

# HOAXES

**Niveau : B1+ / B2**

**Final task:** You are journalists working for a TV channel. You decide to hoax your viewers to spark a debate on a burning issue.

**Outline:**

## 1 - Reality or jokes

**Objectif :** Introduire la thématique + Expressions de l'opinion + Mettre en place des activités d'interaction

En groupes, décider s'il s'agit d'un canular ou pas. Puis mettre en commun : donner son avis en justifiant son point de vue. (en réutilisant les expressions en bas de page)  
Donner des points aux équipes selon les réponses (pour donner un enjeu)

Eventuellement : Rappel sur l'origine des poissons d'avril + citation de Mark Twain

*During the reformation of the calendar, the date for the New Year was moved from April 1st to January 1st. During that time in history there was no television and no radio so word spread slowly. There were also those who chose to simply ignore the change and those who simply forgot. These people were considered "fools" and invitations to non-existent parties and other practical jokes were played on them. "All Fools' Day" is practiced in many parts of the world with practical jokes and sending people on a fool's errand.*

*"April 1. This is the day upon which we are reminded of what we are on the other three hundred and sixty four."*

*Mark Twain - Pudd'nhead Wilson - 1894*

## 2- BBC article "TV kidney competition was a hoax"

**Objectif:** Approfondir les connaissances sur un canular mentionné lors de l'étape précédente + réfléchir à la différence hoax/joke, les aspects réalistes de ce canular (TV show etc.) et le but (ici, faire réfléchir au don d'organes)

Lecture de l'article et répondre aux questions:

**When?**

2007 - Article: 02/06/2007

**Where?**

Netherlands - A British point of view

**What?**

A TV kidney competition - a woman has to choose the person who will receive her kidney when she dies, based on the patient's profile, history and family.

### Who ?

- contestants : a dying woman (=actress) Lisa 37 + 3 (real) patients in need of a kidney transplant who knew it was not a real TV show.
- Producers
- Patrick Lodiers - TV presenter of the show
- Dutch Culture Minister and Dutch Prime Minister
- Caroline Klingers + Helen Illes: kidney patients
- BBC News Website readers

### Why?

Highlight the shortage of Dutch donors - solve a problem

### Reactions?

Negative	Positive
<ul style="list-style-type: none"><li>- Widespread criticism before the hoax was revealed</li><li>- BBC News Website reader: Doug Nanaimo</li><li>- Dutch Prime Minister: - it could damage the reputation of the Netherlands<ul style="list-style-type: none"><li>- lawmakers + people abroad: - complaints / call to ban the show</li></ul></li><li>- Lisa: - "playing God", ie deciding on life and death</li></ul>	<ul style="list-style-type: none"><li>- Dutch culture Minister + "fantastic stunt"<ul style="list-style-type: none"><li>- Caroline Klingers +</li></ul></li><li>- Helen Illes - then + / shocked that we have to go to that extent to attract attention</li><li>- BBC News website readers: Richard Taylor<ul style="list-style-type: none"><li>- Patrick Lodiers: + reality is shocking: problem of organ donation</li></ul></li></ul>

Résumer l'article en répondant à la question:

Who is doing what, how and what for?

Dutch Tv producers organized a fake TV kidney competition in which a supposedly terminally ill woman had to choose among three patients who would receive her kidney. They aimed at raising awareness about the shortage of Dutch donors.

HWK : présenter oralement le 'hoax' à l'aide de mots clés (entraînement à l'évaluation orale)

### 3- Fiche de vocabulaire : the influence of TV and media.

Objectif: introduire du vocabulaire qui permet de commenter les documents qui suivent.

Lire et apprendre.

Proposer des phrases de traduction pour s'entraîner à l'expression écrite et rebrasser le vocabulaire.

Prévoir un test d'évaluation.

(Check your keywords cf Bridges 1ère)

## 4- Video Cold Case

Objectif: introduire l'évènement qui est traité dans la CE suivante + entraîner à la CO et à l'analyse de l'implicite (images) + susciter l'adhésion des élèves par le support.

