distorting the facts.
- Use clear, active language and keep the headlines short and impactful.

Note

Instead of “Shocking! New Tech Will Change the World,” try something more factual like “New Tech Innovation Gains Popularity.” And instead of “You Won’t Believe This Health Secret,” try “Simple Health Tips to Improve Your Routine.”

STEP 4 Design the Magazine Cover Layout

- Use digital tools to design your cover.
- Arrange your headlines and images in a visually appealing way. Make sure the most important story is featured prominently on the cover.
- Choose a clear font and colors that match your magazine’s theme.



STEP 5 Evaluate

Vote for the best magazine cover using the checklist below.

Assessment

	Team 1	Team 2	Team 3
Visual Appeal Is the layout visually attractive and well-organized?			
Relevance of Headlines Do the headlines accurately reflect the magazine’s theme and stories without exaggeration?			
Creativity Does the design show originality and effort to make a unique cover?			
Attention to Detail Are there any spelling, grammar, or layout errors?			

Rate each item using the following scale:
Excellent — 5 | Very Good — 4 | Good — 3 | Weak — 2 | Try Again — 1

Wrap Up

- A.** Listen to the conversation. Then listen again and choose whether each statement is true or false.



1. The man is thinking about starting a vlog about his school life. (T / F)
2. The man plans to include “day in the life” videos visiting different local spots. (T / F)
3. The woman suggests interviewing locals or sharing personal stories to make the vlog more engaging. (T / F)

- B.** Read and answer the questions.

With the rise of personal vlogs, we’re seeing a shift away from traditional media, including magazines that rely on expert-reviewed, professional information. Now, anyone can claim to be an expert — and that comes with its _____.

Have you ever heard someone claim that you shouldn’t leave a fan on all night? Or that the coronavirus was fake, masks were useless, and 5G towers spread the virus? These are all examples of medical misinformation — false or misleading health information that some people take seriously. Misinformation can be found in many topics, but it’s especially common with health-related issues because they directly affect our daily lives and well-being.

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- 1.** What is the main idea of the passage?

- Ⓐ Personal vlogs are replacing expert medical advice.
- Ⓑ Personal vlogs are more accurate than professional journals.
- Ⓒ The Internet spreads false health information through personal vlogs.

2. What is the most appropriate word to fill in the blank?

Ⓐ benefits

Ⓑ downsides

Ⓒ outcomes

3. Combine the underlined part into one sentence, as shown in the example below.

e.g. He didn't check the source. That was a big mistake.

→ He didn't check the source, which was a big mistake.

→ _____

C. When answering the question below, fill in the blanks using words from the box.

Q: What are some main ways to prevent misinformation?

A: The main ways to prevent misinformation are to be aware of your own _____, check the _____ of information, and _____ before sharing to consider if it's true.

biases

pause

results

source

strengths

upload

D. Give your answer to the unit opening question:

What types of magazines will be most popular in the future?

✓ Check My Lesson Progress

I can ...	Excellent	Good	Needs Improvement
understand how magazines have evolved over time.			
identify the key features of modern magazines.			
think critically to recognize and counter misinformation.			
collaborate with classmates to create a magazine cover.			
use the main expression and grammar point from the <i>Focus On</i> section.			



THE SHIFT FROM Magazines to Digital

While traditional magazines are still around, many people now turn to blogs and vlogs for quicker, more personalized content. These digital platforms offer interactive experiences that magazines don't traditionally provide. However, traditional magazines are evolving to keep up with the times, finding creative ways to stay relevant in today's digital world.

Lifestyle

Some lifestyle magazines have shifted their focus entirely. For example, a magazine that used to cover a wide range of topics might now focus only on eco-friendly living, attracting readers who care about sustainability and the environment.

EXAMPLE *Real Simple* now includes a strong focus on sustainable living and eco-friendly lifestyle tips.



Cooking

Cooking magazines are going digital too! Instead of just reading a recipe, readers can now watch step-by-step cooking videos, follow photo guides, and even use interactive grocery lists on their tablets or phones, making the experience much more hands-on.

EXAMPLE *Bon Appétit* offers digital recipes with interactive videos and cooking guides on its website.



Fashion

Fashion magazines are teaming up with popular beauty vloggers to create tutorials and feature influencer-approved products in their articles. This partnership brings traditional fashion journalism into the world of influencers, creating content that feels fresh and relatable.

EXAMPLE *Vogue* collaborates with influencers and beauty vloggers for digital tutorials and product features.





Global News

Many news magazines now offer some free content but charge for in-depth reports or exclusive interviews on their websites. This way, readers can access both free and paid content, depending on how deep they want to dive into the news.

EXAMPLE *The Economist* provides free access to some articles but offers premium, in-depth reports for subscribers.

Health

Health magazines are engaging their readers by allowing them to submit personal fitness stories or tips. These stories are then featured in the magazines or on their websites, creating a sense of community where readers inspire each other.

EXAMPLE *Men's Health* encourages readers to share their fitness journeys, which are featured in the magazine and online.



Education

Educational magazines are moving beyond traditional print, offering online platforms filled with fun and useful resources for students and teachers. These platforms often include current events, interactive games, and multimedia content designed specifically for young readers.

EXAMPLE *TIME for Kids* offers easy-to-read news articles, fun quizzes, and activities that make learning interesting and useful.

DO IT YOURSELF

magazine digital shift



Search online for a traditional magazine that has adapted to the digital world. Look for ways that it has changed, such as by adding interactive content, offering videos, or collaborating with influencers. Afterward, share your findings with your classmates and talk about the changes you find most interesting.

**SPECIAL
LESSON**

The Truman Show

WDYT

What do you think?



**What are the pros and cons
of reality TV shows?**

FOCUS ON

> Media Literacy

- appreciating a movie while evaluating its message
- understanding the uses of language in movies
- writing a brief movie review

J I M C A R R E Y



DAY 10,909
the **TRUMAN** show

ON THE AIR. UNAWARE.

PARAMOUNT PICTURES PRESENTS A SCOTT RUDIN PRODUCTION A PETER WEIR FILM JIM CARREY "THE TRUMAN SHOW" LAURA LINNEY NOAH EMMERICH NATASCHA McELHONNE
HOLLAND TAYLOR AND ED HARRIS MUSIC BY BURKHARD DALEWITZ EXECUTIVE PRODUCER LYNN PLESSETTE EDITOR WILLIAM ANDERSON A.C.E. PRODUCTION DESIGNER DENNIS GASSNER DIRECTOR OF PHOTOGRAPHY PETER BIZIOW, B.S.C. WRITTEN BY ANDREW NICCOL
PRODUCED BY SCOTT RUDIN ANDREW NICCOL EDWARD S. FELDMAN ADAM SCHROEDER DIRECTED BY PETER WEIR
www.trumanshow.com

IN THEATRES JUNE 5

PG

PARENTS STRONGLY CAUTIONED

SOME MATERIAL MAY BE INAPPROPRIATE FOR CHILDREN

UNDER 17 REQUIRES ACCOMPANYING PARENT OR ADULT GUARDIAN

MPAA

RECOMMENDED

FOR ALL AGES

ALL AGES ADMITTED

UNRATED

RESTRICTED

ADULTS ONLY

VERY STRONGLY CAUTIONED

FOR ADULTS ONLY

Language Preview

Read the definitions and examples of the words and expressions, and then use them to complete the sentences.

- **finals**: the exams taken at the end of a class
*We have **finals** tomorrow, so we need to study tonight.*
- **in case**: because of the possibility of something happening
*Good morning! **In case** I don't see you, good afternoon, good evening, and good night!*
- **in on (something)**: involved in or aware of a particular activity or plan
*Everybody seems to be **in on** it. (→ Everybody seems to be involved in it or know about it.)*
- **It's not up to me.**: It's not my decision. OR I don't have a choice.
*I'm sorry. **It's not up to me.***
- **lose one's mind**: to become mentally ill or become mentally unstable
*I feel like I'm **losing my mind**.*
- **make something of oneself**: to become successful
*She has worked very hard to **make something of herself**.*
- **take (something)**: to study a subject at school, college, etc.
*Last year, I began **taking** Japanese classes.*
- **wishful thinking**: an attitude or belief that something you want to happen will occur even though it is not likely or possible
*I've got a feeling that Alex likes me, but that might just be **wishful thinking**.*

1. The constant worrying made her feel like she was starting to _____ her mind.
2. You'd better take the keys in _____ I'm out.
3. I'm pretty sure it won't rain during our camping trip, but that might be _____ thinking.
4. I am _____ piano lessons every Saturday afternoon.
5. I can't hang out this weekend because I need to study for my _____.
6. He seems to be in _____ everything that happens at work.
7. I wish I could change the rules, but it's not _____ to me.
8. He decided to go back to college and make _____ of himself.

Movie Preview

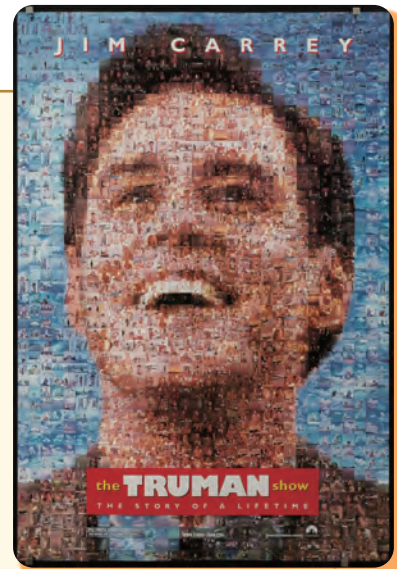
A

Read the outline of the movie.

Title *The Truman Show* (1998)

Plot Summary

Truman lives in the perfect town of Seahaven, but he starts noticing strange things. He slowly realizes his friends, family, and even his wife are actors, and his world is fake. The town is actually a giant TV set, and his life is a reality show controlled by a producer named Christof. As Truman gets more curious, he tries to escape and find out what's real. The movie follows his journey to break free from the fake world.



Movie Characters



Truman

an ordinary man who doesn't know his life is a reality TV show



Christof

the creator and producer of the show



Meryl

Truman's wife, an actor keeping Truman in the dark



Lauren(Sylvia)

an actor who tries to tell Truman the truth



Marlon

Truman's best friend, also a performer hiding the truth from him

B

Share your initial thoughts about the movie. What do you think the movie is trying to say about media and entertainment? Discuss the question with a partner.



TRUMAN'S HOUSE. DAY.

Wearing a business suit, with a bag in hand, Truman emerges from his house. He speaks to the Washingtons, a family across the street.

TRUMAN

Good Morning!

MRS. WASHINGTON

Good Morning!

WASHINGTON KID

Good Morning!

TRUMAN

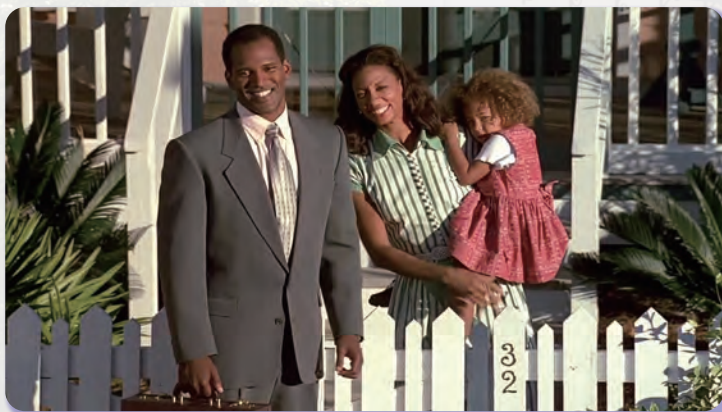
Oh! And in case I don't see you, good afternoon, good evening, and good night! *(laughs)* Yeah ... yeah.

SPENCER

Morning, Truman.

TRUMAN

Morning, Spencer.



Spencer's dog, Pluto, runs happily over to Truman.

TRUMAN *(patting the dog)* Hey Pluto. No, no, no. Get down.

SPENCER He won't hurt you.

TRUMAN Get down. I know. It's just me.

SPENCER Come on, Pluto.

As Truman nears his car, a sharp whistle grabs his attention. Suddenly, a large glass object crashes onto the street.

TRUMAN What is it?

He picks up the crushed object and examines it. Among the broken glass, he finds parts of a lighting device.



Q1 Why does Truman say, "In case I don't see you, good afternoon, good evening, and good night"? What does this tell us about him?



