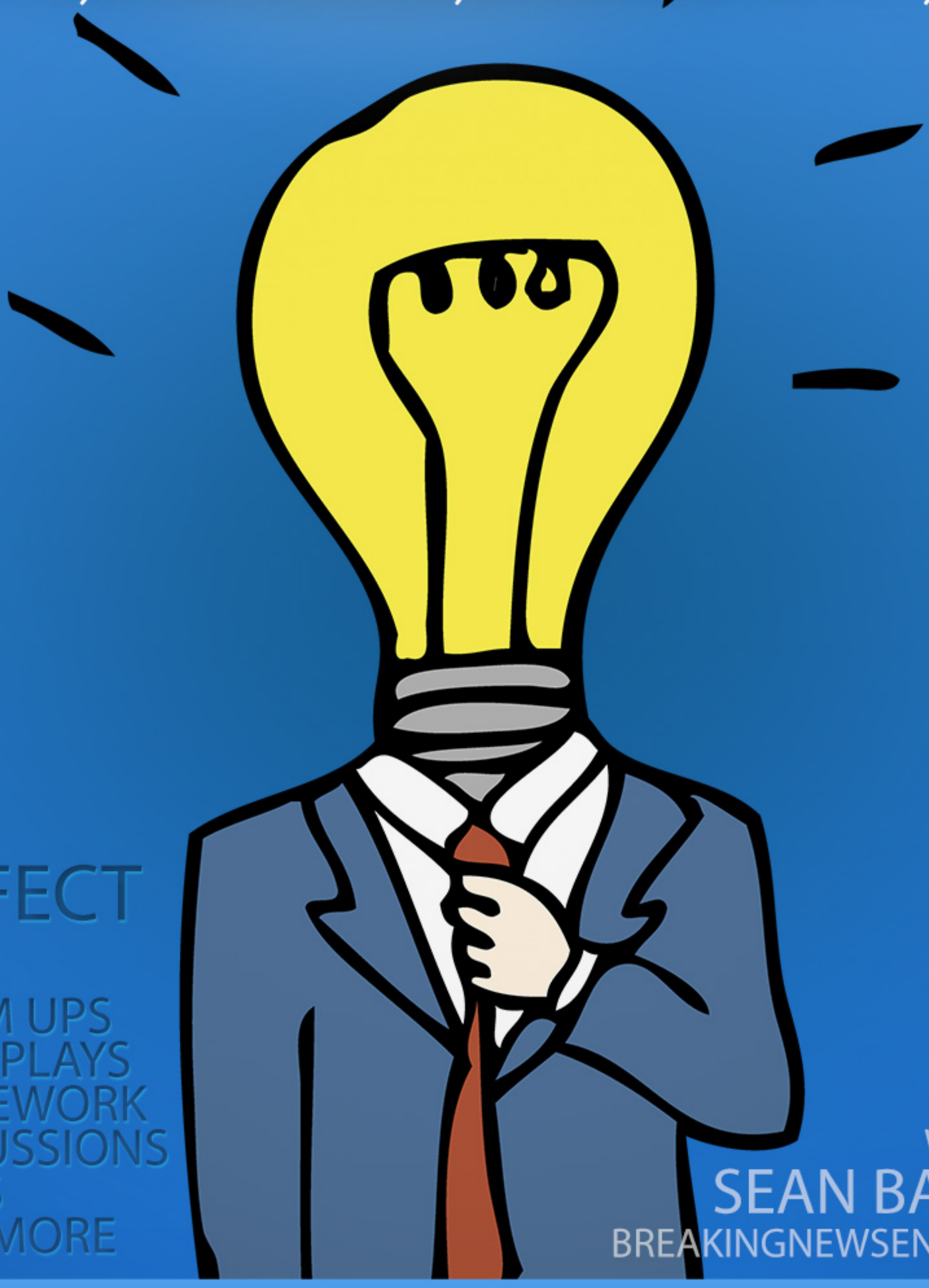
1,000 IDEAS & ACTIVITIES FOR LANGUAGE TEACHERS

~1,000 ACTIVITIES~

LESSON IDEAS, ACTIVITY TEMPLATES, REPRODUCIBLE ACTIVITIES, AND MORE



PERFECT FOR

- WARM UPS
- ROLE PLAYS
- HOMEWORK
- DISCUSSIONS
- NEWS
- AND MORE

WRITTEN BY
SEAN BANVILLE
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ONE THOUSAND SIMPLE IDEAS & ACTIVITIES FOR BUSY LANGUAGE TEACHERS LIKE YOU

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1. INTRODUCTION

The one thousand ideas and activities in this book are those I have collected since starting my website www.BreakingNewsEnglish.com. Most of them are simple ideas and activity templates that can be easily adapted and used with almost any lesson topic. The ideas can be applied to a multitude of themes, regardless of whether or not the lessons are based on current events. While putting together this collection, I have primarily kept in mind busy teachers who have little time for planning. I hope the ideas and activities will be of use to novice and experienced teachers alike.

There are ideas for all stages of the lesson – warm ups, pre-, while- and post- reading or listening, and homework. The ideas and activities have been put in several broad categories, including talking about news, using headlines, discussions, using opinions, plans, using lists and quotes, role play ideas and task-based activities. There are also language analysis exercises, at the lexical level and in moving from text to speech. The two largest sections focus on using the central characters and the themes of news articles. There are also many activities that may be copied and used in class.

I have avoided talking about methodology or giving "how to" advice in this introduction and throughout the book. Teachers will take the activities they feel they can use and teach them according to their own teaching style and classroom situation. Similarly, I have not provided guidelines for level or timing. An idea that one teacher deems suitable for higher levels might be effectively used by another teacher for lower levels. Likewise, an activity with a suggested duration of five- minutes might well run considerably longer with some classes.

My one comment on pointer is this. I have tried to maximize use of partnered work and repetition of the activity with most of the ideas. I have also focused on communication between students. If an activity has worked well, try and vary and repeat it to provide students with the opportunity to consolidate on it and to recycle language.

Sean Banville

Japan, 2013

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2. NEWS

Ideas to "test the water" regarding students' opinions towards news and current events stories. This section also contains additional ideas to increase students' motivation to study English using news stories.

1. THE NEWS HABIT

Encourage your students' news reading / viewing / listening habits, whether it be in their L1 or in English. Keeping up with current events on a regular basis will provide the background knowledge for topics studied in the current affairs classroom. This should also make the transition into English mode a little smoother, a little less intimidating and perhaps less stressful.

2. THE INTERNET

Make use of the Internet to introduce current events ideas into your classroom. A few sites offering help with current events are:

BBC "Words in the News":

http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/index.shtml

Listen to and learn news-related vocabulary from BBC World Service news stories. There is a weekly lesson complete with teaching notes and student worksheets.

New York Times:

http://www.nytimes.com/learning/index.html

Daily news lessons based on NY Times articles. Primarily for students at grades 9-12 but is also useful for more advanced ESL learners.

Voice Of America:

http://www.voanews.com/specialenglish/

A daily listening that is read at a slower pace. News articles centre on a core vocabulary of 1500 words, simple sentences, use of the active voice and no idiom

Breaking News English.com:

http://www.breakingnewsenglish.com/

Current affairs lessons with listening, vocabulary, reading and discussion activities. The site offers a 26-page printable handout and a 2-page mini-lesson as well as over 40 online activities and a podcast.

3. ADJUSTED LISTENING

Use the slower listening from sites that have graded versions of recordings. VOA uses language that is two-thirds the speed of regular native speed, while Breaking News English has two slower speeds. Alternatively, use a music player that allows you to control the play speed.

4. SHADOW SPEAKING

Encourage students to shadow-speak after the newscaster. They might pretend to be the caster or the reporter and try and copy the rhythm and stress.

5. BILINGUAL NEWS

Encourage students to watch bilingual news, with subtitles if necessary. Many national / state TV channels show the news both in the L1 and then again in English. Encourage students to watch the news in their L1 first to get the main ideas of the story, and then watch in English. The background knowledge from the L1 viewing should help comprehension in English.

6. LISTEN-CHECK-LISTEN

With news channels that contain the same news item in the students' L1 and English, encourage students to listen in English first. They then check their understanding of the story by checking the same news item in their own language. Students then listen again in English.

7. REPEAT CONTACT

Encourage students to watch and listen to the same news item many times. Each listening should further attune the learner's ear to the rhythm, intonation and pronunciation shortcuts that are vital for comprehension. Repeated listening will also allow students to hear items of vocabulary and grammar constructions they may have missed in any panic of a first time listening.

8. ACCENTS

Encourage students to listen to or visit sites that focus on the areas of pronunciation they are interested in.

For American English –

http://www.manythings.org/pp/

For Australian English -

http://dea.brunel.ac.uk/cmsp/home_yan_qin/intro/intro_au.htm

For Canadian English –

http://international.ouc.bc.ca/pronunciation/

For New Zealand English -

http://www.ualberta.ca/~johnnewm/NZEnglish/sounds.html

For British English –

http://www.learnenglish.de/pronunciation/pronunpage.htm

9. WORLD ENGLISHES

Encourage students to listen to Internet news stations from around the world. This will attune their ears to the many different accents they might encounter in their English listening lives.

Radio stations can be found at:

- Voice of America –
  http://www.voanews.com/specialenglish/
- Australian Broadcasting Company –
  http://www.abc.net.au/
- Radio Canada International –
  http://www.rcinet.ca/rci/en/
- Radio New Zealand –
  http://www.radionz.co.nz/
- Radio Telefon Eire (Ireland) –
  http://www.rte.ie/
- British Broadcasting Corporation -
  http://www.bbc.co.uk/worldservice/learningenglish/radio/index.shtml
- For South African English –
  http://www.702.co.za/

10. PODCASTS

Subscribe to a daily news podcast.

To subscribe to a podcast students need a computer with iTunes, Media Player, QuickTime, etc. They can listen to the cast on their computer or download it onto a portable music player, such as Apple's iPod, to take and listen to anywhere they want.

- Download the RSS software. I recommend http://www.ipodder.org.
- Visit http://iteslj.org/links/ESL/Listening/Podcasts/ for carefully selected casts for ESL learners.
- Subscribe to the mailing list at http://englishcaster.com/ to receive information on other podcasts for English language learners and native speakers.

11. SELF STUDY

Encourage learners to form their own current events discussion groups. Some ideas:

- Learners each bring news items of interest and lead their own discussions.
- Discuss the homework or lesson material from a previous current events class.
- An article from a magazine or newspaper is agreed upon in preparation for their next meeting.
- A topic is agreed upon for the next meeting. Students find information on this topic by themselves.
- A news item is listened to, watched or read without preparation. Students help each other understand it.

12. ADVICE

Establish an advice board, corner or file somewhere in the classroom for students to share their ideas on how best to study current events. Alternatively, conduct a five-minute ideas-sharing session at the beginning or end of each current events class. This may motivate learners to find and experiment with new strategies.

13. NEWS DETAILS

Students ask each other and describe in the tiniest of detail when, how, where etc. they read, listen to or watch the news.

• *See the copiable classroom handout on page 218.*

14. FUNCTION OF NEWS

Students ask each other about their reasons for following the news.

• *See the copiable classroom handout on page 219.*

• See also the blank template copiable classroom handout on page *220*, to use to brainstorm and use the students' ideas.

15. VOCABULARY MAGNETS

Encourage students to be vocabulary magnets and write down new words, abbreviations, acronyms, phrases, etc. that they hear or read. They share their words with the class in the next lesson.

16. WHERE IN THE WORLD?

Students ask each other about which areas of the world interests then most in terms of news.

• *See the copiable classroom handout on page 223.*

17. WHAT KIND OF NEWS?

Students ask each other what kind of news interests them most.

• *See the copiable classroom handout on page 221.*

18. WHAT'S NEWS?

Students talk about and bring each other up to date on the news stories they read, heard or saw that morning or the previous day/week.

19. NEWS STRATEGIES

Students talk about the skills and strategies they use when trying to understand the news:

• *See the copiable classroom handout on page 222.*

20. HOMETOWN NEWS:

Students talk about the recent news in their hometowns. Example:

Use the questions below to talk with your partner(s) about news of your hometown.

- What kind of news is normal for your town?
- What's the biggest news ever to come from your town?
- What are the local newspapers like?
- Does your hometown have its own TV news channel?
- How often do you receive / look at news of your town?
- Have you ever seen pictures of your area on national or international television?
- What news stories have hit the headlines recently in your hometown?
- Have you ever been in the local newspapers or on TV?
- Is there any big news coming up in your hometown?
- Who has made the biggest headlines in your hometown?

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22. WHAT'S HAPPENING IN / WITH?

Each student (or pair) writes down one current news item. It is their job to ask other students about that news. Once everyone has found out his / her information, sit down in pairs / groups, exchange the information and talk about the news. Encourage students to use the following exponents:

- Do you know what's happening in…?
- What's the latest news on …
- What's happening in / with…?
- Can you bring me up to date on …
- Have you heard the latest on …
- Did you catch the news about …?
- Are you following the news on / in …

23. NEWSPAPERS

Provide some pages from the day's newspapers. In pairs / groups, students must chat about the stories or pictures on the pages. Change partners and report what previous partners said.

24. SHOW AND TELL

Students bring in newspapers and magazines from their own languages to show students of other nationalities (in a multilingual class).

25. VIDEO

Show the students video clips of the news item to be studied in that lesson (facilities permitting). Students watch the video and talk about it after. The teacher can stop and start every few seconds for students to continue or start new conversations.

26. NEWS CHANNELS

Students must compare different news channels - the ones in their own country and the international channels. Encourage them to talk about their opinions of news stations from other countries.

27. NEWSPAPER QUALITY

Students talk about the quality of the newspapers they read and which ones are best in their country. If they can, talk also about the newspapers from other countries.

- *See the copiable classroom handout on page 224.*

28. CLIPPINGS

Students come to class with a short news item from a newspaper. They share what they have read and talk to other students about it. Other students ask questions. Students must explain their reasons for choosing the clippings.

29. NEWS ON THE MOON

Ask students to talk about the latest news from strange and wacky locations or places that might have out of the ordinary populations. Interesting places from which to talk about news might include:

- The moon
- The bottom of the sea
- In the treetops
- Inside the refrigerator
- On top of Mt. Everest
- The center of the Earth
- A room in Dubai's 7-star Burj Al Arab hotel
- In the cracks on the sidewalk
- The White House bathroom in Washington DC
- Inside their stomachs

30. ANIMAL NEWS

Students talk about what's news with frogs, elephants, or any other animal or any inanimate objects. They could create the whole front page of a newspaper, complete with headlines and other information. They could also vote on the name of the newspaper (E.g. "Frog Daily").

31. NEWS CATEGORY CALLOUT

Students face their partner and wait for the teacher's cue. The teacher calls out a news category (Sports, Entertainment, Motoring, Computers…). Students have one minute to talk about the latest news on this category. At the next cue, students have to find a new partner and talk about news of the next category.

32. GOOD NEWS / BAD NEWS

Students have to tell their partner(s) about three pieces of good news that happened that day or week and three pieces of bad news. Change partners and report on what was discussed in their initial pairs / groups.

33. WAITING FOR NEWS

Almost everyone is waiting to hear news about something or someone. Students talk about the news they are waiting for this week.

34. ARE YOU WAITING?

Teacher writes some hints on the board for students to talk about the news they might be waiting on:

- Family wedding
- Lottery winning numbers
- Peace talks somewhere in the world
- Someone in Iraq
- A medical breakthrough
- Will the star of the team be fit for the next game?
- Weather news
- My brother who's backpacking through the Amazon jungle
- The new 1,000 GB Apple iPod
- Will interest rates rise or fall?

35. COLLOCATIONAL NEWS

The teacher writes different adjectives on the board. In pairs / groups, students must think of a recent news item that fits the adjective and then talk about why it fits. Other students could take a vote on how well the news matches the adjective.

- Alarming
- Dramatic
- Encouraging
- Gloomy
- Happy
- Important
- Ominous
- Sad
- Sensational
- Shattering
- Shocking
- Startling
- Surprising
- Thrilling
- Tragic
- Unbelievable
- Unexpected
- Welcome…

36. ADJECTIVE NEWS

Teacher writes some adjectives on the board - perhaps pre-teach some that are in that day's lesson article, or use those above. Pairs / groups of students have to make up a news story based around that adjective. Change partners and tell each other your news stories.

37. BIG NEWS

Students chat about their big news.

Talk with your partner about the biggest news…

- they've heard since their last lesson.
- in their lifetime.
- that has affected their life.
- they have been part of.
- that has emerged from their town.
- this week.
- they wish had never happened.
- they are glad happened.
- that has happened to their family or friends.
- they are waiting for.

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38. MY CATEGORY NEWS

The teacher puts some news categories on the board. Students have to relate the categories to their own lives and talk about anything that might have happened to them. Categories could include:

- Sports
- Finance
- Motoring
- Gardening
- Property
- Space and Science
- Business
- Entertainment
- Travel
- Gossip

39. NEWS ON THIS DAY

Take in the news that happened on this day 5, 10, 15, 20… years ago. Students talk about whether they can remember or know about the news and piece together what happened.

Visit http://news.bbc.co.uk/onthisday/ to access archives from the BBC.

40. HAVE YOU EVER?

Students ask each other about their involvement with the news.

Discuss the following questions with your partner(s). Have you ever…

- worked on a school newsletter?
- wanted to be a journalist?
- been in the news?
- worked as a newspaper delivery person?
- written a letter to a newspaper?
- got really angry with something you saw on the news?
- seen a friend on national TV or a national newspaper?
- seen a major news story being filmed by journalists and camera crews?
- been angry with a newspaper or journalist?
- cried at anything you saw on the news?

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41. REPORTER THIS WEEK

Students pretend they are journalists working for an international news agency. They talk about where they would like to be and what story they'd like to be reporting on this week. The teacher puts a list of countries and stories on the board (prominent and obscure stories). Be sure to include the story to be introduced in that day's lesson.

42. WORLD CHANNELS

In pairs / groups, students talk about their images of what kinds of stories are reported on the TV news in the countries below. Change partners to hear more ideas. Students could also talk about the kind of music that introduces the news, the presentation style, the newscaster's fashion, etc.

- USA
- Brazil
- Nigeria
- Pakistan
- Indonesia
- Japan
- Iceland
- Saudi Arabia
- Bhutan
- North Korea

43. MEDIA

Students discuss which is the best media for news – TV, radio, newspapers, magazines, the Web or podcasts.

- *See the copiable classroom handout on page 225.*

44. MEDIA JOURNALIST

Students talk to each other about the pros and cons of working in the different news media in the above "Media" activity.

45. NEWS JOBS

Students talk about what kind of media job they think is best – camera operator, photojournalist, editor, newscaster, newspaper columnist, gossip columnist, Hollywood reporter…

• *See the copiable classroom handout on page 226.*

46. EVERYDAY NEWS

Students ask each other about the latest on different issues in their lives.

EVERYDAY NEWS

Talk with your partners about the news of everyday things in their lives. E.g.

- Hair
- Partners
- Diets
- Pets
- Family
- Shopping
- Sleeping
- Breakfast
- Homework
- Taking the train
- Bicycle
- Other

Change partners and report what you heard from your first partners.

YOUR NEWS

Students try to guess each other's news. Use the topics from the above activity.

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47. MY FAVORITE NEWS

Students talk about news of their favorite people and things. If they are not sure, ask them to make it up.

- Sports player or team
- Actor
- Politician
- Singer
- Animal
- Cartoon character
- Country
- Town
- Environmental issue
- Scandal

48. NEWS IDIOMS

Put a list of news idioms on the board for students to talk about

- No news is good news
- What's news?
- Catch up with the news
- etc.

49. NEWSMAKERS

Brainstorm some people in the news and let students talk about them. Ask students to think of adjectives related to each newsmaker. Write the words on the board. Students must talk about each adjective in relation to each newsmaker. Some of the following adjectives might be useful:

- Tired
- Fed up
- Stupid
- Gorgeous
- Evil
- Angelic
- Boring
- Inspirational
- Amazing
- Sensational

50. BETTER STUDYING

In pairs / groups, think of ways you can make better use of your time to study current events in English more.

SITUATION	**HOW TO UTILISE TIME TO STUDY ENGLISH MORE**
Breakfast	• • •
Going to work /school	• • •
Watching TV	• • •
Walking around town	• • •
Surfing the Internet	• • •
Bedtime	• • •

After you have finished, change partners and tell each other about your ideas. Give each other advice on how to make your ideas better.

Return to your original partner and incorporate the advice you received into making your ideas better.

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51. MY ENGLISH NEWS

Students talk about the news of their studies. The teacher writes the following on the board for students to talk about:

- Vocabulary
- Grammar
- Pronunciation
- Listening
- Homework
- Textbook
- Reading
- Lessons
- Studying ideas
- News
- Other

52. E-MAIL NEWS

Students talk about the news they have received from friends in e-mails or letters in the past week or two. Questions might include:

- Were you happy to get that news?
- Was it a long letter / E-mail?
- Where did you read it?
- How did it make you feel?
- Did you reply straight away?
- What expressions did you have on your face as you read the news?
- What else did the letter / mail say?
- What were your feelings just before you opened the mail?
- What were your feelings when you saw you had mail / a letter from that person?
- Does that person often write to you?
- Do you reply to mail / letters quickly?

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53. PHOTO NEWS

If students have a mobile phone or digital camera and have taken photos recently, they could update their partner(s) on the stories (and news) behind the photos.

54. TV NEWS

Students watch the TV news with the sound turned down. They have to talk with their partner(s) about the content of that news. This duplicates what a lot of people do naturally when looking at the news in the company of others.

55. PRESS CONFERENCE

In groups, one student at a time is interviewed by other students about what they did that week. Students must write down a set of questions they want to ask beforehand.

56. COUNTRY IN THE HEADLINES

Students talk about what their own country is most often in the headlines for and who the major newsmakers are.

57. NEWS TENNIS

Students ask each other for news on any topic they can think of. Their partner must respond with a news story related to that request – real or invented. There are 100 ideas that can be cut up to make cards on pages 263-66.

58. NICER NEWS

Students talk about recent news but change things to ensure the news is a lot happier. Students change partners and compare their happier news and vote for the happiest stories.

59. HAPPY OR BAD?

Students talk about what kind of news they prefer – stories of disasters and war and the usual bad things, or happy news. This list of news events could be used for students to talk about:

- Airplane disaster
- Famine in Africa
- Cloning of first human
- Successful International Space Station missions
- Rescue of trapped submariners
- An observed ceasefire in a war zone
- The capture of an internationally wanted terrorist
- An outbreak of a deadly disease
- The price of oil reaching record highs
- A woman giving birth to eight healthy babies

60. HAPPY NEWS

Students brainstorm happy news stories and talk about them. They must compare them with the more serious news and talk about which they prefer and why.

61. NEWS IN ENGLISH

Students talk about their experiences of watching / listening to or reading the news in English.

- *See the copiable classroom handout on page 227*

62. ENGLISH NEWS VS. MY COUNTRY'S NEWS

Students talk about the differences in news and reporting styles of English-speaking countries and their own country's media.

• *See the copiable classroom handout on page 228.*

63. NEWSPAPER ANATOMY

Students describe to their partners their newspaper reading habits. The following questions might be useful:

- How do you read a newspaper?
- Which part of the newspaper do you start with?
- How do you feel when you start?
- Do you always read the paper from cover to cover?
- Where do you usually sit?
- Do you have a drink while you read?
- Do you share the news with anyone?
- Where do you finish?
- Which sections do you skip?
- Which parts do you really look forward to?

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64. IS IT IMPORTANT?

Students discuss the importance of news in their lives.

HOW IMPORTANT IS THE NEWS TO YOU?

Discuss the following questions with your partner(s).

- Why is the news important to you?
- Do you need to know?
- Why?
- How do you feel if you miss the news?
- Is the news more important than watching TV dramas or reading books?
- How does the news change your feelings?
- What kind of news is most important to you?
- What region's news is most important to you?
- What region's news is most interesting to you?
- Do you feel different if you're up-to-date with the news?
- How often does the news make you angry?
- How does the news change your perspective on life and the world?

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3. WARM UPS

Fun ideas to get the class in "English mode" before diving into the news article. All activities can be used with the news article to be taught in that day's lesson. Many of these activities are intended for five- to ten-minute bursts of activity, although many could be used for extended fluency practice.

65. WORDS BRAINSTORM

Teacher writes a keyword related to the news article on the board. Students spend one minute brainstorming all of the words they associate with that keyword. Students talk about the words in pairs / groups. Try to make categories and put them into lists. Swap partners and write down unknown words.

66. CHAT

Take a selection of keywords from the article and ask students to chat about them. Students could decide which of the words seem interesting (or otherwise) before choosing the ones they want to talk about. Students could also create spidergrams from each word to open up other possibilities for conversation.

67. LINKED CHAT

Students chat about two keywords from the above activity that are placed next to each other. They must create as many links as they can between the words. They then move on and do the same with the next pair of words.

68. FACTS

Whatever the theme of the article, find an interesting collection of facts or trivia for students to talk about. This is an example from the lesson "New study says coffee is good for you" (http://www.breakingnewsenglish.com/0508/050829-coffee.html).

FACTS

Talk with your partner about these coffee facts:

a. The word coffee was originally Arabic and means "excitement."

b. Coffee is the second most traded product in the world after petroleum.

c. One coffee tree yields just half a kilo of roasted coffee.

d. Brazil is the largest coffee-producing nation, accounting for 40 per cent of total world output.

e. Over 53 countries grow coffee worldwide.

f. We use the term "coffee beans" even though they come from berries. Each coffee berry has two beans.

g. 27 per cent of U.S. coffee drinkers and 43 per cent of German drinkers add a sweetener to their coffee.

h. October 1st is the official Coffee Day in Japan.

i. 25 million families around the world work in coffee fields.

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69. DECISIONS

Using the list of keywords from the "chat" activity above, each student decides on the three topics he / she wants to talk about. Students explain to their partner(s) why they want to talk about those three words and not the others.

70. HISTORY

If the article is about a historical event, provide a list of other facts or similar or related events for students to talk about. A lesson on war might be accompanied by a list of wars students remember or know about. This is an example from the lesson "US-Vietnam mark end of war" (http://www.breakingnewsenglish.com/0505/050502-vietnam-e.html).

WARS

Wars are horrific and brutal events in our history and present day. Somehow nations move on and live together. Talk about how the following wars reshaped or changed the world and how peoples have moved on:

- World War II (1939-45)
- Korean War (1950-53)
- Indo-Pakistan War (1965)
- The Six-Day War (1967)
- The Vietnam War (1965-75)
- Cambodia (1975-79)
- Soviet-Afghan War (1979-89)
- Iran-Iraq War (1980-89)
- El Salvador (1980-92)
- Nicaragua (1980s)
- Gulf War (1991)
- Rwandan Genocide (1994)
- Balkan Wars (1992-95)
- Afghanistan (2001-)
- Syria (2011-)

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71. TABLE FACTS

Provide students with a table of facts based on the article for students to talk about.

72. FAVORITES

Students decide on their three favourite and three least favorite things related to the theme of the news item. Talk to other students about why these are favorites, or otherwise. (E.g. If the lesson is on games, students choose and talk about their three favorite and least-liked games.)

73. IMPORTANT POINTS

Students decide on the three most important points / key issues regarding the subject or theme of the article. Students discuss these points and try to persuade other their points are more important than their partner's points.

74. EAST - WEST

Students talk about the lesson theme according to different geopolitical spheres.

EXAMPLE:

Is the West always right? Is the West guilty of any wrongdoing? In pairs / groups, talk about whether the West has the right to try to enforce its values and systems on other countries and societies. Find three examples of the West being right and three examples of the West being wrong on these topics:

the nuclear issue, human rights, democracy, free and fair trade, oil, terror, and WMD.

75. MY COUNTRY

Students talk about the theme of the topic in relation to their own countries and the views held by t heir government and compatriots.

- How is this topic viewed or treated in your own country?
- How different (better / worse) is your country's attitude towards this subject?
- How would this story be reported in your country?
- How much media attention would it receive?
- Do the things that happened in the article occur to the same degree in you own country?
- Would this piece of news be newsworthy in your country?
- Do different generations or different sexes have different views on this topic?
- Would this topic ever be considered taboo or be censored in your country?
- Would there be sympathy towards this topic in your country?
- Are citizens of your country generally interested in this kind of news?
- Other.

