

NEWS LESSONS - SPEAKING

Warm Up

1: Two-Minute Debates: Students get into “English mode” and begin directing their thoughts to the lesson topic.

Step One: The teacher writes four statements on the board related to the topic of the lesson. Each statement should allow a clear for or against position to be taken. Students look through the statements and form opinions for two minutes.

Step Two: Students pair up. Student A supports the first statement and his partner disagrees. Students debate for two minutes.

Step Three: The teacher says, “Change!” Students switch roles and move on to the next statement. Student A is now against the second statement and student B is for it. The class continues through the statements.

The Article

1: Read the Article: Students read half of the article, then work together to understand and summarize for future parts of the lesson.

Step One: The teacher writes the headline of the article on the board.

Step Two: The teacher divides the class into two groups. In a larger class, the teacher may arrange up to four or five A students together and four or five B students together. This will increase participation. Each group then receives a different half of the article.

Step Two: Groups read through the article and check unknown words/phrases. Students discuss unknown material together.

Step Three: Groups work together to provide a coherent and comprehensive summary of the contents for their half of the article.

The information may be written in notebooks for the next part of the lesson.

2: Summarization: Students provide summaries to link both halves of the article.

Step One: Students get into pairs (student A with student B) and provide summaries of the article to one another.

Step Two: The teacher writes comprehension question on the board. In the same pairs, students discuss and write the answers. This will confirm the quality of the summaries and overall comprehension.

Step Three: Students form groups of four to compare answers. Differences should be discussed. Then check answers as a class.

3: The Article: Students receive and read through the complete article. The teacher should allow five minutes or less (depending on the length/difficulty of the piece), during which time he answers questions and provides clarification for the students.

Application

1: Two-Minute Debates: Students now apply the key ideas from the article in short debates.

Step One: The teacher writes five statements on the board based on the article. Several of the statements may be reused from the Warm Up, which allows students to now provide clearer, more informed answers.

Step Two: Students receive several minutes to think of answers and positions for the statements. They then find a partner and, as in the Warm Up, debate the first statement for two minutes, switch roles, and repeat with additional statements.

2: Presentations: Students use the information from the lesson to provide a short presentation on the topic.

Step One: Students work individually for five minutes to write ideas and information in their notebooks. The presentation should use information from the whole of the lesson. Students should also discuss their feelings on the topic of the article.

Step Two: Students get into pairs and give the presentation. Partners should ask follow-up questions. Switch roles and repeat.