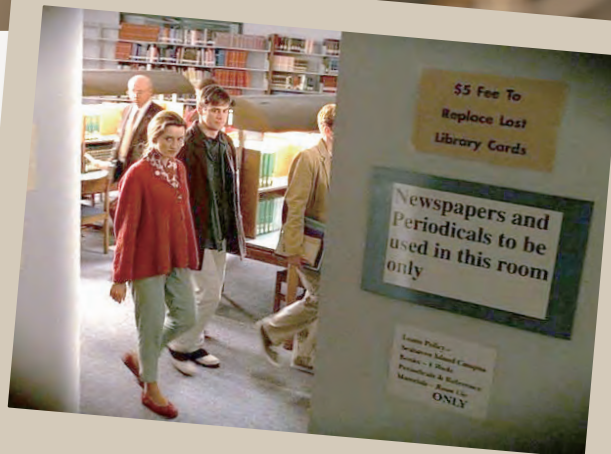
COLLEGE LIBRARY. NIGHT—FLASHBACK.

- TRUMAN** Hi ... *Konichiwa*.
- LAUREN** What?
- TRUMAN** (*referring to the Japanese text in front of her*) You take Japanese.
- LAUREN** (*quickly closing the book*) Oh, yes, yeah.
- TRUMAN** Lauren, right? It's on ...
- LAUREN** Lauren, right. Right.
- TRUMAN** I'm Truman Burbank.
- LAUREN** Yeah, I know. You know, Truman, I'm not allowed to talk to you.
- TRUMAN** Really? Yeah, well, I can understand that. I'm a pretty dangerous character.
- LAUREN** I'm sorry. It's not up to me.
- TRUMAN** Girls gotta be careful ... You have a boyfriend, right?
- LAUREN** No, it's not that ...
- TRUMAN** Of course not. Is it ... was it Meryl, the girl that was with me? We're not ... we don't ... we're ... we're just friends.
- LAUREN** No, it's nothing like that.
- TRUMAN** It's how I look. Not your type?
- LAUREN** No.



Q2 How does Truman react when Lauren says she can't talk to him? What does this show us about him?

a pin on Lauren's sweater



TRUMAN (referring to a pin on Lauren's sweater) I like your pin. I was wondering that myself.

LAUREN Mmm.

TRUMAN Would you wanna, maybe, possibly ... sometime go out for some pizza or something? Like Friday? Saturday?

LAUREN I can't.

TRUMAN Sunday? Monday? Tuesday?

Lauren writes "NOW" on her notebook.

TRUMAN We have finals tomorrow.

LAUREN Yeah, I know. If we don't go now, it won't happen.

Truman hesitates.

LAUREN (looking anxiously around) Do you understand? So, what do you wanna do?

Lauren, taking Truman by the hand, quickly leaves the library. Truman, excited, runs with her even though he's not sure exactly who or what they are running from.

Note

- **gotta**: short form of "have got to"
I **gotta** go now.
- **wanna**: short form of "want to"
Do you **wanna** go now?

Q3 Why does Lauren insist they go "now" instead of making plans for later?



BEACH. NIGHT—FLASHBACK.

Truman and Lauren eventually cross an empty highway on the edge of town. They run to the beach and down to the water's edge under a full moon.

LAUREN We have so little time. They're going to be here any minute.

TRUMAN Who are they?

LAUREN They don't want me talking to you.

TRUMAN Then don't talk.

They kiss. Suddenly, a car roars across the beach toward the couple.

LAUREN They're here, Truman.

TRUMAN What do they want?

LAUREN Listen to me. Everybody knows about ... everybody knows everything you do. They are pretending, Truman. Do you ... do you understand? Everybody's pretending.

TRUMAN Lauren, I don't know.

LAUREN No, no, no, ah, my name is not Lauren. Sylvia. My name's Sylvia.

TRUMAN Sylvia?

LAUREN Yeah.



Q4 Why does Lauren[Sylvia] say, "Everybody's pretending"? What is she trying to tell Truman?

The car comes to a sudden stop, and a large man jumps out. He quickly grabs Sylvia and pulls her toward the car.

- MAN** Lauren, sweetheart. Out again?
- TRUMAN** Hey, wait a minute. Who are you?
- MAN** I'm her father!
- TRUMAN** What?
- LAUREN** I've never seen him before.
- TRUMAN** We weren't doing anything.
- MAN** C'mon, sweetie. Please, honey. Honey, please.
- LAUREN** He's lying! Truman, please! Don't listen to him!
- TRUMAN** Hey, what's going on?
- LAUREN** Everything I've told you is the truth!
- MAN** Please ...
- LAUREN** (*spreading the sand*) This ... it ... it's fake. It's all for you.
- TRUMAN** I don't understand.
- LAUREN** And the sky and the sea, everything. It's a set. It's a show.
- MAN** Please. It'll be all right.
- LAUREN** Please don't listen to him! He's going to lie to you!
- TRUMAN** What's going on? I really would like to know what's going on!

Note

- **c'mon**: short form of "come on"
- **sweetie**: (= honey) used for talking to someone you love

The man takes Truman aside and whispers in his ear that she is mentally ill. Doubts begin to fill Truman's mind.



Q5 Why does Sylvia try so hard to convince Truman that everything is fake?



ROAD. DAY.

Truman is desperately trying to drive out of Seahaven with Meryl, but their escape is blocked by police cars on the highway. In the distance, nuclear towers release a dark cloud of smoke. A sign reads, "SEAHAVEN ISLAND NUCLEAR POWER STATION — Clean, Safe, Economical — More Power To You!"

TRUMAN What now?

Truman is forced to slow down as he approaches the line of police cars.

MERYL Truman, looks like a leak at the plant.

OFFICER (*indicating the nearby power plant*) Back up, back up! Leak at the plant. We had to shut her down.

TRUMAN Is there any way around?

OFFICER The whole area's being evacuated.

TRUMAN Well, thank you for your help.

OFFICER You're welcome, Truman.

Note

- **evacuate:** to move people from a place of danger to a safer place

Truman's eyes widen at the mention of his name from an apparent stranger.

TRUMAN (*whispering slowly*) Truman ...

As the officer turns, Truman bolts from the car, leaving Meryl in the passenger seat.

MERYL Truman! Truman! Truman! Come back! Truman! Truman! Stop him! Truman!

Truman flees into the forest. The workers capture Truman and tackle him to the ground.

TRUMAN Stay away! No! No!

Seahaven police officers drag him away.



Q6 Why does Truman feel something is wrong when the officer says his name?



SCENE 5

UNFINISHED BRIDGE. NIGHT.

Marlon and Truman sit on the end of the unfinished bridge.



TRUMAN I don't know what to think, Marlon. Maybe I'm losing my mind, but it feels like the whole world revolves around me somehow.



MARLON That's a lot of world for one man, Truman. You sure that's not wishful thinking, you wishing you'd made something more of yourself? Christ, Truman, who hasn't sat on the john and had an imaginary interview on *Seahaven Tonight*? Who hasn't wanted to be somebody?

TRUMAN This is different. Everybody seems to be in on it.

Note

- **revolve:** to move around like a wheel
- **john:** a toilet
- **somebody:** an important person



Q7 Why does Marlon suggest that Truman might just be imagining things?



In a final act of resistance, Truman escapes by boat, sailing to the edge of the artificial dome that contains Seahaven. He crashes into the wall of the set and discovers a hidden door that leads to the real world.



CONTROL ROOM. NIGHT.



The control room crew stares in silence at the monitor. Christof opens a small panel on his desk, breaks a seal, and speaks into the emergency system that is linked to the entire studio.

CHRISTOF I wanna talk to him. *(to Truman)* Truman!

His voice booms over the ocean. Truman catches his breath in shock.

CHRISTOF Truman, you can speak. I can hear you.

TRUMAN Who are you?

CHRISTOF I am the creator ... of a television show that gives hope and joy and inspiration to millions.

TRUMAN Then who am I?

CHRISTOF You're the star.

Truman struggles to take it all in.

TRUMAN Was nothing real?

CHRISTOF You were real. That's what made you so good to watch. Listen to me, Truman. There's no more truth out there than there is in the world I created for you. The same lies. The same deceit. But in my world, you have nothing to fear. I know you better than you know yourself.

TRUMAN You never had a camera in my head!

CHRISTOF

You're afraid. That's why you can't leave. It's okay, Truman. I understand. I have been watching you your whole life. I was watching when you were born. I was watching when you took your first step. I watched you on your first day of school. The episode when you lost your first tooth. You can't leave, Truman.

**SET. DAY.**

Truman hesitates. Perhaps he cannot go through with it after all. The camera slowly zooms in on Truman's face.

**TRUMAN**

In case I don't see you ... good afternoon, good evening, and good night. Hahaha! Yeah!

He steps through the door and is gone.



Q8 Why does Christof tell Truman that the world outside is no better than the one he created?

Q9 What does Truman's final line mean?

Work with the Reading

A. Understanding the Story

1. Fill in the blanks with the words from the box to complete the sentences.

artificial

blocks

fake

question

unaware

- a. Truman lives a seemingly perfect life in Seahaven, _____ that his entire world is a giant TV set.
- b. Truman sails to the edge of the _____ dome and chooses freedom over his false life.
- c. Truman recalls Sylvia, a woman who hinted that his world was _____, which strengthens his resolve to find the truth.
- d. Strange events, like a falling stage light, cause Truman to _____ the reality of his surroundings.
- e. Truman attempts to leave Seahaven multiple times, but the show's creator, Christof, _____ his efforts.

2. Put the completed sentences above in the correct order to tell Truman's story.

► ► ► ►

B. Thinking Critically

Read the following questions and answer them.

1. What role does the media play in *The Truman Show*, and how does it show the impact of media in real life?

2. What ethical concerns arise from Truman's life being broadcast as a TV show?

3. Do you think Truman's decision to leave the world he knew behind was a brave one? Why or why not?

C. Completing a Review

Complete the following movie review of *The Truman Show* by filling in the blanks with the appropriate expressions from the box.

I recently watched *The Truman Show*, a movie about a man named Truman, whose entire life ⁽¹⁾ _____ for a TV show. Truman ⁽²⁾ _____ that everything around him is fake and controlled by a TV producer named Christof. As Truman begins to ⁽³⁾ _____, like a light falling from the sky, he starts to question the reality of his world. Eventually, he ⁽⁴⁾ _____ and discover the truth. The movie made me think about how media can ⁽⁵⁾ _____ and our perception of what's real or fake. Overall, it was an interesting and entertaining film.



decides to escape has no idea influence our lives
is secretly filmed notice strange events

D. Writing Your Own

Write your own review of *The Truman Show* or your favorite movie. Be sure to include a brief summary of the plot, your thoughts on the characters, and what you liked or found interesting about the film.



APPENDICES



APPENDICES

Scripts 136

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Getting Ready

1 Introduction

p. 8

B Viewing

M: Media comes in different forms, each with its own way of sharing information. Print media — like newspapers and magazines — gives us stories we can physically hold and take our time with. Broadcast media, like TV and radio, shares news and entertainment quickly, so everyone can tune in right away. And digital media — like social media, websites, and streaming — lets us connect, share, and even create our own content instantly. As you watch them, think about how each type — print, broadcast, and digital — tells its story in a unique way.

Lesson 1

Balancing Social Media and School

Warm Up

p. 20

A Viewing

Anchor: Good evening. Today, we are exploring the digital world of social media and its impact on teenagers. From video-sharing apps to photo-based platforms, social media has become an integral part of teenage life. But what drives this phenomenon, and what are its implications?

Narration: A majority of teenagers use social media apps daily. These platforms aren't just about entertainment — they serve as essential tools for staying connected with friends and family.

[Interview – Teenager] I'm on social media pretty

much every day. It's a big part of my routine. I follow a lot of creators who share cool stuff, like tips for improving study habits or trying out new hobbies. Plus, it's a fun way to stay connected with friends and see what's trending.

Narration: Beyond entertainment, social media is becoming a valuable educational tool. Teens are joining study groups and following educational creators.

[Interview – Education Expert] Social media can be a powerful resource for learning if used correctly. It provides access to a wide range of information, educational content, and diverse perspectives from around the world.

Anchor: Understanding social media's role in teens' lives is essential. Stay with us for more on guiding teens toward healthier habits.

Media Insights

p. 30

A Watch

M: Staying safe on social media is super important! Here are four simple rules to protect your personal information.

First, make strong passwords. Don't use easy passwords like your birthday or your pet's name. Instead, mix letters, numbers, and symbols to make it hard for others to guess. Think of it as locking up your info with a strong lock!