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76. OLD NEWS

Students decide whether the news story is old and tired or new and exciting. Is it something they have talked about before? Would they like to talk about it again?

77. ORDER

The teacher writes a short list of items that are related to the text.

Students have to put them in order of which is best / worst / most desirable / etc. This is an example from the lesson "Smog sparks emergency in Malaysia" (http://www.breakingnewsenglish.com/0508/050812-smog.html).

SMOG PROBLEMS

In pairs / groups, talk about which of the following smog problems would bother you most. List them in order of most serious:

a. Polluted air

b. Poor visibility in the streets

c. Not being able to see the sun

d. Having to wear a facemask outdoors

e. Being told by your government to stay indoors

f. The thought that illegal loggers make big profits and cause smog

g. The sudden closure of schools, hospitals and other services

h. The terrible smell

i. The potential for becoming ill

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78. EXPERIENCE LIST

Teacher prepares a list of items related to the article that students talk about their experiences of. This is an example from the lesson "Chocolate bars poisoned in Australia" (http://www.breakingnewsenglish.com/0507/050702-chocolate.html).

YUM

In pairs / groups, talk about which of these chocolaty things would get you licking your lips and make your mouth water.

- Mars or Snickers bar
- Chicken in spicy chocolate sauce (Mexico)
- Chocolate ice cream
- Chocolate cake
- Chocolate and mustard bar (Japan)
- Chocolate milk shake
- Chocolate fondue
- Hot chocolate drink
- Chocolate coated banana
- Other

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79. SCALES

Teacher creates a list of items related to the article that students have to assign a score from one to ten (or another system of grading - highly likely to highly unlikely, etc.). This is an example from the lesson "Four dead in Indian 'diamond' hunt" (http://www.breakingnewsenglish.com/0506/050630-diamonds.html).

GULLIBILITY

How gullible are you? Do you believe everything anyone says? In pairs / groups, talk about how much you trust these people (10 = absolute, total trust; 1 = no trust at all):

a. Your doctor

b. A used car salesman

c. An English school consultant telling you his/her study system is best

d. A jeweler on a beach in Mumbai, India e. Your best friend

f. Your next-door neighbor

g. A lawyer

h. A McDonald's spokesperson telling you hamburgers are nutritious

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80. MONEY-RELATED

If the article is related to a large amount of money (or other things of value) use the amount(s) involved to get students into a spending spree of one kind or the other. E.g. What would / could / should you do with $XXX? or to whom would you donate the money? This is an example

from the lesson "Forty million credit cards hacked" (http://www.breakingnewsenglish.com/0506/050619-creditcard.html).

SHOPPING EXPEDITION

Imagine you have a millionaire's credit card and full authority to spend as much as you like in one day. In pairs / groups, talk about the following shopping expedition details

- Who with?
- Which shop first?
- Where to have lunch?
- What do you need most?
- A present for a friend
- Where?
- What to buy first?
- What to eat?
- Where to relax or have some fun?
- What to buy your English teacher?

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81. EITHER / OR

Create a set of choices that are related to the article. Students have an either / or decision to make.

82. SENTENCE STARTERS

The teacher creates a sentence starter (or several) that could initiate a wide variety of responses. Students complete their sentences, then walk around the class talking about them. An example is seen here from the lesson – "British food best in the world" (http://www.breakingnewsenglish.com/0504/050422-britishfood.html).

- British food is _ .
- The best cuisine in the world is _.
- The most delicious dessert is _ _.
- Egg and bacon ice cream sounds _ _ .
- Microwave dinners are _ _ .
- Vegetarian fare is _.
- The best drink to accompany a meal is _ _.
- Dining out is _ _.
- McDonalds hamburgers are .
- Life without restaurants would be _ _.

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83. LOVE / NOT LOVE

Students decide whether they love or do not love the subject of the article. Talk to each other about why they have these particular feelings. They must write down five reasons why they love or do not love the subject. Change partners and report on what previous partners said.

84. AWKWARD TOPICS

There are many topics that are often not talked about in the ESL classroom, which students actually might want to discuss.

EXAMPLE:

In pairs / groups, talk your feelings on the topics of conversation below. Would you feel comfortable talking about these topics with the people in the column on the right?

- Breast cancer
- Death
- Bad breath and B.O. (body odor) Salaries
- Sexual problems
- Choice of election candidates
- Feelings towards other ethnic groups
- Toilet habits
- Other _____

- Best friend
- Boss
- English teacher
- Partner
- Mother
- Father
- Colleague

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85. BIG DECISIONS

If the news item is about decisions, students talk about their own decisions. Students ask each other if they have made many big or momentous decisions in their lives.

Talk about the decisions you have made regarding the following:

- Career
- Family
- Shopping
- Relationships
- English
- Studying
- Hairstyle
- Health
- Home
- Other

Change partners and compare what you talked about.

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86. MEMORIES

Students write down memories they have of past news events.

TECHNOLOGY MEMORIES

In pairs / groups, write down past technology news that you can remember.

- Where were you and what were you doing at the time you heard the news?
- What details can you remember about the news?
- Did the news make you think the world was changing?
- What other feelings did you have?
- Did you want to buy, use, have, try the new technology?
- What do you think of that technology now?
- How will that technology change over the next 20 years?

Change partners and compare what you talked about.

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87. MY STRUGGLES

If the news item is about struggle, students talk about their own struggles.

EXAMPLE:

Do you have to struggle to do things every day? Is it a struggle to get out of bed in the morning? Is it a struggle to do your homework / the housework. In pairs / groups, brainstorm the things you struggle with every day. Talk about each of these struggles. Do you also struggle with the things brainstormed?

88. TWO-MINUTE DEBATES

Stand students in two rows facing each other. The teacher assigns sides of the debates (Instructions - "This side thinks…. And this side believes that….). The teacher allows two minutes before moving one student to the other end of their line and moving the other students up so everyone faces a new partner. The teacher then introduces the next debate.

This is an example from the lesson "Korean gamer dies after 50 hours online" (http://www.breakingnewsenglish.com/0508/050811-gaming.html).

TWO-MINUTE DEBATES

Debate each of the arguments below with a partner for just two minutes, before moving on to the next partner and debate. Student A agrees with the first argument, Student B, the second.

a. PlayStation 3 is best. vs. Xbox is best.

b. Gaming is anti-social. vs. Gaming means you have lots of friends.

c. Gaming sharpens your mind. vs. Gaming makes you less intelligent.

d. Gaming will be an Olympic sport one day. vs. Gaming will always be just a game.

e. Fantasy games are dangerous. vs. Fantasy games are harmless fun.

f. People should play real sports, not video games. vs. Gaming activates the brain.

g. Top graphic designers are real artists, just like Picasso. vs. How ridiculous.

h. Gaming will become a social disease. vs. People said the same about television.

i. Interactive gaming is best. vs. Playing alone is best.

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89. STUDENT LISTS

Students write down their own list of events, products, examples, etc., that are related to the theme of the article and talk about them. Change partners and compare lists.

90. REASONS FOR INERTIA

Write a list of world leaders (political, business, economic, cultural…) on the board. Discuss who has the greatest degree of responsibility. Discuss what that leader should do to help the situation in the article. Discuss the internal or external pressures that might be preventing that person from doing the right thing.

91. SHOPKEEPERS

The teacher takes the characters from the article (and perhaps adds one or two) and changes their professions to shopkeepers. Students must talk about what kind of stores they have, what they sell, how the prices are, the quality of the merchandize, etc. They then change partners and compare their ideas.

92. ADVANTAGES AND DISADVANTAGES

Students talk about the advantages and disadvantages or pros and cons of the article's subject matter. Rank the advantages and disadvantages. Students change partners and relate what they discussed with their previous partners. Change partners again and discuss again. Return to original partners and decide which are the top advantages and disadvantages.

93. ROLE CHANGES

Students change roles to become the characters in the text. After the activity, students talk about whether they liked being in that role. Students could also play the role of inanimate things.

94. THE PEOPLE / THINGS IN MY LIFE

Students write down the people they know or the things with which they are familiar that are similar to those in the text (smokers, 80-year-olds, televisions, etc). Students talk about and compare the character or attributes of each person or thing.

95. COMPLAINTS

Students brainstorm a list of complaints against the subject matter of the article. They must discuss how strongly they feel about those complaints. Rank them in order or most serious. Discuss how they might be rectified. Change partners and compare ideas. Were all of the complaints and solutions similar?

96. DIFFERENT WITHOUT IT

Students write down five ways in which life would be different without the subject of the article (PlayStation 2, dogs…). They discuss the desirability of these things disappearing and what people could do to compensate. Change partners and share ideas. Which ideas to compensate for life without the subject were best?

97. LIFE WITH IT

For articles that are about a new development or proposed development, students talk about how life would be different with it.

- Is it desirable?
- Would you like it?
- How much money would you pay for it?
- Are there any dangers of using / having it?
- Will everyone be able to have one?
- Would there be any damage to the environment?
- Do you need it?
- Will you still be using it ten years from now?
- How would it affect your life?
- What do you do without it now?

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98. MUSTS

Depending on the nature of the article, students write down five "musts" and talk about them (must haves, must do's, must go's, must see's, must buy's etc.). Change partners and report on what previous partners said.

99. EFFECTS ON ME

Students talk about the effects the measures, events, items, products, etc. from the article would have on them, the world, their village, town, city or country. They write down three changes and tell other students.

100. ALL THE SAME

If the story is about a famous person (or even non-famous) all of the students in the class become that same person and get together for a chat. It can be amusing for students to pretend to be the person to whom they are also talking.

101. I DID THAT

Students pretend they are responsible for the inventing, creating, doing… of the subject matter in the article. They tell their partners all about it, from conception to fruition. An alternative might be for students to argue over who "did the doing" in the article, with both claiming responsibility.

102. FANTASTIC NEWS / TERRIBLE NEWS

Students must come up with three reasons why the news is fantastic or terrible. They then talk to other students to see who thought the news was the most fantastic or terrible.

103. MY HISTORY

Students talk about the history of the subject of the article as it relates to their lives. If the article is about the dentist, students talk about the entire history of their dental visits; if the story is about chocolate, their affiliation with chocolate, etc.

104. PEOPLE I KNOW WHO'D LIKE THIS NEWS

Students talk about three people they know who they think would like the news in the article and why they would like it. They also talk about three people they know who would not like it.

105. THIS NEWS IS USEFUL

Students talk about whether or not the news article is useful or interesting to them. If it isn't, their partner must try to persuade them why the news is useful and interesting.

106. THE ROLE IN MY LIFE

Students talk to each other about the role the subject of the headline or article plays in their everyday lives and cultures. Students describe in detail what it means to them. (E.g. the role tea, television, a bicycle, etc. plays in their lives). They have to think of and talk about more than five different roles. Change partners and compare roles.

107. LIFE-CHANGING

Students talk about how the item, product, consequences, etc. will potentially change their lives. They must write down five changes and tell other students. Do all students agree on how the subject will change their lives?

108. AGES

Students talk about how the news affects people of different ages.

Teacher writes the different age brackets on the board.

109. INCOME BRACKETS

Students talk about how this news affects people from different income brackets (a homeless person, a family barely able to survive, a low income family, average income, middle class, well-to-do, very rich, filthy rich…).

110. MALE OR FEMALE

Students talk about whether the news in the article would be read more by men or women and why. Write down three reasons why the article would appeal to men and three reasons why the article would appeal to women. Repeat for why the article would not appeal. Students compare and discuss what they wrote down.

111. HISTORY OF INTEREST

Students talk about their history of interest in the news in the article. They pinpoint when they first became aware of it, the key players from when they first followed it, the major events over the years, and their level of interest now.

112. IN THE NEWS

Tell students that the classroom is now in the middle of the actual news situation. Students talk about their new environment.

113. HERE'S MINE

If the article is about something that students are likely to have, let them talk about it. If it is about mobile phone technology, fashion, etc., students talk about their phones or fashion items. It might be useful to have a show and tell.

114. PINNED FACTS

Pin different facts about the subject of the article around the room. Students have to visit each fact with a partner and talk about it.

115. UNTRUE

The teacher places a number of comments and facts on the wall around the classroom. Students have to decide which of the "facts" are not true and comment on the ones that are true.

116. SIMPLIFIED TEXT

Teacher creates a simplified text based on the one to be used in class. Sentences are cut up and pinned on the wall. Students must visit and talk about each in turn and then try to put them in order.

117. FUTURE ON THIS DAY

Students speculate what people will be saying about the news item or how it will be viewed 5, 10 or 20 years from now. Write down three things for each time period. Change partners and share and compare opinions.

118. HYPOTHESES

Teacher briefly explains the nature of the article and writes a number of hypotheses that students have to respond to or give a number from 1 to 10 to rank them. This is an example from the lesson "India's drumming tax collectors" (http://www.breakingnewsenglish.com/0503/050314-taxdrummers.html). An Indian local government devised a scheme to send drumming troupes to the homes of tax avoiders. The drummers made a noise until the residents paid their taxes.

RAT-A-TAT-TAX

Discuss with your partner which of the following you would / would not do if the tax drummers came to your house. On a scale of 1 (impossible) to 10 (definitely) give a score for each point and explain why you have given that score.

i. Pay up immediately.
ii. Buy lots of earplugs.
iii. Turn your TV / stereo up really loud.
iv. Take the drums away from the drummers and smash them.
v. Take the drums away from the drummers and keep them in your house.
vi. Lie - promise the drummer you will go to the bank and pay.
vii. Take your guitar outside and jam with the drummers.
viii.Take your garden chair outside, sit down, and enjoy the free music.
ix. Telephone the city government to complain.
x. Ask the drummers for drumming lessons.
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119. REGIONAL DISCUSSIONS

Students talk to other students to find out as much information as they can about the region in the news.

EXAMPLE: MIDDLE EAST

Talk to many students and find out as much information as you can on the items listed below. After you have finished, talk in pairs / groups about what you found out.

- Benjamim Netanyahu
- Settlers
- Hamas
- Palestinians
- Gaza
- Mahmoud Abbas
- The 1967 Six-Day War
- The "Roadmap for Peace"

120. SIMILAR EVENTS

Write down a list of events similar to that in the article.

Students must compare the article event to the ones on the list. E.g. if the article is about a royal wedding or a Johnny Depp movie, make a list of other royal weddings or Johnny Depp movies for students to chat about.

121. ADVERTIZERS

Students talk about what kind of companies or advertisers might be interested in having their ads placed next to the article. Think of three advertisers each. Students share and compare their advertisers and decide which three would be best suited.

122. MAKE THE LAWS

Before students have read the text or have been shown the headline, they have to write down a number of laws relating to the content of the article. Students then compare their laws and discuss any differences.

EXAMPLES:

- Laws relating to abortion
- Same sex marriage
- Animal testing
- Sugar in soft drinks
- etc.

123. TOTALLY UNRELATED

The teacher writes a number of words on the board (more than five) that are totally unrelated to the story. Students have to speculate how they might be connected with the story. Students change partners and share and compare how they fit the words into the story.

124. THE IMPROVISED QUESTIONNAIRE

Tell students you accidentally brought the wrong questionnaire for the article. Give the "wrong" questionnaire to the students and tell them they have to change every question to fit the theme of the article.

125. BRANDS

If brand names are the subject of the article, brainstorm other brands for students to talk about. Put the following comments on the board and ask students to discuss whether they apply to the brands:

- That's a brand I'd never buy.
- Last year's fashion.
- OK for old people.
- Totally ridiculous.
- OK for David Beckham / Beyonce, but not for me.
- The fake ones are just as good.
- I'd rather have a nice meal at a restaurant.
- My friends would laugh at me if I bought it.
- When I'm really rich.
- Not worth the money.

126. FACT SHEETS / POSTERS

Teachers make or print off a poster of facts concerning a topic (drugs, the death penalty, etc.). Students look at and comment on the information. Encourage students to respond to each fact with one of these exponents:

- Wow. I didn't know that.
- That cannot be true.
- That's really interesting.
- That should be changed immediately.
- You learn something new every day.
- People can be so cruel.
- I don't want to think about it.
- There ought to be a law against it.
- That's outrageous.
- The world is an amazing place.

127. FOR KIDS

Students have to think about how to explain the news from a particular headline to a group of children who are wholly unfamiliar with world events but who have a million questions. They then have to make the million (or five) questions the children might ask, and ask them.

128. GOOGLE SEARCH

Give students various phrases taken from the article.

They have to do a "Google search" and ask other students for information related to the search phrase. The other students are search engines.

129. THE OTHERS

If the article is about a winner of something, students become the people or things that did not win. Students talk to each other about their feelings at having been beaten by the winner, whether the winner was worthy, whether they should have won, etc.

130. IN A ROOM

Choose three or four of the main characters from or related to the article. Students take a character each. Each set of characters is grouped together in a room. It is up to the students to start and continue the conversation. Change partners and report how the previous conversations went.

131. EVERYDAY QUESTIONNAIRES

Use the standard, generic questionnaires found in ESL course books and ask them to the main characters in the article. Students play the main character.

132. YOUR NEW TEACHER

Students talk about whether they would like the characters from the story as their new teacher. What attributes would the characters excel at and why? Here are some words that could be talked about:

patient knowledgeable fun strict fair punctual well-dressed handsome explains things well interesting

133. WHAT KIND OF JOB?

Give students a list of jobs or roles. Students ask each other what kind of teacher / lawyer / nurse / mother / boyfriend / son / etc. a person from the article might be / have been. Students change partners and compare and share what they heard from their first partners.

134. WHAT KIND OF STUDENT WAS THIS PERSON

Students speculate about the school life of the person from the article. Give students the following areas to be assessed:

- Punctuality
- Bullying
- Homework
- Popularity with other students
- Attire
- Attitude
- Discipline record
- Sports
- Art
- Other (Teacher decides other fun topics related to the person)

135. WHAT WOULD THIS PERSON DO ABOUT…?

Write a list of current events topics on the board. Students ask each other what they imagine the main character from the article thinks or would do about each topic. Students change partners and compare and share what they heard from their first partners.

136. SHOPPING

Students imagine they go shopping with a person from the article. Talk about what that person would buy in a…

- Supermarket
- Clothes store
- Florists
- Home centre
- Jewelry store
- Pharmacy
- Toy store
- Electrical goods store
- Furniture store
- Duty free store

137. AGREED

Write the beginnings of different sentences related to the article. In pairs / groups, students have to complete the sentences so that everyone agrees. This is an example from the lesson "Landmine elephant gets new foot" (http://www.breakingnewsenglish.com/0508/050830-motala.html).

> AGREED: In pairs / groups, agree on a word or sentence ending to finish the following sentences. Change partners and repeat (it is unlikely new partner answers will be the same, therefore lots more agreeing to do).
>
> a. Elephants are _____.
> b. Landmines _____.
> c. Logging is _____.
> d. Landmine victims should _____.
> e. Working elephants _____.
> f. Losing a limb _____.
>
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138. FROM THE PAST

If the article is technology related, students imagine they are from another time. They have to talk about the curious invention. Their partners must bring them up to date on the history of the technology and its uses and functions.

139. BOTH SIDES

If there are two people or groups of people that are central to the news story, students pretend to play them. They are sitting next to each other at the bus stop. They must talk together about the news item and the part they each play in it. Endangered gorillas might want to have a discussion with poachers or children might want to confront their smoking parents.

140. BREAKTHROUGHS

If the article is technology related, brainstorm other similar innovations or potential inventions. Students talk about the desirability and likelihood of the brainstormed breakthroughs becoming real. Students change partners and share and compare what they talked about previously.

(E.g. For a newly discovered dental cream that automatically fills pin-sized cavities - www.breakingnewsenglish.com/0502/25.toothpaste.html - other inventions could be automatic teeth straighteners, 100% effective fresh breath pills, non-smelling garlic, tooth whitener, everlasting-flavor gum etc.)

141. INVENTIONS AND DISCOVERIES

Students A are experts in the new invention or discovery, Students B are eager to know all about it. Students A gather together and brainstorm everything they know about the invention or discovery and try to predict the kind of questions they will be asked by Students B. Students B pool all of the questions they can think of for students A. After the Q & A session, students sit in groups and talk about how the discussion went.

142. SKILLS TRANSFERRED

If the article is related to skills or abilities of other people, animals or inanimate things, ask students to imagine they now have those skills. How will their lives change? This is an example from the lesson "Hibernation on demand" – (http://www.breakingnewsenglish.com/0504/050423-hibernation.html).

Hibernation is a basic survival function for many animals. Which of the following animal abilities would you like scientists to make available for humans:

- Hibernation
- The longevity of tortoises (150 years)
- The sonar of a bat
- The speed of a cheetah
- The hearing of a dog
- Flight
- Breathing underwater like fish
- Changing colors like a chameleon
- Others?

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143. MYSTERY SOLVERS

If there is an element of mystery in the article, students write down possible explanations for those mysteries. Pool the explanations and talk about which are most or least likely. Pairs of students must choose the likeliest and try to convince other students of their choice. An example can be seen in the following lesson on why dogs were jumping to their deaths at a particular beauty spot - "Canine suicide puzzle" - (http://www.breakingnewsenglish.com/0503/06-canine_suicide.html).

ANSWERS

Which of the following reasons do you think is the answer to this mystery? Please add your own reason to the list before you begin. Give a mark of 1 to 10 for each reason. 1 = very probable, 10 = no way.

- A ghost dog from the haunted house is telling the dogs to jump.
- The dogs have had enough of the stresses of modern life and decided to end it all.
- A wicked person is standing beneath the bridge with the biggest, most aromatic juicy bone they've ever smelled.
- The dogs were abused by their owners and couldn't take any more.
- There are trees below the bridge. The tops of the trees look like solid ground to the dogs when they jump into thin air.
- A mysterious virus has got into the dog food that gives dogs suicidal tendencies.
- Scottish dogs want to start canine bungee jumping.
- Dogs can smell or hear something that humans can't, that makes them leap from the bridge.
- Each dog has recently lost its partner and is too sad to continue living.
- The dogs are part of a canine suicide cult.

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144. COLLOCATES

Choose a keyword from the article and create a list of collocates. Turn the list into a ranking exercise. An example can be seen here from the lesson "Exploding Toad Mystery" – (http://www.breakingnewsenglish.com/0504/050425-toads.html).

> **~ TO DEATH** Swelling or expanding to death must be a terrible and painful way to meet your end. Look at these other "to death" causes for dying. Talk about the circumstances which might lead to each death:
>
> freeze to death / starve to death / choke to death / crushed to death / worked to death / clubbed to death / kicked to death / scared to death / bleed to death / strangled to death / tortured to death / stabbed to death / mauled to death / stoned to death
>
> Rank each according to the following scale:
>
> • 5 – That must be the worst way to go.
> • 4 – I'd hate to die like that.
> • 3 – That's a really bad way to die.
> • 2 – It doesn't seem too bad.
> • 1 – This one seems pretty painless.
>
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145. MATCHING QUIZZES

Create a quiz related to the article for students to match the questions and answers. An example can be seen here

"Japanese Emperor and anthem" – (http://www.breakingnewsenglish.com/0504/050426-anthem.html).

FLAG QUIZ - Match the (nick)names of these flags to their countries:

The Cedar Tree	Ex-Soviet Union
Five Stars Red Flag	Australia / New Zealand
Tricolore	United Kingdom
Hinomaru	China
Union Jack	France
Maple Leaf	United States of America
Stars and Stripes	Israel
The Hammer and Sickle	Lebanon
The Southern Cross	Japan
Star of David	Canada

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146. NATIONAL SYMBOLS

If the article is based on a particular country, use the national symbols, images, historical events, products, places, people, etc. of that country to create conversations. You could create a ranking or sentence starter exercise.

147. STEREOTYPES

If the article is based on a particular country, use stereotypes of that country as an opinion-based activity.

- Are the stereotypes true?
- Are they slightly fair?
- Where do they come from?
- What would the people from that country think of their being stereotyped in that manner?
- Is there an element of racism in the stereotype?
- Are the stereotypes universal?
- Are you prepared to let go of the stereotype?
- What kinds of characters are behind the stereotypes?
- Have you met people from that country who confirm of dispel the stereotype?
- What are the characteristics or personalities of the stereotypes?

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148. MY RECENT ACTIONS

Students write down three actions they have taken that are similar to the ones in the article. This is especially useful if the article is based on feelings or emotions, such as kindness, anger, fear, joy, etc. This is an example from the lesson "Surrogate mother donates 5 boys" – (http://www.breakingnewsenglish.com/0504/050428-surrogate-e.html).

> **KINDNESS -** Write down some kind things you have done recently and some of the kindest things you have ever done. Talk with your partner about these acts of kindness. Repeat the activity by writing down the kind (or unkind) things people have done for you.

149. THE THINGS YOU CAN DO WITH…

If the article is based on something useful, students brainstorm as many uses for it as they can think of. In pairs / groups, students decide which are the most useful uses.

150. INTERNATIONAL VARIATION

If the subject of the article has many international varieties, list them for students to talk about. An example can be seen in a lesson on rice – "Chinese thumbs-up for GM rice" – (http://www.breakingnewsenglish.com/0504/050430-chinarice.html).

> **VERSATILE -** Rice is one of the most versatile foods in the world. Write down the different ways you know of using rice in food. Add them to the list below. Which of them sound delicious or otherwise to you?

- Boiled rice mixed with hot tea (a Japanese dish)
- Rice for breakfast
- Rice and curry
- Savory rice crackers
- Rice cakes
- Rice balls with a pickled plum inside
- Paella / risotto / gratin
- Sake
- Rice baked in milk and sugar (English dessert)
- A strawberry encased in sweetened pounded rice (Japanese sweet)
- Other

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151. "IS THIS YOU?"

Write some scenarios related to the article on the board.

Students must ask each other

"Is this you?" Students then answer the question and discuss whether the scenarios are in any way representative of their feelings, thoughts, opinions, etc. This is an example from the lesson "Two dead, 10 injured in Cairo attacks" – (http://www.breakingnewsenglish.com/0505/050501-cairo.html).

IS THIS YOU? Read one of the comments below to your partner and follow the comment with the question, "Is this you?" Your partner can use one of the following responses, before providing more details:

- "Yes. That's me through and through."
- "Yes. That's me down to a T."
- "Yes. That's most definitely me."
- "Yes. That's me. That's me."
- "Yes. That's me sometimes."
- "Hmmm… That's not really me."
- "No. That's not me. Not at all"

COMMENTS:

- I'm on a constant state of alert. I worry about terrorism all the time.
- I never worry about terrorism. It's a waste of energy.
- If I see an unattended bag at the train station, I move away from it".
- I get suspicious when I see foreigners in groups talking to each other.
- Terrorists or no terrorists, I'll go where I want in the world.

- I check every Internet site for safety alerts before deciding where to go on vacation.
- I like adventure. I want to visit the places other people think are dangerous.
- I'm 100% safe. Terrorism will never affect my life.
- Terrorists don't frighten me. I'll wear a T-Shirt with my country's flag on it anywhere in the world.
- At the airport I can't stop looking at suitcases and wondering what's inside.

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152. SCANDALMONGERS

If the article is about a scandal of some sort, students talk to each other and add to the scandal, speculating and embellishing on the "facts". Change partners. Share and compare gossip and add more to the scandal. After the students have finished milling around, seat them in pairs / groups. They then talk about the gossip they heard and discuss the likelihood of there being any truth in it.

153. WHAT IS IT?

If the article is about an abstract topic, create some examples of that topic for students to talk about. This is an example from the lesson "Chimpanzee art up for sale" – (http://www.breakingnewsenglish.com/0505/050513-chimpanzee.html).

ART - What kind of art is your cup of tea? Are you interested in modern art? Do you painting? Do you have any paintings on your wall? What is art?

Look at this list and decide which of these pieces of modern art is art:

i. A pile of house bricks arranged in a rectangular shape ii. Different colored photographs of a can of soup

iii. Foul language painted on a vase

iv. Splashes and lines of color made by a chimpanzee

v. A dead cow cut in half and preserved in a transparent plastic case

vi. An empty room in which the ceiling light turns on and off at random intervals

vii. A cartoon comic strip

viii. An all black painting

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154. THE YOUNG

Students talk about the news in the article and what it means for today's children and their future.