### 1ère diffusion:

- Identify the type of document
- Answer the following questions: who / when / where / what?

*This video is the beginning of an episode of a famous TV series called Cold Case. In this series, a police department division investigates cold cases, that is to say, crimes that have not been solved.*

#### **Who?**

*A family: a couple, Audrey and her husband and their son.*

*A neighbour is mentioned, Mrs Brown. At the end of the extract, two members of of the police division (Lilly Rush and Scotty Valens)*

#### **When?**

*October 30<sup>th</sup> 1938 - The day before Hallowe'en - evening / nowadays*

#### **Where?**

*In the US - inside a house*

#### **What?**

*- They are preparing Hallowe'en - having fun - the son is trying on his costume of Frankenstein and he can't see through his mask.*

*- The father comes back and kisses his family hello. His wife offers him a drink.*

*- The boy wants to listen to a radio programme. The whole family listens to it.*

*The father is having a drink and the mother is preparing dinner.*

*- The phone rings. A message from the neighbour.*

*- They all get ready to leave and the mother goes to get the dog. She tells her family she'll see them in the backyard.*

### 2ème diffusion:

- Check the different stages if needed.
- Concentrate on the feelings and on the atmosphere. For that, focus on the facial expressions.
- Find the explanation for the evolution of feelings and behaviours.

#### **Feelings and atmosphere:**

*At first the atmosphere is nice/relaxed: there is jazz music playing in the background - the fire is alight / lit.*

*The family seems to be well-off since the mother is well-dressed and the house looks comfortable.*

*However the atmosphere turns tense as they listen to the radio programme. We can see the characters becoming scared and panic-stricken as they hear the news.*

*The boy snuggles up to his mother to get comfort and reassurance. Moreover we can hear screams and sirens which shows that everybody is terrified and it contributes to the general confusion.*

**Explanations:** *radio programme and phonecall*

3ème diffusion:

En cas de difficulté de compréhension, proposer une fiche d'aide:

- *Circle the words you hear and put them into the right order and make out the news that have just been broadcast.*

*Gas / fights / accident / explosions / attack / sun / thirty / demonstration / forty / dead / army / soldiers / Mars / nuclear / invading / fifty / revolt / war*

- Puis essayer de retrouver le message téléphonique et reformuler pour s'assurer de la bonne compréhension:

*The Martians are only miles away.*

Recap: *The family is panic-stricken because they have just heard on the radio that 40 people have died. The neighbour has phoned to let them know the invaders are getting closer. As a consequence they decide to leave but the mother wants to go and get the dog beforehand. Unfortunately she has never come back.*

## **5. Article National Geographic "War of the Worlds"**

Objectif: connaissances sur un évènement culturel + réfléchir à l'influence des médias + entraîner à la CE via exercice type-bac et à l'EE en groupe + évaluer l'EO

- Lecture de l'article avec fiche de compréhension écrite (cf Bridges 1ères)

Résumer la 1ère partie de la fiche de CE:

*Henry Brylawski was on his way to Washington DC when he heard frightening news on the radio: a meteorite had crashed into a New Jersey farm and New York was under attack by Aliens from Mars. What he didn't know was that it was nothing but a radio play based on HG Wells's novel The War of the Worlds, performed by actors and directed by Orson Welles. The play was so realistic that thousands of people actually believed that an invasion from Mars was taking place and there was panic all over the country.*

Résumer les 2ème et 3ème parties de la fiche de CE:

*At the time of Orson Welles's programme, the radio had a real influence on people. They believed that what was said in a news bulletin was necessarily true / they had blind faith in everything that was said on the radio. That's why, when they heard newsflashes during the play, they couldn't imagine that they were fakes.*

HWK : être capable de résumer ce qui s'est passé le 30/10/1938 (évaluations orales en salle info) sur les 2 docs.

- Travaux de groupes

Chaque groupe doit répondre à une question et proposer une réponse rédigée.  
Ce serait l'occasion de leur donner une liste de mots de liaison et les obliger à en utiliser 5. + 100 mots

Eventuellement : choisir les questions en fonction du niveau général du groupe.