Second, check your privacy settings. Make sure only people you trust can see your posts and personal details. Keep your account private if you can — this helps protect your info from strangers.

Third, be careful what you share. Before you post anything, ask yourself: "Would I want everyone to see this?" Avoid posting things like your address, phone number, or where you are at the moment.

Fourth, watch out for tricks. Sometimes people try to fool you with fake messages or links. If it looks weird or too good to be true, don't click on it!

By following these four easy rules, you can enjoy social media while keeping your personal information safe. Stay safe and have fun online!

A.

M: Hey, I'm about to update my social media with some personal news. Got any advice?

W: Sure! First, be careful not to share too much personal information. You never know who might be reading.

M: Good point. What else?

W: Also, think about who might see your post. Make sure it's something you're comfortable with everyone knowing.

M: Right, I need to be more mindful of that. Anything else?

W: Yeah, avoid posting when you're feeling emotional. It's easy to say something you might regret.

M: I hadn't thought of that. Thanks for the tips!

Lesson 2

Visual Voices in Storytelling

Viewing

W: Welcome to the exciting world of comics! Here, words and pictures come together to tell amazing stories. Comics are a special way to share ideas using a series of images, often combined with text. There are many popular forms of comics, such as graphic novels, comic strips, cartoons, and webtoons. The mix of visuals and text is what makes comics so powerful. This combination can work in different ways to tell unique stories, encouraging readers to think more deeply and become fully engaged. People used to think comics were simple or just for kids, but that's no longer the case. Comics have moved beyond that simple label. Today, comics are recognized as a form of creative art, where comic artists carefully blend words and pictures to tell their stories.

A. Watch

M: Political cartoons, also known as editorial cartoons, are illustrations that use images to comment on current events and social issues. These cartoons have been a powerful tool for visual communication throughout history, conveying complex messages in simple and often humorous ways.

One of the earliest and most impactful political cartoons was Benjamin Franklin's "Join, or Die" from 1754, which showed a broken snake to represent the American colonies being divided. Franklin's cartoon called for unity, showing how media can reflect and influence political and social goals.

British artist James Gillray, often referred to as the father of political cartoons, further demonstrated the role of cartoons in shaping public opinion. His work made fun of important figures like Napoleon Bonaparte, often exaggerating their features to make a political point. For example, one of his most famous works shows Napoleon cutting up the world like a pie, a strong symbol of his desire for power. Gillray's cartoons were not only fun to look at but also made people think more deeply about world events.

During the American Civil War, artist Thomas Nast made famous symbols like "Uncle Sam" and the Republican elephant. His cartoons shared strong political messages, helping to shape people's opinions and public conversations.

These examples show how political cartoons have often helped bring about social change and encouraged people to get involved in politics.

Political cartoons help teach important skills for understanding media. They encourage critical thinking by making people look closely at hidden messages and jokes. They also demonstrate how media reflects history and culture, proving that cartoons are more than just entertainment — they share important ideas. Political cartoons help raise awareness by showing how strong images can influence people's opinions.

A.

W: Graphic storytelling — like comics, graphic novels, and webtoons — plays a key role in building media literacy. Through picture power, graphic stories use images to convey meaning, helping us develop skills to interpret visuals in other media, like movies and ads. They also teach story skills by combining pictures and words, which enhances our ability to understand storytelling and think critically about what we see. Finally, graphic stories often reflect society and culture, highlighting real-world issues and values and helping us learn about society through media. So, remember, comics and graphic novels aren't just fun — they also help us understand the world around us!

Lesson 3

Uncovering Truth in the News

Viewing

M: Hello, everyone! Let's travel back to ancient Rome. Imagine a time when the leaders of the Roman Empire wanted to keep their people informed about important events. To do this, they created a daily message, written on stone or metal, and displayed it in public places. It shared news about battles, laws, and even social events. People would gather to read these announcements, and soon, this way of sharing news became common throughout the empire. Today, the way we get news has changed a lot — but the importance of staying informed hasn't. So always stay curious and keep learning!

A. Watch

W: Every day, we face countless decisions, big and small. It's hard to make perfect choices every time, but one powerful tool can help: critical thinking. Critical thinking is about breaking down a problem, spotting hidden parts like biases or tricks, and making smart choices based on solid information. Here's a five-step process to help you tackle tough decisions:

Step One: Define your question. Start by making sure you understand what you really want to find out. For example, if you're considering a new diet trend, think about your goal — whether it's losing weight, eating healthier, or having more energy. Knowing this will help you sort through all the different claims and decide if the diet is right for you.

Step Two: Gather information. With your question in mind, gather facts and opinions that matter. Ask experts or read trusted sources. This step helps you compare different options and move closer to a decision that fits your goals.

Step Three: Apply critical questions. When faced with information, ask yourself, "What's really happening here?" or "Do I trust this source?" For example, if an email promises you a fortune, think critically about the evidence and whether it makes sense.

Step Four: Consider the consequences. Think beyond immediate benefits. For instance, if a politician promises cheaper gas, consider the long-term effects on the environment. This step helps you see the bigger picture.

Step Five: Explore different views. Understand why others might support different choices. Even if you disagree, exploring diverse perspectives helps you make a well-rounded decision.

Critical thinking won't make decisions easy, but it helps you make better choices. It's like having a superpower to sort through excessive information and find what really matters. If more people use critical thinking, we can make the world a more sensible place.

Wrap Up

p. 74

A.

W: Welcome, everyone! Today, we're going to talk about an important skill — how to spot fake news. Here are some simple steps you can follow to identify fake news and avoid being misled.

First, check the source. Look at where the information is coming from. Is the website or source reliable? Reliable sources usually provide clear information about who they are and how to contact them. Second, read beyond the headline. Headlines are often designed to catch your attention. Don't stop there — read the entire article to understand the full story. Sometimes, the headline doesn't match the actual content. Third, check the author. Search for the author's name. If the author is unknown or has no other credible work, it might be a sign of fake news. Fourth, check supporting sources. Does the article link to other sources? Click on those links and see if they actually support the story.

By following these steps, you can become a more careful reader and avoid misinformation. Thank you!

Lesson 4

Advertising in the Digital Era

Warm Up

p. 80

Viewing

W: Advertising is everywhere in the media that high school students use, influencing how they think and what they value. On the bright side, advertising can be helpful. It introduces students to new products, technologies, and opportunities they might not have known about. Ads also help keep content free on many platforms, allowing apps, websites, and social media to be accessible at no cost. But there are downsides too. Constant exposure to ads can make

students think that happiness comes from buying things. This focus on buying can take attention away from more meaningful activities and goals. Ads for unhealthy foods can also lead to health problems, like gaining too much weight or developing other issues. To deal with both the positives and negatives of advertising, it's important for students to learn how ads work and develop critical thinking skills. By understanding both sides, students can make smart choices, enjoy media responsibly, and reduce its negative effects.

Media Insights

p. 90

A. Watch

W: Advertising is incredibly powerful, with U.S. companies spending a huge \$278 billion each year. Ads use clever tricks to grab our attention and influence our choices. For example, colors play a big role: red makes us feel excited, green suggests freshness, and blue builds trust. Ads also use pricing strategies to make deals seem better than they really are. When celebrities promote products, like smartphones or skincare items, sales often increase quickly because we tend to trust and want what famous people recommend. Another common trick is using fun songs or slogans that stick in our minds. These memorable phrases or tunes make us more likely to remember the product.

Understanding these tactics helps us make smarter decisions. It's important to be aware of how ads try to influence us and to think critically about whether we truly need what they're selling. By balancing our reactions to ads with our actual needs and values, we can make better decisions and support brands that are honest and ethical.

Wrap Up

p. 94

A.

W: Daniel, as an expert, why do you think it's important to understand how ads work?

M: Knowing how ads work helps us think clearly. It's about asking, "What is this ad really saying?" or "What does it want me to do?"

W: How can we get better at understanding them?

M: Pay attention to the ads you see. Ask yourself, "What feelings is this ad trying to create?" or "How is it trying to affect me?" And always check if their promises are real.

W: Some ads look like news stories. How do we deal with those?

M: Good question! Always ask, "Is this real news, or is it just trying to sell something?" That can help a lot.

W: And what about public service ads?

M: Those are different. They are not selling anything. Instead, they are trying to share useful messages, like reminding people to drive safely or recycle.

W: Got it! Thanks, Daniel.

Lesson 5

Magazines: Paper to Pixels

Warm Up

p. 100

Viewing

Host: Good evening, everyone. Tonight, we'll be talking about the shift from traditional magazines to personal blogs and vlogs. Here to share her thoughts is media expert Dr. Lisa Thompson. Welcome, Dr. Thompson.

Dr. Thompson: Thank you! It's great to be here.

Host: In the past, magazines written by experts were our main source of information. How has that changed over time?

Dr. Thompson: Well, traditional magazines have mostly been replaced by personal blogs and vlogs, which allow anyone to post their thoughts online. This means more people can share their voices, not just experts.

Host: Why do you think blogs and vlogs are so popular nowadays?

Dr. Thompson: They feel more personal and immediate. People love content that feels familiar and interactive. Plus, blogs and vlogs are easy to create and access, which makes information more available to everyone.

Host: How would you describe this shift in media consumption?

Dr. Thompson: Sure! Many people now turn to vlogs for everything from entertainment to education. Vlogging has become a popular way to share content, whether it's about everyday life or specific topics.

Host: It's really interesting to see how things have evolved. Thank you so much for sharing your insights, Dr. Thompson.

Dr. Thompson: My pleasure! Thanks for having me.

A. Watch

W: Hello everyone! Today, we're going to talk about how to protect ourselves from misinformation and prevent it from spreading. Despite attempts to reduce its impact, misleading content is still everywhere. That's why it's important to know how to defend yourself against it.

Misinformation can come from different sources, like personal blogs or vlogs, and people often share it without realizing it's false. Let's look at some strategies to protect ourselves from misinformation. First, watch out for confirmation bias — this is when people pay more attention to information that supports what they already believe and overlook anything that doesn't fit. This bias makes it easy to believe false information that matches our views. For example, if someone dislikes a politician, they might quickly believe negative stories about them, even if they aren't true. It's important to remember that confirmation bias affects everyone. We're all at risk of falling for misinformation because of it.

Second, check the source. When reading or watching the news, check if the source is reliable. Compare the information with trustworthy sources that have a good reputation for accurate facts. Watch out for fake websites that look like real news sources. This habit can help you tell what's true and what's not.

Third, pause before you share. On social media, people often share posts for fun or connection without checking if they're true. But spreading false information can harm others. Before sharing, ask yourself, "Is this really true?" Taking a moment to think and fact-check can stop the spread of misinformation.

No method is perfect, but these strategies can help protect you and those around you from false information. Thank you!

A.

M: I'm thinking about starting a vlog highlighting cool spots in my local community, but I'm not sure where to start.

W: You could focus on small or hidden places like cafes or local markets.

M: I love that! Maybe I could do "day in the life" videos and visit different spots. Do you think people would like that?

W: For sure! You can walk through the places and record your experiences. But interviewing locals or sharing personal stories would make it even more engaging.

M: Interviews sound fun! But will it be hard to find new places to feature?

W: Not really — there's always something happening. Communities often have seasonal events, festivals, or new food spots you can explore.

M: Good point. I can't wait to get started!

Getting Ready

1 Introduction

pp. 7-8

C Sorting Media Examples

- **Print Media:** magazines, posters, newspapers, brochures
- **Broadcast Media:** radio programs, movies
- **Digital Media:** social media, online games, smartphones
- **Broadcast Media & Digital Media:** streaming services

2 The Power of Media

p. 9

1. It shows that the ad made him buy the ice cream without planning to.
2. It shows that social media can make people want to try new things.

6 Uncovering Hidden Meanings in Media

p. 14

A Sample

- **News Headline:** The cheap prices might encourage people to buy more clothes, leading to more waste.
- **TV Commercial:** It suggests that buying the pizza will make your family closer.

7 Media Literacy

p. 15

1. C
2. C
3. Sample It helps us recognize harmful content, stay safe, and avoid risky situations.

Lesson 1

Balancing Social Media and School

Warm Up

pp. 20-21

A Viewing

C

C Vocabulary for Reading

1. post
2. tackle
3. selfie
4. collaboration
5. influencer
6. hashtag

Reading

pp. 22-27

- Q1 She has a smoothie bowl for breakfast.
- Q2 She asks for tips on staying organized while balancing school and content creation.
- Q3 She says someone should get her a cookie.
- Q4 They are talking about upcoming content ideas, including a collaboration video.
- Q5 She suggests a hashtag challenge called #Take5ForYourMind to share videos on relaxing activities and short mental breaks.
- Q6 She links mental health and skincare by explaining that mental care is just as important as skincare, and a healthy mind is key to healthy skin.