- Will this news be continuing when today's children grow up?
- How will this news affect today's children?
- What legacies of this news will children have to deal with when they grow up?

- Will today's children harbor the same fears, insecurities and animosities that their parents and grandparents felt?
- Will today's children make a better world for the future?
- What kind of world will today's children inherit when they are adults?
- Will today's children forgive the present generation of adults?
- Will today's children be more sensible than the present generation of world leaders?
- etc.

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155. MINI-PRESENTATIONS

Students have 5 minutes to put together a mini presentation based on the theme of the article. Present mini-presentations to the rest of the class. Have a question and answer session after each presentation. In pairs / groups, students talk about each of the presentations and vote on which one they thought was best. In plenary, a pair / group spokesperson tells the class which presentation was best and why.

156. IMAGE CONJURING

Put a list of keywords related to the article on cards, face down on the table. In pairs / groups, students turn over one card and read it to their partners, who have to write down the first thing that comes into their mind. Students then look at the things that were written and talk about the relationships or meanings of the associations.

157. WHAT THEY CAN DO

Write down the names of some world famous people. Students must talk about what these people could do to help in a particular situation or problem.

- The humanitarian crisis in …..
- Global warming
- AIDs
- The threat of nuclear proliferation
- The price of oil
- Whistleblowers
- Child labour
- etc.

158. PARTNERSHIPS

Write down a list of world famous people. Students talk about how effective a partnership between any of these people might be in resolving the subject matter of the article. How could they resolve a dispute or make a situation better?

159. REPORTER WARM UPS

Students pretend to be reporters at the scene of the events taking place in the article. They talk to each other the conditions, what's happened, who they've met, any dangers they've encountered, etc.

160. VICTIMS REPORTERS

Students pretend to be victims-turned-reporters.

They tell the story from their side, explaining the history, the feelings of the people, what the outside world should do, etc.

161. PERPETRATOR REPORTERS

Students pretend to be the perpetrator of any wrongdoing in the article. That person is now a reporter and is reporting on his/her version of events. He/She talks about the differing opinions the world has on him/her.

162. DELEGATE

The teacher decides on a variety of jobs directly related to the news story. Students have to delegate different jobs to different students in the class. They must discuss who would be best in the particular roles. Once the jobs have been assigned, the delegated students says whether or not he / she would be good at the job.

163. RECORDS

If the news item is connected with record setting, create an activity in which students talk about various records.

> **EXAMPLE:** In pairs / groups, talk about the difficulties involved in breaking the following "longest time" records. Which ones would you like to try and why?
>
> • Being in space
>
> • Kissing
>
> • Not sleeping
>
> • Being alone
>
> • Being married
>
> • Speaking English only
>
> • Away from your country
>
> • Other
>
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164. PERCENT STATEMENTS

In pairs / groups, students give a percentage to statements on a given topic, to show how far they agree with them. This is an example from the lesson "World record 80 years of marriage" – (http://www.breakingnewsenglish.com/0506/050602-married.html).

> **PER CENT STATEMENTS -** In pairs/ groups, give a percentage to each of these statements to show how far you agree with them. (E.g. "I 80 per cent agree with the first one"; "I only 10 per cent agree with the last one." etc.)
>
> • I would totally, totally love to be married for 80 years.
>
> • Eighty different partners in 80 years would be nice.
>
> • I would get sick to death of being with the same person for 80 years.

- Marriage sounds like / is too much hard work. Staying free and single is the way to go.
- I want a congratulatory card from the British Queen.
- After 80 years of marriage, there's nothing new to discover. How boring.
- Staying married for 80 years means a match made in heaven.
- Love is the most important thing in the world.

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165. TIME FRAMES

Provide students with a range of time frames. They have to talk about an item of language from the article with reference to that time frame and their own lives, as in this lesson on marriage and feeling "Everest wedding" – (http://www.breakingnewsenglish.com/0506/050604- everest.html).

ON TOP OF THE WORLD - In pairs/ groups, tell each other a time you were on top of the world (or just very happy)….

- Earlier today
- Yesterday
- Last week
- Last month
- Last year

166. WHAT MAKES YOU XXX ABOUT XXX?

Students talk about their feelings about a particular issue. Provide a variety of adjectives and issues.

167. RUNNING THROUGH ONE'S MIND

Give students things that would run through their minds if they were in a particular situation, as in the lesson on a kidnapping, "Italian hostage freed in Iraq" – (http://www.breakingnewsenglish.com/0506/050610-hostage.html).

HOSTAGE - Pairs / Groups. What would it be like to be kidnapped? What kinds of feelings would you have? What kinds of thoughts would run through your mind? What would you think about these things:

My future / My past / My government / Sleep / Pain / My family / Food / Freedom.

168. STAGES

Outline the different stages in the development of an issue, person's career, political situation, etc. for students to talk about.

169. REASONS

The teacher provides a number of reasons or justifications for why something has happened. They have to talk about them or rank them in order of credibility.

170. NATIONALITY HYPOTHESES / STEREOTYPES

Teacher writes the situation of the article on the board. Students hypothesize about what people of different nationalities might think of the situation.

171. PERCEPTIONS AND REALITY

Students talk about the common perceptions of the subject of the article, (or the teacher writes them down) such as old age, homelessness, Americans, etc. Students discuss these perceptions with regard to how real they are. Students discuss how far a gap there is between the perceptions and realities.

172. THE BEST WAY

Teacher provides a list of the best ways of doing something.

Students could also discuss the best way(s) of doing something and then share and compare their ideas. Students must then rank or discuss the pros and cons of the items on the list. This is an example from the lesson "Tom Cruise proposes in Paris" – (http://www.breakingnewsenglish.com/0506/050618-cruise.html).

PROPOSALS

Talk with your partner(s) about the best way to propose / be proposed to. Agree on a score from 1 – 10 (10 is best) for each of the following. Try talking to both male and female students. And then talk about reality and what happened to you / might happen to you regarding proposing.

- At the Eiffel Tower
- In moonlight
- With champagne
- And chocolates and strawberries
- The guy down on one knee
- A rented string quartet playing slushy music in the background
- A huge diamond engagement ring at the ready
- Fireworks when she/he says yes
- A stroll along the Champs Elysees
- A penthouse hotel suite after

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173. BEST COUNTRY

Students talk about or compare which country is/ has /produces / etc. the best / worst of something connected with the article.

174. EVERYDAY EXPEDITIONS

Tell students they are going on an everyday expedition – shopping, to the library, to a sports event (anything related to the article). They have to talk about the details – Who with? Where? Which? What to do first? etc.

175. EXTREMES

Present students with a list of extremes (extreme weather, poverty, hunger, etc.). They must talk about or rank teacher-provided conditions regarding these extremes

176. ABSURDITIES

Present students with a list of absurdities related to the theme of the article. Students must talk about these. Examples:

- Snow in the dessert
- Everlasting chocolate bars
- People learn to fly
- Sexual equality realized
- Men can now give birth
- Time travel invented
- No more war
- Pollution
- A thing of the past
- Money grows on trees
- USA follows United Nations

177. CONTROVERSIAL BENEFITS

Teacher writes down a list of possible "benefits" of a controversial issue. Students A play devil's advocate in supporting these. Students B argue against the "benefits". Change partners and roles. After doing this for a second time, students talk in pairs / groups (not in roles) about how much of what they talked about they actually believed.

178. POLAR DIFFERENCES

In pairs / groups, talk about the opinions people from the opposite ends of different might have on the article's subject matter. Example groups may be based on:

- North / South divide
- Religion (Christians and Muslims)
- Race (Blacks and Whites)
- Class (Working class and the aristocracy)
- Linguistic differences
- Haves and have-nots
- Ethnic background (mainstream and minority)
- Education (highly educated and those who left school at fifteen)
- Gender

179. THINGS

Put a list of "things" on the board for students to talk about (scary things, furry things, fake things…).

180. VERSUS

Students A are given one thing to argue for. Students B are given another thing to argue for. Students chat to as many people as they can, trying to defend their given "thing".

181. OK OR NOT OK

Teacher writes a list of things that students must argue are OK or not OK. This is an example from the lesson "Spain legalizes same sex marriage" – (http://www.breakingnewsenglish.com/0507/050701- samesex.html).

> **SAME SEX SOCIETY -** In pairs / groups, talk about which of these things are "OK" for same sex partners to do in your society.
>
> - Get married
> - Kiss in public
> - Adopt children
> - Hold hands in public
> - Live together
> - Tell people they are a gay couple
> - Wear matching clothes
> - Join the army together
> - Inherit property
> - Other
>
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182. MY SITUATION

Students talk about the advantages and disadvantages of their own situation compared to the one described in the article. They must write down and then talk about five ways in which they are better off than the situation described in the article. They must then write down five ways in which they could help the people in the article to improve on their situation. Students change partners and compare ideas.

4. PRE-READING / PRE-LISTENING

Pre-reading and pre-listening ideas to ease students into interaction with the article, expose them to vocabulary and ideas and thus make the article easier to negotiate.

183. TRUE/FALSE CHOICE

Create a series of true/false sentences. For each proposition, include one sentence that is true and its false partner. This is an example adapted from the lesson "Google delays book scanning" (http://www.breakingnewsenglish.com/0508/050814-books.html).

Circle the sentence that you think is correct

a. Google wants to put millions of books on the Internet.

b. Google has been asked to create a worldwide Internet library.

c. Publishers are cooperating to expedite Google's project.

d. Publishers are up in arms over Google scanning books onto the Web.

e. Google Print involves scanning all of the books sold by Amazon.com.

f. Google Print involves scanning books from prestigious universities.

g. All of the scanning will be finished in November.

h. All of the scanning will be suspended until November.

i. Publishers accused Google of turning copyright laws upside down.

j. Google accused publishers of turning copyright laws upside down.

k. Experts say copyright laws are too out of date.

l. Experts say copyright laws are too ahead of themselves.

m. Information technology is moving at a similar pace to new legislation.

n. Information technology is outstripping the pace of new legislation.

o. Google wants millions of people to discover new books.

p. Google wants millions of people to buy new books.

184. TRUE/FALSE RATIO

To give students more to think about, tell students the exact ratio of true to false statements.

185. CHANGED TERMINOLOGY

Broaden the vocabulary / metalanguage used in this simple exercise. Instead of "true" and "false", use terminology such as:

- Highly probable / Highly unlikely
- Spot on / No way
- Absolutely / You must be joking
- Correct / Incorrect
- Not in a million years / Couldn't be more correct
- Right / Wrong
- etc.

186. GENERAL KNOWLEDGE

As a "pre-" pre-reading activity, create a true/false quiz based on general knowledge surrounding the contents in the article. Vocabulary from the article could be used in the quiz.

187. ALL FALSE

Make all of the sentences false. Students have to guess and change one or two words to make them true.

188. READ AND MOVE

Teacher reads the first true/false statement. Students have to move to the left of the class (the "true camp") or the right of the class (the "false camp"). Students then have to persuade each other to change camps by arguing why they believe they are right.

189. THAT CAN'T BE TRUE BECAUSE…

Students must assume all of the choices are false and give each other reasons why they believe so. They introduce their doubts by saying, "This can't be true because…". Take a vote to see who has the most believable and plausible reasons. Students check the real answers when they read the article.

190. THIS IS PROBABLY TRUE

Students assume all of the choices are true and give each other reasons why they believe so. A vote can be taken to see who has the most believable, plausible reasons. Students check the real answers when they read the article. They might support their beliefs using some of the following exponents:

- This is probably true because…
- This must be true
- I can't see how this can be false
- This one is obviously true
- You can't tell me this one is false
- There's no way [on Earth] [in a million years] this one's not true
- etc.

191. FILL IN THE GAPS

Give students a true/false exercise that is also a gap-fill exercise. First students must fill in the gaps, then they do whichever true/false activity you choose from the above.

192. DEFINITIONS

Choose a list of words from the text. Create definitions to create a definition matching exercise.

193. DEFINITION PAIRS

For each word, create two definitions. To make things more helpful, but still create a sense of achievement, make sure one of the definitions in each pair is total nonsense Choose the correct definition from each pair. This is an example from the lesson "Have an exam? Have a Kit- Kat" (http://www.breakingnewsenglish.com/0502/03.haveAKitKat.html).

DEFINITIONS - Students match the following words with the most likely definitions (Please think about the headline!):

(a) break (n)

(i) a kind of chocolate bar with wafer inside.
(ii) a short time to rest while working, often for lunch or a snack and drink.

(b) slogan (n)

(i) a phrase used like a logo in advertising to make a company or product easy to remember.
(ii) to keep trying to do something without ever giving up.

(c) decade (n)

(i) a period of ten years.
(ii) a geometric shape that has ten sides.

(d) lexicon (n)

(i) all of the words in a language, or all of the words known by a person.
(ii) a chemical put into chocolate to make people stay awake longer.

(e) translated (v)

(i) when a bus or train doesn't come on time.
(ii) the meaning of a word or sentence changed from one language into another.

(f) definitely (adv)

(i) to describe the panic students sometimes experience before taking an examination.
(ii) to describe something you are 100% sure something will happen.

(g) lingo (n)

(i) slang for 'language'.
(ii) a kind of dance that involves arching your back and moving under a low bar.

(h) edible (adj)

(i) something that is safe to eat without any danger to your health.
(ii) the quiet atmosphere in an examination room.

(i) charm (n)

(i) a kind of tea that provides you with energy.
(ii) a small object people carry with them or put in their cars for good luck.

(j) confidence (n)

(i) the negative feeling you have that you can't do something.
(ii) the positive feeling you have that you can do something.

194. TEXT DEFINITION

Students match a list of definitions to words in the text. Things could be made easier for the students by putting the answers in the article in bold.

195. STORY ON THE WALL

The teacher places as many sentences from the text that make sense as standalone propositions on the wall as possible. Students walk around the class and comment on the sentences. They must be completely unaware that the sentences are from the text.

196. STUDENT-CHOSEN DEFINITIONS

Pairs / groups of students make half of the definitions each. They choose the words they want to find the meanings of and provide definitions for those words. Once finished, change partners and work on matching each other's definitions.

197. SLIGHTLY WRONG DEFINITIONS

Give students the words with their definitions already matched. Some of the definitions are a little wrong. Students have to correct the definition.

198. CORRECT / INCORRECT

Students are given a list of definitions of words from the text, some of which are true, some false. Students have to decide whether the definitions are correct or incorrect.

199. CHOICE OF THREE

A list of definition sentences is provided with a choice of three words as answers. Students choose which is the correct word.

EXAMPLE:

(1) an organized fight or armed struggle by a people against a government or occupying power.

(a) punch up

(b) uprising

(c) self-raising

200. MIX 'N' MATCH DEFINITIONS

Cut the definitions in half. It is the students' job to put the definitions back together before matching them with the correct words.

201. CROSSWORD DEFINITIONS

Create a crossword puzzle with the clues as the definitions. Provide the answers in a list below the answers. Students must write the answers in the puzzle.

202. FILL IN THE GAPS

Give students a definition exercise (matching or otherwise) that is also a gap-fill. Students must first fill in the gaps, then they do whichever definitions activity you deem appropriate from the above.

203. SYNONYM MATCH

Match the words in one column to their synonyms in the opposite column.

204. ANTONYM MATCH

Match the words in one column to their antonyms in the opposite column.

205. SYNONYM FILL

There are six gaps in the article. There are six groups of synonyms below the article. Place the number of the synonym group in the correct gap (It is not important to guess a correct

word - any of the synonyms from each group could be put into the relevant gap). This is an example from the lesson "Japan speed-eater triumphs again" (http://www.breakingnewsenglish.com/0508/050815-eater-e.html).

> Japan's world champion speed-eater has won his second ___ in two days at an eating competition in Hong Kong. Takeru Kobayashi, 27, easily ___ his rivals by consuming an amazing 83 steamed dumplings in eight minutes on Saturday. Kobayashi showed his munching talents again a day later by ___ 100 roasted pork buns in 12 minutes. He said he has a special technique that allows him to eat so much, so quickly. He ___ the food as tightly as he can in his mouth and then "chews like crazy".
>
> Kobayashi holds ___ world eating records and is a ___ on the world speed- eating tour. He is the current world record holder and champion for eating hot dogs - 53-and-a-half in 12 minutes. He has also ___ a similar ability with hamburgers by setting the world record in 2004 - 69 burgers in eight minutes. Mr. Kobayashi's physique does not suggest he can eat such serious ___ of food. He is a very slim 65kg but says his stomach can stretch more than others. He hopes to make a career out of speed-eating.

1	**2**	**3**	**4**
squashes	downing	contest	quantities
squeezes	swallowing	competition	amounts
crushes	eating	tournament	volumes
compresses	devouring	challenge	portions
5	**6**	**7**	**8**
shown	beat	several	celebrity
displayed	defeated	various	big cheese
demonstrated	whipped	assorted	heavyweight
revealed	topped	different	somebody

206. PART OF SPEECH SYNONYM MATCH

Create a synonym match in which the synonyms are already matched, but the matched synonym includes different parts of speech. Students have to circle the choice that corresponds to the correct part of speech.

EXAMPLE:

safeguard (v) protective / protect / protection
protectorate / protector

207. PART OF SPEECH JUMBLE

Create a synonym match activity in which incorrect parts of speech are matched with a synonym. Students must make the match and write the correct part of speech.

EXAMPLE:

safeguard (v) protective

(Students must change "protective" to "protect".)

208. TEXT SYNONYM MATCH

Students match words from a list to their corresponding synonyms in the text. Students can be helped in this by placing the synonyms in the text in bold. This could be made a little more challenging by putting in bold more words than matches.

209. SIMILAR SIMILES

Place two similes as the match for the word in the text. Students must discuss which one is a truer match for its partner in the text.

210. SYNONYM AND ANTONYM MATCH

Students must match words in the text to their synonyms and antonyms in a list below the article. They must denote which is the synonym and which is the antonym.

211. SYNONYM JUMBLE

The target words and their synonyms have been placed randomly on a piece of paper (not in the familiar 2-column format). It is the students' job to find the pairs of synonyms.

212. CHOICE OF THREE

There are three choices for each word. Students have to decide which choice is the synonym, which the antonym and which is a non- related word.

213. KIM'S SYNONYMS

This is a game based on the popular memory activity, Kim's Game. Pairs of synonyms are written on cards and placed face down. Students turn two cards at a time over. If the two cards are the same, they keep them, if not, they have to turn them back face down. The game is over when all of the matches have been found.

214. SYNONYM WORD JUMBLE

The synonyms are matched. There is one problem – the letters of the matched word are jumbled. Students have to guess the word from the jumbled letters.

EXAMPLE

a. huge roesomun

b. blasted damseml

c. lethal dyadle

etc

215. PHRASE MATCH

Take phrases or word pairs from the text and split them. Students have to match the beginnings with their endings. Alternate between keeping collocation pairs or phrasal verbs intact and splitting them on either side of the match. There may be cognitive value in the surprise students experience in seeing the two parts of a phrasal verb or strong collocate being matched. Decisions need to be made regarding where best to make the split for the match.

216. THREE WAY MATCHES

Create a phrase match with three columns.

Students must match from left to middle to right in order to complete the match. In this example, adapted from "Google delays book scanning" (http://www.breakingnewsenglish.com/0508/050814-books.html) the words in the first and third columns are correctly placed. The words in the middle column are in the wrong order.

encountered	copyright laws that are	hitch
Publishers are	a major	arms
flagrant	intellectual	of copyright
pirating has	onus	the music industry
reproduce small	violations	of copyrighted material
placing the	up in	on writers
outmoded	be able to	centuries old
the breakneck speed	of developments	in electronic information
safeguard	amounts	copyright
millions of users who'll	afflicted	discover new books

217. CHOICE PHRASE MATCH

Create a phrase match with two choices in the second column. Students must decide which is the correct match.

EXAMPLE:

pirating has	• afflicted the music industry
	• reflected the music industry

218. ARGUE MATCHES

Each sentence or phrase beginning has a choice of two technically possible endings. Students A must argue that the first match is correct, Students B must argue that the second match is correct.

pirating has	• afflicted the music industry
	• improved the music industry

219. CHOOSE THE GRAMMAR MATCHES

Students match the phrases by choosing the correct collocates or phrasal verbs where the two matched halves join.

placing the onus	• on the writer
	• in the writer

220. STUDENT SPLITTING

Students create the phrase matches themselves. In pairs / groups, they agree on where it is best to split the sentence. With scissors, they cut the phrases and change partners. Swap slips of paper and see if the new partners can reassemble the phrases. When both sets of phrases have been completed, talk again about why the cuts were made where they were made. The teacher will need to mark the beginning of the phrases so students know where the phrases start.

221. ENDING CALL

The teacher or a group leader reads one of the phrase match beginnings. The other students look at a list of phrase match endings and alert the teacher if they think they know the answer. All other students must then make a decision as to whether or not they agree with the answer. Once agreed, the teacher / group leader places the matched pairs on the board / paper.

222. KIM'S PHRASES

This is a game based on the popular ESL activity, Kim's Game. The beginnings and endings of different phrases are written on separate cards. Students turn two cards at a time over. If the two cards can be matched, the students put them face up to the side. If not, they have to turn them back face down. The game is over when all of the matches have been found. Some initial matches may be quite possible, but not be those in the article. Some re-matching may have to take place towards the end of the activity.

223. PHRASE JUMBLE

Beginnings and endings have been placed randomly on the desk on a piece of paper. It is the students' job to match them correctly.

224. HALF RIGHT, HALF WRONG

Arrange the phrases so that half of the matches are right and half are wrong. Students have to decide which are the correctly matched phrases and correct the others.

4.1. USING HEADLINES

Pre-reading ideas to get students interacting with the article headline.

225. YAHOO NEWS

Take in a list of the top 5 news stories from the different categories on Yahoo News (http://news.yahoo.com/). These include "Top Stories", "Most Popular", "Most E-mailed", "Odd Stories", Most Recommended", etc. Write the headlines on the board, Students have to talk about them. Some of the following phrases might be useful as conversation starters:

- This is not news.
- Who wants to read about this?
- This looks like a great story.
- I can't believe reporters get paid for writing stuff like this.
- Too depressing.
- There should be more news stories like this.
- This is my kind of news.

226. WHAT SHALL WE TALK ABOUT?

A common question. Students are given the headline and must brainstorm three things to talk about. Pool the topics and then let the students chat.

227. THIS WOULD MAKE A GOOD MOVIE

Students discuss why the headline would make a good movie. They must develop the story and characters. They might also decide on which real life stars should play the characters that might be in the article. They could also decide on the music, director, genre, etc.

228. PREDICTION

Put the headline on the board. Pairs / groups formulate their ideas regarding the contents of the article and present them to another partner / group. Decide together which ideas are likely to be in the article.

229. PRONUNCIATION

Work on difficult to pronounce or hear words before students listen to the text. Practice words or phrases that have similar linking elements, pronunciation shortcuts etc. Students talk about which parts of the text were difficult and why. They can practice the areas they had most difficulty with before trying / listening again.

230. WE HAVE A SITUATION

Choose three or four of the main characters in or related to the article. Students take a character each. Each set of characters is grouped together in one of the following situations. Students must improvise and have the conversation between the characters. They should talk about the headlines.

- On an airplane flying to Hawaii
- Hiking through the Amazon jungle
- In hospital beds in the same room

- Studying Arabic at a language school in Peru
- In a movie theater
- etc

231. HEADLINE JUMBLE

Scramble the words from the headline and ask students to arrange the words in the correct order. If the headlines are different, students talk about them and speculate on which is the correct headline. Students could make different headlines from the scrambled words and talk about the likely stories from each.

232. THE REAL HEADLINE

Create several more headlines based on the real one. Ask students to talk about what the contents might be in each of the headlines and guess which is the real one. The alternative headlines could be used to introduce vocabulary from the article as a pre-reading exercise.

233. HEADLINE CHOICES

Provide a choice of three or four recent headlines that are all very different in content. Ask students to talk about each one and decide which they would or would not be interested in reading. Then tell students which article they will look at in that day's lesson. This may be a good way of assessing what kind of articles to bring to class in future.

234. ROUND ROBIN HEADLINES

Student A makes a prediction as to how the story will start. Student B follows and then Student C continues. Keep rotating until a story has fully developed. Change partners and compare stories.

235. NEWS COLLOCATIONS

The teacher writes the headlines on the board. Students must think of adjectives that match the headlines. Students discuss in pairs / groups how well the adjectives match the headlines. Change partners and compare adjectives.

236. HEADLINE VOTE

Each student thinks about the headline and briefly describes how they think the story will unfold. Take a vote on whose story they think is …

- closest to the real article.
- most entertaining
- the craziest
- the least likely to be closest to the real article
- the most original

237. WHAT DO YOU KNOW ABOUT…?

Students mill around the class questioning other students about the headline. They must ask about the keywords in the headline. They should ask each other:

- "What do you know about X?"
- "What do you know about recent events / developments in Y?"
- "Do you know anything about X?"

- "What can you tell me about X?"
- "Tell me all you know about X"

238. JUICY?

Ask students what kind of article the headline suggests. Introduce the following collocates of the word "headline":

- Juicy
- Sensational
- Tragic
- Interesting
- Uninteresting
- Shocking
- Huge
- Historic
- Sad
- etc.

239. COLLOCATION HEADLINES

In pairs / groups, students have to change the story according to each collocate (E.g. "Can you change this headline into a juicy / shocking story?"). Students change partners and compare stories.

240. FROM A HEADLINE

Give the class the news headline. In pairs / groups, students must expand the sentence a word or phrase at a time until they have a full paragraph. Change partners and compare paragraphs.

241. ALTERNATIVE HEADLINES

Students read the text and create three more alternative headlines that might be lurking behind the actual one. Students must expand on and tell the stories about the alternative. Students change partners and share and compare their ideas.

242. INTO A SENTENCE

Put the headline on the board. Students come to the board and add a word at a time to make the headline into a sentence that must become longer and longer. The sentence can be split in two, both parts also being added to and split further.

243. QUESTIONS

Students look at the headline and write down three questions each. They ask the questions to their partner / group. Change partners and ask the questions again. Students return to their original partners and report on what their previous partners said.

244. IMAGINARY HEADLINES

In pairs / groups, students make imaginary headlines that they tell each other and then talk about.

245. KIND HEADLINES

In pairs / groups, students must choose a "kind" headline from a given list and make their own story about it. They need to develop the background, characters, what happened, what people said, etc. After they have finished, they must change partners / groups and report the story to their new partner(s). They must be prepared to answer questions from their new partners. Example headlines might include:

- Barack Obama changes his mind
- China and Japan are friends forever
- Roses for everyone
- Israelis and Palestinians have a big party together
- World Kindness Day is a huge success
- Old lady helps the man who stole her car

246. MYSTERY HEADLINES

In pairs / groups, students choose a predetermined mystery headline and develop the story to tell to news reporters. Once they have decided on their story, change partners and take turns being reporters and mystery explainers. Example headlines might include:

- The talking bus stop
- Ten thousand pairs of jeans go missing in Russian town
- Lions and zebras become good friends in Kenya
- It's raining pens and pencils in Chile
- The pregnant Mickey Mouse
- The remote control baby
- Marriage proposals increase 300% in Brazilian city
- The world's computers' space bars suddenly break

247. FRONT PAGE NEWS?

Students talk about how newsworthy the headline is.

- Should it make the front page?
- Should it be the headline news?
- Is it worthy of a newsflash / breaking news?
- Should it be confined to the second page or a minor article inside the newspaper in one of the sections or later on in the news program.
- How much page space / program time should be given to it?
- Should there be photos?
- Is it the kind of story you would talk about with your friends?
- Would you turn on the news to get an update on this news?
- Where would this news item be in a newspaper in your home country?
- Does it warrant a top news reporter being assigned to it?

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248. HEADLINE EXTENSION

Students look at the headline and brainstorm other associated headlines. (E.g. "President arrives on the Moon" could lead to headlines such as: "President to build lunar house" / President decides Moon is part of his/her country" / President gets mystery moon bug"). Students talk about the associated headlines and decide which ones are most serious / most fun / most likely to happen….

249. LIES, ALL LIES

Students A try to convince Students B that the news in the headline didn't really happen, that it's all lies. Students B of course have to say the news is very much true.

250. I HAD A DREAM ABOUT THAT LAST NIGHT

Students look at the headline and say to each other "Funny. I had a dream about that last night". They then have to embellish on what happened in their dream. One student had a lovely dream, the other had a nightmare.

