

4.2) “Headlines Fun” lesson plan

Age: 15 – 19

Level: upper - intermediate

Materials used: (1) articles from various British newspapers; (2) strips of paper with headlines only;

Group Size: ca 15 learners

Lesson length: 45 minutes

Aims: to show students that headlines are meaningful; to develop reading for detail reading skill; to practice forming questions;

Classroom procedure

1. The teacher shows students a model headline and writes it down on the blackboard e.g.:

Jackie Chan crusades against horrific “bear parks”

Next, the teacher points out that by reading a headline only, we get the general image of what the article is about. The teacher also says that we can ask questions to headlines about things that we would like to clarify, for example:

What are bear parks?

Why are bear parks horrific?

Who is Jackie Chan?

The teacher asks students to form similar questions; to make sure that they understand the idea.

2. Students organize into pairs and are asked to prepare a blank sheet of paper. Each pair is given a strip of paper with a headline. **(2)**

3. Learners are asked to read out their headlines. The teacher clarifies any vocabulary issues by asking students about difficult vocabulary items in each headline.

Interaction:

T -> S

Time:

6 minutes

Interaction:

T -> S

Time:

4 minutes

Interaction:

T -> S

Time:

5 minutes

4. Learners are asked to write down their headlines on a blank sheets of paper.

Interaction:
T -> S

Time:
1 minute

5. Learners walk around the classroom in pairs, and ask one question to each headline. The teacher monitors the pupils' work and helps with vocabulary when needed.

Interaction:
T -> S

Time:
7 minutes

6. Each pair, then, gets a sheet of paper with the headline and questions to it, and is given the corresponding article (1). Learners are asked to read the articles and answer as many questions as they can, referring to the article.

Interaction:
T -> S

Time:
15 minutes

This is a very important part for the teacher during this lesson. The texts can cause some vocabulary problems to learners. That is why the teacher should walk around and monitor students providing them with necessary vocabulary.

7. Students once again walk around the classroom and find answers to the questions they asked. If there is an unanswered question, students read it aloud and the students responsible for answering it are asked, why they could not find an answer to it.

Interaction:
T -> S

Time:
7 minutes