Work with the Reading

p. 28

A.

- (1) routine
- (2) comments
- (3) balancing
- (4) deserving
- (5) project
- (6) mental
- (7) participation

Language Focus

p. 29

A Vocabulary

1. definitely
2. humorous
3. influencer
4. creator

B Structure

1. While studying
2. After finishing
3. While waiting
4. Since moving

Media Insights

pp. 30-31

A. Watch

2. (1) a (2) c (3) b
3. Sample Checking your privacy settings ensures that only trusted people can see your posts, stopping strangers from accessing your personal details.

B. Extend

1. He should avoid posting his travel plans and personal details.
2. He could have set his account to private and checked his privacy settings.
3. Because it caused typos and made people misunderstand him.

Wrap Up

pp. 34-35

A.

- (1) personal
- (2) emotional
- (3) regret

B.

1. While chatting with her followers
2. c

C.

- (1) privacy
- (2) location
- (3) typos

Lesson 2

Visual Voices in Storytelling

Warm Up

pp. 40-41

A Viewing

c

C Vocabulary for Reading

1. iconic
2. panels
3. narrative
4. sequence
5. potential
6. vertical

Reading

pp. 42-47

- Q1 In a sequence of panels.
- Q2 That's because complex topics in history, science, math, and more can be conveyed through vivid illustrations and engaging stories.
- Q3 He is horrified by the creature, despite having worked on it for almost two years.
- Q4 Their vertical scrolling layout makes them suitable for smartphones and tablets.
- Q5 It blends images and text to create engaging and meaningful narratives.

Work with the Reading

p. 48

A.

- (1) panels
- (2) animated
- (3) themes
- (4) vertical
- (5) interactive
- (6) umbrella

Language Focus

p. 49

A Vocabulary

1. adapt
2. personality
3. popularity
4. combination

B Structure

1. where jobs are plentiful
2. where I wanted to go when I was young
3. where elephants live

Media Insights

pp. 50-51

A. Watch

2. (1) **b** (2) **a**
3. **Sample** Political cartoons use powerful images and humor to make people think about important social and political issues, encouraging them to look for hidden messages and think critically about the world around them.

B. Extend

1. **Sample**
Content & Message: The cartoon shows a worker at a desk and a robot labeled “AI” saying, “You’re in my seat,” highlighting AI replacing human jobs.
Artistic Techniques: The artist exaggerates the robot’s size and power to humorously and clearly convey the message.
Overall Impact: Yes, the cartoon effectively explains the issue using simple symbols like the robot and the surprised worker.
2. **Sample** The cartoon shows a worker at a desk and a big robot labeled “AI” saying, “You’re in my seat,” showing the problem of AI taking human jobs. The artist makes the robot look very large and powerful to make the message clear and funny. Using simple ideas, like the robot and the surprised worker, the

cartoon explains the problem in a way that is easy to understand.

Wrap Up

pp. 54-55

A. **c**

B.

1. **b**
2. digital, vertical, interactive, bond

C. **Sample**

- Make sure to double-check information from reliable sources, rather than just copying everything from the Internet!
- Remember, not everything online is true! Use trusted sources next time.
- Try using websites you know are reliable or ask an expert to confirm the facts.
- It’s a good idea to compare information from a few sources to make sure it’s correct.

Lesson 3

Uncovering Truth in the News

Warm Up

pp. 60-61

A Viewing

c

C Vocabulary for Reading

1. fascinated
2. stir
3. hoax
4. incredible
5. pandemic
6. humanoid

Reading

pp. 62-67

- Q1** It takes advantage of how we process information and how social media promotes eye-catching content.
- Q2** It claimed to have discovered strange, magical creatures that looked like bat-like humanoids with wings and the moon's beautiful landscapes.
- Q3** They accepted it as true, and even scientists talked about it as if it were real.
- Q4** It was shared by many readers, celebrating it as a positive outcome of the pandemic.
- Q5** They claimed that the wildfires were caused by "energy weapons" or by wealthy groups attempting to take land from local Hawaiians.

Work with the Reading

p. 68

A.

1. tricked, invented
2. pandemic
3. fake, evidence

B. S1, S3, S5

Language Focus

p. 69

A Vocabulary

1. dependence
2. competent
3. modesty
4. Honesty

B Structure

1. It is on weekends that I really enjoy watching movies.
2. It was valuable books that they donated to the school library.
3. It was Brian that[who] found the missing keys under the sofa.

Media Insights

pp. 70-71

A. Watch

2. (1) Ⓒ (2) Ⓒ

Wrap Up

pp. 74-75

A. 1. Ⓒ 2. ⓐ

B. 1. ⓑ, true → false 2. Ⓒ

C. Sample

- What: A banana taped to a wall, sold for \$6.2 million
- Who: Artist Maurizio Cattelan
- When: Originally in 2019; sold again in 2024
- Where: At an auction in New York
- Why: To challenge ideas about art and value
- How: Sold at an auction to a buyer

Lesson 4

Advertising in the Digital Era

Warm Up

pp. 80-81

A Viewing

Ⓒ

B Sharing Opinions

Sample

- "Sharper than you think."
It is probably advertising high-quality knives or cutting tools.
- "It's sugar free."
It seems to promote a sugar-free candy or healthier snack.
- "Save Earth before it melts."

It is trying to raise awareness about climate change or environmental conservation.

• “36 HR”

It is probably advertising a cup that keeps drinks hot for a long time.

Vocabulary for Reading

- | | | |
|---------------|------------|-----------------|
| 1. disruption | 2. promote | 3. storytelling |
| 4. tailored | 5. verify | 6. inspire |

Reading

pp. 82-87

- Q1** Digital media has changed advertising by shifting the focus from TV and radio to online platforms and social media.
- Q2** Through their favorite character.
- Q3** It links the product to a meaningful story.
- Q4** It makes them feel like it's a personal recommendation.
- Q5** By fact-checking with reviews or trusted sources.
- Q6** To raise awareness about social, health, or environmental issues and to encourage people to take positive action.

Work with the Reading

p. 88

A.

- | | | |
|------------------|---------------|-------------------|
| (1) placement | (2) emotional | (3) targeted |
| (4) storytelling | (5) literacy | (6) fact-checking |
| (7) public | | |

B. Sample

1. They make products feel more familiar and trustworthy by integrating them naturally into content or having influencers we like recommend them.
2. Yes, an ad about climate change influenced me. It showed a melting ice cream shaped like the Earth,

symbolizing global warming. It was effective because the image was simple but powerful, making the message easy to understand and memorable.

Language Focus

p. 89

A Vocabulary

- | | |
|---------------|----------------|
| 1. trusted | 2. informed |
| 3. commitment | 4. established |

B Structure

- | | |
|------------------------|------------------------|
| 1. her mother watching | 2. the traffic slowing |
|------------------------|------------------------|

Media Insights

pp. 90-91

A. Watch

2. (1) Ⓒ (2) Ⓒ
3. Sample

I think the advertising tactics in the video are very clever and work well because they make products stand out and easy to remember. For example, using colors to create feelings like trust or excitement grabs attention, and having celebrities promote products makes people want to buy them. These tactics are smart, but it's important to think carefully about whether we really need what they're selling. If we stay aware of these tactics, we can make better choices and buy only what fits our needs.

Wrap Up

pp. 94-95

- A. 1. Ⓒ 2. ⓐ

B.

1. ⓐ
2. with media companies depending on advertisers for funding
3. Ⓒ

- C. 1. (a) 2. (c) 3. (d) 4. (b)

Lesson 5

Magazines: Paper to Pixels

Warm Up

pp. 100-101

A Viewing

(c)

B Sharing Opinions

Sample

Position 1: Yes, they can survive.

Print magazines can survive by offering unique content, like high-quality photos or collectible editions, and combining with digital media through online extras or subscriptions.

Position 2: No, they cannot survive.

Digital media is cheaper and easier to access, so print magazines will eventually disappear.

Position 3: I think both are possible.

Print magazines can survive by combining their traditional formats with digital platforms to reach a wider audience.

C Vocabulary for Reading

- | | |
|-------------------|-----------------|
| 1. misinformation | 2. formula |
| 3. trustworthy | 4. notification |
| 5. appealing | 6. niche |

Reading

pp. 102-107

- Q1** They are more appealing to teens because of their short formats, engaging videos, and interactive content.
- Q2** Paul suggests choosing a niche you're passionate about, planning your content with a script or outline, and having basic equipment like a good camera or smartphone, microphone, and lighting.
- Q3** Paul suggests creating an eye-catching thumbnail, using popular and relevant hashtags, and being honest to avoid spreading false information.
- Q4** They directly affect our daily lives and well-being.
- Q5** We can help stop it by being mindful and questioning what we read.

Work with the Reading

p. 108

A.

- | | |
|--------------------|-----------------|
| (1) digital | (2) interactive |
| (3) niche | (4) genuine |
| (5) misinformation | (6) expert |

Language Focus

p. 109

A Vocabulary

- | | |
|-------------|--------------|
| 1. harmful | 2. helpful |
| 3. reliable | 4. available |

B Structure

1. She won the lottery, which surprised everyone.
2. He forgot his friend's birthday, which made his friend upset.
3. They decided to move to another city, which caused a lot of excitement.

Media Insights

pp. 110-111

A. Watch

2. (1) **b** (2) **c** (3) **b**

Wrap Up

pp. 114-115

- A. 1. F 2. T 3. T

B.

1. **c**
2. **b**
3. These days, anyone can post online, which makes it hard to know who to trust.

- C. biases, source, pause

Special Lesson

The Truman Show

Language Preview

p. 120

- | | | |
|-----------|--------------|------------|
| 1. lose | 2. case | 3. wishful |
| 4. taking | 5. finals | 6. on |
| 7. up | 8. something | |

Movie Preview

p. 121



Sample

I think *The Truman Show* will show how media and entertainment can control people's lives. From the description, it seems to be about how Truman's life is controlled without him knowing, which makes me think about privacy and freedom. I expect the movie will make us think about how much media influences what we believe and see.

Reading

pp. 122-131

- Q1** Truman says the line because it's a funny way to cover all times of the day. It shows he's friendly and has a sense of humor.
- Q2** Truman jokes when Lauren says she can't talk to him, showing that he's lighthearted and doesn't take things too seriously at first.
- Q3** Lauren knows they might not get another chance to talk or be together. She's in a rush because something is stopping her from seeing Truman again later.
- Q4** Lauren(Sylvia) is trying to tell Truman that his whole life is fake, and everyone around him is acting. She wants him to know that he's being watched and controlled.
- Q5** Sylvia knows that Truman's whole life is a TV show, and she's desperate to tell him the truth before she's taken away. She wants to help him see that everything around him is controlled and not real.
- Q6** Truman feels something is wrong because the officer is a stranger but knows Truman's name without being introduced.
- Q7** Marlon suggests that Truman might be imagining things because he wants Truman to believe everything is normal. He tries to make it seem like Truman's feelings are just wishful thinking, to keep him from discovering the truth.
- Q8** Christof wants to convince Truman to stay in the controlled world because he believes it's safer and easier for Truman. He's trying to make Truman doubt the real world outside.
- Q9** Truman's final line means he is saying goodbye to the fake world. Although he has said it before, this time it shows he is ready to leave and live a real life outside the TV show, taking control of his own future.

A. Understanding the Story

1. a. unaware b. artificial c. fake
d. question e. blocks
2. (a) → (d) → c → (e) → (b)

B. Thinking Critically

Sample

1. In *The Truman Show*, the media controls Truman's entire life for entertainment, showing how media can change reality and influence people's perceptions, similar to how real-life media shapes what we see and believe.
2. The movie raises concerns about Truman's privacy, since he never agreed to be filmed. It questions whether it's right to use someone's life for entertainment without their knowledge and highlights how viewers ignore these issues.
3. Yes, Truman's decision was brave because he left everything familiar to face the unknown. He chose freedom and truth over comfort, showing his desire for control over his own life.