251. I WISH THAT HADN'T HAPPENED

Students look at the article headline and start their conversation saying, "I wish that hadn't happened". They then explain why.

252. HEADLINE CHANGE

Put the headline on the board. Invite students to change two words. Students now talk about the new headline. Keep repeating until the original headline has changed beyond recognition. Students change partners and compare the stories they made as each new headline was created.

253. L1 ADJECTIVES

Students call out adjectives in their L1 that describe their feelings towards the headline. The students then provide translations in English. In pairs / groups, students talk about the headline in relation to the English adjectives on the board.

254. ON THE SPOT

Give half the class the headline. They must break the news to the rest of the class and ask for on the spot opinions.

255. FORUMS COMMENTS

Each student writes down a quick comment about the headline on a piece of paper. They put the paper in the middle of the room. Students pick up a piece of paper and in pairs or groups, respond to the comments. They return the comment slip to the middle of the room for other students to take. Continue until each group has picked up (and returned) several comment slips.

256. IDIOMS IDIOMS

Take a keyword from the headline and produce a list of idioms based on that word. Students talk about what they think the idioms mean. An alternative would be to do a matching exercise of idioms and meanings and then let the students talk.

257. CONNECTIONS

Students write down as many connections as they can from two of the words in the headline. Share these connections with other students. Rank the connections according to predetermined categories – strongest link, funniest link, most ridiculous link, most intelligent link, etc.

258. DESIGNER HEADLINE

Students take two or three words from the actual headline and make their own headline and story. Students change partners and compare their headlines and stories.

259. GLOBAL HEADLINES

Provide a list of countries for students to speculate on how the media in each of those countries might word the headline, then speculate on the story behind that headline. Students change partners and compare their ideas.

260. MOVED HEADLINE

Students speculate on what kind of story the article might be if it were moved to a completely different news section headings – sports, business, entertainment, motoring, gardening, etc.

261. HEADLINE WORD GUESS

Student A has the title. Student B doesn't.

Student A says one word at random. Student B asks questions and tries to guess the story.

4.2. WORKING WITH WORDS

Activities for students to find out more for themselves about words, phrases and lexical patterns from the article.

262. LEXICAL PAIRS

Choose two words from the text that form an easily recognizable lexical pair (E.g. high level, paper chase, current event, etc.). Seeing the words together will provide a further learning opportunity. Ask students to look in their dictionaries (including collocation dictionaries*) to build up more information on the words. Students change partners and share the information they found out. Note: Make sure each part of the lexical pair is likely to have several meanings and be used in a variety of other word combinations.

- **LTP Dictionary of Selected Collocations* (Editors Jimmie Hill & Michael Lewis) ISBN 1 899396 55 1

- *The BBI Dictionary of English Word Combinations* (Morton Benson, Evelyn Benson & Robert Ilson) ISBN 1 55619 521 4

263. SEARCH ENGINES

If the class has access to the Internet, enter the word pairs into the search field of a search engine. To give the best results with pairs of words or phrases, make sure everything is enclosed in speech / quotation marks ("high level" or "the time has come"). The search should produce hundreds, thousands or hundreds of thousands of examples of the words in natural use.

264. QUESTIONABLE USAGE

If students are unsure of the usage of a word pairing or phrase containing more than two words, the above search technique can be used to help them find more examples of the phrase in use.

265. PRE / POST COLLOCATES

Draw three columns on the whiteboard or ask students to draw three columns on a sheet of paper. Put one of the words from the word search in the middle column. Ask students to write the words they find that come before and after this word in the left and right columns. Students talk or make questions about their findings. Ask which combinations are new, sound interesting, seem worthwhile to learn, etc.

Internet		
commit		
mass		
attempt		
attempted		**suicide**
failed		
political		
would be		
bomber		
mission		

266. COLLOCATION CHAIN

Pairs of students start with the same word. They find a strong collocate that follows this word. They then find a strong collocate of the collocate and so on. You could give the students a time limit to see how many collocates they can add to their chain or give them a maximum number of collocates to find:

EXAMPLE:

English language - language problem - problem child - child friendly …

Students then show their findings to other students in the class or call them out to the teacher, who writes everything on the board.

267. COLLOCATIONAL GRIDS

Use these to teach collocation. There are many examples of collocation grids and other grids in these books:

The Words You Need. Rudska, B. et al. 1982. Prentice Hall

More Words You Need. Rudska, B. et al. 1985. Prentice Hall

268. WORD FAMILY

Give students the following table (a larger and copiable one can be found on page 239). Ask them to look in their dictionaries and find examples to fill in the information.

	Other senses	Homo nymns	Homo phones	Idioms	Phrasal verbs	Parts of speech	Phonemic	Picture
Word 1								
Word 2								
Word 3								
Word 4								
Word 5								

269. CLASS CONCORDANCES

Draw three columns on the whiteboard or ask students to draw three columns on a sheet of paper. Put one of the words from the word search in the middle column. Ask students to write sentences that contain the word from the phrase. Make sure to keep the collocate in the middle column. After a number of sentences are on the board or student papers, talk about the use of the word and the sentences.

You should end up with a concordance similar to this:

with the abundance of local radio	**chat**	shows that seem to have
of the survey asked about favorite	**chat**	up lines (and of course …)
said why don't you pop round for a	**chat**	and a cup of tea. I'm sure …
it's nothing serious, just an informal	**chat**	about the upcoming…
anything. He just stopped by for a	**chat**.	He really needed to talk…
is the handsome host of the new	**chat**	show that's due to air on…
And then we went to Janice's for a	**chat**	and to catch up on all the…

they should be very careful about	**chat**	rooms that ask for addresses
there's nothing better than a quiet	**chat**	with the person who means…
free any time to come and have a	**chat**	with one of our experienced

Encourage students to research vocabulary themselves using collocation sites to find the most common word partnerships or concordance sites to find examples of words and phrases in authentic English sentences (http://www.teachingenglish.org.uk/articles/concordancers-elt).

270. CHAT

Ask students simply to chat about the word pair. When they have finished, change partners. Tell new partners what they spoke about with their old partners and continue the conversation.

271. WORD PAIR HEADLINES

Ask students to make headlines from the word pair. Students have to think of the story that accompanies the headline. Change partners again and compare the stories from each invented headline.

5. WHILE-READING / LISTENING ACTIVITIES

Activities to aid students' reading or listening comprehension and to reduce the cognitive burden and pressure of "cold" reading / listening.

272. GAP FILL

A traditional exercise in which students reinsert words that have been taken out of a text:

EXAMPLE

Put the words on the right into the correct gaps.

Landmine elephant gets new foot

New developments in _____ limbs means a Thai elephant can now stop _____ on three feet. Motala, 44, hit the world's headlines in 1999 when she stepped on a landmine while working at a logging camp on the Thai-Myanmar _____. The explosion mutilated her front left foot, which veterinarians had to _____. The surgery left Motala with one leg shorter than the others and she was no longer able to work. For the past six years she has been cared for at a hospital _____ by the charity Friends of the Asian Elephant. A staff member reports she was a _____ patient and was rarely cantankerous or moody during her period of _____. Apparently, she quickly came to _____ with the loss of her foot and got on with life as usual.

recuperation

artificial

border

model

run

hobbling

terms

amputate

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273. PHRASE FILL

Take phrases out of the article. Students have to put the phrases back into the text.

274. PAIRED GAP FILL

A regular gap fill except students choose from pairs of words to insert into the text. The pairs can be false friends, homophones, homographs, words to test general knowledge, etc. or be totally unrelated.

275. TRUE/FALSE

Students check the answers to the True/False activity. Talk about the answers and any disagreements there might be. Students talk about the choices in the true/false activity and whether it was a useful activity.

276. SYNONYMS CHECK

Students check the answers to the synonym matching activity. Talk about the answers and any disagreements there might be. Students talk about the activity and whether it was a useful activity. They also talk about the synonyms and their usefulness.

277. ANTONYM MATCHING

Write ten antonyms of words in the article. Students have to find the words in the article that match the antonyms.

278. PHRASE MATCH CHECK

Students have to check their answers to the phrase match exercise.

279. QUESTIONS

Students have to make notes for questions they would like to ask their partners or the class about the article. Ask students to circle the words as they read/listen.

280. VOCABULARY

Students circle words that they do not know the meaning of.

They will find out more about the words after the exercise by showing the words to their partners and trying to guess the meanings in context or by breaking the word down into prefixes, suffixes and roots.

281. INTERESTING WORDS

Students circle words they think are interesting that they would like to talk about after the reading / listening.

282. PRONUNCIATION

Students circle the words they would like to know the pronunciation of.

283. SYNONYM ARTICLE FILL

Students are given groups of synonyms and have to add one more from the article that fits into each of the groups.

284. BETTER WORDS

Students think of better or alternative words to replace those from the gap fill. Students share and compare their words and discuss the worth of the replacement words.

285. QUIZ

Students circle three things they would like to write a quiz question on after the reading. After they have written the questions, they pool them and ask each other in groups.

286. YES, YES, YES

Students circle / underline anything that made them think "yes, yes, yes" or "no, no, no", things that made them raise their eyebrows, things that made them think "wow", things they found themselves frowning over, etc. As an alternative, they could simply underline things with which they agreed or disagreed.

287. THREE POINTS

Students have to remember three points from the article. They tell their partners what the points are after the reading.

288. ADJECTIVE UNDERLINE

Students underline anything they thought was interesting, worrying, disturbing, worrying, hopeful, etc. – whatever adjectives the teacher deems suitable.

289. ADJECTIVE MATCH

Teacher writes a number of adjectives on the board. Students must find information in the text corresponding to the adjectives.

290. QUIZ ANSWERS

Students have to find the answers in the article to a pre- reading quiz.

291. MY FEELINGS

Students write quick notes about their feelings as they read the article. They talk about these feelings later.

292. WHY?

Students circle three things about which they want to ask "Why?" after they have read the text.

293. THAT'S NEW TO ME

Students underline all of the things they didn't know before. Share these things with students after reading / listening. Talk about whether or not these new pieces of information are worth knowing.

294. WORD SCRAMBLE

Students have to put words that have been put in the wrong order back into the correct order.

> **EXAMPLE:**
>
> Unscramble the words in the underlined parts of the article by putting them back into the correct order. An example is seen here from the lesson "Record bank robbery in Brazil" (http://www.breakingnewsenglish.com/0508/050810-robbery.html).
>
> Thieves have daring out a carried and audacious bank robbery in Brazil, making off with over 88 million US dollars. The stolen cash a total weighed in at of three point five tons. The gang of robbers tunneled 80 meters into a Brazilian Central Bank branch in the north of the country from a rented house several streets away. the over three months of course, they shored up the tunnel walls with wood and reinforced plastic and installed electric lighting. Neighbors reported about house the suspicious nothing or its occupants, who were supposedly manufacturing artificial turf. They said a truck arrived every day, which was loaded with dozens of large plastic bags and then driven away. They inkling had a tunnel no was being excavated.
>
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295. CHOOSE THE CORRECT WORD

Students circle which of the two words in italics is correct. An example is seen here from the lesson "Celebrity boosts breast cancer action" (http://www.breakingnewsenglish.com/0508/050808- kylie.html).

Actress and pop star Kylie Minogue has been attributed with initiating / initialing an increase in the number of women having breast cancer viewings / screenings in Australia. Ms. Minogue's widely-publicized breast cancer order / ordeal in May resulted in a 40 per cent increase in mammogram bookings, according to a study by Sydney University's Professor Simon Chapman. He said there was double the number of first-time screenings for women aged between 40-69. The so-called "Kylie effect" could slash / slush the number of breast-cancer related deaths. Ms. Minogue was diagnosed with cancer in May and underwent surgery to have a bump / lump removed, attracting worldwide attention. She emphasized how critical it was for the cancer to be detected / deterred early.

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296. ODD WORD OUT

Students decide which one of the groups of three words is incorrect. An example is seen here from the lesson "Smog sparks emergency in Malaysia" (http://www.breakingnewsenglish.com/0508/050812- smog.html).

Malaysia declared / issued / decried a state of emergency on August 11 as the air pollution index rocketed to extremely hazardous levels on its west coast. Smoke from forest fires in Sumatra, Indonesia, has shrouded / blanketed / bedded much of the country in a thick smog, a dangerous cocktail / contraption / concoction of ash, dust, carbon dioxide and sulfur dioxide. The acrid / pungent / aphid haze has obscured from view the tops of buildings in Kuala Lumpur, where a government official said "We are now in a state of emergency". Authorities have closed schools and advised people to stay indoors to minimize contact with the noxious / poisonous / notorious and choking fumes. It is Malaysia's worst environmental crisis since 1997 and already there are few signs of it letting up / abating / letting in.

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297. MOST LOGICAL

Similar to the "Choose the Correct Word" activity above. Both of the pairs of words in italics fit. However, one fits better than the other. Students circle the best fitting word.

298. GOOD / BAD

Students place a check next to things they think are good and a cross next to things they think are bad. They talk about the things they designated after the exercise.

299. MISTAKES

Tell students that there are five incorrect words in each paragraph. Students have to find the mistakes.

300. MISTAKE CHOICES

Highlight in each paragraph and tell students half of them are wrong. Students must identify the incorrect words. This is an example from the lesson ""Forty million credit cards hacked" (http://www.breakingnewsenglish.com/0506/050619-creditcard.html).

SPOT THE MISTAKES: Four of the words in bold in each paragraph are right and four are wrong. Circle the incorrect words and replace them.

Forty million credit cards hacked

What is your **best** nightmare? How about opening your credit card **statement** and seeing thousands of dollars worth of purchases you never made? This is a possibility for 40 million credit card **grippers** worldwide following a security **broach** at a major data processing center. U.S.-based Card Systems Solutions Inc., which **processes** transactions for banks and merchandise around the **globe**, has issued a press release saying it "identified a **potential** security incident" in May.

Hackers **infiltrated** the system and made **on** with the personal details of up to 40 million people – the same number as the **entity** population of Spain. Card Systems immediately **contacted** the Federal Bureau of Investigation, which **out** turn notified VISA and MasterCard. The company said it is **currently** "completing the installation of enhanced/additional security procedures". Meanwhile, the world's banks are working overtime **charging** the account details of concerned and **irate** cardholders

Card Systems Inc. **depressed** sympathy with anyone who may have **lost** confidence in the integrity of credit card security or suffered anguish as a **result** of the breach. It said "We understand and **fully** appreciate the seriousness of the situation." It also assured the business world its **primate** focus was client oriented. The press release said: "Our customers and their customers are our **lifeblood**. We are **undertaking** no effort to get to the **edge** of this matter."

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301. BLANKS

Blank out some of the words in the article. Students have to decide on their own words to fill the blanks.

302. MISTAKEN PART OF SPEECH

Change the part of speech for five words in each paragraph. Students must identify and correct the parts of speech.

303. PART OF SPEECH CHOICE

Students have to decide which part of speech in each group of three is the correct one.

EXAMPLE:

I need some advice / advise / advisor

304. WRONG ANTONYM

Replace five or six words in each paragraph with their antonyms. Students have to find and correct them.

305. OUT OF 10

Students write a number from 1 to 10 after each sentence. "1" means, "I understood almost nothing in this sentence", "10" means "I understood everything in this sentence". Students show each other their scores and try and help each other with the lower ones.

306. MY CULTURE

Students circle things that are different in their own cultures.

They talk about these with their partners after.

307. NUMBER FOCUS

If there are several numbers in each paragraph, ask students to remember what the numbers relate to. After the reading / listening, the students have to match the numbers on the board to what they remember. This is an example from the lesson "Miss Peru most beautiful" (http://www.breakingnewsenglish.com/0412/05.missWorld.html).

NUMBERS

Students try to guess what the following numbers mean in the text by matching the numbers with the possibilities in the right column:

a.	54	The estimated number of women in the world.
b.	20	How many years ago a pop star first recorded the song he sang at the closing ceremony of the contest.
c.	107	The number of expert judges.
d.	2,000,000	The number of years the winner is Miss World.
e.	10,000	The number of times the contest has now been held.
f.	1	The total number of contestants in the pageant.
g.	206	The year in which China first held the contest.
h.	2003	The amount of prize money for the winner(in US$).
i.	19	The number of people killed in anti-Miss World protests in Nigeria in 2002.
j.	0	The age of the winning contestant.

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308. PERSON FOCUS

Ask students to concentrate on the characters in the story. After the reading / listening, the students have to match the characters on the board to what they remember from the text.

309. IF IT WERE ME

Students think about or make notes as they read / listen about what they would do, think, feel in a similar situation to the one in the article.

310. PROPER NOUN FOCUS

Ask students to remember the proper nouns in the story. After the reading / listening, the students have to match the proper nouns on the board to what they remember from the text.

311. THINGS I WANT TO KNOW MORE ABOUT

Students underline different things in the text they want to know more about. After reading, share these things with partner(s) and discuss them to see if students can find out more information.

312. OTHER SENSES

As students read, ask them to circle words that have more than one meaning. After the reading, students share the different words and talk about other meanings of the words.

313. SENTENCE SUMMARY

Students must write one word at the end of each sentence. That word must sum up their feelings about the sentence. After the reading, students tell each other their words and why they chose them.

314. BETTER WORDS

Students must replace five words in each paragraph with words of their own choosing. After they finish reading they tell each other which words they have replaced and explain their reasons.

315. POST SENTENCE DISCUSSIONS

Students read one sentence and discuss it before moving onto the next sentence. Continue until they finish the reading.

316. IDIOM HUNT

Students underline any language they think is idiomatic. They share what they underlined with the class for a discussion on what they think the language means.

317. SYNONYM FIND

In pairs / groups, students find two synonyms for each word in italics in the article. When they have finished, they compare and swap synonyms with other students. Students talk about whether any of their synonyms would be better than the words used in the text.

318. LISTENING QUESTIONNAIRE

Make a questionnaire for students to discuss the degree of difficulty of the listening and related activities. Some questions might include the following:

- Did students get all of the gap fill answers?
- Which words were easy or difficult to remember?
- How much (per cent) did students understand?
- Do you think you will understand more next time?
- Are you happy with how much you understood?
- What do you think is your biggest problem with listening?
- What are their feelings now?

Repeat the questionnaire after each successive listening to see how their answers change.

319. NEW QUESTIONS

Students quiz each other about the listening. Listen three or four times. Each time they listen, they make new questions.

320. WHAT WAS THAT?

Teacher plays the listening a segment at a time.

Students have to figure out what was said. When they have finished, students look at the text and talk about the bits they got right and wrong. Listen again to check.

321. FALSE

Teacher creates an alternative text with ten incorrect facts. Students listen and have to find the correct information.

322. PHRASE ORDER

Teacher selects phrases from the text that contain useful vocabulary or idioms or phrases that are key for global understanding. Cut the phrases into strips and give them to students. Students put them into the correct order as they hear them.

6. FROM TEXT TO SPEECH

Ideas to provide students with the language to move from the news article into conversation.

323. EXPONENTS TO MOVE FROM ARTICLE TO CONVERSATION

Providing suitable exponents can enable learners to more confidently talk about a text they have in front of them. It is quite natural for anyone armed with a newspaper, magazine or book to want to tell a nearby companion about something they have read. This is a skill learners transfer automatically from their L1s. Students use these exponents to introduce phrases from the article

- According to this

  (E.g. "According to this, the price of oil has hit $75 a barrel.")
- It says here _ _
- This article says _ _
- You'll never believe this
- I can't believe what I've just read
- Guess what?

324. SENTENCE-BY-SENTENCE

Student A has the article and reports the contents to Student B one piece of information at a time using one of the above exponents. Student B must respond appropriately. Students A and B talk about each snippet of information before moving on to the next item. Encourage the use of "What else does it say?" to keep the activity flowing.

325. PROMPTED QUESTIONS

Student A has the article. Student B has a list of keywords from the article. Student B must ask student A one of the following exponents / questions:

- Does the article say anything about _ _?
- Does the article mention anything about _ _ _?
- What does the article say about ?
- Is _ mentioned?
- I heard something about _
- Is there anything there about that ?

326. PROMPTED QUESTIONS AND PATTERNED INTERACTION

Learners use the above prompts and questions in the following patterns of interaction. The teacher should write the interaction pattern on the board so learners know what is required of them:

Student A: What does it say about _ _?

Student B: According to this, it says __

Student A: Comment.

Or

Student A: What does it say about _ _?

Student B: According to this, it says __ + Additional comment / opinion.

Student A: Reply.

Or

Student A: What does it say about _ _?

Student B: According to this, it says __ + Additional comment / opinion + question.

Student A: Comment.

Or

Student A: What does it say about _ _?

Student B: According to this, it says __ + Additional comment / opinion + question.

Student A: Answer and comment + question.

Student B: Answer and question.

Student A: Answer and question.

Student B

etc.

It is up to the teacher how many exchanges are required. Quite often the more there are, the more fun it becomes and the more practice the students have. The teacher could challenge pairs to see who can keep the exchanges going the longest.

327. BECOMING PART OF THE STORY

Student A reads an excerpt from the text. Student B must respond by saying: "Yes, I know. I was there." The patterned interaction might run as follows:

Student A: [Reads a snippet]

Student B: Yes, I know. I was there. + [expand]

Student A: Question re B's expansion.

Student B: Answer.

Student A: Response to answer and then next snippet.

328. THAT'S NOT ENTIRELY TRUE

Students practice questioning what someone has said about a piece of news. The patterned interaction might run as follows:

Student A: Reads a snippet from the text.

Student B: Refutes or questions what Student A has just read.

Or

Student A: Reads a snippet from the text.

Student B: Refutes or questions what Student A has just read and says what is wrong.

Student A: Responds by sticking up for what is written in the text.

Or

Student A: Reads a snippet from the text.

Student B: Refutes or questions what Student A has just read and offers an alternative.

Student A: Responds to Student B's reply.

329. NATURAL RESPONSES TO HEARING NEWS

Students practice responding to news they've just heard. Provide a list or recent or imaginary headlines. Students choose the most appropriate response from those below:

No way!

Oh my God!

Tell me more.

Yes. I heard about that.

I'm not surprised.

What a joke.

I can't believe that.

You're joking?

That's shocking.

I'd love to have been there.

330. BRAINSTORM RESPONSES TO HEARING NEWS

Write a headline on the board. It should be controversial, shocking or funny enough to engage students' attention. Examples might include – "Barack Obama lands on the Moon" or "UFO kidnaps the Pope" or "The world will end at midnight". In pairs / groups, students must write as many natural responses as they can think of. Change pairs repeatedly to enable students to share their responses. Students then chat about the headlines.

331. TEXT CHARTING

Students start with a blank piece of paper. They have to chart the progress of the text according to their feelings. Students change partners and share and compare what they charted.

332. SENTENCE DEBATE

Students debate each word pair, phrase or sentence.

333. ARTICLE FEELINGS TIMELINE

Students discuss their feelings about working on the article. How did they feel about being told the topic? What did they think of the headline? How do they feel about the subject now?

• *See the copiable classroom handout on page 259.*

334. ARTICLE ASSESSMENT FORM

Students assess the article in terms of its value as teaching material.

• *See the copiable classroom handout on page 260.*

335. MUSICAL ASSOCIATIONS

Students have to assign musical associations to each part of the article – the characters, situation, turns of events, etc. The associations must be related to musical instruments, sounds, degrees of loudness, etc.

336. TEXT SOUNDS

Students analyze each sentence of the article and attribute sounds to the events. Students change partners and share and compare their ideas.

337. SEEING IS BELIEVING

List the things from the article it is possible to see, hear, feel, touch, taste and touch. Students talk about them and envisage their current state and condition.

338. SENTENCE QUIZ

Students must write down one question relating to each sentence of the article. They then ask these questions to their partners. Change partners and repeat. Students then sit with new partners and report what they found out.

339. FIVE REASONS WHY I DON'T WANT TO FOLLOW THIS NEWS

Students must think of and write down five reasons why they want to follow this news after the lesson. Students change partners and share and compare their ideas.

340. INTERESTING THINGS

Students read the article and underline three interesting things (they could also be happy, sad, worrying, etc. things). They have to report their interesting things to their partner(s). Partner(s) must respond with (e.g.) the following:

> Yes, that's interesting, but not as interesting as …
>
> Yes, I also thought that was interesting, but I didn't underline it. Why did you think that was interesting?
>
> Was that the most interesting of the things you underlined?
>
> I didn't think that was as interesting as …

341. KEYWORD GRAMMAR PRACTICE

Use one structure – Students use the words / expressions from the text in practicing that structure and then asking or talking about what they wrote. Examples:

The last time I _____ was _____.

I haven't _____ for _____.

I think he's as _____ as _____.

342. TEXT / THEME QUESTIONS

Students use the words / expressions from the text to ask questions to their partners about their own lives. The questions do not need to be related to the theme of the article. Change partners and repeat.

343. THIS WORD REMINDS ME

Students are given a worksheet containing the exponents –

- What part of speech is this word?
- How do you pronounce it?
- How do you spell it?
- How would you remember this word?
- What's this word in your language?
- Can you think of any word partners?
- Does this remind you of any other words?
- Do you like it?
- etc.

Students ask their partner(s) about the words in the text.

344. CATEGORY USES OF WORDS

Students talk about how different words from the text could be used in different news categories (sport, business, entertainment, economy, etc.).

345. MY LIFE

Students make sentences using words from the text to talk about their everyday lives. Students could write down a certain number of sentences using the words before any conversation takes place.

346. HOW TO REMEMBER / TEACH THIS WORD

Students give each other advice on how to remember words or phrases from the text.

7. POST-READING / POST-LISTENING

Fluency and production ideas to get students talking at greater length about the article.

347. QUESTION POOL

Pool the questions that each student wrote while reading the article. Write a selection on the board for analysis and correction. In pairs, students look at the questions and agree on which ones they want to ask each other. Students sit in pairs / groups and ask the questions. Change partners and ask the same questions again. Return to original partners to report on how the questions were answered.

348. GAP FILL CHECK

Students check the answers to the gap fill in pairs / groups. If there are disagreements, make sure they are resolved among themselves. Students talk about the words from the gap fill – whether they were new, interesting, useful, etc. words to learn.

349. GAP FILL VOCABULARY PRESENTATIONS

After a gap-fill, students give each other mini-presentations on the gap-fill vocabulary, together with a brief analysis why they think the words were chosen to be used in the gap fill and whether they were useful.

350. POST-READING VOCABULARY CHECK

Students try to find the meanings of the words they circled during the while-listening / reading section from other students. The use of English-English dictionaries may be of help here.

351. STUDENT-GENERATED SURVEY

In pairs / groups, students create their own questionnaires based on the article. The class could decide as a whole on the theme. Alternatively, they could choose from a number of themes brought in by the teacher. Conduct surveys and report on findings.

352. EMOTIONAL SURVEYS

Students have to write their surveys according to a particular emotion – optimism, sadness, joy, skepticism, etc.

353. MALE-FEMALE SURVEY

Students find out whether opinions are the same or different between male and female students. They change partners and report on and discuss any trends or differences. Variation - Find differences in opinion based on nationality, age, occupation, religion, etc.

7.1. DISCUSSION IDEAS

354. STUDENT-CREATED DISCUSSIONS

The whole class creates the discussion. Students call out questions, which the teacher writes on the board. Students then discuss in pairs / groups.

355. CHANGED PERSONALITIES

Students answer the discussion questions taking on a different personality. This can free students to answer more creatively. After the discussion, students talk about how differently they answered the questions in their changed personalities than how they would have answered as themselves.

356. CELEBRITY ANSWERS

Students answer each question pretending to be their favorite celebrity. After the discussion, students talk about how differently they answered the questions as celebrities than how they would have answered as themselves.

357. CHANGED NATIONALITIES

Students answer the questions from the viewpoint of someone with a different nationality. After the discussion, students talk about how differently they answered the questions in their changed persona than how they would have answered as themselves.

358. FAMILY ANSWERS

Students answer the questions from the viewpoint of a family member - someone much older or younger might be more interesting. After the discussion, students talk about how differently they answered the questions as their family members than how they would have answered as themselves.

359. THE ANIMALS' VIEWPOINT

Students answer the questions from the point of view of animals. After the discussion, students talk about how they answered differently as animals than how they would have answered as themselves.

