

The review page: Teacher's notes and tips

1 Pre-writing tasks: reading for gist

- a Another year is ending but can students remember any of the top news stories from 2004?! Probably not, but it doesn't matter. Can they tell you what kinds of topics are in the news usually? Elicit the four below (and others).
- b Tell the students you have put eight news stories from 2004* on the walls around the classroom or, if possible, outside. Each one is labelled A to H. There are four categories: sport, science and nature, politics and home news.
The students work in pairs. One student stays in the classroom (with the worksheet), the other races outside to read and match the letter from the news story with the topic. They tell the answer to their partner, who writes it down. They can take it in turns.
- c Answers: *sport: a, f science and nature: b, h politics: c, d home news: e, g*

Tip: encourage different reading speeds (and promote more efficient readers)

This activity really makes sure the students read the text quickly for the overall gist of the story.

- d They've only read the stories very quickly but can anyone remember them?!

2 Pre-writing tasks: reading for detail

- a Give each pair the eight news stories (make sure you make enough photocopies before you cut one up for the reading race) and ask them to look at the stories again in more detail. They fill in the information needed for the table.
- b Elicit feedback.

Tip: use an OHT or IWB for feedback

This provides quick and clear answers. Why not have the reading projected too – you can highlight the simplicity of the stories, which are examples of what they have to do for the writing, and the use of the past simple with *when*, too.

3 Pre-writing tasks: brainstorming

- a In small groups students think of all the top news stories from this year to do with sport, nature and science, and politics.
- b Board all the ideas for them to refer to.

Tip: do a little research first

Go onto some news websites and remind yourself of the stories from this year. Include stories from the country where you are teaching. They don't have to be too serious of course. Then consider what vocabulary may be needed for the lesson.

* The stories are on the third page of these teachers' notes.

4 Writing

- a Tell the students they are all journalists. They must choose 3 stories, one for each topic, and complete the table. The home stories are to be done individually as these are about themselves.
- b **First draft:** Students, looking at both the examples and their notes, write a short paragraph for each news story. They should *not* be doing this directly onto the magazine page but on another piece of paper.

Tip: keep it simple

Make sure students aren't writing anything too complicated. The simpler the sentences, the more successful they'll be (and less frustrated too).

- d **Improving:** Students then swap their stories with another pair to look at and edit.

Tip: encourage students to edit each other's work

Students can spot mistakes more easily in another person's work, but this should help them to correct their own work too. Make sure there is constructive criticism – and praise too!

- e **Final draft:** Students make any necessary changes with spelling, vocabulary or grammar and then write neatly onto the page.
- f Perhaps for homework the students can add the pictures.

Tip: have extra tasks for stronger students

There are no headlines to these stories. Those who have finished could add some to their stories.

5 Post-writing tasks: Speaking

- a Perhaps simply ask students to choose which story they think is the most important. Give them time to choose the story and remember it. They should also try and say why this is important.
- b Students then mingle and ask each other:
Which story do you think is the most important?
For me the most important story is about Greece. They won the Euro '04 final. They beat Portugal 1-0.
Why?
Because I'm Greek!!
- c Students can see which story was the most popular one in the class.

These are the eight short news stories. Photocopy them so that each pair has one copy of all the stories. Then have one copy to cut up and place around, or outside, the classroom.

<p>News story A In July Greece won the European Championship. They beat Portugal 1-0 in the Euro 2004 final in Lisbon.</p>	<p>News story B A robot landed on the planet Mars in January. The US robot is looking for life on the red planet and taking photographs.</p>
<p>News story C In August President Hugo Chavez won an important vote. 58% of Venezuelans voted for Mr Chavez to stay as their leader.</p>	<p>News story D In Madrid a bomb killed 191 people. Terrorists attacked 4 trains in Madrid, Spain.</p>
<p>News story E In October my cat, Frisky, had 6 kittens. They are all grey and white. Now they are 2 months old and are very beautiful.</p>	<p>News story F Britain's Kelly Holmes won two gold medals at the Olympic games in Athens. She won the 800m and 1500m in August.</p>
<p>News story G My brother passed his driving test last week. It was the third time Andrew took the test – he is very happy to pass!</p>	<p>News story H The world's second biggest earthquake was in December. It made a tsunami that killed 200,000 people in 13 countries.</p>

Please note:

This writing task is one of many that make up pages for *One World* magazine. When the students have finished this activity ask them to keep the page somewhere safe. In the future, when all the pages are written, the students will have an opportunity to design a front cover and put the pages together to make a complete magazine.