

AIM

To discuss news stories and discuss which should be on the front page of a newspaper

LANGUAGE

Vocabulary relating to the news

SKILLS

Speaking

MATERIALS

One copy of the worksheet for each student

HOW TO CUSTOMIZE

You can change this worksheet on computer or by hand, using the customizable version.

Here are some ideas:

- Change the headlines to reflect recent events, or add headlines that will be interesting or relevant to your students.

ANSWERS

- 1 Sport
- 2 Crime
- 3 Environment
- 4 The economy
- 5 Celebrity gossip
- 6 Science
- 7 Technology
- 8 Education

Pre-activity (5 minutes)

- **Note:** This activity is best used in a later lesson as consolidation and not immediately after finishing SB p25.
- **Ask:** *What stories have you read in the newspaper recently?* Elicit some answers and then ask, *Which section of the newspaper was it in?* In this way, revise the categories from page 25, e.g. *Politics, Celebrities, Sport, National news*, etc. Ask: *What kind of stories do you usually find on the front page of the newspaper?* Elicit a variety of answers.

Procedure (20 minutes)

- Explain that students are going to discuss different news stories and decide which they think deserve to be on the front page of a newspaper.
- Give one worksheet to each student. Focus attention on the categories at the top of the page and check comprehension of the categories. Pre-teach/check the vocabulary in the headlines: *striker, growth, EU* (European Union), *model, teens* (= teenagers), *addicted*. Alternatively, let students use a dictionary.
- Focus attention on the example in headline 1. Then give students time to match the rest of the categories to the headlines. Check the answers.
- For exercise 2, ask students to imagine they are part of an editorial team of a newspaper. Give them time to choose the four stories that they think are the most important. Make sure that this is an individual choice at this stage and encourage students to think of good reasons for their choice.
- For exercise 3, divide the class into groups of four. Pre-teach/check useful language for the discussion stage, e.g. *Which story is the most important?, I don't agree with that, (Sport) isn't as important as (The economy), (Cancer) affects people all over the world*, etc. Get students to discuss the stories and make their selection for the front page. Monitor and help as necessary.
- For exercise 4, ask the groups to choose their top headline. Again, encourage students to think of good reasons for their choice.
- For exercise 5, bring the class back together. Elicit a number of examples of the top stories chosen by the groups. Encourage students to persuade their classmates to accept their choice. This should lead to some lively debates! Don't interrupt or over-correct students, as this is primarily a fluency activity.

Extension (20 minutes)

- Get students to write out their top story based on the chosen headline, and produce the front page of their newspaper. Students can do this individually, or in pairs or small groups. If possible, they should do this on a computer and make their newspaper look as realistic as possible.
- Get students to discuss all the headlines and make suggestions as to the story behind each one.