C. Completing a Review

- (1) is secretly filmed
- (2) has no idea
- (3) notice strange events
- (4) decides to escape
- (5) influence our lives

Getting Ready

- ☐ ability 능력, 역량
- ☐ ad 광고 (← advertisement)
- ☐ additional 추가의, 부가적인
- ☐ affect 영향을 주다, 영향력을 미치다
- ☐ alarm 경보(음), 알람
- ☐ analyze 분석하다, 비판적으로 검토하다 (analysis 분석)
- ☐ app 앱, 애플리케이션 (← application)
- ☐ appear 나타나다, 보이다
- ☐ article 기사, 논설
- ☐ avoid 피하다, 면하다
- ☐ be surrounded by ~에 둘러싸여 있다
- ☐ benefit 이점, 혜택
- ☐ bias 편견, 선입관
- ☐ brand 브랜드 (상품), 상표
- ☐ broadcast 방송의; 방송 (프로그램)
- ☐ brochure 브로슈어, 소책자
- ☐ category 카테고리, 범주
- ☐ celebrity 유명인, 저명인사
- ☐ chat 채팅하다, 잡담하다
- ☐ choice 선택(권), 고르기
- ☐ communicate 의사소통하다, 전달하다
(communication 의사소통)
- ☐ compare 비교하다, 견주다
- ☐ complete 완성하다, 완료하다 (completion 완성)
- ☐ connect 연결하다, 잇다 (connection 연결)
- ☐ content 콘텐츠, 내용
- ☐ correct 올바른, 옳은 (↔ incorrect)
- ☐ create 만들다, 창작하다
- ☐ detail 세부 (사항), 상세함

- ☐ device 기기, 장치
- ☐ difference 차이(점), 다른 점 (↔ similarity)
- ☐ digital 디지털의, 디지털 방식의
- ☐ documentary 기록물, 다큐멘터리
- ☐ educational 교육의, 교육적인
- ☐ effective 효과적인, 유효한
- ☐ electric 전기의, 전기를 띠는
- ☐ electricity 전기, 전력
- ☐ emotion 감정, 정서
- ☐ encounter (우연히) 만나다, 마주치다
- ☐ entertainment 오락, 기분 전환
- ☐ even ~조차, ~라도
- ☐ exclude 배제하다, 제외하다 (↔ include)
- ☐ experience 경험[체험]하다; 경험[체험]
- ☐ explore 탐구하다, 조사하다 (exploration 탐구, 연구)
- ☐ fake 가짜의, 위조의 (↔ genuine)
- ☐ false 거짓의, 그릇된
- ☐ famous 유명한, 잘 알려진
- ☐ feature 특징, 특성
- ☐ fit 적합하다, 꼭 맞다; 건강한
- ☐ following 다음(에서 말하는 것)
- ☐ general 일반적인, 보편적인
- ☐ gym 체육관, 헬스장 (← gymnasium)
- ☐ harmful 해로운, 유해한 (harm 해치다, 해를 끼치다)
- ☐ hidden 감춰진, 숨은
- ☐ identify 식별하다, 확인하다
- ☐ idol 아이돌, (많은 사람의 사랑을 받는) 우상
- ☐ imagine 상상하다, 가정하다 (imagination 상상)
- ☐ inexpensive 값이 싼, 저렴한 (↔ expensive)
- ☐ influence 영향(력); 영향을 주다
- ☐ information 정보, 소식 (informative 정보를 제공하는, 유익한)

- ☐ instead of ~하지 않고, ~ 대신에
- ☐ limit 제한, 한도
- ☐ magazine 잡지, 매거진
- ☐ main 주된, 주요한
- ☐ management 관리, 경영
- ☐ material 자료, 제재
- ☐ matter 중요하다, 문제가 되다
- ☐ maybe 아마도, 어쩌면
- ☐ meal 식사 (시간), 한 끼(의 식사)
- ☐ meaning 의미, 뜻
- ☐ media 미디어, 매체 (sg. medium)
- ☐ media literacy 미디어 리터러시(매체를 이해하고 정보를 이용하여 자신의 생각을 표현하는 능력)
- ☐ message 메시지, 교훈
- ☐ mindlessly 생각 없이, 부주의하게
- ☐ misinformation 잘못된 정보, 오보
- ☐ misleading 오도하는, 오해의 소지가 있는
- ☐ moment 순간, (특정한) 때
- ☐ narrow (범위를) 좁히다, 한정하다
- ☐ negative 부정적인, 비관적인 (↔ positive)
- ☐ obvious 분명한, 명백한
- ☐ operate 움직이다, 작동하게 하다
- ☐ opinion 의견, 견해
- ☐ order 순서, 차례
- ☐ overlap 겹치다; 겹쳐지다
- ☐ own 자기 자신의; 자기 자신의 것
- ☐ per ~당, ~마다
- ☐ phrase 구(절), 어구
- ☐ podcast 팟캐스트(온라인으로 다양한 콘텐츠를 제공하는 서비스)
- ☐ positive 긍정적인, 적극적인 (↔ negative)
- ☐ promote 홍보하다, (판매를) 촉진하다 (promotion 홍보)

- ☐ protect 보호하다, 지키다 (protection 보호)
- ☐ provide 주다, 제공하다
- ☐ quotation mark 물음표, 의문 부호
- ☐ reflect 상기하다, 회고하다 (reflection 숙고, 반성)
- ☐ related 관련된, 관계가 있는
- ☐ relevant 관련 있는, 관계가 있는 (↔ irrelevant)
- ☐ reminder 생각나게 하는 것, 기억나도록 돕는 것
- ☐ research 조사하다, 연구하다; 조사, 탐구
- ☐ result 결과, 성과
- ☐ reveal 드러내다, 밝히다
- ☐ risky 위험한, 무모한 (risk 위험)
- ☐ root 뿌리, 근원
- ☐ rumor 소문, 풍문, 유언비어
- ☐ scroll 스크롤하다, 화면을 상하로 움직이다
- ☐ search (데이터) 검색, 찾기
- ☐ search engine 검색 엔진, 검색 프로그램
- ☐ select 선택하다, 고르다 (selection 선택)
- ☐ separately 따로따로, 별도로 (separate 분리하다, 떼어 놓고 생각하다)
- ☐ sign 기호, 부호
- ☐ similar 비슷한, 유사한 (↔ different)
- ☐ sort 분류하다, 구분하다
- ☐ specific 특정한, 구체적인
- ☐ spot 발견하다, 찾다
- ☐ stick 붙이다, 고정하다
- ☐ streaming 스트리밍(음성이나 동영상을 온라인 상태에서 실시간으로 재생하기)
- ☐ suggest 던지시 나타내다, 암시하다
- ☐ take a look at ~을 보다, ~을 살펴보다
- ☐ technique 기법, 테크닉
- ☐ trail 오솔길, 산길
- ☐ trend 유행, 경향

Words & Phrases

- ☐ tune in TV[라디오]를 틀다, 채널[주파수]를 맞추다
- ☐ update 업데이트, 최신 정보
- ☐ usage 사용(법), 취급(법)
- ☐ varied 다양한, 갖가지의
- ☐ violent 폭력적인, 난폭한

Lesson 1

Balancing Social Media and School

- ☐ a bit 약간, 조금
- ☐ academic achievement 학업 성취도
- ☐ access 접근, 접속; 접근하다, 접속하다
- ☐ account (네트워크에서) 이용 계정
- ☐ admire 칭찬하다, 감탄하다 (admiration 감탄)
- ☐ adventure 모험, 신나는 체험
- ☐ against all odds 모든 어려움에 맞서서
- ☐ anchor 앵커, 보도 프로그램 아나운서
- ☐ applause 박수갈채, 칭찬 (applaud 박수갈채를 보내다)
- ☐ assessment 평가 (의견) (assess 평가하다)
- ☐ assign 배정하다, 할당하다 (assignment 배정)
- ☐ attention 관심, 주의(력)
- ☐ audience 청중, 관객
- ☐ award 상, 상금, 상품
- ☐ balance 균형을 잡다, 조화를 이루다
- ☐ bother 수고[폐]를 끼치다, 일부러 ~하다
- ☐ breakdown 분할, 분해
- ☐ breathe 숨 쉬다, 호흡하다 (breath 호흡)
- ☐ brief 짧은, 간략한
- ☐ buzz (전화기가) 울리다, 웅 소리를 내다
- ☐ capture 붙잡다, 사로잡다
- ☐ cause 야기하다, 일으키다

- ☐ cautious 신중한, 조심스러운 (caution 주의)
- ☐ challenge 도전, 참가 권유, 챌린지
- ☐ characteristic 특징, 특성
- ☐ check out 확인하다, 상태를 점검하다
- ☐ cheer 응원하다, 환호하다
- ☐ chuckle 웃다, 킬킬거리다
- ☐ clarity 명쾌함, 뚜렷함
- ☐ collaboration 협력, 공동 작업 (collaborate 공동으로 하다, 협력하다)
- ☐ come up with ~을 생각해 내다, ~을 제안하다
- ☐ comedian 코미디언, 희극 배우
- ☐ comfortable 편한, 안정된
- ☐ comment 코멘트, 의견
- ☐ community 지역 사회, 공동체
- ☐ confusion 혼란, 혼동
- ☐ consider 고려하다, 숙고하다 (consideration 숙고)
- ☐ context 문맥, 전후 관계
- ☐ continue 계속하다, 지속하다
- ☐ creation 창조, 창작
- ☐ creative 창의적인, 독창적인 (creativity 창의력, 독창력)
- ☐ definitely 확실히, 분명히 (definite 명백한, 확실한)
- ☐ deliver 전달하다
- ☐ deserve (~을) 받을 만하다, (~할) 가치가 있다
- ☐ director 감독, 책임자
- ☐ diverse 다양한, 가지각색의 (diversity 다양성)
- ☐ divide 나누다, 분할하다 (division 분할)
- ☐ edit 편집하다, 수정하다
- ☐ educate 가르치다, 교육하다 (education 교육)
- ☐ effectively 효과적으로, 유효하게
- ☐ emotional 감정적인, 감정에 호소하는 (emotion 감정)
- ☐ engagement 참여(도), 개입
- ☐ essential 필수적인, 절대 필요한

- ☐ evaluate 평가하다, 측정하다 (evaluation 평가)
- ☐ evolving 발전하는, 진화하는
- ☐ expert 전문가, 권위자
- ☐ explode 터지다, 폭발하다 (explosion 폭발)
- ☐ follower 팔로워(특정 사람의 계정을 즐겨 찾고 따르는 사람)
- ☐ give a round of applause 박수갈채를 보내다
- ☐ go hand in hand 관련되다, 함께 가다
- ☐ go viral 입소문이 나다
- ☐ grab 쥐다, 잡아채다
- ☐ grade 성적, 평점
- ☐ hashtag 해시태그
- ☐ hesitate 망설이다, 주저하다 (hesitation 망설임)
- ☐ highlight 가장 중요한 점, 하이라이트
- ☐ humorous 우스운, 익살스러운
- ☐ ignore 무시하다, 못 본 체하다
- ☐ impact 영향, 효과
- ☐ implication 영향, 결과
- ☐ improve 좋아지다, 개선하다 (improvement 개선, 향상)
- ☐ infer 추론하다
- ☐ influencer 인플루언서, (팔로워가 많아서) 영향력이 있는 사람
- ☐ informal 비공식적인, 격식을 차리지 않는 (↔ formal)
- ☐ integral 요긴한, 없어서는 안 될
- ☐ interaction 상호 작용, 관련
- ☐ involve 포함하다, 관여하게 하다
- ☐ item 항목, 사항
- ☐ journey 여행, 여정
- ☐ language 언어, 말
- ☐ location 위치, 장소
- ☐ lock 잠그다, 숨겨 놓다; 자물쇠, 잠금 장치
- ☐ machine 기계 (장치), 기구
- ☐ mainly 주로, 대개

- ☐ majority 대부분, 대다수
- ☐ manner 방식, 태도
- ☐ match 어울리다, 조화되다
- ☐ memorable 인상적인, 기억할 만한
- ☐ mental 정신의, 마음의
- ☐ mention 말하다, 언급하다
- ☐ method 방법, 방식
- ☐ mindful 신경 쓰는, 주의하는
- ☐ minute (시간 단위) 분, 순간
- ☐ mission 임무, 사명
- ☐ monitor 관찰하다, 감시하다
- ☐ narration 내레이션, 이야기 (narrate 이야기하다)
- ☐ normal 정상적인, 보통의
- ☐ objective 목표, 목적
- ☐ offensive 모욕적인, 불쾌감을 주는
- ☐ once 일단 ~하면, ~하기만 하면
- ☐ one by one 하나씩, 차례차례
- ☐ organization 조직화, 체계화
- ☐ organized 정리된, 조직적인
- ☐ outreach 봉사[원조] 활동
- ☐ outstanding 뛰어난, 눈에 띄는
- ☐ participation 참가, 참여 (participate 참가하다)
- ☐ password 비밀번호, 암호
- ☐ perfectly 완전히, 완벽하게
- ☐ perform 수행하다, 실행하다 (performance 공연, 수행)
- ☐ performer 실행하는 사람, 연주자
- ☐ personal 개인의, 사적인
- ☐ perspective 관점, 시각
- ☐ phenomenon 현상, 사건
- ☐ physical 신체의, 육체의
- ☐ platform 플랫폼(사용 기반이 되는 컴퓨터 시스템)
- ☐ policy 정책, 방침

