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INSTITUTION	NCoE PASDUNRATA	PROVINCE: SOUTHERN		ZONE: KALUTARA	Group submission? Tick here
AIM (S)					
By the end of this session, participants will have experienced a variety of English language-learning activities that use newspapers as their materials or inspiration.					
By the end of this session, participants will have used an article and pages from real newspapers to think of English language-learning activities of their own.					
TIME	STAGE	PROCEDURE		MATERIALS	INTERACTION
		TRAINER'S ACTIVITIES	PARTICIPANTS' ACTIVITIES		
-	Pre-session	<ul style="list-style-type: none"> Find 5 stories in a newspaper that have headlines and pictures. Cut out the 5 stories. Label the stories A-E (capital letters). Label the headlines a-e (small letters). Label the photographs 1-5. Stick the stories, headlines and pictures on the walls randomly around the training room. 	-	A newspaper.	-
10m	Warmer	<ul style="list-style-type: none"> Put participants in pairs. Tell them to stand up, move around and read the stories, headlines and pictures on the walls. Match the correct story with the correct headline with the correct picture. Write the capital letters, numbers and small letters in 5 correct sets, e.g. A3d, B5c. Check answers and elicit the reading sub-skills that were practised, e.g. skimming, scanning, maybe inferring. 	<ul style="list-style-type: none"> Work in pairs. Stand up, move around, read the stories, headlines and pictures on the walls and match them in 5 sets. Give answers to the trainer. Say which reading sub-skills they think were practised by this activity. 	5 newspaper stories, headlines and pictures on the walls.	P-P Ps-T

TIME	STAGE	PROCEDURE		MATERIALS	INTERACTION
		TRAINER'S ACTIVITIES	PARTICIPANTS' ACTIVITIES		
10m	Brainstorming: newspaper components	<ul style="list-style-type: none"> Elicit that this session is about using newspapers in the classroom. Show the 1st PowerPoint slide. Put participants in groups. Give each group a flipchart page folded down the middle. Tell them to brainstorm the components of a newspaper. On the left, list <i>parts</i> – things you see in newspapers. On the right, list <i>sections</i> – topics covered – by newspapers. Get them to stick their pages on the walls. Give them a minute to circulate and read each other's lists. Show them the 2nd PP slide. Did they miss anything? 	<ul style="list-style-type: none"> Suggest to the trainer what this session is about. In groups, brainstorm the parts of newspapers and the sections of newspapers. List these things on the two sides of a flipchart page. Put their pages on the walls. Then, in groups, walk around and look at the other groups' ideas. Look at the 2nd PP slide. Did they miss anything? 	PowerPoint presentation, flipchart pages.	Ps-T Ps Ps Ps-T
15m	Pair-work: exploiting a newspaper story	<ul style="list-style-type: none"> Put participants in pairs. Give out handout with the news story <i>Young Lover's Life Cut Short</i>. Tell them to read it, then discuss how it could be exploited in a lesson. Tell half the pairs to think how to use it as a context for presenting language – grammar, vocabulary, functions. Tell half the pairs to think of activities for practising reading (pre- / while-reading) and speaking / writing (post-reading) with it. Then put each language-pair and each skills-pair into groups of 4. Get them to exchange ideas. Conduct general feedback, using the 3rd and 4th PP slides. 	<ul style="list-style-type: none"> In pairs, read the news story on the handout. Discuss how it could be exploited... <ul style="list-style-type: none"> ...as a context for presenting language, or... ...as a source of activities for practising reading, speaking and writing skills. Work with a pair who discussed a different topic from you. Share your ideas. Look at the ideas suggested on the 3rd and 4th PP slides. 	Handout, PowerPoint presentation.	P-P Ps Ps-T

TIME	STAGE	PROCEDURE		MATERIALS	INTERACTION
		TRAINER'S ACTIVITIES	PARTICIPANTS' ACTIVITIES		
15m	Group-work: exploiting a whole newspaper	<ul style="list-style-type: none"> Retain the pairs and show them the 5th slide. Tell them to (1) work out what type of activity each example is from, and (2) what part of a newspaper it uses. Elicit answers. (1. Rearrange words to make headlines / Newspaper headlines. 2. Scanning race / TV guide. 3. Rewriting using abbreviations / Small ads.) Put them in 4 groups. Give out flipchart pages, folded into 4 panels. Give each group a 4-page section from a newspaper and give them 2 minutes to brainstorm for classroom activities that would exploit it, writing their activity ideas in 1 of the 4 panels on the page. Then exchange the newspaper sections and do the same thing again, this time writing activity ideas in a 2nd panel. Keep doing it until every group has seen every newspaper section and ideas have been written in all 4 panels of every page. 	<ul style="list-style-type: none"> In pairs, look at the 5th slide. (1) work out what type of activity each example is from, and (2) what part of a newspaper it uses. Suggest answers to the trainer. In groups, look at each 4-page section from a newspaper and brainstorm ideas for exploiting it. Write their ideas in one panel on the flipchart page. Do the same thing three more times with three more newspaper sections, filling in the other three panels on the page. 	PowerPoint presentation, flipchart pages, 4 x 4-page newspaper sections.	P-P Ps-T Ps
10m	Group-work feedback	<ul style="list-style-type: none"> Conduct feedback to the previous activity. Tell each group to choose the best idea they had for a newspaper activity and share it with the other participants. 	<ul style="list-style-type: none"> In groups, pick the best newspaper activity that they brainstormed in the previous activity. Present this activity to the other participants. 		Ps Ps-Ps

NUMBER OF WORDS (AIMS + MAIN BODY OF PLAN): 873