360. INANIMATE OBJECT VIEWPOINT

Students answer the questions from the point of view of inanimate objects. After the discussion, students talk about how they answered differently as inanimate objects than how they would have answered as themselves.

361. VOCABULARY INJECTED DISCUSSIONS

Students have to answer the questions and use items of vocabulary given to them by the teacher in each answer. These items of vocabulary could be idioms, words from the text, words practiced in class in the previous lesson, or words that have no connection with the text.

362. DISCUSSION PART II

After the initial discussion, students change each question. They change a maximum of three words per question. The teacher could experiment by (a) asking students to choose any words they like as replacements (provided the questions make sense!) (b) asking students to

replace the words with those of a similar theme or (c) asking students to replace words with a different theme (sports, business, etc.).

363. OPPOSITE DISCUSSION

If the article (and hence discussion) is about war, let the new discussion be about love. Students must state whether or not they like the [war] questions. If not, they change the questions to the opposite theme. After the discussion, talk about whether they think discussing the opposite theme was better than the theme from the article.

364. VALID QUESTIONS

As a pre-discussion activity, students discuss the actual questions –

- Are they good questions?
- Do they need to be changed?
- Would students have a lot to talk about?
- Are they the kinds of questions they are used to answering?
- Are there any questions they don't want to answer?
- Are there any questions they would like to ask anyone in particular?

The teacher could introduce rogue questions into the discussion to get students more involved in discussing the questions.

365. POST-DISCUSSION DISCUSSION

Students talk about the discussion after it has finished to do a postmortem on it.

Join another partner / group and tell them what you talked about.

a. What question would you like to ask about this topic?

b. What was the most interesting thing you heard?

c. Was there a question you didn't like?

d. Was there something you totally disagreed with?

e. What did you like talking about?

f. Do you want to know how anyone else answered the questions?

g. Which was the most difficult question?

366. BIASED QUESTIONS

Make the discussion questions biased or perhaps a little inappropriate. Students have to judge the questions and discuss what is wrong with them. They have to rewrite the questions to make them more appropriate. Students change partners and compare how they changed their questions. They might even choose to discuss the biased questions.

367. POOR DISCUSSION QUESTIONS

Teacher creates a discussion sheet containing questions that are a little too short, boring or generally "poor". Students must add to each question and try to add "spice" to them. Change partners and share and compare questions before asking them.

368. WRONG QUESTIONS

Give students discussion questions that are grammatically and factually incorrect. They have to find and correct the mistakes, before discussing the questions.

369. CUED RESPONSES

Students use flash cards that students turn over to guide the conversation:

- Ask another question
- Agree
- Disagree
- Ask for another example
- Ask someone to summarize the story
- Change the subject
- Tell someone who hasn't spoken to speak
- Take a vote on what everyone thinks
- Say something controversial
- Ask another person

• *See the copiable classroom handout on page 258.*

370. HONEST ANSWERS

Students are told to give their unbridled, totally honest opinions. Sometimes students have to be told not to hold back. For each discussion answer, students have to give their partners a percentage for how totally honest their answer was. This works best for discussions of a personal or sensitive nature, or for controversial topics.

371. VARIATIONS ON A QUESTION

Students take two or three of their favourite questions from the discussion sheet. They use these as a core around which to make further, related questions. Students then ask the questions. They must talk about why they chose their core questions and their reasons for writing the additional ones.

372. QUESTION THE SENTENCES

Students write one question about each of the sentences in the paragraph. Pool all of the questions and ask them as a discussion activity.

373. HOW FAR?

Students change the form of each question so that it becomes a statement that may be followed up by the question, "How far do you agree or disagree with this?" They then ask each other the questions based on the modified statements.

374. GUESS THE ANSWERS

Students have to guess how their partners might answer the questions. Partners have to assess the guesses, clarify and expand on the parts that were right, point out the parts that were wrong and add more so that the question has been answered in full.

375. EVASIVE PARTNERS

Student A has instructions to be a little evasive and provide one- or two-word replies to questions. Student B has to dig deeper in trying to find out more about Student A's opinions. Use the following exponents to get more information:

- Could you tell me more?
- Would you like to expand on that?
- Could you add to that?
- That only answers half the question.
- You're being a little evasive here. Could you add more?
- A little more explanation would be nice.
- etc.

376. HALF QUESTIONS

Students who have all of the questions in front of them often read the questions being asked instead of listening to them. To make students listen to the questions being asked, give half of the discussion questions to Students A and the other half to Students B.

377. SCRAMBLED DISCUSSION QUESTIONS

Before asking their questions, students have to put back in order three words from each question that have been scrambled. It can be the case that students need to work on understanding the questions before they can ask them. This is an example adapted from the lesson "Sharon defends Gaza pullout" (http://www.breakingnewsenglish.com/0508/050816-gaza.html).

- Do you think settlers in the West Bank leave their also should homes?
- Ariel Sharon building settlement is increasing in the West Bank. What do you think about this?
- Do you think Israel has a "Gaza first, Gaza last" policy and that the Palestinians will land no get further?

378. LIES

Students must lie about the answers to half of the questions. They must write down the numbers of the five questions they will lie about. The questioner has to decide after each question has been discussed whether his/her partner was answering honestly or not. The asker can enquire further if they think they know their partner is lying.

379. JOINT STATEMENT

Students must form groups of four. Two pairs of students (A & B and C & D) must agree on the answers to the questions. They then change partners (A & C and B & D) and answer using their previously agreed upon answers. Change partners again to partner the student they haven't yet spoken to (A & D and B & C). In this final partnering, students must clarify each other's answers to the questions – "So your answer to question 1 was …".

380. CONTROVERSIAL ANSWERS

Students try to out-do each other in how controversial they can make their answers. After the activity, decide on who was the most controversial.

381. FROM THE ARTICLE

Students take it in turns pretending to be central characters from the article. Their partners ask them the discussion questions.

382. GUESS THE QUESTION

Students answer the questions on their question sheets. Their partners must guess the question.

383. FOLLOW-UPS

Make sure students ask three follow-up questions after each one on the question sheet. The teacher could provide "emergency" questions, such as:

- Anything else?
- What else do you think?
- Do you have any more to add?
- Could you say a little more?
- Why do you think that
- etc.

384. TANGENTS

Students A ask the questions on the question sheets. Students B must try and answer at a tangent. Students A must try and get each question back on the correct course.

385. MINUTE-MINIMUM ANSWERS

Students time their answers. They get a point for every question they can talk about for one minute without stopping.

386. TOSS THE COIN

Students have a discussion using a coin, which they spin before answering each question. Heads means students provide a positive answer, tails means students provide a negative answer. The teacher can assign other ways of answering according to the spin of the coin.

387. INTRODUCED EXPONENTS

Beneath their discussion questions, students have a list of exponents for clarification, asking for more information, etc. They must use all of the exponents during the course of their conversation.

- Could you explain more about _____?
- What did you mean when you said _____?
- Why do you think _____?
- But don't you think _____?
- Surely you don't believe _____?
- Are you telling me you think _____?
- So what you're saying is _____
- etc.

388. ANTSY ASKER

The students asking the questions are in a bad mood. Their job is to play devil's advocate in keeping the conversation focused on one answer for as long as possible.

389. "THAT'S AN INTERESTING / DIFFICULT QUESTION"

Before answering a question, students must say, "That's an interesting / difficult question" and then say why it's an interesting / difficult question.

390. QUESTION MILKING

Students must try and stay on one question for as long as they can before moving on to another question. Students test their abilities to improvise and think of their own questions.

391. EMOTIONAL ANSWERS

Students answer each question according to given emotions – pessimism, exaggeration, extreme joy, confused, extreme negativity…. After the discussion, students talk about how each question was answered differently to how it would have been if they had answered as their usual selves. Try the discussion again using a different emotion or choose different emotions to answer different questions.

392. QUESTION SWAP

Students write 5-10 questions based on the article / theme. Once they've finished, they exchange the questions with their partners. (Do not tell students this will happen beforehand.) They are then asked and have to answer the questions they themselves wrote down. Students may have more to say about questions they themselves wrote.

393. SOMEONE'S LISTENING

If the questions are of a more personal nature, students must answer as though their partner, parent, future in-law … is listening. After the discussion, talk about whether and how each question was answered differently to how it would have been if no one had been listening.

394. IMPRESS

Students must answer the questions as though someone they particularly want to impress is sitting next to them (potential partner / future boss / future in-law …). Students could imagine they are at a very formal dinner and have to "wow" the asker with his/her extensive knowledge of the subject. After the discussion, students talk about whether and how each question was answered differently to how it would have been if no one they wanted to impress was sitting next to them.

395. BEST ANSWER

One student asks two or more students the same question. After each has answered, the askers have to decide which students' answer was most interesting, amusing, etc.

396. SHUTTLE DISCUSSION

Students sit in spaced apart in rows. Questions and answers shuttle backwards and forwards along the rows. Students see if they can pass the questions and answers back along the rows in their full and original form.

397. NOISY DISCUSSION

Students stand in a group and answer across one another. This is noisy and only to be done when adjacent classes are empty. It does allow students to practice making themselves understood and heard. It also provides a lot of fun for five or ten minutes.

398. ROUND QUESTIONS

If there are three or more students answering the questions, students must follow on from what the student sitting on their right said. They must choose a word or point from that student's answer to follow on from.

399. KEYWORD DISCUSSIONS

The teacher selects keywords from the article and puts them on slips of paper, face down on the table. One student picks up a keyword and asks a question. The next student uses the same keyword to ask a different question. Continue until all students in the groups have asked a question using the same keyword.

400. KEYWORD MAPS

The teacher creates a standard discussion sheet containing ten to twenty questions. The teacher then thinks of one word per question that the students must use in their answers to each of the questions. The teacher writes the keywords on the board so students know which word to include in which answer.

401. DISCUSSION MAPPING

Introduce one keyword. Students start discussing that keyword. As they discuss, a secretary draws a map of topics denoting the different directions the discussion goes in. After the discussion, students try to retrace their discussion from the keyword map.

7.2. USING OPINIONS

402. OPINIONS

Students write down three opinions regarding the article. They share their opinions and discuss them with their partner(s).

403. MOOD OPINIONS

Students write down opinions according to different moods.

404. KEYWORD OPINION QUESTIONNAIRES

The teacher creates a questionnaire with keywords in the left column and the top row blank. Students write down the names of the people they talked to in the top row. After the opinions have been ascertained, students sit in pairs / groups and share and compare their answers.

- See the "Agreed Opinions" copiable classroom handout on page 229.

405. OPINION STARTERS

Give students a worksheet with opinion starters. They complete the sentences and then discuss their opinions with other students.

- I genuinely believe…
- I really don't think…
- In my opinion …
- I'm of the opinion…
- I can't believe…
- If you ask me…
- My thinking on this issue is…
- I'm not entirely sure…

406. CONTROVERSIAL OPINIONS

Students must write five controversial opinions based on the article or the theme chosen by the teacher. Change partners and share and compare the controversial opinions. Discuss them.

407. THESE ARE YOUR OPINIONS

Students are given a number of opinions they must pretend they strongly believe in. Other students have alternative / opposite opinions that they likewise must pretend they strongly believe in. Students try to convince each other of each other's opinions.

408. FOR YOU

Students write opinions for other students that the other students must try and defend.

409. AGREED OPINIONS

Students must agree on what they think the opinions of cats, aliens, queens… might be on a given subject.

• *See the copiable classroom handout on page 229.*

410. ELECTION-WINNING OPINIONS

Students must agree on a series of opinions that are designed to win an election. Students change partners to share and compare their opinions. They then return to their original partners to provide feedback on what other said about their opinions.

411. NATIONALITY OPINIONS

Students decide on what kind of opinions would come from other nationalities.

• *See the copiable classroom handout on page 230.*

412. CELEBRITY OPINIONS

Students decide on what kind of opinions would come from different celebrities.

• *See the copiable classroom handout on page 231.*

413. LIFE OPINIONS

Students talk about a list of opinions according to how they think these opinions might differ according to different ages and circumstances – teenager, middle aged person, pensioner, married, single, homeowner, royalty, nomad …

• *See the copiable classroom handout on page 232.*

414. CLOSEST

The teacher writes down different sets of three opinions based on the article / topic. Students must state which of the opinions is closest to their own thinking and why.

415. GUESS YOUR OPINION

Students have to guess the opinions of the other students in the group. Other students say "hot" or "cold" depending on how close the guesses are.

416. OPINIONS

Write a number of opinions based on the article (on a handout or to a piece of paper pinned on the wall). Students have to talk about whether they agree or disagree with them. This is an example from the lesson "60th anniversary of Hiroshima bombing" (http://www.breakingnewsenglish.com/0508/050806-hiroshima.html).

OPINIONS

In pairs / groups, talk about how far you agree with the following opinions on Hiroshima and nuclear weapons:

- August 6 should become the very first worldwide holiday, called "Hiroshima Day".
- Nuclear weapons will never be used again to kill people.
- The dropping of the bombs in Japan saved lives by ending WWII early.
- Hiroshima is living proof that human spirit can never be defeated.
- The world should be very ruthless with North Korea's and Iran's nuclear ambitions.
- In the near future, terrorists will get hold of nuclear weapons.
- Every capital city in the world should have a Hiroshima memorial museum to show the horrors of atomic bombs.
- All schoolchildren around the world should have a "Hiroshima lesson" on August 6.

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417. CORRECTED OPINIONS

Students must change the opinions on their worksheets so that they match their own opinions. They then talk about these with their partners or in groups. This is an example from the lesson "British royal finances online" (http://www.breakingnewsenglish.com/0506/050623- royalfinances.html).

ROYAL OPINIONS

To what degree do you agree or disagree with these opinions? Change the statements so they match your own opinion and provide support for any changes you make.

a. Monarchies should be abolished. b. Kings and queens should work.

c. Queens should go shopping in supermarkets.

d. Royals are better than common people. e. Privilege is unfair and un-21st century.

f. Taxpayers shouldn't fund royal families.

g. Queen Elizabeth should sell some diamonds and give the money to charity.

h. Royals should have a weekly TV show about their week's news.

i. It is good to die in war for one's king or queen and country. j. Royals have special blood.

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418. ADDED OPINIONS

Put opinions on sheets of A3 paper around the room. Students have to visit a number of the opinion sheets and write their own responses. The next student writes a response to the previous response(s), and so on. Once there are about five responses to responses to responses, students discuss the trail of opinions.

419. GUESS THE OPINION MAKER

Write a number of opinions and a number of likely makers of those opinions. Students must match the opinions with the opinion makers. The opinion makers may take generic forms (12-year-old child, farmer, a Chinese person…) or well-known personalities.

420. FORCED OPINIONS

Give the students a list of opinions incorrectly matched to the opinion makers. Students must speculate why the mismatches might in fact be true.

421. IMAGINED OPINIONS

Teacher puts the names of categories of people on pieces of A3 paper and pins them around the room. Students have to write down the opinions those people might have on the issue in the article. Once five or so comments have been added, pairs / groups discuss the comments made on the sheets.

422. OPINION CONTINUUM

Create a values continuum grid on which students place a cross to grade their opinions on a topic.

- *See the copiable classroom handout on page 255.*

423. HOW DO YOU RESPOND TO THAT?

Students write what they think other nations / religions might say to various opinions. Students must think of the various responses. Share and compare ideas to see if students agree with each other.

- Adapt the "Opinions Continuum" handout from the above activity.

424. EVOLVING OPINIONS

Students start off with just one opinion that they discuss. The teacher adds an extra piece of information into the discussions that might get students going off at completely different tangents. Have five or more "discussion changers" prepared to keep the conversations going. An alternative would be to have a group secretary whose job is to add the additional information.

425. ABSURD OPINIONS

Teacher uses totally absurd and ridiculous opinions that students must defend.

426. CROSS-SECTION OPINION

Create a list of widely different characters. Students have to discuss what their opinions might be on the article. Students change partners and share and compare what they discussed.

7.3. PLANS

427. PLANS TO HELP

If the article is related to a disaster or need for help, students create a plan to help those affected. Students must list the things to be done and the possible problems and solutions. Change partners and assess each other's plans. Students return to their original partner(s) and revise their plans.

• *See the copiable classroom handout on page 233.*

428. PLANS TO SURVIVE

Students have to create a survival plan for some impending danger. Divide the task into the things students must prepare for a week before, two days before, the day before, etc. Change partners and assess each other's plans. Students return to their original partner(s) and revise their plans.

• *See the copiable classroom handout on page 234.*

429. IMPROVEMENT PLANS

Students create plans to improve something. In the left column write the things that need to be worked on. Across the top row, the problem now, the solution, what needs to be done, by whom, etc. Change partners and assess each other's plans. Students return to their original partner(s) and revise their plans.

430. CAMPAIGN PLANS

Students create a plan to campaign for or against something. Students A campaign for the issue, Students B campaign against. On their campaign sheets students must write their slogan, their aims, what they need to do to achieve this, their campaign tactics, etc. Change partners and assess each other's plans. Students return to their original partner(s) and revise their plans.

431. WHO TO HELP FIRST

Students create a plan of action regarding which people should be helped first in a national or global disaster.

432. LIFESTYLE PLANS

Students create better lifestyle plans for each other.

Devise categories such as morning routine, meals, exercise, evenings, weekends, etc. Students fill in the components of their plans. Students return to their original partner(s) and revise their plans.

433. TIMELINE PLANS

Students create plans based on a timeline. Divide the worksheet into different components (days, weeks, years etc.). Students must fill in the different components. Students return to their original partner(s) and revise their plans.

434. CHOICES OF PLANS

Students create different financial plans – A, B or C for other students to decide on. Each plan costs a different amount. Students have to create the options and pricing. Students return to their original partner(s) and revise their plans.

435. PERSONAL PLANS

Students help each other create their plans that are aimed at achieving something they want to do in their lives. They have to outline the present problems, and the obstacles to be overcome. Change partners and assess each other's plans. Students return to their original partner(s) and revise their plans.

436. CHANGED PERSONA PLANS

Students have to make their weekly plans based on being someone else. Change partners and assess each other's plans. They return to their original partner(s) and revise their plans.

437. PLANS

Teacher writes down a number of basic plans on a sheet of A3 paper.

Each group of students works on one plan for five minutes before passing it to the next group. After all plans have been worked on, students discuss which is the best one. This may involve pinning the plans on the board and students looking at them in groups.

438. PERFECT PLANS

Students get together to create the perfect plan for something (proposal of marriage, dinner …). Teacher provides the criteria around which students must plan. Change partners and assess each other's plans. Return to original partner and revise plans.

439. EMERGENCY PLANS

Students create emergency plans to deal with an impending danger. Students have to write the three most important things to be done at different stages of the emergency. Change partners and assess each other's plans. Return to original partner and revise plans.

• *See the copiable classroom handout on page 240.*

7.4. USING LANGUAGE FROM THE ARTICLE

440. ARTICLE VOCABULARY AND PHRASES

Create a questionnaire based on the vocabulary, phrases, idioms etc from the article. Students ask and answer the questions.

441. STUDENT QUESTIONS

Give phrases or language from the article to students to create their own questionnaires.

442. IS

Students must write down sentences using the verb "be". E.g.

- Love is…
- War is…
- Whaling is…
- etc.

443. WHY?

Students must write down "Why?" questions relating to the article and ask them to their partners / group. Change partners and repeat. Teacher introduces variations, such as

"Why is it that…", "Why do you think", Why do / does…" Why would…". Alternatively, repeat the activity with "How?"

444. SENTENCE STARTERS

Create sentence starters using language from the article. Students complete them and discuss what they wrote.

445. PROVERB MATCH

Provide students with and pre-teach a list of proverbs. They must try and relate as many as they can to the news story.

446. VOCABULARY MILL TEST

Students walk around the room with their vocabulary and continually test each other. Give vocabulary to groups of six to increase the chances of vocabulary being recycled.

447. THE BEST EVER INTERVIEW

Students interview one of the characters from the article. They have to use "the best ever" in all questions. This could also be used for other structures, such as "When was the first / last time", "Would you ever…?". "What do you remember about…?" …

448. LANGUAGE DISCUSSION

Students talk about the language in the article and vote on the most useful word learned, the most difficult words and phrases, ones they'd like to use in conversation, words they like the sound of, etc.

449. WHERE NOW?

Create a list of words or ideas related to the article. Students talk about the future directions the situation in the article might go, as related to the words.

450. X IS A PERSON WHO…

Students must finish the sentence "X is a person who…" and then continue it by saying "and / but I'm a person who …." Students change partners and share and compare their ideas. Don't tell students they'll be adding the second part about themselves until they have finished the first part.

451. WHAT MUST IT BE LIKE?

Students have to finish the phrase "What must it be like to…". The questions must be related to the theme of the article. Pool the questions and ask them.

452. LANGUAGE QUIZ

In pairs / groups, students create a quiz based on the language in the text. They have to give the quiz to their classmates.

453. I'D AGREE IF…

Students talk about a set of opinions and say to their partners, 'I'd agree with this statement if…" They must finish the statements for each opinion.

454. LEARNING IDEAS

Teacher or students select vocabulary from the text. In pairs / groups, students discuss the different / best ways of learning this vocabulary. They must present their methods to other students and vote on the best techniques.

455. TRANSFORMATION TABLES

Take language from the text and make a transformation table for students to practice structures:

the last time you

When was the first time your country ……?

the best time Barack Obama

456. ALTERNATIVE STORIES

Students take language from the article and create a different story. The teacher could cut up different sets of phrases for the students to use. Students tell each other their stories.

457. CURIOSITY KILLED THE CAT

Students write five sentences about the article starting with the phrase, "I'm curious to know what would happen if…" Students change partners and share and compare their sentences. They must also discuss possible answers.

458. JOG MY MEMORY

Give students different phrases from the text. They have to ask each other about the phrases.

459. "I KNOW THAT…"

Write down five sentences about Cuba. Begin each with the sentence starter "I know that in Cuba…". Examples could be

- I know that in Cuba people …
- I know that in Cuba they …
- I know that in Cuba there is …
- I know that in Cuba the weather …
- I know that in Cuba cigars are …

Use your sentences to start conversations with your partner/group.

460. DESERT ISLAND VOCABULARY

Students talk about which items of vocabulary from the text they would like to take on a desert island and why.

461. WORD PARTNERS

Write a list of collocates associated with the main keyword of the article for students to talk about. An example is seen here from the lesson – "British food best in the world" – (http://www.breakingnewsenglish.com/0504/050422-britishfood.html).

mouthwatering / fast / slow / junk / exotic / rich / nutritious / health /

frozen / packaged / canned / disgusting / Indian / French / Japanese

462. IDIOM TALK

Use an idiom from the article and provide more examples of that idiom in action, as in the lesson "The fight for Manchester United", containing the idiom "sell one's grandmother" – (http://www.breakingnewsenglish.com/0505/050515-manutd.html).

SELLING YOUR GRANDMOTHER

In English there is an expression "(to) sell one's grandmother". It means you will do anything to get something you want. What would you sell if you REALLY wanted something? Put the following in order. Which would you sell first, second … last? Talk about your decisions with your partner.

- Grandmother
- Cousin
- Car
- All of the hair on your head
- A kidney
- Your collection of music and photographs
- House
- Pet

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463. I'M LOOKING FORWARD TO THE DAY…

Based on the theme of the news item, students write down five sentences starting with the phrase "I'm looking forward to the day…". Students change partners and share and compare their sentences. Discuss the possibility of these things happening and why they are looking forward to the day….

464. ONE THING…

Based on the theme of the news item, students write down five sentences starting with the phrase "One thing I really don't understand is…". Students change partners and share and compare their sentences. Students try to enlighten each other regarding the things they don't understand.

465. PERSONALIZED LANGUAGE

Students take language from the text and use it to make sentences about themselves. In pairs / groups, students talk about their sentences.

466. ONE MONTH LATER

Students have to speculate and write down five things they think will happen in the month following the article being published.

467. TEN HOWS

Students must write down ten questions starting with "How?" and put them to their partner(s). Students change partners and compare their questions.

468. ASSOCIATION REMOVAL

Students choose two words in the article and find an association between them. They then choose another two words and another association. Students keep going until all of the words have all gone.

469. ASSOCIATED VERB SET INTRO

Give the students a lexical set of verbs (e.g. cooking verbs, farming verbs, exercise verbs, etc.). Students must incorporate all of the verbs into a discussion about the article. The verbs do not necessarily have to be related to the article.

470. VOCABULARY MATCHING

Students do a quick vocabulary matching exercise based on vocabulary related to the article – members of the same class, as in this lesson on women only train carriages in Japan – (http://www.breakingnewsenglish.com/0505/050510-womenonly.html).

stalker	Someone who suddenly reveals his / her naked body to another person in public.
peeping Tom	Someone who likes taking their clothes off and showing his/her body in public places.
flasher	Someone who obsessively tracks and follows another person.
molester	Someone who forcibly touches the body of another person, often in crowded places.

bottom pincher	Someone who, hidden from view, secretly looks at others undressing.
kerb crawler (UK) curb crawler (US)	Someone who telephones another person anonymously to make unwanted, sexually suggestive comments.
exhibitionist	Someone who forcibly and often violently touches the body of another person , often in crowded places.
dirty caller	Usually a man who drives slowly in red-light areas looking for prostitutes, but will also harangue other women.
groper	Someone who engages in anti-social and sexually deviant practices.
pervert	Someone who tweaks a private body part of another person and thinks it's a joke.

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471. SITUATIONS

Students have to think of three "What would you do if…" situations. Pool all of their ideas and put them on the board or on paper in the middle of the classroom. Students ask their partners about several of the situations. Change partners and share and compare their ideas.

472. COLLOCATION CATALYSTS

Take some of the words from the article and create lists of collocates. Students talk about the collocates in relation to the article.

473. TRUE / FALSE

Students create a post-reading true/false activity and test each other.

474. KEYWORD FIRE

Students fire keywords from the text at each other. They must respond by making a sentence relating the keyword to their own lives.

475. STUDENT ERROR

Students work together and put mistakes in the text.

Change pairs and read the new sentences to new partners. New partners have to guess the mistakes and speculate as to why those words or facts were chosen to be mistakes. The guessing students must give feedback on whether or not the errors were "well chosen".

476. MODAL OPINION

Students have to use each of the following modal verbs in a sentence about the article:

- Should
- Shouldn't

- Have to
- Don't have to
- Could
- Couldn't
- Must
- Mustn't
- Negatives

477. WORDS FROM THE TEXT

Take words from the text and create a theme- based questionnaire. This is an example from the lesson "Kenya's First Lady runs amok" (http://www.breakingnewsenglish.com/0505/050505- lucykibaki.html).

In pairs / groups, (1) ask each other about whether you know or have met anyone who has the following characteristics or personality traits. (2) Agree on the kind of psychiatric help / counseling would you offer such people. (3) Role play a counselor / psychiatrist and a patient who has one / some / all of these negative traits.

- Someone whose temper is extremely volatile.
- Someone who often runs amok and cannot be controlled.
- Someone who embarks on night-time rampages, drunken or otherwise.
- Someone who continually brings shame on his or her family.
- Someone who often launches into tirades against other family members.
- Someone who storms around the house ranting and raving.
- Someone who has a propensity to slap others around the face.
- Someone whose actions constantly make them a laughingstock.
- Someone whose conduct in public leaves a lot to be desired.
- Someone whose arrogance and vanity makes them believe they should be respected.

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478. WHAT DO YOU THINK?

Students write three "What do you think?" questions based on the article. Ask each other in groups. Students change partners and ask their questions again. They then sit with new partners and report what they found out.

479. IT REMINDS ME OF…

Students must find five things in the article to finish the sentence

"It reminds me of…"

480. LESSON EVALUATION

Create an evaluation sheet based on the lesson.

Students discuss which parts they liked, found difficult, found worthwhile, didn't understand etc.

• *See the copiable classroom handout on page 253.*

481. AND THE LESSONS TO BE TO BE LEARNED…

Students write three lessons to be learned from the story. Students change partners and share and compare their ideas.

482. WORD INSERT

Students have to insert the same word (preferably an adjective) into each sentence. Students change partners and share and compare their ideas.

483. METAPHORICAL / IDIOMATIC QUIZ

Write a questionnaire for students to answer based on the metaphorical or idiomatic language from the article.