Words & Phrases

- ☐ post (인터넷의) 게시물, 포스트; (웹사이트에 글 등을) 올리다
- ☐ prevent 막다, 방지하다 (prevention 방지)
- ☐ privacy 사생활, 사적 자유 (private 개인적인)
- ☐ promotion 홍보, 장려 (promote 홍보하다)
- ☐ prop (연극 등에 쓰이는) 소품
- ☐ protection 보호, 보장 (protect 보호하다)
- ☐ public (일반인이 보거나 듣도록) 공개된, 공개적인
- ☐ quality 질, 품질
- ☐ range 범위, 한도
- ☐ recognize 알아보다, 인식하다 (recognition 인식)
- ☐ reduce 줄이다, 축소하다 (reduction 감소)
- ☐ regret 후회하다, 유감으로 생각하다
- ☐ regular 보통의, 통상적인
- ☐ relax 편히 쉬다, 한숨 돌리다
- ☐ relaxing 마음을 느긋하게 해 주는, 편한
- ☐ reply 답글을 달다; 답글
- ☐ resource 원천, 공급원
- ☐ respectful 공손한, 경의를 표하는 (respect 존중)
- ☐ responsibly 책임감 있게, 책임감을 가지고
- ☐ reward 보상, 보수
- ☐ round of applause 박수갈채
- ☐ routine 일과, 정해진 과정
- ☐ section 부분, 영역
- ☐ security 보안, 안전 (secure 안전한; 안전하게 하다)
- ☐ selfie 셀피(스마트폰 등으로 찍은 자신의 사진)
- ☐ serve 도움이 되다, 기여하다
- ☐ session (특정한 활동을 위한) 시간, 기간
- ☐ shorten 줄이다, 단축하다
- ☐ showcase 보여 주다, 전시하다
- ☐ skincare 스킨케어, 피부 관리
- ☐ smoothie 스무디(과일, 주스, 요구르트 등을 함께 갈아 만든 음료)

- ☐ spare time 여가 시간
- ☐ stand out 두드러지다, 눈에 띄다
- ☐ stay tuned 채널을 유지하다, 보던 방송을 계속 시청하다
- ☐ sticky note 접착용 쪽지(붙였다 떼었다 할 수 있는 메모지)
- ☐ still 아직도, 여전히
- ☐ storyboard 스토리보드(영화 등의 줄거리를 보여 주는 일련의 그림판)
- ☐ stuff 소재, 재료
- ☐ suggestion 제안, 의견 (suggest 제안하다)
- ☐ summarize 요약하다, 간추려 말하다 (summary 요약, 개괄)
- ☐ suspicious 의심스러운, 수상한
- ☐ tackle 착수하다, (힘든 문제와) 씨름하다
- ☐ theme 주제, 테마
- ☐ tradition 전통, 관습 (traditional 전통의)
- ☐ trick 속임수, 계략
- ☐ typo 오타, 잘못된 철자
- ☐ upload (데이터를) 올리다, 업로드하다
- ☐ valuable 가치 있는, 귀중한 (value 가치)
- ☐ visual 시각 자료, 영상물; 시각의
- ☐ way too 지나치게, 너무나도
- ☐ weird 이상한, 묘한
- ☐ well-lit 잘 조명된, 밝은

Lesson 2

Visual Voices in Storytelling

- ☐ accomplish 성취하다, 달성하다
- ☐ adaptation 각색(물), 번안(물) (adapt 각색하다, 개작하다)
- ☐ alien 외계인, 이방인
- ☐ amazing 놀라운, 대단한

- ☐ ambition 야망, 포부 (ambitious 야심적인)
- ☐ animated 살아 있는 듯이 움직이는, 만화 영화의
- ☐ arguably 거의 틀림없이, 주장하건대
- ☐ arrange 배열하다, 정돈하다
- ☐ artistic 예술적인, 미술의
- ☐ attract 끌다, 끌어당기다
- ☐ awful 끔찍한, 무시무시한
- ☐ back and forth 앞뒤로, 왔다갔다
- ☐ battle 전투, 싸움
- ☐ be based on ~을 원작으로 하다
- ☐ be suited for ~에 맞다, ~에 안성맞춤이다
- ☐ beloved 아주 사랑하는, 귀여운
- ☐ beyond ~을 넘어서, ~의 저편에
- ☐ blend 섞다, 혼합하다
- ☐ bond 유대
- ☐ cartoonist 만화가, 만화 작가
- ☐ catchy 기억하기 쉬운, 마음을 끄는
- ☐ character (만화 등의) 주인공, 등장인물
- ☐ cheerful 쾌활한, 유쾌한
- ☐ climax 절정, 클라이맥스
- ☐ colony 식민지, 이주지
- ☐ combine 결합하다, 합치다 (combination 조합, 결합)
- ☐ comic strip 연재만화
- ☐ compelling 눈을 땔 수 없는, 흥미진진한
- ☐ complex 복잡한, 까다로운
- ☐ composition 구성, 구조
- ☐ contain 담다, 포함하다
- ☐ convey 전하다, 전달하다
- ☐ countless 셀 수 없는, 수많은
- ☐ crawl 기다, 기어가다
- ☐ creature 생명체, 피조물
- ☐ critical 비판적인, 비난하는

- ☐ dare 감히 ~하다, 감히 ~할 용기가 있다
- ☐ daybreak 새벽, 동틀 녘
- ☐ debut 처음으로 등장하다, 데뷔하다
- ☐ decline 감소, 쇠퇴
- ☐ defeat 무찌르다, 이기다
- ☐ demonstrate 입증하다, 증명하다
- ☐ describe 묘사하다, 설명하다 (description 묘사)
- ☐ desire 욕구, 바람
- ☐ detailed 상세한, 자세한
- ☐ develop 발달하다
- ☐ dinosaur 공룡
- ☐ distinct 뚜렷한, 분명한
- ☐ distracting 집중할 수 없는, 마음이 산란한
- ☐ dive into ~로 뛰어들다, ~을 파고들다
- ☐ dynamic 역동적인, 생동감 있는
- ☐ editorial cartoon 시사 만화
- ☐ educator 교사, 교육자
- ☐ enduring 오래 지속되는, 영속적인
- ☐ enemy 적, 원수
- ☐ engaging 매력적인, 호감이 가는
- ☐ entertain 즐겁게[재미있게] 하다
- ☐ especially 특히, 각별히
- ☐ evil 못된, 사악한
- ☐ exaggerate 과장하다, 부풀리다 (exaggeration 과장)
- ☐ expand 확대하다, 부풀다
- ☐ explanatory 이유를 밝히는, 설명하기 위한
- ☐ extraordinary 보통이 아닌, 비범한 (↔ ordinary)
- ☐ factor 요소, 요인
- ☐ fairness 공정(함), 공평 (fair 공정한)
- ☐ feature 특징으로 포함하다, 특징으로 삼다
- ☐ feedback 피드백, 반응
- ☐ figure 인물, 저명인사

Words & Phrases

- ☐ for instance 예를 들어
- ☐ foster 증진하다, 육성하다
- ☐ generation 세대, 동시대 사람들
- ☐ global 세계적인, 지구상의
- ☐ graphic 그림의, 생동감 있는
- ☐ horrible 무서운, 몹시 불편한
- ☐ horror 공포, 무서움
- ☐ iconic 상징이 되는, 우상이 되는
- ☐ illustration 삽화, 그림
- ☐ impactful 강력한, 매우 효과적인
- ☐ in essence 본질적[근본적]으로는, 사실은
- ☐ incorporate 포함하다, 통합하다
- ☐ increasingly 점점 더, 점차적으로
- ☐ industry ~업(계), 산업
- ☐ inspire 영감을 주다, 고무하다
- ☐ instrument 도구, 기구
- ☐ interactive 쌍방향의, 대화식의
- ☐ interchangeably 서로 바뀌서, 상호 호환적으로
- ☐ justice 정의, 정당성
- ☐ label 라벨, 꼬리표
- ☐ layout 지면 배치, 레이아웃
- ☐ mainstream 주류의, 정통파의
- ☐ meaningful 의미 있는, 중요한
- ☐ meanwhile 한편, 그동안에
- ☐ merchandise 상품, 제품
- ☐ mobile 이동 통신 기기의, 이동성이 있는
- ☐ monster 괴물, 기괴한 것
- ☐ moreover 게다가, 더구나
- ☐ motivate 동기 부여하다, 자극하다 (motivation 동기)
- ☐ narrative 이야기, 담화
- ☐ nightmare 악몽, 끔찍한 일
- ☐ numerous 수많은, 무수한

- ☐ oldies but goodies 오래 되었지만 좋은 것
- ☐ original 원래의, 본래의
- ☐ originate 비롯되다, 유래하다 (origin 기원, 근원)
- ☐ outline 윤곽을 그리다, 요점을 말하다
- ☐ overall 전반적인, 종합적인
- ☐ overview 개관, 개요
- ☐ panel (만화의) 칸, 구획
- ☐ paragraph 단락, 문단
- ☐ participate 참가하다, 관여하다
- ☐ patience 인내, 참을성 (patient 인내심 있는)
- ☐ peaceful 평온한, 평화로운 (peace 평화)
- ☐ perfect 완전한, 완벽한
- ☐ perhaps 아마도, 혹시나
- ☐ plentiful 많은, 풍부한
- ☐ plot 줄거리, 구성
- ☐ political cartoon 정치 풍자 만화
- ☐ politics 정치(학), 정략
- ☐ popularity 인기, 대중성 (popular 인기 있는)
- ☐ potential 잠재력, 가능성
- ☐ procedure 절차, 과정
- ☐ pros and cons 장단점, 찬반양론
- ☐ prove 입증하다, 증명하다
- ☐ publication 출판(물), 간행(물)
- ☐ reach ~에 도달하다, 손을 뻗다
- ☐ reasonable 합리적인, 이치에 맞는
- ☐ recognizable 쉽게 알아볼 수 있는, 인식 가능한
- ☐ refer 나타내다, 지시하다
- ☐ remarkable 주목할 만한, 눈에 띄는
- ☐ represent 나타내다, 표현[표시]하다
- ☐ republican (미국의) 공화당의
- ☐ rest 나머지, 잔여
- ☐ revise 수정하다, 변경하다 (revision 수정)

- ☐ rise 출현, 등장
- ☐ rough 대강의, 간단하게 만든
- ☐ scene 장면, 광경
- ☐ sense 의식, 감각
- ☐ sequence 연속, 일련의 장면
- ☐ serialize 시리즈로 방송하다, 연재하다
- ☐ serious 진지한, 심각한
- ☐ shift 변화, 전환
- ☐ shiny 빛나는, 번쩍이는
- ☐ spark 촉발하다, 유발하다
- ☐ static 정적인, 고정된
- ☐ stem from ~에 기인하다, ~에 유래하다
- ☐ still 움직이지 않는, 고요한
- ☐ storytelling 이야기하기; 이야기하는
- ☐ strength 강점, 장점
- ☐ suitable 적합한, 어울리는
- ☐ term 용어, 말
- ☐ thought-provoking 생각을 자극하는, 사색하게 만드는
- ☐ throughout ~ 동안 쪽, ~ 내내
- ☐ traditional 전통적인, 전통을 따르는 (tradition 전통)
- ☐ transform 바뀌 놓다, 탈바꿈하다 (transformation 변화)
- ☐ typically 일반적으로, 전형적으로
- ☐ umbrella term 포괄적인 용어, 범주를 아우르는 표현
- ☐ underlying 기저의, 내재하는 (underlie 기저를 이루다)
- ☐ unfold (이야기가) 전개되다, 펼쳐지다
- ☐ unity 통합, 통일
- ☐ unrealistic 비현실적인 (↔ realistic)
- ☐ value 가치(관), 진가
- ☐ various 다양한, 여러 가지의
- ☐ vertical 수직의, 세로의
- ☐ villain 악당, 악역
- ☐ vivid 생생한, 선명한

