

Flight attendants grapple with 'unprecedented rise' in unruly passengers

Level: Intermediate – Teacher's notes

Article summary: Flight attendants and airlines struggle with aggressive and disobedient passengers.

Time: 90 minutes+

Skills: Using authentic materials such as articles for Mediation

Language focus: Vocabulary

Learner training: predicting the meaning of a new authentic text

Materials needed: One copy of the worksheet per student

1. Warmer

- a. Divide students into pairs or groups. Then, students read the headline of the article and predict its content. Elicit ideas about the content following the questions. You can ask students to cover the text so they are not tempted to read it.

HOW TO: activate students' schemata when using authentic materials

When using an authentic text, it is important to keep in mind where students might encounter it. This text is a newspaper article students are likely to see on the internet or in their social media feed. Activate their knowledge about the topic of an article by having them read the title and subtitle and eliciting what they may know about it before reading.

2. Reading article carefully

- a. Students read the article carefully. If they need more guidance, ask them to pick and underline a specific number of interesting facts, e.g., three facts that they found interesting. Then, they decide whether this is an article they'd choose to read.

HOW TO: get students engaged with authentic texts

For engagement with authentic materials, let students express their real opinions about the text. Ask if they find it interesting or not and why. This will inform your choices in the future and allow you to pick content all your students can enjoy.

3. Relying text information in speaking

- a. Students practice their mediation skills in relying text to someone else. Remind students that it is not advisable to script everything what they will say word for word. Students should instead take notes and refer to them as they improvise their presentation.

Have students follow the steps in points 1 and 2. Go over the answers as a class. Then, have students copy this approach for the other sections by following tasks 3-4

Key:

1. a
2. c

- b. Remind students to use the phrases when they role play the summary task. Remind them to use the phrases for the friend role because active listening is an important English skill. Encourage students to add some useful phrases to the list.

HOW TO: use authentic materials to teach and practice mediation skills

Mediating a text involves paraphrasing and summarizing a text you received and producing a related text or speech to be read or heard by another person.

To use an authentic texts for mediation, you need to create a plausible and realistic scenario in which the student would have to relate the information from the text to someone else. Consider the following questions:

1. Why would someone be interested in this text? (e.g., interest in the topic, need for the specific information or guidelines from the text)

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2. Why would the students need to narrate the text?
(e.g., the text is too difficult for the other person, they have no access to it, or they don’t speak English)
3. What information from the text is relevant for the receiver that the student needs to pick from it?
(e.g., do they need simple instructions, a summary of all main points, the numbers, such as dates or amounts mentioned in the text?)
4. What language should students use in their mediation? (e.g., formal, academic, or plain, elementary English, quoting and/or translating specific phrases, etc.)

4. Optional homework

- a. Students relay the text in their chosen language in an informal chat or message. As a follow-up activity, have students report if they shared the article and what the receiver thought about it.