484. TENUOUS LINKS

Teacher provides some words that the students have to link to the story in the article. The words could be related or be completely tenuous. Different words could be given to different sets of students or the same words could be given to everyone. Students change partners and share and compare what they discussed.

485. WORD SETS

Students have to create word sets from the vocabulary in the article. Students change partners and compare their word sets.

486. SENTENCES THAT BEGIN WITH THE WORD…

Take a keyword from the article. Students have to write a number of sentences starting with that word. Pool all sentences for students to talk about. Which sentences are…

- best?
- most thought provoking?
- most difficult to agree with?
- impossible to comprehend?
- too personal?
- weird?
- most interesting?
- craziest?
- wonderful?
- original?
- etc.

487. THESAURUS

Students choose words from the article and find synonyms in a thesaurus. They must explain the words they like and why they like them.

488. USED TO

In pairs / groups, students must write four "used to" and four "didn't use to" sentences about the article. They then talk about their sentences with their partner(s). Change partners and compare sentences. Students continue their discussions with their new partners.

489. NOT AS… AS…

Students write four sentences using the pattern "not as … as…" and four sentences using the pattern "nowhere near as… as…". They then talk about their sentences in discussion form. Change partners and compare sentences. Continue discussions with new partners.

490. UP TO NOW

Students write sentences using the phrase "up to now" with the present perfect. They could write their sentences about the text and about their own lives. They then talk about their sentences in discussion form. Change partners and compare sentences. Continue discussions with new partners.

491. THIS IS THE FIRST

Students write sentences using the phrase "this is the first" with the present perfect. They could write their sentences about the text and about their own lives. They should be encouraged to replace "first" with any ordinal numbers. They then talk about their sentences in discussion form. Change partners and compare sentences. Continue discussions with new partners.

492. QUESTION TAGS QUIZ

Students write quiz questions about the text using question tags.

493. RELATIVE PRONOUNS

Students use relative pronouns in writing sentences about people, places, events or ideas in the text. They then talk about their sentences in discussion form. Change partners and compare sentences. Continue discussions with new partners.

494. SUPERLATIVE ME

If the article is about the best or worst of something, students try to persuade each that they are the superlative case in that situation. This is an example of students pretending to be the poorest in the class "Saudi king in $32bn divorce case" (http://www.breakingnewsenglish.com/0506/050615-fahd-divorce.html).

I'M POOREST

Have you ever been (Are you now) very poor? What must it be like to be very poor? Talk with your partner(s) and try to convince them that you are the poorest person in the class. Be sure to exaggerate and tell the saddest, sorriest story you can. You always have a poorer story than your partner(s).

Talk about these things in your poor life:

i. Food

ii. Clothes and shoes iii. Newspapers

iv. Family

v. Studying English vi. Transport

vii. Entertainment

viii.Other

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495. SUPERLATIVE CHAT

Students talk about the best, worst, hottest, longest, most expensive of whatever the subject of the article is. Brainstorm the adjectives that might be used as comparatives. E.g. if the article is about bus rides, students must talk about superlative bus rides.

- What is the longest bus journey you've taken?
- What's the most uncomfortable bus journey you've taken
- Most scenic
- The noisiest
- The one with the most objectionable person sitting beside you
- The most expensive
- The craziest
- The most eventful
- The happiest
- The cheapest
- etc.

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496. PRESENT PERFECT

In pairs / groups, students write down as many sentences as they can, based on the news item, using the present perfect for recent events. Change partners. With new partners, students tell each other their present perfect sentences as though they are reporting real news. Students continue their conversations as though they are reporting the news.

497. FUTURE PERFECT

In pairs / groups, students make five predictions about the news item using the future perfect. Change partners and discuss the likelihood of the predictions coming true.

498. THIRD CONDITIONAL

In pairs / groups, students make four or five sentences related to the article using the third conditional. They then talk about their sentences in discussion form. Change partners and compare their sentences. They continue their discussions with their new partners.

499. ~ED / ~ING ADJECTIVES

Create a handout with ten sentences containing choices of ~ed / ~ing adjectives. Students must choose which is the correct adjective and then talk about the sentences.

500. TRANSFORMATION TABLES

Use a transformation table to practice language based around feelings and emotions. This is an example from the lesson "Jail possible for Russell Crowe" (http://www.breakingnewsenglish.com/0506/050608-russell-crowe.html).

TEMPER TEMPER:

How are you at controlling your anger? Do you find yourself getting angry with people a lot? Do different people make you angry every day?

I get angry with…	myself my parents Barack Obama my boss people on the train / bus God people in the street car drivers people from other countries other _____	when if because whenever over for	_____. _____. _____. _____. _____. _____. _____. _____.

Talk to your partner(s) about what you wrote. Offer each other advice on how to cope with your anger in each of the situations you discuss.

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7.5. USING LISTS

501. ARTICLE LANGUAGE

Provide a list of ten choices / items for students to rank in order of a predetermined criteria. This is an example from the lesson "Giant Panda born in US zoo" (http://www.breakingnewsenglish.com/0507/050710-panda.html).

WHOOPS OF JOY:

Look at the list below. Talk about how you react to the news of each event. Tell each other about your experiences of these things. Rank them in order of the greatest happiness. Which would bring out the greatest "whoop of joy"?

a. The birth of a child.

b. Your country winning an international sporting event.

c. Winning a lot of money on the lottery.

d. Passing your driving test or an examination.

e. Your best friend announcing he/she is getting married.

f. Promotion at work.

g. Someone you particularly dislike is moving to another country.

h. US President Barack Obama winning / losing a presidential election.

i. Other _____.

j. Other _____.

After you have finished, change partners and tell each other about what your previous partner said.

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502. MOST IMPORTANT

Write down a list of important factors that need to be considered when doing something (flying, buying a new TV, getting married, etc.). Students talk about them and rank them. This is an example from the lesson "Japan, France to develop super-Concorde" (http://www.breakingnewsenglish.com/0506/050616-superconcorde.html).

AIR TRAVEL: Which of these are most important when you fly?

- Ticket price
- Direct flight / flight time
- Name of airline
- Flight attendant uniforms
- Availability of alcohol
- Food
- Air miles

- Window or aisle seat
- In-flight movies and entertainment
- Legroom

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503. CHANGED PERSPECTIVES

Change the rules of physics or science so that anything is possible. Give students the new possibilities (36 hours in a day, increased strength, two pairs of hands, eyes in the back of their head, etc.). This is an example from the lesson "Japan, France to develop super-Concorde" (http://www.breakingnewsenglish.com/0506/050616- superconcorde.html).

HALF THE TIME: Do you ever wish there were more hours in the day? Do you wish some things didn't take up so much of your time? In pairs / groups, talk about the things in your everyday life that take too long. How could you reduce the amount of time you spend on these things by half? What would you do with the time you saved?

These things may help your conversations:

- Cooking and eating
- Studying
- Commuting / traveling
- Sleeping
- Bathing / hair / cosmetics
- Working
- Housework
- Other

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504. RATING FEATURES AND FUNCTIONS

The teacher writes down (or brainstorms) a list of qualities and virtues associated with a profession, nation, product, leader, etc. Students must rate the qualities and then apply each to the subject in the article. If appropriate, students could also apply the criteria to themselves.

505. TOP FIVE LIST

Find a top-five list of items related to the content of the article for students to talk about and rank. They could add a further two or three to the list. Teacher could brainstorm other possibilities on the board.

- The top five world cuisines
- The five most beautiful people in the world
- The top five dangers of Iran possessing nuclear technology
- The top five mistakes of Barack Obama

- The top five uses of chocolate
- The top five computer games
- The world's worst five dictators
- The top five reasons why human cloning should go ahead
- The five best ways to propose marriage
- The top five reasons why monarchies should be scrapped
- etc.

Students change partners and share and compare their ranked lists.

506. STUDENTS LISTS

Brainstorm a list of ten items related to students' own country or culture. Students rank them in order of a criterion they or the teacher create. E.g. For a list of the top ten sights of a country, the criteria could be how interesting they are for children, how photogenic they are, whether they are worthy enough to be World Heritage sights, etc.

507. PEOPLE COMPARISON

If the article is about a famous person, create a list of people in similar positions or throughout history for students to compare to. This is an example from the lesson "Tony Blair makes history" – (http://www.breakingnewsenglish.com/0505/050507-tonyblair.html).

????? COMPARE: How do you rate [?????] as a world leader? Compare him/her with other world leaders

508. VARIATIONS ON A THEME

Take similar instances of the article theme for students to talk about, as in this lesson on "Women-only train carriages for Tokyo trains" – (http://www.breakingnewsenglish.com/0505/050510- womenonly.html).

SINGLE-SEX: Around the world there are many examples of sexual segregation. Look at the following list of men-only or women-only areas and decide whether you think each is a good idea:

- Movie theatre
- Bar
- Train carriage
- Golf club
- Shopping mall
- Swimming pool
- Public toilet
- Beach

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509. PROVE IT

The teacher writes down a list of propositions related to the news item that students must "prove". Students think of several ideas per proposition to "prove" the authenticity of the propositions. Change partners and share and compare ideas.

510. LIST QUESTIONS

Provide a list of items related to the article. Students must create questions related to these items. This is an example from the lesson "Sharon defends Gaza pullout" (http://www.breakingnewsenglish.com/0508/050816-gaza.html).

> **SETTLERS:** Imagine you are a Gaza settler. You and your family have to leave the community in which you have lived for 30 years. You must leave your house and business. Talk to other "settlers" about the following:
>
> - Being evicted
> - Security
> - My lovely home and garden
> - My political leaders
> - Palestinians
> - A new life in Israel
> - Gaza
> - Other

511. LIST CATEGORIES

Students must agree with each other and put list items into different categories, either of their own choosing or those decided by the teacher.

512. INFLUENCES

If the article is about how a person or group of people affects others, the teacher writes a list of things that could be part of those influences. This is an example from the lesson "Toddlers mimic smoking parents" (http://www.breakingnewsenglish.com/0509/050907-smoking.html).

> **BAD INFLUENCE:** In pairs / groups, talk about whether the children in your country do any of the following, and if so, at what age do they start. Try to find reasons why they do these things. Might bad parenting be to blame?
>
> a. Smoke cigarettes or drink alcohol
> b. Take drugs
> c. Vandalism
> d. Graffiti
> e. Intimidating elderly people
> f. Burglary and robbery
> g. Physical assault or murder
> h. Under-age sex
> i. Gun crimes
> j. Blackmail and extortion

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513. THE MOST IMPORTANT POINTS

Whatever the nature or subject of the article, students have to rank the most important points involved in that theme, as in this lesson on the most important points for a beauty contestant -

> **MISS UNIVERSE:** Which of the points below are most important when judging a beauty contest?
>
> - Looks
> - Figure
> - Smile
> - Intelligence
> - Warmth of personality
> - Bikini style
> - Hair
> - Skin condition
> - Personal ambitions
> - Personal hopes for the world
>
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514. LIST TASK

Set a task for students to work on a list. Examples might include any of the following:

- Rank them in a specified order.
- Discuss cultural variations.
- Apply the items on the list to their everyday lives.
- Make the items better

515. "I WOULD IF…"

Students have to justify or accept each item in the list by changing the language or conditions of each item. They must start by saying

> "I would _ if _.

516. THEY'RE MINE

Students must argue with each other about a list of items and why they feel they [need, have, do, go…] the list items more than their partners.

517. CHANGES

Write a list of items related to a place, country, group of people, person, etc. Students talk about the list and possible changes they would like to see with the item.

518. LIST PRESENTATIONS

Students make presentations based on all of the items in a list. After all of the presentations have been given, students sit with new partners and discuss which presentations were best and which needed more work. Back in their original groups, students discuss the feedback on their presentations.

519. MY TOP FIVE

Students make their own lists of their personal top five of the subject connected to the article. They must talk about these and compare them with other students' top fives.

520. PRIORITIES

Students have to prioritize a list of items. Assigning each student conflicting roles will create more conversation.

521. LAST WISHES

Students speculate on the last wishes of the characters in the article. They must think of three last wishes each and justify why they believe these could be the last wishes of the characters. Change partners and compare ideas.

522. NECESSARY ITEMS

Students talk about or rank which items on a list are necessary to do a particular job.

523. RANK ACTIVITIES

Write a list of possible activities you could do with the subject of the article. Students rank them in order of which they would most / least like to do.

524. WHO'D BE THE MOST UPSET?

Give students a list of different people. They must speculate on who would be angriest about the events in the article and why. Students change partners and share and compare their ideas.

525. HISTORY RANK

Students must rank the person / event from the article against others in history or today. Students make comparisons between the subject of the article and the others in the lists. Teacher provides criteria against which students compare the characters or events.

526. PEER RANK

If the article is about a person or event with which students are very familiar, choose a number of other events or episodes related to that person's life. Students must rank the current story against those previous episodes. An example might be Barack Obama's handling of Hurricane Katrina, compared with other events he has dealt with.

527. JUSTIFIED INCLUSION

Students have to justify the inclusion of a number of items on a list even if they don't believe in their inclusion. An example might be students arguing that the following are essential attributes of a good teacher straight teeth, designer clothes, knowledge of another language, hair, etc.

528. MARKS OUT OF TEN

Students have to agree on marks out of ten for each item on a list. Other value systems may be used (definitely – definitely not / extremely beautiful – extremely ugly, etc.).

529. TO DO LISTS

Students talk about things on a list that they should (not) do, must (not) do, have to do, etc.

530. GUESS PARTNER'S ANSWERS

Students guess each other's answers regarding the items on a list. E.g. regarding a list of the attributes required of a good teacher.

531. STEREOTYPES

Students talk about the connotations of the items on a list for people of different nationalities.

532. PERSONAL CONNOTATIONS

Students talk about the connotations each item on a list might have for a given group of people (celebrities, generic groups, lady golfers, teenagers, etc.)

533. NOW AND THEN

Students talk about the items on a list in relation to the past, present and future. Students could talk about the items with regard to their childhood or how they might view the items in their old age.

534. WHAT DO YOU KNOW ABOUT?

Students are given a different assignment to find out different things about each item on a list. This could be in the form of an information gap activity. This is an example from the lesson "800 die in Baghdad shrine stampede" (http://www.breakingnewsenglish.com/0509/050901-stampede.html).

> **PEOPLE AND PLACES:** What do you know about the following people and places that are often in the news about [country name]? What part might they play in [country name's] future?

535. OPINION GAUGING

Students have a list of items for which they must find out the opinions of other students in the class. Report back to their original partner(s).

536. EVALUATIONS

Students evaluate each item on a list with regard to its appropriateness for a stated purpose. This is an example from the lesson "London to host 2012 Olympics" (http://www.breakingnewsenglish.com/0507/050707-olympics.html).

> **LOSING CITIES:** In pairs / groups, talk about whether London is the best city to host the 2012 Olympic Games. Compare London to the other cities that were in the final round of voting.
>
> - London

- Paris
- Madrid
- New York
- Moscow

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537. CONNECTIONS

Students have to find as many connections as they can between different items on a list. Change partners and share and compare the connections with other students. Who has the best connections?

538. PROS AND CONS 1

Students list a specified number of pros and cons related to a theme in the article. They then have to order these pros and cons in order of most important and discuss to what degree they agree or disagree with them. Share and compare with other students to create the five top pros and the five top cons.

539. PROS AND CONS 2

Provide a list of arguments. Students have to list whether the items are pros or cons.

540. PROS AND CONS 3

Give a list of pros and a list of cons. Students must argue why the pros are not pros and the cons are not cons. Find faults in each side. Students change partners and share and compare their ideas.

541. EXPANDED PROS AND CONS

Give a list of pros and cons. Students have to pad out each one in preparation for a discussion.

542. AGREE OR DISAGREE

Create a list of pros and cons. Students have to state their opinions on each.

7.6. USING QUOTES

543. QUOTES

Invent some quotes relating to the article. Students talk about the quotes. This an example from the lesson "Bush under pressure over New Orleans" (http://www.breakingnewsenglish.com/0509/050903-anarchy.html).

> **COMMENTS:** Here are some comments about what's happening in New Orleans at the moment. What do you think about them?
>
> a. "President Bush has shown he has little leadership."
>
> b. "People are dying while police are shooting looters. Priorities are wrong."
>
> c. "America cannot cope because too many troops are in Iraq."
>
> d. "Help is slow in arriving because most refugees are poor and black."
>
> e. "Relief efforts are almost non-existent. Tsunami victims received aid within 48 hours."
>
> f. "The Government cut budgets to protect New Orleans from the sea. The money went to the war in Iraq."
>
> g. "I never expected to see the Third World in America."
>
> h. "Bush should resign."

544. EXTRACTED QUOTES

Students take language from the article and put it in quotes. They then have discussions based on the quotes they extracted.

545. REAL QUOTES

Teacher finds quotes from the Internet relating to given topics for students to talk about. A good source is the BBC's "Talking Point" (http://news.bbc.co.uk/1/hi/talking_point/).

546. STUDENT QUOTES

Students create, compare and share their own quotes based on different words the teacher provides.

547. PC QUOTES

In pairs / groups, students must write a quote-filled speech for a politician on the subject at the centre of the article. The speech must be intended to ensure that person's good name is retained and place them and their work/actions in a great light.

548. PARTICIPANT QUOTES

In pairs / groups, students write down one or two quotes they imagine the characters in the article (or additional characters the teacher might introduce) might say. Students change partners and share and compare their quotes. New partners have to guess which character from the text would have made that quote. Talk about the quote and its significance as if it were real.

549. GRANDPARENT QUOTES

Students write down quotes they think their grandparents might say about or think about the article. Students discuss and compare their quotes.

550. INTERVIEW QUOTES

Students take turns in being interviewers. They interview other students about the article, gathering quotes. In pairs / groups, students tell each other the quotes they found and talk about them.

551. BAD QUOTES

Teacher finds a list of real quotes related to the article from the Internet. Students talk about why the quotes are bad.

552. QUOTE RANK

Students rank a list of quotes according to their own criteria or those assigned by the teacher. (E.g. best quote, most outrageous, most shocking, etc.)

553. IMPLICATIONS

Teacher introduces several quotes from the article or from the characters in the article. In pairs / groups, students must write down three implications of these quotes. Discuss these implications. Change partners and talk about the quotes and implications.

554. QUOTE RESPONSES

Teacher introduces some quotes related to the article (real or invented). Students must speculate on how different people related to the article might respond to the quotes.

555. CONTROVERSIAL QUOTES

Teacher introduces some quotes from the article. Students have to change the quotes so that they are very controversial. Students must (a) discuss the new quotes and (b) discuss the new implications the revised quotes might have.

556. ANIMAL OR INANIMATE QUOTES

Students think of quotes that might derive from animals or inanimate objects central to the article. Students discuss these.

7.7. TASK-BASED ACTIVITIES

557. POSTERS / FLYERS

Students design a poster / flyer based on an idea from the article. They talk about the basic outline and what to include. Share and compare ideas after and get feedback on how to improve the posters.

558. INTERNATIONAL VIEWS

How would people from different nationalities view the news in the article? Assign each pair / group of students a country / region / people / religion etc. Students have to talk about what the views of these people might be on the article. Students change partners and share and compare their ideas.

559. CONTRACTS

Students must draw up contracts between two people in the text. Students must write down six or more rules of conduct or behavior and the penalties for breaking these rules. Share and compare contracts with other partners. Students give feedback on their contracts. They return to their original partners to compare feedback and revise their contracts.

560. HOW TO

Students create "How to" guides based on the article.

- How to survive in the jungle.
- How to make the perfect proposal of marriage.
- How to be the perfect parent / child.
- How to become fluent in English in 14 days.
- etc.

Students must fill the guide with potential problems and ways of overcoming them. Students change partners and share and compare what they discussed.

561. PARTICIPANT VIEWS

Students talk about the views of the people in or connected to the article. They walk around the class and interview as many people as they can to ask what they think the views of these people would be. Students go back to their original partner(s) and share and compare their information. In pairs / groups, talk about whether they agree with these views.

562. TV COMMERCIAL

For articles that are about inventions, new products, discoveries etc., students must make a TV commercial. Change partners and get feedback to improve the ideas for the commercial.

563. MULTIPLE CHOICE

Students create their own multiple choice quizzes based on the article. Change partners and test each other.

564. RULES OF THE GAME

Students have to make a board game (with a die) based on the characters / events in the article. Different instructions or questions are written on each square a student might land on.

565. DIE / DICE

Students must assign different options or scenarios to each number on the die or dice. Once they have finished, they change partners and tell each other what the options / scenarios are. Students then roll the die and discuss the outcomes.

566. MISSING INFO

Students must write down five things from each paragraph they consider to be missing information (something unsaid / unwritten / deleted). Students share and compare their answers and speculate on why the information was missing and what it might mean.

567. ON THE ONE HAND…

Students think of all the positive and negative sides of the situation in the news item. They use what they think of to make a speech. Students share and compare the things they wrote down. Students must start their speech by saying, "On the one hand… but on the other hand…"

568. ROLE REVERSAL

Write down the names of the people from the text and their jobs. Reverse the roles and choose different situations for the people to be in. Students must create a story about the new situation. Students change partners and share their stories. After students have changed partners and heard several different stories, they sit with their original partner(s) and discuss which stories were best.

569. LOVE LETTER

Turn the article into a romantic love letter or story.

570. PAINT THE ARTICLE

Students decide how to paint all aspects of the article – people, situations, emotions, events, etc. Change partners and share and compare ideas. Who has the most colorful or artistic story?

571. PROJECT

Students create ideas for a project for each other based on the article. They share ideas and talk about whether they think the ideas are good. Discuss what needs to be done for the project to be successful.

572. SOLUTION INSTRUCTIONS

Students must provide a list of instructions to solve a problem situation. They must also provide troubleshooting ideas and Frequently Asked Questions.

573. RULES

Students must create a list of rules related to the theme of the article. Students change partners and share and compare their rules and how they might be improved. With their new

partners, they must choose the best rules. Students return to their original partners and show each other their revised rules.

574. SCREENPLAY

Students work in pairs / groups to create a dialog or screenplay of the news item. They act out their work in a skit for the rest of the class.

575. NEW SCHOOL SUBJECT

Students have to plan a new school syllabus based on the theme of the article (cloning, whaling, Laotian rodent studies, etc.). They must discuss the following in setting up the new subject:

- Aims
- Subjects
- Project work
- Assignments
- Field trips
- etc.

576. INSTRUCTIONS

Students have to create a set of instructions on how something in the article works or might be made to work successfully. Students change partners and share and compare their instructions and how they might be improved. Students return to their original partners and show each other their revised rules.

577. CONSEQUENCES OF CONSEQUENCES

Students write down a number of consequences of the news in the article. From those consequences, students have to add another consequence, and another, and another, until a chain of sequences has been built up. Students change partners and compare their consequence chains.

578. DILEMMAS

Students must think of and write down different dilemmas for the character / characters in the article. They then talk about the dilemmas and the best options to take. Students change partners and share and compare their ideas.

579. THE WORLD BEFORE / AFTER

Students must think of and write down three ideas of what life was like before the character in the article appeared and three changes that person has made to the world. Students change partners and share and compare their ideas.

580. FIND SOMEONE WHO…

Students write down three ideas each for this ESL standard activity. Pool all of the ideas. Students then write down eight of the ones they like. They mill around the classroom and find students who match the sentence starters. They must ask those students questions after they find suitable matches.

581. STUDENT TEACHERS

Students pretend to be teachers and create the activities and ideas for a lesson using the article. They have to agree on the vocabulary or grammar to be introduced, discussion questions, possible role plays, pictures, homework, warm ups, etc.

- Adapt the copiable classroom handout on page 251.

582. PERSONALITY DREAMS

Find pictures of typical dream themes. The pictures in "Elementary Communication Games" by Jill Hadfield (CUP) are particularly good. Tell students the pictures are the dreams of the characters in the text. They must analyze these dreams for meaning.

583. CHANGED POSITIONS

Conduct a role play with the central characters of the article but change their positions. A child is now President of the USA, a crime victim is now head of the National Rifle Association.

584. POEM / HAIKU / SONG

In pairs / groups, students must compose a poem, song, haiku, etc. based on the news item.

7.8. ROLE PLAYS

585. CHARACTER ROLE PLAY

Each student takes one of the central characters in the article. The teacher can add more. Students with the same roles discuss their characters and plan what they will say in the role play. The teacher sets the scene for the role play.

586. STUDENT DECIDED ROLES

The teacher outlines the nature / situation of the role play. In pairs / groups, students decide what role they want to be – they invent the characters. Before the role play begins, students introduce themselves to the other role players. Once the role playing has stopped, students talk about their performance and whether they believed in what they said. Students also talk about the mistakes made in the role play and how different students' arguments could have been improved.

587. ANIMALS

Most of the time role plays involve people. In articles where animals are central, create a role play using animals.

588. VISA CONTROL

Your country has imposed the strictest immigration controls. The central figure in the article has applied for a permanent residence visa in your country. In pairs / groups, create the visa questionnaire. Take turns in role playing the character from the article and the immigration officer.

589. AT THE DOCTOR'S

In pairs / groups, students write down a list of medical questions a doctor would typically ask. Students role play a consultation between the character in the article and the doctor.

590. THE ARTICLE COUCH

Students take it in turns to be on the counselor's couch. They have to report to the counselor everything they remember or know about the article.

591. TWO ROLES

If the teacher has little time to prepare, just create two roles. The other students have the simple role

> "Agree with everything the person on your left says; disagree with everything the person on your right says".

592. TAG ROLE PLAY

The class observes one role play. The participants have their "team" behind them. If one of the participating members seems to have run dry of ideas, they are tagged and replaced by a member of their team.

593. TEXT INTERVIEWS

Students role play the characters in the text. They interview each other about the story for their own private newspapers. Students playing the same character must sit down together and think of the questions to ask the other characters.

594. INTRODUCED IDEAS

The teacher prepares additional information to be given to role players at appropriate times. This information could be quickly scribbled down and given to players to revive a role or change the direction of the role play.

595. CELEBRITY STUFF

In improvised role plays, students pretend to be friends of the characters in the text. They show other students around the lives of the character, showing them the car, house, pet, wardrobe etc. of that character.

Their partner(s) must analyze these things and decide what it says about the characters.

596. FORTUNE TELLERS

Students play fortune tellers. Their "clients" are the characters in the story. Before the fortune telling, students must think of as many questions as they can to ask. After they ask their questions, speculate on what the real answers to those questions might be.

597. VARYING LOCATIONS

Do the same role play several times, each time changing the location to change the dynamics and participants of the role play (i.e. a no-smoking role play could take place initially in a bar, then a hospital ward, then the headquarters of a tobacco company).

598. ROLE SWAPS

Once the roles and arguments have been established (after the role play has been under way a while) the teacher switches everyone's roles. Participants must continue in their new roles.

599. REHEARSAL

Students do the role play initially just for practice. Go back to their teams to "fine tune" their arguments and do the role play proper.

600. PATENT PENDING

If the story is about a new product or discovery, students pretend to work for a patent office. They have to rigorously assess the product and put it through its paces by creating a set of tests. Change partners. Pretend to be patent workers and inventors. Students A ask the questions, Students B defend the product.

601. ROLE PLAY COURT CASES

Conduct the role play in a court. Additional characters are the judges.

602. NATURE WON'T BE HAPPY

In pairs / groups, think of five reasons why nature would not be happy about the contents of the news article. Decide on what the fish, trees, animals, etc. might say to the people in the article. Discuss what could be done to rectify the situation. Change partners and share and

compare what you discussed. Students role play the animals and things from nature and the people responsible for destroying their world.

603. NEW PRODUCT COMPLAINTS

For lessons that are about new products or services, students pretend to be customers. They must brainstorm all of the things that could possibly go wrong with the product. Change partners and share and compare their ideas. Part II Imagine these things have gone wrong. Role play the customers visiting the customer relations department of the manufacturing company.

604. SMEAR CAMPAIGN

For articles profiling new products, students pretend to be from competitor companies. Students must decide on all the bad things about the product. In a role play, the competitor confronts the manufacturer with the problems. The manufacturer retaliates by defending its product.

605. VENTURE CAPITALISTS

For articles that feature new products, designs or inventions. Students must think of ideas to raise funds to launch and promote the product. Change partners and share and compare ideas. Role play a venture capitalist and the inventor.

606. "KIDS" ROLE PLAY

Role play the children of the characters in the article. The children must defend and stick up for their parents.

