



M1

Think for a minute about newspaper-based activities that you have come across.

Add a few ideas to the list below

- Making headlines
- Learning abbreviations
- Writing problem letters
- Writing and replying to agony aunts
- Re-ordering jumbled paragraphs, cartoon strips
- comprehension
- vocabulary development
- ..
- .
- .
- .
- .

You could now exchange ideas with a colleague and categorize your findings:

Things to do with

- news stories

e.g.....

- letter pages

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- feature articles

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- cartoons

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- pictures etc.

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Newspapers in the English Classroom

M2

Hide and seek (see Grundy p.34)

- 30-60 minutes
- One newspaper for every two students

Activity: Finding one's way around a newspaper

Procedure: Students work in pairs with one newspaper

- Tasks:**
1. Find a story or feature which you think would interest other members of the class.
 2. Write a one- or two-sentence instruction indicating roughly where the story can be found in the newspaper. Write on a 'post-it' sticker which you stick on the front page.

e.g. This is a story from the sports pages. A record gets broken

Pairs exchange their newspapers and instructions and the receiving pairs now seek the hidden story. Repeat as often as you like.

Variation: Instead of writing an instruction students copy a sentence from their chosen story. (scanning activity)

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Questions and advice (see Grundy p.38)

- 30-40 minutes
- One newspaper for every five students or the story bank

Activity: Relating to people in newspaper stories

Procedure: Students work individually with a story they have selected from a newspaper or the story bank and swap material in a group of five

Tasks: 1. Read your story. Write a question or a suggestion/piece of advice directed at one of the people in the story on an extra sheet of paper

Variation: Assign the tasks as homework (3-4 stories for each student) and have the students exchange their homework. Students should respond to their partners' questions by slipping into the role of the person in the story. ©JBost



Newspapers in the English Classroom

The short, short story (see Grundy p.57)

- 30-40 minutes
- One newspaper for every five students or the story bank

Activity: Asking and answering questions appropriately

Procedure: Students find (and cut out) a very short story, preferably a human interest one and practise asking questions

Tasks: 1. Try to guess your partners' stories in turn by asking "yes/no" questions, such as 'Is it a crime story?', 'Is it a sports story?', 'Is it about an animal?', 'Is there a policeman in the story?'

Variation/ follow-up activity: Students write short, short stories of their own.

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Why the headline? (see Grundy p.59)

- 30-40 minutes
- One story for every **six** students, each story must be copied three times , students work in pairs

Activity: Understanding headlines and how they relate to stories

Procedure: One story (preferably with an interesting headline) for a pair (3 pairs in a group of six have the same text)

Each pair read their story and write an explanation why the headline was chosen, without quoting the headline(give an example) The three versions are passed on to another group which decides about the most accurate explanation

Tasks: 1. Read the story together with your partner and write a short explanation of why the headline was chosen.

2. After your group has finished swap the story with the three explanations with another group. Decide as a group about the most accurate version. Your partner group should proceed likewise.

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Newspapers in the English Classroom

M4

Newspaper terminology

(slightly abridged from: FU, Sept. 2004, Presse, p.6)

advertisement (advert, ad)

- message which points the reader's attention to a certain product or service

advertorial

- advertisement made to appear like a news story or feature

banner

- the biggest headline on the front page

byline

- identifies who the story is written by, usually at the top of the story

column

- an article containing opinion (German: *Kolumne*)
- a vertical strip of type

columnist

- writer of a special column published regularly

editor

- person responsible for one section of the newspaper (city editor, sports editor,...), writes editorials (editor in chief) → editorial (article by the editor)

feature story

- story where the main interest is not the news value, e.g. the story about the history of a parish

five Ws

- who, what, when, where, why – the major questions answered at the beginning of a well-written news story

front page

- the first page of the paper

graphics

- visual information, e.g. charts or maps

headline	- 'title' of a news story which summarizes the main point headlines are usually not written by reporters but by editors
lead	- the first paragraph of a news story, often printed in bold type, answering the five W's
letter to the editor	- a letter from a reader expressing his/her personal views on an issue
libel	- publication of information damaging to someone's reputation (German: <i>Verleumdung</i>)
news story	- ideally an objective report of a recent event
quality paper (broadsheet)	- a newspaper that concentrates on serious reporting and does not have extremely big headlines or large photos on the front page as opposed to tabloids
review	- a critical evaluation of an artistic event, such as a movie, play or concert
subhead	- headline in between paragraphs of copy. Subheads are used to make long stories more readable
tabloid	- a newspaper, usually of a smaller size, with many pictures, huge headlines, short stories and often a simplified language (e.g. the Sun in Britain) as opposed to quality papers
typo	- short for 'typographical error'

<p>Awarding a prize for the best ad</p> <p>You are in a committee whose task is to award a prize for the best ad. Since some of the people do not speak German everything is discussed in English. Each of you has chosen an ad which you think might deserve the prize.</p> <p>Task 1 (individual)</p> <p>In the meeting your first task is to present “your” ad to the group and to try to persuade them that it really deserves the prize.</p> <p>Task 2 (interaction)</p> <p>Then it is the task of the group to decide which ad gets the first prize and which one is the first runner-up. Be ready to compromise if you think another ad is really better than “yours”</p>	<p>Awarding a prize for the best ad</p> <p>You are in a committee whose task is to award a prize for the best ad. Since some of the people do not speak German everything is discussed in English. Each of you has chosen an ad which you think might deserve the prize.</p> <p>Task 1 (individual)</p> <p>In the meeting your first task is to present “your” ad to the group and to try to persuade them that it really deserves the prize.</p> <p>Task 2 (interaction)</p> <p>Then it is the task of the group to decide which ad gets the first prize and which one is the first runner-up. Be ready to compromise if you think another ad is really better than “yours”</p>
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