- ☐ wizard 마법사, 마술사
- ☐ workshop 작업장, 공장

Lesson 3

Uncovering Truth in the News

- ☐ accept 수용하다 (acceptance 수용, 받아들임)
- ☐ accuracy 정확(성), 면밀함
- ☐ admit 인정하다, 시인하다
- ☐ aim 목표하다, 노리다
- ☐ ancient 고대의, 아주 오래된
- ☐ angle 각도, 관점
- ☐ announcement 공고, 발표 (announce 알리다)
- ☐ Antarctica 남극 대륙
- ☐ approach 접근(법), 처리 방법
- ☐ appropriate 적절한, 타당한
- ☐ assume 추정하다, 가정하다
- ☐ astronomer 천문학자 (astronomy 천문학)
- ☐ augmented reality 증강 현실(실제 환경에 가상 환경을 덧입혀 보여 주는 기술)
- ☐ author 저자, 글쓴이
- ☐ aware 알고 있는, 인지하고 있는
- ☐ beam 빔, 광선
- ☐ canal 운하, 수로
- ☐ capture 붙잡다, 사로잡다
- ☐ celebrate 축하하다, 기념하다 (celebration 축하)
- ☐ collective 집단적인, 공동의
- ☐ competent 유능한, 역량 있는 (competence 능력)
- ☐ completely 완전히, 전적으로
- ☐ concern 우려, 걱정
- ☐ consequent 결과로 일어나는, 필연적인
- ☐ consult 참고하다, 상담하다

Words & Phrases

- ☐ consume 소비하다, 소모하다 (consumption 소비)
- ☐ corporation 기업, 회사
- ☐ correspond 일치하다, 부합하다
- ☐ credible 믿을 수 있는, 신뢰할 수 있는 (credibility 신뢰성)
- ☐ curiosity 호기심, 궁금증 (curious 호기심 강한)
- ☐ deceive 속이다, 기만하다 (deception 기만)
- ☐ define 정의하다, 명확히 하다 (definition 정의)
- ☐ delete 삭제하다, 지우다
- ☐ dependent 의지하는, 의존적인 (↔ independent)
- ☐ despite ~에도 불구하고
- ☐ detect 찾아내다, 감지하다
- ☐ determine 결정하다, 명확히 하다
- ☐ development 발달, 성장 (develop 발달하다)
- ☐ differ from ~와 다르다
- ☐ disaster 재난, 재해
- ☐ discovery 발견(된 것) (discover 발견하다)
- ☐ display 전시하다, 내보이다
- ☐ distinguish 구별하다, 식별하다
- ☐ donate 기부하다, 희사하다 (donation 기부)
- ☐ due to ~로 인해, ~ 때문에
- ☐ educated 학식 있는, 많이 배운
- ☐ election 선거, 표결 (elect 선출하다)
- ☐ element 요소, 구성 분자
- ☐ emphasize 강조하다, 역설하다 (emphasis 강조)
- ☐ empire 제국, 왕국
- ☐ entire 전체의, 온전한
- ☐ environment 환경, 주위(의 상황)
- ☐ ethics 윤리(학), 도덕 원리
- ☐ evidence 증거, 근거
- ☐ exaggeration 과장, 과언 (exaggerate 과장하다)
- ☐ excessive 과도한, 지나친 (excess 초과)
- ☐ existence 존재, 생존 (existent 존재하는, 현존하는)

- ☐ exploration 탐구, 연구 (explore 연구하다)
- ☐ eye-catching 단번에 눈길을 끄는
- ☐ fascinated 매료된, 사로잡힌
- ☐ fast-paced 빨리 진행되는, 걸음이 빠른
- ☐ financial 금융의, 재무의 (finance 금융)
- ☐ flame 불꽃, 화염
- ☐ flow 흐르다, 흘러 들어가다
- ☐ footage (특정한 사건을 담은) 장면[화면]
- ☐ fortune 재산, 운
- ☐ genuine 진짜의, 진실한
- ☐ glacier 빙하
- ☐ growth 성장, 발전
- ☐ heartwarming 마음을 따뜻하게 하는, 감동적인
- ☐ historical 역사적으로 중요한, 역사적인
- ☐ hoax 사기, 속임수
- ☐ humanoid 인간과 비슷한 존재
- ☐ imaginary 상상의, 가공의
- ☐ imagination 상상(력), 공상
- ☐ immediate 즉각적인, 당면한 (immediately 즉시)
- ☐ immersive 몰입감 있는
- ☐ importance 중요성, 중대함 (important 중요한)
- ☐ incident 사건, 일
- ☐ incorrect 정확하지 않은, 사실과 다른 (↔ correct)
- ☐ incredible 믿어지지 않는, 놀랄 만한
- ☐ industrial 산업의
- ☐ inform 알리다, 정보를 주다
- ☐ innovation 혁신, 채신 (innovate 혁신하다)
- ☐ intention 의도, 의향 (intend 의도하다, 꾀하다)
- ☐ invent 날조하다, 꾸며 내다
- ☐ jealous 시샘하는, 선망하는 (jealousy 질투, 시기)
- ☐ journalist 저널리스트, 기자
- ☐ judgment 판단(력), 판결 (judge 판단하다)

- ☐ knowledgeable 박식한, 정통해 있는
- ☐ landscape 경관, 풍경
- ☐ launch (로켓) 발사
- ☐ long-term 장기적인, 장기간에 걸친
- ☐ loss 손실, 빼앗김
- ☐ magical 마법의, 불가사의한 (magic 마법)
- ☐ major 주요한, 중대한 (↔ minor)
- ☐ marine 바다의, 해양의
- ☐ matter 일, 문제; 중요하다, 문제가 되다
- ☐ melting 녹는, 녹아 버릴 것처럼 더운 (melt 녹다)
- ☐ metal 금속, 합금
- ☐ mislead 오도하다, 잘못된 방향으로 이끌다
- ☐ mix-up 혼란, 혼동
- ☐ modern 현대의, 근대의
- ☐ modest 겸손한, 삼가는 (modesty 겸손)
- ☐ multiple 다양한, 다각적인
- ☐ newsboy 신문 판매[배달] 소년
- ☐ option 선택(권), 옵션
- ☐ organization 조직체, 단체 (organize 조직하다)
- ☐ outcome 결과, 소산
- ☐ pandemic 팬데믹, 세계적인 유행병
- ☐ planet 행성, 세상
- ☐ pollution 오염, 공해 (pollute 더럽히다)
- ☐ pop up 갑자기 나타나다
- ☐ pose (문제나 질문을) 제기하다
- ☐ process 처리하다; 과정, 경과
- ☐ promote 촉진하다, 홍보하다
- ☐ rapidly 빠르게, 급속히
- ☐ react 반응하다, 반응을 보이다 (reaction 반응)
- ☐ rely on ~에 의지[의존]하다
- ☐ report 전하다, 보도하다; 보도
- ☐ satirize 풍자하다

- ☐ sensational 선정적인, 세상을 들끓게 하는
- ☐ sensible 분별 있는, 합리적인
- ☐ site (인터넷) 사이트(= website)
- ☐ solely 오로지, 단지
- ☐ solid 확실한, 신뢰할 수 있는
- ☐ spot 발견하다, 찾다
- ☐ stir 동요, 충격
- ☐ supposedly 아마, 필경
- ☐ take advantage of ~을 이용[활용]하다
- ☐ telescope 망원경
- ☐ tough (문제가) 어려운, 곤란한
- ☐ transformer 변압기
- ☐ trick 속이다, 기만하다; 속임수, 책략
- ☐ unbiased 편견 없는, 공평한
- ☐ unexpected 예기치 않은, 뜻밖의
- ☐ unproven 증명[입증]되지 않은
- ☐ Venetian 베네치아의
- ☐ viewpoint 관점, 시각
- ☐ virtual reality 가상 현실
- ☐ volunteer 자발적인; 자원봉사하다
- ☐ weapon 무기
- ☐ well-rounded 다방면에 걸친, 균형 잡힌
- ☐ wild 무모한, 신중하지 않은
- ☐ wildfire 산불

Lesson 4

Advertising in the Digital Era

- ☐ absolutely 절대적으로, 완전히
- ☐ accessible 접근하기 쉬운, 이용하기 쉬운
- ☐ according to ~에 따르면, ~에 의하면

Words & Phrases

- ☐ achieve 얻다, 달성하다 (achievement 성취)
- ☐ adjustment 수정, 보정 (adjust 조정하다)
- ☐ advertisement 광고
- ☐ advertising 광고, 광고업
- ☐ agency (정부) 기관, 대행사
- ☐ analysis 분석, 검토 (analyze 분석하다)
- ☐ aspect 측면, 양상
- ☐ association 협회, 연합 (associate 제휴하다)
- ☐ at no cost 비용을 들이지 않고
- ☐ awareness 의식, 인식
- ☐ background 배경, 전력
- ☐ behavior 행동, 행위
- ☐ billion 십억, 막대한 수
- ☐ bold 대담한, 뻔뻔스러운
- ☐ boost 끌어올리다, 늘리다
- ☐ browse (정보를 찾아) 인터넷을 돌아다니다, 훑어보다
- ☐ charge (대금을) 청구하다, 요구하다
- ☐ clip 방송용 필름, 클립
- ☐ commercial 상업[광고] 방송; 상업용의, 영리적인
- ☐ commit 전념하다, 충실하다
- ☐ competition 경쟁, 겨룸 (compete 경쟁하다)
- ☐ confident 자신 있는, 확신하는 (confidence 자신감)
- ☐ confirm 확인하다, 확정하다
- ☐ connection 연결
- ☐ conservation 보호, 보존 (conserve 보존하다)
- ☐ constantly 끊임없이, 계속 (constant 끊임없는, 거듭되는)
- ☐ consumer 소비자, 소비하는 사람
- ☐ council 협의회, 심의회
- ☐ critically 비판적으로
- ☐ deal with ~을 다루다, ~을 처리하다
- ☐ depend on ~에 달려 있다, ~에 의지하다
- ☐ direction 방향, 목표

- ☐ discount 할인, 디스카운트
- ☐ disruption 방해, 중단
- ☐ diversity 다양성, 포괄성 (diverse 다양한)
- ☐ doubt 의심하다, 믿지 않다
- ☐ dumb 멍청한, 바보 같은
- ☐ editor 편집자, 교정자
- ☐ effectiveness 효능, 유효성 (effective 효과가 있는)
- ☐ employee 종업원, 피고용자 (↔ employer)
- ☐ enable 가능하게 하다, 할 수 있게 하다
- ☐ encourage 권하다, 장려하다
- ☐ enhance 높이다, 강화하다
- ☐ entirely 전적으로, 완전히
- ☐ environmental 환경의, 주위의 (environment 환경)
- ☐ equipment 장비, 기구 (equip 장비를 갖추다)
- ☐ era 시대, 시기
- ☐ establish 수립하다, 창설하다 (establishment 설립)
- ☐ ethical 윤리적인, 도덕상의
- ☐ evoke (감정, 기억 등을) 불러일으키다, 자아내다
- ☐ evolve 발전하다, 진전되다
- ☐ excellence 우수(함), 우월(함) (excellent 우수한)
- ☐ exposure 노출, 알려짐 (expose 드러내다)
- ☐ familiar 익숙한, 친숙한
- ☐ freshness 신선함, 생생함
- ☐ fund 자금[기금]을 대다
- ☐ gear 장비, 용구
- ☐ gender 성별, 성 구분
- ☐ government 정부, 행정
- ☐ halfway 중간에, 가운데쯤에
- ☐ huge 막대한, 매우 큰
- ☐ implicit 암시된, 내포된 (↔ explicit)
- ☐ in addition (~에) 덧붙여, 게다가
- ☐ in conclusion 결론적으로, 마지막으로