607. LONG TIME NO SEE ROLE PLAY

Students A pretend they are long-time friends of the main character in the article (Students B). The scenario is that the two friends, who have not met for many years, suddenly bump into each other. They must catch up with all their latest news. They must talk about the past, what it's like to be president / an actor etc., plus the issue in the news item.

608. PRESS CONFERENCE ROLE PLAY

All students are at a press conference. They must ask the person giving the press conference (someone from the article) questions from their national perspective.

609. TOUR OF MY LIFE

Students A pretend to be a person from the article and take Students B on tours of their daily lives, homes, offices, histories etc. Student B must ask questions. After taking turns doing this, change partners and share and compare what you heard.

610. COMPLAIN TO REPORTER

Students are unhappy with news report. They write down five reasons for their unhappiness. Students change partners and share and compare their ideas. Role play the conversation between the unhappy reader and the reporter (who must stick to his / her guns).

611. I COULD DO BETTER

For articles that are based on politics, elections, economic policies, etc., students pretend to be opposition politicians who can do everything much better than the politicians in the

article. Students take part in a mock election. They have to create their manifestoes and say why they could do better. Change partners and give each other feedback on manifestoes.

7.9. THE CENTRAL CHARACTER FROM THE ARTICLE

612. ACCOLADES

If the article is about a major achievement of some kind, students decide the prize to be given to the achiever. Choose the lessons others can learn from this person and talk about what might have motivated him/her.

613. PROBLEM PAGE

Find a problem page from a resource book or magazine. Role play an advice session between the character in the story (the advice giver) and the people with the problems. The article character must use all of his / her skills and experiences to try and answer the problems.

614. HORROR / FANTASY / GHOST STORIES

Change the theme of the story so that it becomes a horror, fantasy, ghost story. Change the central characters in the story to fit the parts in the revised story. In pairs / groups, students create their stories. Change partners and tell each other the stories.

615. THE SECRET LIFE OF…

Students speculate on and develop a secret life for a character from the article. Share and compare secret lives with other students. Who thought of the funniest / craziest / weirdest… secret life?

616. INVITATIONS

Students talk about what might happen if they invited a person from the article …

- to their wedding
- on a backpacking trip for a month in Borneo
- on a fishing trip
- to the supermarket, shopping for food
- to a secret place for a blind date
- etc.

617. COMPLIMENTS COMPETITION

Students have to see who can outdo the other in complimenting the person in the article (whatever their real thoughts). Students share and compare their compliments. They discuss the compliments and how far from the truth they really are.

618. S/HE NEEDS TO BE TOLD

Students must think of a number of things the character in the text needs to be told for his / her own good or for the good of the country / world. Speculate what his/her reaction might be.

619. SPEECH

In pairs / groups, students imagine they are the central character in the news item. Later in the lesson that character will come and give a speech to the class. Students prepare and give their speeches and take questions. Change partners and discuss and vote on the best speeches.

620. INFLUENCES

Give students a list of characters (as diverse as Mickey Mouse to Beyonce). Students have to justify how each might have influenced the character in the text. Change partners and share and compare ideas.

621. WHAT'S LEFT TO DO?

Students must think of five things remaining to be done / achieved by the person in the article. Talk about the likelihood of these things being done and the consequences. Students change partners and share and compare their ideas.

622. PROBLEMS PROBLEMS

Students speculate on the everyday problems of the characters in the article and how they might deal with these problems. Students change partners and share and compare their ideas.

623. MESSAGES

Students have to create three messages left on the answering machine of a person in the article. What were the messages? Who were they from? Once students have decided, they have to develop the story of each message. Students change partners and share and compare their ideas.

624. BORING

Students must think of five reasons why the characters in the text might complain about his / her life and job. Students discuss these things and compare them to their own everyday lives.

625. MAKEOVER

Students decide on a number of things that need to be done to change a person's style, demeanor, popularity, etc. Change partners and share and compare your ideas. Decide who has the best ideas for the character's makeover.

626. THINGS IN COMMON

Students must write down five things they have in common with the character or situation in the article and five ways in which they are different. Students share and compare their ideas.

627. S/HE HAS A GIFT FOR…

Look at the list below. Think of reasons why the character in the text has a gift for these things:

- Intelligence
- Speech making
- Being popular with most people

- Reconciling and peacemaking
- Propaganda
- Making friends
- Gaining support
- Public relations
- Lying

Change partners and share and compare your answers. Do you agree with each other?

628. TEN THINGS YOU DIDN'T KNOW ABOUT ME

Students make up ten things the world didn't know about the character from the text. Change partners and share and compare the things they wrote down. How plausible are they?

629. BEST-DRESSED

Decide on the perfect wardrobe for the character in the article. Change partners and compare ideas.

630. ALL SIDES

Ask students to draw a square on a piece of paper. Students have to write four sides or aspects of the character of a person from the text. Change partners and discuss each other's ideas.

631. ACHIEVEMENTS

If the article is about a famous person, students list the achievements, important events, etc. in that person's life. Students discuss how these events and achievements might have contributed to events in the present news article.

632. COMPARISONS

If the article is about someone famous, students compare that person with other people in his/her field.

633. SWAP PLACES

Students write down three reasons why they would and would not want to swap places with the person in the text. In pairs / groups, students tell each other and comment on their reasons.

634. MEMORY LOSS

Students A role play a person from the article, who has suffered a complete memory loss. Students A have to remind them of who they are and why they are in the news. Students change partners and share and compare what they talked about with their previous partners.

635. MY CROWD

Count how many characters there are in the article. Ask students to write down the same number of family and friends. Students must replace the characters from the text with their family members. Students tell each other how the situation in the article might be different with their family in the pivotal roles.

636. CELEBRITY CROWD

As above but with celebrities. Students must decide on which celebrities should replace which roles. Alternatively, the teacher could provide a list of celebrities for students to choose from or tell the students which celebrities are to replace which central characters.

637. HISTORY CROWD

As above but with historical figures.

638. NATIONALITY CROWD

As above but with people of different nationalities.

639. SCHOOL CROWD

As above but different personalities in the class (assuming everyone knows each other).

640. ADD MORE CHARACTERS

Write down a list of additional characters to be added to the article. These characters could be logically related to the article or be completely and crazily different. Students introduce the characters to the story and discuss what happens next. Students share and compare their stories and vote on the best ones.

641. HISTORY

How will history judge a person? Students discuss this by assessing their contribution to the world.

642. ULTERIOR MOTIVES

Students list five reasons why someone really did something. The crazier the better. Students change partners and compare ideas.

643. PSYCHOANALYSIS

Give students a psychoanalysis sheet. They must agree on how a character from the article might complete this sheet (favorite color, greatest fear etc…). They then analyze their answers to provide a snapshot of the person's true character and discuss examples from that person's life that tie in with their behavior and actions.

- *See the copiable classroom handout on page 235.*

644. COMPANY / SCHOOL PROFILE

Create a profile sheet for a character in the article, of the type that is often found in music magazines, company newsletters, etc. Students complete the profiles for the characters. They change partners and see how much they agreed on.

645. SIMILARITIES AND DIFFERENCES

Students each have to write down three similarities and three differences between themselves and the person in the article. In pairs / groups, students talk about what they wrote.

646. I'M SORRY

Students have to pretend they are the person in the article and apologize for everything they've done. Write down the things to apologize for. They have to explain why they did those things and how they will make amends. Role play the person apologizing. Their partners must make it hard for them to apologize by continually asking "why" questions.

647. WHY WOULD THEY CARE?

List five people (a Baghdad beggar, a victim of a medical accident, Kofi Annan, a soccer fan, Mariah Carey…) related to the article. Students must justify why these people would care about or be interested in the article. Students also have to discuss how each of these people might hope events in the article progress from now. When they have finished this, students discuss the likelihood of these hopes becoming reality.

648. ANIMAL STORY

Students replace the characters from the news item with animals. They then retell the story. What would happen next in the animal kingdom? (Don't tell students about the "what will happen next?" part while they are choosing their animal replacements.) Students change partners and share and compare their ideas.

649. THEY WORK FOR ME

The characters in the article now work for the students. Students must decide what jobs the characters do and what kind of workers they are. Do the students have any complaints? Are the characters punctual? Do they do a good job? Students tell their partner(s) and compare their stories of the characters.

650. DIFFERENT PLANETS

In pairs / groups, students must find as many reasons as they can why the characters in the story are from different worlds/ planets and why. Change partners and compare ideas. Who had the wildest ideas?

651. DIARY

Students pretend to be personal assistants for the characters in the article. They must create the diary / schedule for that person for the following week. Students change partners. Obviously, the new partners will have different schedules. They have to sort out the confusion so that there is only one agreed-upon schedule.

652. GENIUS

In pairs / groups, students write down five reasons why the character in the article is a genius. Share and compare ideas. Does everyone agree with all of the reasons?

653. A PERSON'S GEOGRAPHY

Students must imagine a person from the article is a country. They must describe the climate, scenery, food, system of government, prices, customs, people, holidays, standard of living, education, social welfare, etc. of that person.

654. THEIR DAY

Students speculate on the schedule a busy person might have. They fill in a daily schedule worksheet.

• *See the copiable classroom handout on page 236.*

655. JOB INTERVIEW

Students have to pretend to interview the person for their own job. Think of the questions to ask and then take turns in being the character in the article and conducting the interview. After students interview three people in their group, they discuss which student got the job and why.

• *See the copiable classroom handout on page 237.*

656. KINDERGARTEN TEACHER

The person central to the article is interviewed for a job very different from their real one. Students have to first write down the questions for that interview. They then conduct the interviews, taking it in turns to be the interviewer and the central character. After interviewing several people, talk in groups about who gave the best interview and why. Who got the job?

657. HARRY POTTER 8

The central character in the article is the main goodie or baddie in the yet to be written Harry Potter 8 (or any other work of fiction that students choose). Students have to think of the title, the other characters, an introduction, plot, ending, and the part the character from the article plays in the book (and perhaps who plays them in the movie of the book). Change partners and compare books.

658. AN "A" PERSON OR A "B" PERSON?

Give a series of choices for students to discuss about the persuasions of a person from the article. Alternatively, students could create their own questionnaire and think of their own choices. Examples could include the following:

- Are you a morning or evening person?
- Are you a countryside or city person?
- Are you a national or international person?
- Are you an optimistic or a pessimistic person?
- Are you a sporty or non-sporty person?
- Are you a newspaper news or Internet news person?
- etc.

Students role play the character and interviewer asking the above questions.

659. EVALUATIONS

Students are "teachers" giving a report card on the "pupil" (whoever the subject of the article is). Assess their performance in typical school subjects.

660. FOOD

Students speculate on what the person eats for breakfast, lunch and dinner and with whom.

661. CARTOON / ANIMATION

Students turn the characters from the story into cartoon characters. They can add to their names and build up a little of their larger than life cartoon caricatures / personalities. They may also give additional special powers. Create stories with the new characters. Students change partners and then share and compare their stories.

662. RECIPIENT INTERVIEW

Imagine you are someone who is at the receiving end of the actions of the character in the article. Write down the questions you would like to ask that person and then role play the interview.

EXAMPLE:

- Someone interviewing Barack Obama.
- The parents of a bomb victim interviewing the bomber.
- A laboratory mouse interviewing the researcher.

663. SELF QUESTIONS

Students write down questions they think the person in the article might ask themselves. Pool and share the questions. Take turns in asking and answering the questions. Students change partners and share and compare how they answered their questions. Who had the funniest or best answers?

664. INTERVIEW

Ask students to interview the subject of an article. Provide clues regarding the interview questions. This is an example from the lesson "Congo conference to save great apes" (http://www.breakingnewsenglish.com/0509/050906-apes.html)

GORILLA INTERVIEW: In pairs / groups, write down questions you would like to ask gorillas about their lives and opinions. The following ideas may be useful:

- Jungle
- War
- Logging
- Poaching
- Extinction
- Dwindling numbers
- Lost friends
- The Kinshasa meeting
- Man
- The future

Take turns in role playing the interviewer and gorilla. Change partners and discuss what you heard from previous partners.

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665. PERSON DAY

You are head of a committee to decide on whether there should be created a national holiday for the person in the article. Decide the day and how it should be celebrated. Some examples follow:

- Barack Obama Day
- Nelson Mandela Day
- Beyonce Day
- Serena Williams Day

666. DATING QUESTIONNAIRE

Find a dating questionnaire typical of those in weekly lifestyle magazines. Interview the character from the article (played by another student).

667. HANGING OUT

If you were a good friend of this person, what would you do together. Where would you go? Talk about how you'd hang out together.

- *See the copiable classroom handout on page 238.*

668. MY ACHIEVEMENTS

Write down a list of the person's achievements and mistakes. Students speculate on what the person may feel about these achievements and mistakes. Students talk about whether the character should do things differently second time round.

669. OTHER PEOPLE

Create a list of other people that the article character may have come into contact with. Speculate about what the article character might have honestly thought about those people. Speculate also on what the people might have honestly thought about the article character. Change partners and share and compare ideas.

670. OTHER COUNTRIES

Create a list of other countries that the person may have come into contact with. Speculate about what that person might have thought about those countries. Speculate also on what the countries might have honestly thought about that person.

671. UNRELATED EVENTS

Create a list of current events wholly unrelated to the story from the article. (You could ask students to call out a list at random.) In pairs / groups, students speculate on what the character from the article might have thought about those events.

672. OPINION TIMELINE

Create a timeline of landmark events in the life of a person from the article. Students talk about their own feelings regarding the character and these events and how their opinions of this person have changed over time.

673. KIDS' QUESTIONS

Students create a set of questions that children typically ask. (Don't tell them that these questions will be used to interview a famous person). After they have written down the questions, students pretend to be kids and interview the character from the article.

674. VALENTINE QUESTIONS

Students pretend to be the article character and an interviewer. Ask a series of Valentine's Day questions or Xmas questions. Visit these pages, which have 100 questions for each occasion:

http://www.breakingnewsenglish.com/valentine.html
http://www.breakingnewsenglish.com/xmas.html

675. PERSON BRAINSTORM

Brainstorm all of the words related to the person in the article. Talk about each of the words in relation to that person. Change partners and share and compare their words and thoughts.

676. SIMILARITIES AND DIFFERENCES

Write a list of objects and people on the board. Students must find as many similarities and differences as they can between what is written on the board and the character(s) in the article.

EXAMPLE

Barack Obama and …

- A diamond
- Mickey Mouse
- A chimpanzee
- A TV remote controller
- Beyonce
- A cheese sandwich
- An expensive painting
- A Ferrari sports car
- A chainsaw
- Nelson Mandela

677. MEMORY LANE

Ask characters in the story about different events in their lives. Students pretend to be the characters.

EXAMPLE:

- Elementary school

- Winning a prize
- Their first big break
- Their happiest moment
- A low point
- The first time they thought they were famous
- Their first press interview
- Being on television for the first time
- An enemy
- Their biggest success to date

678. MEMORIES

Ask characters in the news item about their memories. Students pretend to be the characters.

- First
- Earliest
- Worst
- Greatest
- Unforgettable
- Most vivid
- Wish to erase
- Painful…

679. REGRETS

Students speculate on the regrets the characters in the article might have about their lives and actions. Ask students to write down three things for each of the following:

- Regret …
- Regret not …
- Don't regret …

Students share and compare what they wrote down and evaluate each other's ideas. Does everyone think the statements are true?

680. SHOPPING LISTS

Students must speculate what the character(s) in the article might buy in various stores.

> **EXAMPLE:** With your partner(s), decide what Character A would buy in each of these supermarket sections:
>
> - Liquor store
> - Fresh produce
> - Flower section

- Frozen food section
- Candy store
- Household goods
- Café
- Imported food section
- Bakery
- Meat section

681. FAMILY TREE

Draw a simple family tree of the character from the article. Students have to imagine how each of the family members may have affected or influenced this character. Students change partners and share and compare their ideas.

682. SONG & BOOK TITLES

Write down a list of songs or books the students are likely to know. Students must change the titles to incorporate the character in the text. Students must relate the character and his / her actions to the story / lyrics. Students change partners and share and compare their ideas.

683. "I BET HE'S / SHE'S NEVER…"

In pairs / groups, students must write down five sentences beginning with, "I bet he's / she's never…" about the character in the article. Students change partners and share and compare their sentences. They also discuss the consequences of the character doing the things they have supposedly never done. Students ask each other whether the sentences also apply to themselves.

684. AWARDS?

Students must think of three prizes this person might win. The prizes could be serious, such as a Nobel Prize, or not so serious, such as "Smiler of the year". Change partners and share and compare the prizes you decided. Expand the stories and say why they should win these awards.

685. PRIZED POSSESSIONS

Speculate on the prized possessions of the character(s) in the article. What kinds of things do they have that they would absolutely treasure? (photographs, letters, awards, achievements etc.) Students share and compare their ideas. Students also talk about their own prized possessions.

686. ORGANIZATION HEAD

Students have to choose a new job for this person.

There are 6 jobs on offer. Discuss how qualified the person is for each job, the dangers of the person doing the job, and the good things they might be able to achieve. Students change partners and share and compare their ideas.

- WWF boss
- United Nations Secretary General

- Head of OXFAM
- McDonalds worker
- Toilet cleaner
- Soldier

7.10 THEMES OF THE NEWS ARTICLE

687. IDEA EXPLOSION

If the article is about a new discovery or invention, students must think of more ideas or inventions that are similar. Students pool their ideas and discuss which ones are the best, most practical, most potentially lucrative, etc.

688. 101 USES

If the article is about a new idea or invention, students must think of as many uses as they can for the idea. Students change partners and share and compare their ideas and give feedback. They then choose the best three ideas.

689. SPENDING HABITS

If the article is related to money and spending, students fill in a questionnaire about their spending habits, tastes, budgets, etc. Focus on the products or services mentioned in the article. Things to talk about might include spending patterns in different seasons and life stages, pre-post bonus season, spending while single or married, etc.

690. –OBIA / –ILIA ETC.

If the theme of the article can be assigned a suffix, think of more examples for students to talk about and share their thoughts and experiences of.

691. SOLUTIONS

If there is a problem associated with the story, students must devise a five-step plan for students to overcome that problem. Share and compare ideas and provide feedback. This is an example from the lesson "Another shark attack in Florida" (http://www.breakingnewsenglish.com/0506/050629-shark.html).

> **SHARK PHOBIA:** You are a phobia expert. It is your job to create a step-by-step program (USA) programme (UK) to enable the victim of a shark attack to overcome his/her fear of sharks and of swimming in the sea. (You may change the phobia if you prefer to create a different program.)

Step 1	
Step 2	
Step 3	
Step 4	
Step 5	
Step 6	

Change partners. Show each other your programs and give feedback. Combine the best parts of your programs to create a "super program".

Return to your original partner(s) and compare your "super programs".

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692. EMOTIONS

If emotion plays a part in the article, ask students to create a spidergram of the words related to that emotion. They then talk about how the words are related or how the words relate to their own lives and emotions.

693. FOOD FOR THOUGHT

The teacher introduces a number of thought- provoking facts for students to think and talk about. Create a worksheet that encourages further thought and analysis, similar to the following:

FACTS	THOUGHTS	CONCERNS	QUESTIONS

694. TANGIBLES

If the article is related to something tangible that the students have (mobile phones, fashion, ear-rings, MP3 players, etc.), the group discusses these things. They must compare their own things with products in the article. Students must decide if the article product is better than the ones they have and, if so, how much better.

695. EFFECTS ON THE WORLD

If the article is about a new idea or invention, students discuss the negative and positive impact of it on their lives and on the world.

696. RESPONSIBILITIES

Write a list of famous people, countries, organizations, etc. Discuss what each of these should be doing right now to correct a situation or problem related to the article. What are the possibilities of each of these fulfilling their responsibilities? Why aren't they fulfilling their responsibilities? What responsibilities do the students have regarding the situation?

697. FUTURE HEADLINES

If the article is about a familiar, ongoing situation, the teacher creates a set of "Future Headlines" that might emerge over the coming years. Students discuss the likelihood of those happening. This is an example from the lesson "Israeli-Palestinian Truce (http://www.breakingnewsenglish.com/0502/08.israel_palestine_truce.html).

FUTURE HEADLINES: Talk to your partner / group about the following headlines that might emerge from the Middle East over the coming months and years:

- Israel to pull down security fence.

- Israel and Palestine to receive Nobel Peace Prize.
- Israel and Palestine to co-host 2028 Olympics.
- Palestinian economy strongest in Arab world.
- East Jerusalem becomes Palestinian capital city.
- Palestinians accept no right of return for Palestinian refugees.
- Muslim world allows Israelis to travel within their borders.
- Israel attends regional Arab development conference.
- West Bank settlements to be disbanded. Settlers returning to Israel.

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698. USEFULNESS

If the article is about something new, students discuss the usefulness of it in their lives and think of drawbacks or ways to make it more useful. Some of these exponents might be useful:

- I can't live without it.
- It's a major part of most days.
- I'd be lost without it.
- It's extremely important to me.
- I agree it's useful, but not an essential part of life.
- It has its uses.
- It's not something I really need.
- It's not at all useful to me.

699. HOW TO HELP

If the article is about a disaster, students talk to each other about the best way to raise money quickly for the victims. Students also discuss the kinds of fundraising events that happen in each of their countries – garage sales, sponsored walks, street collections, local concerts, Internet campaigns, etc. Vote on the best idea and then put it into action.

700. HOW COULD IT HAVE BEEN AVOIDED?

Students talk about how a disaster might have been avoided, what measures could have been taken to lessen the impact, and who is to blame for the scale of death and destruction.

701. WHOSE FAULT?

Write a list of characters it would be possible to pin the blame on for a major calamity (including you and the international community). Talk about how much blame each of these people should shoulder and what they should have done.

702. INTERNATIONAL TRADE

For lessons that are related to international trade or a particular country's goods, create an activity on the products from different countries. This is an example from the lesson "China-EU textile talks continue" (http://www.breakingnewsenglish.com/0508/050826-textiles.html).

CHINESE GOODS: In pairs / groups, talk about which of the following Chinese products you would or would not buy. Would you prefer to buy similar goods from another country?

- Clothes
- A computer
- Chicken
- Beer or wine
- A car
- Medicine
- Tea
- Chocolate

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703. THE BASICS

If the article is about human rights, animal rights, equal rights, etc., students talk about the very minimum rights that must be in place. Talk about what life would be like for people/animals without these rights. Talk about why these people don't have these rights and whether people have them in your country or the rest of the world.

704. THINGS TO DO

Students create their own "to do" lists based on the news item. This is an example from the lesson "Actor's ashes to be scattered in space" (http://www.breakingnewsenglish.com/0507/050722-ashes.html).

BEFORE I GO

Talk to you partner(s) about the things you would like to do before you leave the Earth. Finish this sentence starter:

Before I go I'd like to…

visit _____.
thank _____.
meet _____.
eat _____.
tell _____.
give _____.
see _____.
witness _____.

know _____.

make sure _____.

(other) _____.

Change partners and share what you heard from your earlier partner(s).

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705. PUNISHMENTS

If the article is about someone doing something wrong, students must decide the range of punishments available. The teacher may introduce a series of choices for students to rank or discuss. This is an example from the lesson "Another foolish British Royal" (http://www.breakingnewsenglish.com/0501/14.anotherFoolishBritishRoyal.ht ml).

PUNISHMENT: Students decide on a punishment for Britain's Prince Harry, who wore a swastika to a fancy dress party. Brainstorm ideas and write them on the board. Add the following:

- His title of 'prince' be forever removed.
- Visit Auschwitz and the Holocaust museum in Jerusalem.
- 100 hours community service.
- Attend a synagogue and publicly ask a rabbi for forgiveness.
- Be permanently barred from any association with Britain's armed forces.
- Harry should never again receive public money from the British taxpayer.
- Harry should make a large cash donation to a Holocaust fund.

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706. BRAINSTORMED FEELINGS

Ask students to think of words that immediately spring to mind upon being told or shown other words. Students have to analyze the words they brainstormed. This is an example from the lesson "US rapper says President Bush is racist" (http://www.breakingnewsenglish.com/0509/050905-rapper.html).

RACE: In groups, spend one minute brainstorming all of the words you can think of for each of the races in the table below. Assign a secretary to write down the words.

BLACK	CHINESE
WHITE	ARAB

After you have finished, talk about the words. What do they say about your thoughts on each race? Are these thoughts fair? Do the words show any differences between the four races? Are these differences fair?

Change partners and explain your findings to your new groups.

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707. INVENTED STATEMENTS

Students create a series of invented situations and the people who described them. Students have to discuss / give advice for each one. The example below is from a lesson on allergies:

- "I'm allergic to my boss. I get feelings of anger every time I look at him." - Lee, 32, Singapore.
- "I'm allergic to my wife. Every time I hear her voice I have a sudden urge to get my golf clubs and play golf." - Hank, 48, USA.
- "I have an allergy to telephone bills. Every time I pick up the envelope from the mail box I start shaking." - Mohammed, 25, Kenya.
- "I'm allergic to English. I become nervous, I sweat and start scratching my head when I can't think of the correct word." - Pip, 87, Thailand.
- etc.

708. "…AND"

Take the main theme of the article and associate it with different things. Students must discuss each of these. This is an example from a lesson on alcohol that has been applied to other areas:

- Alcohol and children
- Alcohol and driving
- Alcohol and Sharia law
- Alcohol on airplanes
- Alcohol and health
- Alcohol and domestic violence
- Alcohol and drugs
- Alcohol and bad behavior
- (Other headings?)

709. STUDENT SURVEYS

In pairs / groups, students write down questions about the subject matter of the article. They ask their classmates their questions and note down their answers. Students go back to their original partners and compare their findings. Make a mini-presentation to another group / the class on their findings.

710. CHANGES

Change the characters, timing, places, etc. of the article. Students discuss how things changes might have changed events in the article.

711. THE SAME ALL OVER THE WORLD

Teacher writes the names of other countries on the board. Students discuss the conditions described in the article in relation to those countries.

712. DO'S AND DON'T'S

Students write a list of dos and don'ts related to the theme of the article and talk about their importance. Students change partners and share and compare their answers.

713. THINGS I WANT TO KNOW

Students write down a list of things they want to know about the article. They then try and find out the answers by asking their classmates.

714. OTHER THINGS THAT COULD HAPPEN

Students speculate on other things that might happen in the world similar to the story in the news article. They discuss these and create stories. Students then share and compare their ideas with other students.

715. MISSING INFORMATION

Students must think of the story as a smaller part of a bigger picture (e.g. Hurricane Katrina being part of global warming). The teacher can provide words as hints on which parts of the story students should develop.

716. HAPPILY EVER AFTER

Students take the characters in the story and create other stories about what happens to them throughout the rest of their lives. Share and compare these stories with other students. Decide which stories are best, funniest, most original, most madcap, etc. The teacher could ask students to make the stories happy, sad, crazy, etc.

717. LESSONS TO BE LEARNED

Students write down the lessons to be learned from the story. They then discuss whether these lessons will be learned. Students change partners and share and compare what they discussed.

718. THAT'S TOTALLY…

Students come up with reasons why the story or peoples' actions in the story are totally or completely…

- ridiculous
- amazing
- mystifying
- inspirational
- unfathomable
- stupid
- etc.

719. EXPLANATIONS

If the article is about unusual occurrences, students have to come up with the explanations as to why they happened. Students change partners and share and compare what they discussed. Vote on the best and worst explanations.

720. WHAT WOULD HAPPEN IF

Students create hypothetical scenarios based on how events in the text might unfold. Teacher may provide hints to guide their hypotheses. Students show each other their scenarios and ask each other for feedback.

721. RIVAL PRODUCT

If the article is about a product, brand, store etc., students must come up with a rival product. They must explain the problems of the existing product and explain why theirs is better.

722. SHOULD / WOULD

Create an activity in which there is a dichotomy regarding what students think they should do in a situation and what they would do. This is an example from the lesson "London police shoot to kill" (http://www.breakingnewsenglish.com/0507/050723-shooting.html).

PUBLIC RESPONSE: Talk about the following with your partner(s).