1- Why did that radio programme cause such a panic?

2- How do you think Orson Welles reacted after he learned about the panic?

3- Explain the sentence "Some people say the broadcast contributed to diminishing the trustworthiness of the media." l.43

4- Do you think that a radio or TV programme could cause such collective panic today?

Donner à la classe une synthèse complète des réponses

HWK : Traduction du texte l.1 à 18. (cf Bridges 1ère)

## **6. Fiche grammaire + lexique**

Objectif: donner des outils linguistiques pour la réalisation de la tâche finale.

les temps : prétérit / present perfect / pluperfect

lexique: la peur et la surprise

## **7. Video "the Belgian Split"**

Objectif: réinvestir les réflexes méthodologiques de la CO + réfléchir à la portée d'un hoax d'aujourd'hui et ses conséquences politiques

1ère diffusion:

**number of speakers** ? Voice-over by a journalist who comments images

**accent**: British - BBC

**intonation** : two people interviewed sound angry and the journalist sounds neutral (gives information)

**type of document**: BBC News report

2ème diffusion:

**Concentrate on the words you recognize**

What I'm sure of / I'm not very sure / What I'd like to know

Prise en note des réponses des élèves au tableau ou transparent.

Inter-correction si nécessaire.

### 3ème diffusion:

Vérification par les élèves + enrichissement

#### **Recap**

*This BBC news report deal with a hoax Belgian journalists played on their viewers by convincing them Wallonia had declared itself independent.*

### 4ème diffusion:

Grille d'aide à la compréhension

#### **Recap**

*First, normal programmes were interrupted by breaking news and a grim-looking anchorman announced the news of the Belgian split. A correspondent reported live from the Royal Palace and pictures of worried-looking ministers and of the Royal Family fleeing abroad were broadcast. Moreover a journalist came to the studio to bring the latest developments. The channel admitted it was a spoof a few minutes later. Politicians were furious at RTBF because they made a joke of a very serious / burning issue. The press was unimpressed because RTBF spread panic in the entire country. The hoax aimed at sparking a debate on the future of the country but it only raised the question of the role of the media.*

### **8. Préparation de la tâche finale:**

- Annonce de la tâche finale et recherche d'expressions utiles pour annoncer une nouvelle surprenante, pour réagir, et pour commenter des événements...

Mise en commun:

- Pour annoncer la nouvelle :

*I'm sorry to interrupt our programmes / Please, excuse me for interrupting our programmes / I have to interrupt our programmes / I have astonishing news to announce*

- Pour réagir :

*I just can't believe this news / It's absolutely unbelievable - incredible / I've never heard such news before / Oh my God! / This is really, really terrifying / How shocking! / What an unexpected event!*

- Pour commenter :

*Fans look dumbfounded / People seem to be taken aback / We have the impression that nobody predicted this twist/*

Lecture des phrases en y mettant le ton et la bonne accentuation.

- Entraînement à la tâche finale : Tirage au sort d'une phrase avec un évènement: l'élève doit annoncer la nouvelle comme s'il l'apprenait en direct et les autres doivent réagir de manière appropriée et réutiliser correctement les expressions vues (mais pas seulement!)

*Elvis Prestley is alive . He lives in a French monastery.*

*Barack Obama has just resigned (given up his job)*

*A hurricane has destroyed Paris.*

*Brad Pitt and Angelina Jolie are divorcing.*

*Corsica has declared itself independent.*

*A minister has been kidnapped by terrorists.*

- Organisation des groupes. (tirage au sort)

### **9. Tâche finale :**

You are journalists working for a TV channel. You decide to hoax your viewers to spark a debate on a burning issue.

Pupils are expected to :

- Follow the same outline as Orson Welles and RTBF:
  - Interruption of the programme
  - Live reporters
  - Guests in the studio
- Make their hoax as realistic as possible.
- Use appropriate expressions to show their surprise / fear / panic and use the intonation and stressing accordingly.