- ☐ inclusion 포함, 통합 (↔ exclusion)
- ☐ increase 증가하다, 늘다 (↔ decrease)
- ☐ incredibly 믿을 수 없을 정도로, 엄청나게
- ☐ initial 처음의, 초기의
- ☐ insight 통찰력
- ☐ inspire 영감을 주다, 고무하다 (inspiring 격려하는, 자극하는)
- ☐ integrate 통합하다, 합치다 (integration 통합)
- ☐ interfere 방해하다, 간섭하다 (interference 방해)
- ☐ interpret 해석하다, 이해하다
- ☐ interrupt 방해하다, 차단하다 (interruptive 방해하는)
- ☐ interviewer 인터뷰하는 사람 (↔ interviewee)
- ☐ invest 투자하다, 출자하다 (investment 투자)
- ☐ launch 시작하다, 착수하다
- ☐ license 면허(증), 인가(서)
- ☐ local 지역의
- ☐ longevity 오래 지속됨, 장수
- ☐ minimal 아주 적은, 최소의
- ☐ minimize 최소화하다, 줄이다
- ☐ navigate 길을 찾다, 방향을 읽다 (navigation 운항)
- ☐ nonprofit 비영리적인
- ☐ on a daily basis 매일
- ☐ opportunity 기회, 호기
- ☐ organize 조직하다, 구성하다
- ☐ original 독창적인
- ☐ oversee 감독하다
- ☐ pack (짐을) 싸다, 꾸리다
- ☐ passive 수동적인, 소극적인 (↔ active)
- ☐ perceive 인지하다, 이해하다
- ☐ personalized 개인화된, 개인이 원하는 대로 할 수 있는
- ☐ persuade 설득하다, 납득시키다
- ☐ portray 묘사하다, 표현하다
- ☐ pressure 압박, 압력

- ☐ pricing 가격 책정
- ☐ product 생산물, 상품, 제품
- ☐ product placement (TV 등) 프로그램 속 광고
- ☐ production 생산, 제작
- ☐ profit 이익, 수익
- ☐ proofreader 교정자, 교정 담당자
- ☐ psychology 심리학, 심리 (상태)
- ☐ reaction 반응, 상호 작용 (react 반응하다)
- ☐ realize 알다, 깨닫다 (realization 깨달음)
- ☐ recommendation 추천, 권고 (recommend 추천하다, 권하다)
- ☐ recover (손실 등을) 메우다, 벌충하다
- ☐ recycling 재활용
- ☐ refine 개선하다, 개량하다
- ☐ regulation 규정, 규제 (regulate 규제하다)
- ☐ reliable 믿을 만한, 신뢰할 수 있는
- ☐ religion 종교, 신앙
- ☐ sensation 센세이션, 대소동
- ☐ shift 이동하다, 전환하다
- ☐ significant 중대한, 중요한 (significance 중요성)
- ☐ similarity 유사성, 비슷한 점
- ☐ skip 건너뛰다, 거르다
- ☐ slogan 선전 문구, 슬로건
- ☐ soda 탄산음료, 소다수
- ☐ strategy 전략, 방법
- ☐ strategically 전략적으로
- ☐ sum 합계, 총계
- ☐ tactic 전략, 전술
- ☐ tailor 맞추다, 조정하다
- ☐ tend ~하는 경향이 있다, ~하기 쉽다
- ☐ transcend 넘다, 초월하다
- ☐ typical 전형적인, 대표적인

Words & Phrases

- ☐ unconscious 무의식적인, 의식하지 못하는
- ☐ verify 확인하다, 검증하다
- ☐ visible 눈에 보이는, 가시적인

Lesson 5

Magazines: Paper to Pixels

- ☐ accurate 정확한
- ☐ afterward 그 후, 나중에
- ☐ appealing 매력적인, 마음을 끄는
- ☐ assess 평가하다, 판단하다 (assessment 평가)
- ☐ attempt 시도, 기도
- ☐ attractive 마음을 끌어당기는, 매력 있는 (attraction 매력)
- ☐ available 이용할 수 있는, 도움이 되는
- ☐ broad 넓은, 광범위한
- ☐ captivate 사로잡다, 매혹하다
- ☐ catch up with ~와 대화하다, 근황을 나누다
- ☐ categorize 분류하다, 범주로 나누다 (category 범주)
- ☐ combat 싸우다, 강력히 반항하다
- ☐ concentrate on ~에 집중하다
- ☐ consumption 소비 (consume 소비하다, 소모하다)
- ☐ counter 반박하다, 반대하다
- ☐ crucial 중대한, 결정적인
- ☐ deadly 치명적인
- ☐ decent 제대로 된, 알맞은
- ☐ definition 정의, 의미 (define 정의하다)
- ☐ distort 비틀다, 왜곡하다 (distortion 왜곡)
- ☐ downside 불리한 면, 단점, 부정적인 측면
- ☐ eco-friendly 환경 친화적인, 환경을 파괴하지 않는
- ☐ entertaining 재미있는, 즐거움을 주는
- ☐ evolution 발전, 진화 (evolve 발전하다)
- ☐ examine 살펴보다, 검토하다
- ☐ exclusive 독점적인, 배타적인
- ☐ factual 사실의, 사실에 입각한 (fact 사실)
- ☐ fitness 신체 단련, (신체적인) 건강
- ☐ flip through (책장을) 훑히 넘기다
- ☐ formula 공식, 방식
- ☐ framing 구성, 뼈대
- ☐ genuine 진실한, 거짓 없는
- ☐ grocery 식료품 및 잡화
- ☐ handle 다루다, 처리하다
- ☐ hands-on 실제의, 직접 해 보는
- ☐ host (TV 프로그램 등의) 사회자
- ☐ in-depth 철저하고 상세한, 면밀한
- ☐ individual 개별의, 개개의; 개인
- ☐ influential 영향력 있는, 세력 있는
- ☐ infographic 인포그래픽, 데이터 시각화
- ☐ instantly 즉시, 즉각
- ☐ journalism 저널리즘, 신문 잡지
- ☐ lottery 복권, 제비뽑기
- ☐ medical 의학의, 의료의
- ☐ microphone 마이크로폰, 마이크
- ☐ myth 지어낸 이야기, (근거 없는) 사회 통념
- ☐ niche 아주 편한[꼭 맞는] 역할, 틈새
- ☐ notification 알림, 통고, 통지
- ☐ nowadays 요즘에는, 오늘날에는
- ☐ originality 독창력, 기발함
- ☐ overlook 못 보고 넘어가다, 간과하다
- ☐ passionate 열정을 느끼는, 열정적인 (passion 열정)
- ☐ pause 잠시 중단하다, 멈추어 서다
- ☐ personality 성격, 개성
- ☐ pile 쌓아 올린 것, 더미
- ☐ pixel 화소, 픽셀

- ☐ premium 상급의, 고급의
- ☐ productivity 생산성, 생산력
- ☐ professional 전문적인, 전문가의; 전문가
- ☐ prominently 눈에 띄게, 두드러지게
- ☐ proof 증거, 증명
- ☐ recipe 조리법, 방법
- ☐ relatable 연결되어 있다고 느끼는, 공감대를 형성하는
- ☐ relevance 관련성, 적절성
- ☐ remain 남아 있다, 여전히 ~이다
- ☐ replace 대신[대체]하다, 바꾸다 (replacement 대체)
- ☐ reputation 평판, 명성
- ☐ require 요구하다, 필요하다
- ☐ responsible 책임이 있는, 믿을 만한
- ☐ shelf 선반, 책꽂이
- ☐ statement 진술, 서술 (state 진술하다)
- ☐ steady 안정된, 흔들리지 않는
- ☐ step-by-step 단계적인, 서서히 나아가는
- ☐ study (집 안의) 서재
- ☐ stumble upon ~을 우연히 발견하다
- ☐ submit 제출하다, 제기하다 (submission 제출)
- ☐ subscriber 구독자, (서비스) 이용자
- ☐ survive 살아남다, 생존하다
- ☐ sustainable (환경 파괴 없이) 지속 가능한
(sustainability 지속 가능성, 환경 파괴 없이 지속될 수 있음)
- ☐ thumbnail 섬네일
- ☐ trustworthy 신뢰할 수 있는, 믿을 만한
- ☐ truthful 정직한, 진실한
- ☐ tutorial 사용 지침서, (컴퓨터의) 사용 지침 프로그램
- ☐ unchecked 통제되지 않은, 억제되지 않은
- ☐ unfamiliar 익숙하지 않은, 낯선
- ☐ upcoming 다가오는, 곧 있을
- ☐ vast 어마어마한, 방대한

- ☐ well-being 행복, 복지

Special Lesson

The Truman Show

- ☐ anxiously 걱정하여, 근심하여
- ☐ apparent 명백한, 환히 알 수 있는
- ☐ appreciate 감상하다, 음미하다
- ☐ arise 발생하다, 유발되다
- ☐ artificial 인공의, 거짓된
- ☐ aside 한쪽으로, 조금 떨어져
- ☐ attitude 태도, 자세
- ☐ be in on ~와 관련되다, ~을 알고 있다
- ☐ be up to ~에 달려 있다, ~가 할[결정할] 일이다
- ☐ block 막다, 방해하다
- ☐ bolt 갑자기 튀어나오다, 갑자기 뛰기 시작하다
- ☐ boom 울려 퍼지다, 웅웅거리다
- ☐ break free from ~에서 도망치다
- ☐ catch one's breath 숨을 고르다, 숨을 돌리다
- ☐ convince 설득하다, 납득시키다
- ☐ crash 추락하다, 충돌하다
- ☐ crushed 으깨진, 부서진
- ☐ deceit 속임수, 사기
- ☐ desperately 필사적으로, 절박하게
- ☐ distance 거리, 간격
- ☐ dome 둥근 지붕, 돔
- ☐ drag 질질 끌다, 끌어내다
- ☐ economical 경제적인, 절약하는
- ☐ edge 가장자리, 모서리
- ☐ emerge 나타나다, 출현하다
- ☐ emergency 긴급[비상] 사태

Words & Phrases

- ☐ empty 빈, 비어 있는
- ☐ episode (연속 프로그램의) 1회분의 작품, 에피소드
- ☐ escape 도망치다, 벗어나다; 탈출, 도망
- ☐ evacuate (장소를) 비우다, 대피하게 하다
- ☐ eventually 결국, 얼마 안 있어
- ☐ flashback 플래시백, 회상 장면
- ☐ flee 달아나다, 도피하다
- ☐ force 강요하다, 억지로 ~하게 하다
- ☐ freedom 자유, 해방
- ☐ giant 엄청나게 큰, 거대한
- ☐ hide 숨기다, 감추다
- ☐ hint 넌지시 알려 주다, 암시를 주다
- ☐ honey 여보, 자기(사랑하는 사람에 대한 애칭)
- ☐ in case ~할 경우에 대비해서
- ☐ indicate 가리키다, 지적하다
- ☐ insist 강력히 주장하다, 우기다
- ☐ inspiration 영감, 창조적 자극
- ☐ leak 누출, 유출
- ☐ lose one's mind 미치다, 실성하다
- ☐ make something of oneself 성공하다, 출세하다
- ☐ mentally 정신적으로, 마음속으로
- ☐ nearby 근처의, 인접한
- ☐ nuclear 핵의, 원자력의
- ☐ object 물건, 물체
- ☐ occur 생기다, 일어나다
- ☐ officer 경찰관, 관리
- ☐ ordinary 평범한, 보통의
- ☐ particular 특별한, 독특한
- ☐ passenger 승객, 통행인
- ☐ pat 쓰다듬다, 가볍게 두드리다
- ☐ perception 지각, 자각
- ☐ possibility 가능성, 실현성

- ☐ power plant 발전소
- ☐ pretend ~인 척하다, 거짓으로 꾸미다
- ☐ producer 생산자, 제작자
- ☐ recall 기억해 내다, 상기하다
- ☐ release 방출하다, 내보내다
- ☐ resistance 저항, 반항 (resist 저항하다)
- ☐ resolve 결심, 결의
- ☐ revolve 회전하다, 빙빙 돌다
- ☐ roar 굉음을 내다, 웅웅거리다
- ☐ sail 항해하다, 출항하다
- ☐ seal 밀봉[밀폐] 부분
- ☐ silence 고요, 적막 (silent 조용한)
- ☐ stare 뵈히 쳐다보다, 응시하다
- ☐ strengthen 강화하다, 더 튼튼하게 하다
- ☐ successful 성공한, 성공적인
- ☐ sudden 갑작스러운, 별안간의
- ☐ suddenly 갑자기, 느닷없이
- ☐ suit 슈트, (양복) 한 벌
- ☐ surrounding 환경, 주위의 상황
- ☐ unaware 의식하지 못하는, 모르는
- ☐ unstable (정서적으로) 불안정한
- ☐ whisper 속삭이다, 소곤거리다
- ☐ whistle 호각[호루라기] 소리
- ☐ widen 커지다, 넓어지다
- ☐ wishful thinking 희망 사항(에 불과한 일), 부질없는 기대

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