1. What should you do in the following situations?
2. What would you do in these situations?

- You see a man wearing a thick jacket on a subway train. There are wires visible at the bottom of his jacket. It is summer.
- You hear an explosion in a subway station. Seconds later you see a man running towards you being chased by police.
- You overhear a conversation on a bus between two men who say there is a bomb under the seat that will detonate in one minute. You have a mobile phone.
- You visit a friend's house. You notice there is an open web page on his/her computer with instructions on how to make a bomb.
- While your friend is in the toilet, you look into his/her bedroom. You see lots of wires and chemicals.
- There is a backpack on an empty seat opposite you. The owner of the backpack headed in the direction of the toilet seven minutes ago.
- You are standing next to someone with a backpack on a rush-hour train. You can hear ticking inside the backpack.
- A policeman is fighting on the floor of your train with a terrorist. The terrorist is winning. The policeman's gun lands at your feet.
- You see a group of four men in a subway station. They spend a long time checking their watches. They then all shake hands and head off in different directions. They all have backpacks.

Change partners and share what you heard from your earlier partner(s). Who is the bravest?

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723. IDIOMS

Teacher prepares a set of idioms based on the language or keyword from the article. Students do the exercise and talk about the idioms. This is an example from the lesson "New mammal species found" (http://www.breakingnewsenglish.com/0505/050514-rockrat.html).

IDIOMS / SIMILIES: Look at the following idioms and similes that refer to small furry animals.

- In pairs / groups, try to guess their meaning.
- Match the idioms/ similes with their meanings in the right column.
- Use each idiom / simile to ask your own questions to your partner.

Idiom / Simile	Meaning
1. I'm more scared than a porcupine in a balloon factory.	a. Stop pretending something is a crisis when it's just a small problem.
2. She should try to squirrel away a few dollars each month.	b. I need someone to be a volunteer for my project / activity.
3. She is such an eager beaver.	c. Someone who quickly tries to abandon others when problems or signs of trouble occur.
4. Like a rat deserting a sinking ship.	d. Suddenly unable to move or make decisions.
5. Don't make a mountain out of a mole hill.	e. Saving a little money for something in the future is a good idea.
6. They are like rabbits caught in the headlights of a car.	f. She made no sound at all.
7. She was a quiet as a mouse.	g. It is difficult to be more afraid than how I'm feeling at the moment.
8. Who's going to be my guinea pig?	h. She puts maximum effort into everything she does.

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724. WHAT MY FOLKS KNOW

Students talk about what their friends and family might know of the story and their level of interest.

- *See the copiable classroom handout on page 239.*

725. EQUALITY

If the news item is about equality, create an activity that encourages students to think about what society can do to move towards greater equality. This is an example from the lesson

"S. Korean wins Women's British open" (http://www.breakingnewsenglish.com/0508/050801- jang.html).

WOMEN IN SPORT: You are head of the "Women in Sport" campaign. You have to revamp your society's policies and attitudes towards women in sport at every level. In pairs / groups, discuss what problems or barriers currently exist and suggest recommendations to break down these barriers.

After you have finished, talk about the feasibility of your recommendations taking place in your country.

FORMS	BARRIERS	SUGGESTIONS	FEASIBILITY
Elementary school			
Junior high / Secondary school			
University			
Television			
Sponsorship rules for sport			
Government policies			
Sports federations			
Other			

Change partners and explain what you discussed with your previous partner(s).

Return to your original partners and talk about any feedback you received.

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726. ALTERNATIVES

For lessons on the environment or other issues experiencing problems, students try to find alternatives and solutions. This is an example from the lesson "Kenya disposes of disposable bags" (http://www.breakingnewsenglish.com/0507/050714-bags.html).

In pairs / groups, find alternatives to the use of plastic in the products below. What are the alternatives? What are the advantages and disadvantages of the alternatives?

PRODUCT	ALTERNATIVES	ADVANTAGES	DISADVANTAGES

Shopping bags			
Food wrapping			
Pens			
Children's toys			
Bottles			
Your choice: _____			

After you have finished, change partners and discuss your alternatives and their advantages or disadvantages compared with plastic. Decide whether or not an alternative material should replace the plastic. Return to your original partner(s) and compare the decisions you made.

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727. RESPONSIBILITIES

If the article is related to responsibility, students fill in a questionnaire about what they are responsible for. Things to talk about might include responsibilities at home and work / school, responsibilities while single or married, responsibilities as a teenager or pensioner, etc. Students compare their levels of responsibility and how responsible they are to the people in the article.

728. PARENTING

For lessons that are about parenting, create an activity in which students must create guidelines for parents. This is an example from the lesson "Toddlers mimic smoking parents (http://www.breakingnewsenglish.com/0509/050907-smoking.html).

PARENTING: You are a member of the government's new Good Parenting Committee. You have to establish a series of guidelines on good parenting that all parents must follow. In pairs / groups, discuss the recommendations you wish to make, possible parental objections and your answer to these objections.

Guideline	Recommendation	Parental objection	Answer to objections
Smoking in front of children			
Drinking in front of children			

Hitting children to punish them			
Teaching children about God			
Establishing a "no raised voices" policy in the home			
Children and television			
Children, diet and exercise			

Change partners and explain your recommendations, etc. to your new partner(s). Give each other advice on how to improve your recommendations and provide better answers to parents. Return to your original partners. Share feedback and revise you initial thoughts.

729. ARE YOU X?

Create a questionnaire aimed at assessing whether someone is X, Y or Z. This is an example from the lesson "English Church accepts women bishops" (http://www.breakingnewsenglish.com/0507/050713-bishop.html).

ARE YOU SEXIST?

In pairs / groups, answer the above question. Put a percentage on how sexist you think you are - 100% non-sexist to 100 % sexist. Talk about the situations in the table. Are your feelings (i) the same, (ii) situation 'a' is more acceptable than situation 'b' or (iii) situation 'b' is more acceptable than situation 'a'? Place a check/tick in the boxes that match your feelings.

SITUATION	(i) Same	(ii) "a" more acceptable	(iii)"b" more acceptable
(a) A woman works, a man stays at home. (b) A man works, a woman stays at home.			
(a) A man flies the airplane, a woman serves the food. (b) A woman flies the airplane, a man serves the food.			
(a) Male nudity on TV. (b) Female nudity on TV.			
(a) A male religious leader (i.e. Pope). (b) A female religious leader.			
(a) A man cries at a sad movie. (b) A woman cries at a movie.			
(a) A man takes a woman's family name after marriage. (b) A woman takes a man's name after marriage.			

(a) Male nurses. (b) Female nurses.			
(a) A man carries a pink handbag and wears make-up. (b) A woman carries a pink bag and wears make-up.			

After you have finished, talk about whether your answers suggest you are a sexist. Do you have eight checks/ticks in the "same" column?

Do the situations above reveal whether or not someone is sexist?

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730. PROTESTS

For lessons that involve protests, students discuss the kind of things that would have to happen in order for them to protest:

Which of these things have made / would make you take to the streets? How common are they? What does the government do about them in your country?

a. Human rights violations

b. Your president / prime minister having extra-marital sexual relations

c. Going to war against a country that is not your enemy

d. Your country's immigration policy

e. Excessive police brutality

f. The doubling of income tax

g. A law that prohibits the public wearing of religious symbols

h. The introduction (or removal) of the death penalty

i. Other

Change partners and compare what you talked about.

731. AVERAGE JO

Students discuss how close their societies are to achieving an ideal contained in the article. Students ask each other what they and the average person in their country thinks of the ideal. This is an example from the lesson "English Church accepts women bishops" (http://www.breakingnewsenglish.com/0507/050713-bishop.html).

SEXISM:

What do you and what does the average person in your country think of the following?

	You	Average person

a. A man opening doors for women.		
b. Househusbands		
c. A woman asking a man to marry him		
d. A woman buying a man flowers		
e. A female religious leader		
f. Female frontline soldiers		
g. A woman boasting she's had many sexual partners		
h. A man marrying and taking his wife's family name		

Would these situations be more accepted / acceptable if the roles were reversed?

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732. LEADERS

For articles that are about leaders, students discuss the qualities required of a good leader. This is an example from the lesson "Philippine president faces impeachment" (http://www.breakingnewsenglish.com/0507/050726-arroyo.html).

LEADERSHIP: What attributes are important to be a good leader? Discuss the importance of those below. Place a score of 1 (not important) to 10 (highly important) in the "Importance" boxes. Talk about whether your nation's leader has these attributes. Finally, discuss whether you have these qualities.

ATTRIBUTES	IMPORTANCE	YOUR LEADER	YOU
Never lies			
Highly intelligent			
Brilliant orator			
Wonderful smile			
Dynamic style			
Squeaky clean public life			
Lovely clothes			
Opposes war			

Change partners and share what you heard from your earlier partner(s).

Discuss whether you would be a good president / prime minister and why (not).

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733. COUNSELOR

Students are counselors. It is their job to provide stress relief.

They have to train some new counselors. In pairs / groups, students create an information sheet for new counselors about what kinds of things makes this person / these people / these things stressed. They must also discuss how to help them overcome their stress. After they have finished, they must change partners and tell each other about their worksheets. They must give each other advice on how to improve their worksheets. Students return to their original partners and incorporate the advice they received into revising their original worksheets. This is an example from the lesson "Sheep suicides cause financial ruin" (http://www.breakingnewsenglish.com/0507/050709- sheep.html).

	STRESSFUL THINGS	HOW TO DEAL WITH STRESS
Life on the farm		
Dogs		
Other sheep		
Rumors about kebabs, mint sauce and dinner tables		
Weather		
Other		

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734. DREAM-MAKER

If the lesson is about dreams coming true, students become dream-makers. They make people's dreams come true. All students must write down their dreams. They pass their paper to another student outside of their group. With the dreams of other students they are given, they must discuss in groups how that dream could come true. They write down their ideas. They then interview the person whose dream it was they previously discussed. They give that student their ideas. Students then return to their original partners to report on the advice they received on their dreams.

735. RANDOM TRANSFORMATION TABLE

Create a simple substitution table in which students have to think about joining the two halves to create a question. This is an example from the lesson "Korea's joined by first phone line" (http://www.breakingnewsenglish.com/0507/050724-phone.html).

TECHNOLOGY: Ask your partner(s) questions by choosing a question starter in the first column with a word or phrase in the second column.

Have you ever…	mobile phone
What do you think of…	Skype
Do you…	e-mails spam phishing

What kind of…	the Internet
Have you heard of…	future
When was the last time…	a higher speed Internet connection videophone
Could you live without…	telephone answering machine
Would you like…	voicemail technology

Change partners and share what you heard from your earlier partner(s).

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736. CHANGES

If the news story is about safety, students must imagine they are responsible for implementing safety precautions in a major city. They must take measures to reduce the possibilities of danger. They must discuss the changes they will make to different areas that are considered at risk. After they have finished, students change partners and show each other their plans. They must find flaws or problems and give each other advice on how to improve their plans. Students return to their original partners and incorporate the advice they received into revising their original plans.

737. INTERNET LESSONS

If the article is Internet related, create a lesson on the potential uses of the Web. This is an example from the lesson "BBC to put programs online" (http://www.breakingnewsenglish.com/0508/050828- bbc.html).

EXPANDING INTERNET: Discuss with your partner(s) your thoughts on the following uses of the Internet. Talk about their pros and cons.

USES	PROS	CONS
Live broadcasts from high school lessons		
Live broadcasts of all university lectures		
Accessing any TV program ever made		
Live coverage of all sporting events		
Live broadcasts of police prison cells and interrogations		
A 24-hour webcam in the Oval Office in the White House		
Access to all of the world's books		
Access to all of the world's music		

Change partners and discuss what you heard from previous partners.

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738. FACTS TABLE

Students engage in a facts search related to the theme of the lesson. This is an example from the lesson "France's Chirac rubbishes British food" (http://www.breakingnewsenglish.com/0507/050706-foodfight.html).

> **FOOD FACTS:** Ask the other students in your class what they know about three different cuisines of the world (write them in the table). Write their answers below.

	Famous dishes	**Taste**	**Healthiness**	**Variety**	**Spices**
Cuisine 1 _____					
Cuisine 2 _____					
Cuisine 3 _____					

After you have finished, sit with a partner / in groups and discuss what you found out. Were you surprised at anything? Did you find out anything interesting?

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739. QUESTION KEYWORDS

Students make questions using teacher-assigned keywords related to the theme of the news article. This is an example from the lesson "Indonesia president slams cohabitation" (http://www.breakingnewsenglish.com/0507/050705-cohabitation.html).

In pairs / groups, write one question about cohabitation using each of these words

Sin, Parents' feelings, Religion, Fun, Normal, Old- fashioned, Economical, Disadvantages, Neighbors, Western morals, (Your own question).

Change partners and ask each other your questions. After you have finished, return to your original partner(s) and share and compare the answers to your questions. What is the general consensus of opinion towards cohabitation?

740. DOUBLE INTERVIEW

Create a double-barreled interview by having two different interviewers with different agendas. This is an example from the lesson "Swiss ace Federer cruises to greatness" (http://www.breakingnewsenglish.com/0507/050704-federer.html).

INTERVIEW:

Students A are Roger Federer's public relations agents. You are responsible for maintaining his squeaky clean image. He has a press conference tomorrow. You have the questions he'll be asked. In pairs / groups, think of the perfect answers to make sure Roger's international image remains perfect.

Students B are scandal-hungry journalists. You are desperate to make Roger say something that will create headlines. He has a press conference tomorrow. The questions you'll ask are below. Think of how you can use these questions to make Roger say something that will give you a juicy headline or two.

QUESTIONS FOR ROGER FEDERER:

- Why are so many top tennis stars white?
- Is there any racism in tennis?
- Do you think top tennis stars get paid too much?
- Will tennis become boring if you keep winning?
- What do you think when people say you are the greatest ever?
- Do you think you are unbeatable?
- What goes through your mind when you prepare for a final?
- Do you think women's tennis is inferior to men's tennis?
- Do you think tennis players should stick to tradition and always wear white?
- How tough is playing tennis?
- Do you have an easy life?
- Your question _____?

Change partners. Role play the interview between the squeaky clean Roger and the scandal-hungry journalists. Change partners (find a new Roger / journalist) and repeat the role play. After you have finished, talk about the role plays and what you thought of each other's questions and answers.

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741. THE HARD SELL

If the article has a sales orientation, ask students to become expert sales people. This is an example from the lesson "Four dead in Indian "diamond" hunt" (http://www.breakingnewsenglish.com/0506/050630- diamonds.html).

You are expert con artists. You are so good, you could sell sand in the desert. In pairs, take two of your personal belongings. Decide on a price and a sales spiel to "sell" these items to your gullible classmates. Make sure you think of all the amazing uses and functions of the items and the reasons your "customers" must buy them.

Change partners often. Take turns at being customers and sellers.

Return to your original partners and compare reports on your efforts at selling. What resistance did you meet from "customers"?

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742. INVESTMENTS

If the article has an investment orientation, ask students to become investors. This is an example from the lesson "Four dead in Indian "diamond" hunt" (http://www.breakingnewsenglish.com/0506/050630- diamonds.html).

> You have $100,000 to invest. In pairs / groups, rank the following investments. Agree on the order of which is most lucrative as long-term investments.
>
> - Diamonds
> - Shares in Microsoft Inc.
> - Oil stocks
> - Gold
> - Classic 1920's cars
> - Wine
> - Shares in Chinese electrical goods companies
> - Property in Moscow
> - Other
>
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743. IN THE EVENT OF…

Your job is to think of all the things that could possibly go wrong with a new idea, project, plan, etc. Students must hypothesize about what might go wrong and suggest back-up plans.

744. OPTIONS COMPARISON

Teacher provides a list of the options available for a particular situation related to the article. Students compare the different options against each other.

> **BIRTH CONTROL:** In pairs / groups, talk about which of these birth control methods. Choose any two at random and compare them.
>
> - Condoms
> - The contraceptive pill
> - The morning after pill
> - The rhythm method
> - Abstinence
> - Abortion
> - Vasectomy
> - A "one family, one child" policy
>
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745. MEMBERSHIP

If the article is related to an organization, club, association, etc., students create the membership rules for it. Alternatively, students could create the membership rules for an imaginary association. This is an example from the lesson "French minister knocks EU expansion" (http://www.breakingnewsenglish.com/0506/050628-sarkozy.html).

> **WORLD UNION:** You are on the committee to make the rules for membership of the new World Union (WU). Decide on the minimum requirements for entry to the new organization.

AREA	MINIMUM MEMBERSHIP REQUIREMENTS
Economy	
Human rights	
Nuclear policy	
Friendliness	
Democracy	
Disputes with neighboring countries	
Other	

> Decide which of these countries could join the WU under your membership rules
>
> Brazil, France, Japan, USA, Egypt, China, India, Australia, Bhutan, UK, Zimbabwe, others.
>
> Change partners and compare your membership rules. Did you agree to accept or reject the same countries?
>
> Discuss what the rejected countries need to do to be able to join the WU. Do you think these countries could make the necessary changes?
>
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746. NAMES

Students belong to a name-naming committee. They must come up with the names for people, a new company, a new project, etc. Students change partners and compare the names they chose. They tell each other the reasons behind their choice of names. They also provide feedback on the choices and reasons. Have a class discussion and vote to decide which are the best names.

747. RIVALRIES

For news stories that involve rivalries, students must identify the sources and main points of the rivalries. Students must think of ideas to overcome differences and then evaluate the likelihood of those differences being resolved. This is an example from the lesson "Ahmadinejad wins Iranian presidency" (http://www.breakingnewsenglish.com/0506/050626- tehran.html).

In pairs / groups, decide how the problems of the world can be solved if nations forget their differences. What needs to be done to turn rivalries into friendships. Talk about the likelihood of this happening. Walk around the class and interview many students to add to the information in your table.

WORLD RIVALRIES	OBSTACLES TO FRIENDSHIP	LIKELIHOOD OF FRIENDSHIP
Iran / USA		
N. Korea / S. Korea		
Israel / Palestine		
India / Pakistan		
Your choice		

Return to your original partners and compare your findings. Which of the rivalries is most dangerous? Which is likeliest to be resolved?

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748. MY TEAM

Students are assigned a task related to solving a problem in the news article. They have to assemble a team of people they know to perform that task. In pairs / groups, students have to introduce their team members to their partner(s) and explain why they think those people would do a good job.

• *See the copiable classroom handout on page 241.*

749. TAKING THINGS FOR GRANTED

For news stories about hardship and suffering, students talk to their partner(s) about their related hardships and how and what things they take for granted. This is an example from the lesson "Zimbabwe's homeless ignored" (http://www.breakingnewsenglish.com/0506/050625-zimbabwe.html).

COUNT YOUR BLESSINGS: In pairs / groups, talk about what you think conditions are like for millions around the world who are homeless, without jobs and don't have enough food and water. Talk about the things we take for granted in the table below.

Do you count your blessings you have these things? Think of two hardships you would experience without these things.

THINGS WE TAKE FOR GRANTED	HARDSHIPS WITHOUT THESE THINGS
Electricity	1. 2.
Clean water	1. 2.
Three meals a day	1. 2.
Freedom	1. 2.
A home	1. 2.
Jobs	1. 2.
Honest political leaders	1. 2.
Democracy	1. 2.
Other _____	1. 2.

Change partners and compare the hardships you discussed previously. Which hardships are the greatest?

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750. TURNING POINTS

For stories that are connected to some kind of turning point, students write down three events in their life that were turning points. Students must explain how their lives might have turned out had these turning points not happened.

• *See the copiable classroom handout on page 242.*

751. DOING IT ALL AGAIN

Students write down and talk about the things they would do differently in their lives if they could. Talk about things related to their whole life to that particular day.

• *See the copiable classroom handout on page 243.*

752. CHANGED HISTORY

If the story / person in the article has a well- documented or well-known history, find quotes relating to that history and put them in a list or table. Ask students to give their thoughts on the quotes made years earlier and what they think now. This is an example from the lesson "U.S. is not losing Iraq war" (http://www.breakingnewsenglish.com/0506/050624-rumsfeld.html).

> **THEN AND NOW:** In pairs / groups, talk about the following statements made about Iraq. Many people now believe these to be totally untrue. What were your thoughts at the time the statements were made? What are your thoughts now?

"Saddam Hussein is a danger to the world." (George W, Bush – January, 2003)			
"The major hostilities are over." (George W, Bush – May, 2003)			
"Saddam Hussein aids and protects terrorists, including members of Al Qaeda." George W, Bush – January, 2003)			
"The Iraqi people will be happy to see US soldiers liberate them." (Donald Rumsfeld – January, 2003)			
"Iraq has weapons of mass destruction." (Colin Powell – December, 2002)			
"Saddam Hussein has the ability to launch a missile attack on Europe within 40 minutes." (Tony Blair – January 2003)			
"Any who say that we've lost this war, or that we're losing this war, are wrong. We are not." (Donald Rumsfeld – June 23, 2013)			
Other?			

> Change partners and compare the views you heard from your previous partners. With your new partner(s), agree on a "truth" score to put in column "X" about each of the statements (1 = total, 100% lie; 10 = the absolute truth). Return to your original partner(s) and compare and discuss your "truth" scores.

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753. IMPOSED RULES

For news items about budgets and spending constraints, students have to create the rules and limits to regulate or curb spending. This is an example from the lesson "British royal finances online" (http://www.breakingnewsenglish.com/0506/050623-royalfinances.html).

ROYAL RULES OF THUMB: In pairs / groups, decide on some spending rules that the royal family from country X must follow. The rules should be general guidelines - what is and what isn't it OK to spend money on?

AREA OF SPENDING	RULES OF THUMB
Clothes	
Jewelry (USA) Jewellery (UK)	
Cars	
Overseas tours	
Garden parties	
Servants	
Palaces	
Presents for VIPs	
Other	
Other	

Change partners and compare the rules of thumb you decided on with your previous partner(s). Give each other feedback on the rules. Talk with your new partners so that you agree on the spending rules.

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754. SOCIAL PROBLEMS

If the article is about a social problem, provide a list of example scenarios of the problem. Students must discuss the extent of these problems in their own and other countries. They must also formulate solutions to tackle the problems, along with possible punishments. They could also make guesses at how long the problem might exist in their country.

• *See the copiable classroom handout on page 244.*

755. HUMAN VALUES

For news stories about cloning, DNA, genetics, etc., students discuss the advantages and disadvantages, acceptability, limits, etc. of these issues. This is an example from the lesson "Laboratory-created eggs and sperm" (http://www.breakingnewsenglish.com/0506/050621-clonedeggs.html).

FUTURE HUMANS: In pairs / groups, decide on how valuable (1 = highly valuable, 10 = not at all valuable) are the options listed in the table. These options may one day be part of our everyday lives. Write down some advantages and disadvantages for each option. Decide whether you would be interested in the options.

OPTIONS	1 - 10	ADVANTAGES	DISADVANTAGES
Clones of living people.			
Clones of dead people.			
Choice of baby's IQ, height, eye color, etc.			
Reproducing human organs for transplants.			
A "home shopping" baby production center.			
Same sex couples having their own babies.			

Change partners and share what you discussed with your previous partner(s). Return to your original partner(s) and talk about the things you heard that were (1) shocking, (2) very interesting, (3) totally crazy, (4) horrific or any other adjective you choose.

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756. CONTROVERSIAL POLICIES

For lessons that are about the introduction of a controversial policy, students discuss the benefits, objections to and answers to those objections concerning the policy. This is an example from the lesson "Moscow subway cars to have CCTV" (http://www.breakingnewsenglish.com/0507/050719-moscow.html).

INCREASED SURVEILLANCE: You are responsible for implementing strict surveillance measures in your country. You must persuade the public of the necessity of CCTV systems in the public places below. Discuss the benefits of CCTV in these areas, the likely objections from the public and your answers to those objections.

MONITORED AREAS	BENEFITS	OBJECTIONS	ANSWERS
Train carriages			
Public toilets			
Street corners			
Churches, Mosques, Temples, Synagogues etc.			

Change partners. Take turns in being members of the public and members of the increased surveillance team and role play a discussion between the two.

Return to your original partners. Discuss what you talked about in your role plays and how you fared.

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757. CENSORSHIP

Students play censors. This is an example from the lesson "The 50 must-see children's films" (http://www.breakingnewsenglish.com/0507/050721-movies.html).

MOVIE CENSOR: You are a censor for children's movies. In pairs decide on the levels of the factors listed below that are appropriate for 12 – 14-year olds.

FACTORS	ZERO	ONE OR TWO SHORT SCENES IS OK	EVERY 10MINUTES IS OK	SAME AS ADULT MOVIES
Kissing				
Blood				
Guns				
Foul language				
Nudity				
Views of dead bodies				
Sex scenes				
Violence				
Bullying				
Drug use				

Change partners and share what you discussed earlier.

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758. THE FUTURE OF X

Students discuss the future of the subject matter of the news article – what will it look like? Will it be better? Will it be more expensive? What new functions will it have?

• *See the copiable classroom handout on page 245.*

759. SECURITY

If the news article is about security issues (financial, personal, computer, international…) students must devise ways of increasing security. This is an example from the lesson "Forty million credit cards hacked" (http://www.breakingnewsenglish.com/0506/050619-creditcard.html).

In pairs / groups, discuss (1) what problems would occur if thieves managed to steal or copy the personal items or information below, (2) how well you protect these things now and (3) what you should do in future to protect these things.

PERSONAL ITEMS / INFO	PROBLEMS IF STOLEN	HOW I PROTECT THEM NOW	BETTER PROTECTION IDEAS
Credit card			
E-mail passwords			
Wallet / purse			
House / car key			
Personal stamp or seal			
Jewelry (USA) Jewellery (UK)			
Children			
Other			

Change partners and explain what you discussed with your previous partner(s). Provide each other with feedback on your "better protection ideas".

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760. URBAN RENEWAL

If the news story is about urban decay, students discuss ways of beautifying the city. This is an example from the lesson "Graffiti and litter linked to obesity" (http://www.breakingnewsenglish.com/0508/050820- graffiti.html).

You are head of your neighborhood council on making your poor, rundown area safer and more beautiful. In pairs / groups, you must think of ways to end the problems listed in the left column forever. You must also think of suitable punishments for offenders.

	HOW TO END THE PROBLEMS	PUNISHMENTS
Graffiti		
Litter		
Dog mess		
Used syringes		
Broken bottles		
Calling cards offering sexual services		
Human urine		

Change partners and compare your methods to eradicate the problems and your punishments. Offer each other feedback.

With your original partner(s), take turns to role play a conversation between the neighborhood head and the city mayor (who wants to spend more money on the nicer areas of the city).

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761. PERFECT CONDITIONS

If the news story is suited to talking about a wonderful way or perfect example of doing something, ask students to create their own example. This is an example from the lesson "Johnny Depp proposes in Paris" (http://www.breakingnewsenglish.com/0506/050618-cruise.html).

THE PERFECT PROPOSAL:

In pairs / groups, decide on what is needed to make the greatest marriage proposal ever. Everything must be perfectly romantic (?). Write notes on what you agree in the table below.

FACTORS	THE ULTIMATE CONDITIONS
Country / Place	
Time of day	
Where (under a palm tree, in a restaurant…)	

Food involved?	
A ring?	
Music?	
Words spoken?	
Down on one knee?	
One other special, special idea	

Change partners and explain what you discussed with your previous partner(s). With your new partners combine your conditions to make a newer, super-improved perfect proposal plan. Return to your original partner and talk about the changes you made to your original proposal.

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762. FAST FORWARD

If the news story is about relations between people, create a table that facilitates students exploring different aspects of those relationships. This is an example from the lesson "Friends help you live longer" (http://www.breakingnewsenglish.com/0506/050617-friends.html).

FAMILY OR FRIENDS

Students talk about what they like doing / their opinions / how they feel etc now and in the future. Family and friends

In pairs / groups, talk about whether you prefer to do / spend the following activities / occasions with family or friends. Do you think this will change when you are in your seventies?

ACTIVITY	FAMILY OR FRIENDS (NOW)	FAMILY OR FRIENDS (IN MY 70s)
Shopping Birthdays Go to the movies Overseas vacations Go to restaurants Chat on the phone Visit a doctor for a health check Christmas, Ramadan, Diwali, Hanukkah or		

similar religious event E-mail Other _____ Other _____ Other _____		

Change partners and explain what you discussed with your previous partner(s). Talk about whether you will still be doing/celebrating the activities/occasions when you're in your seventies and what difference being older will make.

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763. ANCESTORS

Students take the situation, product, circumstances, etc. described in the article and discuss what their ancestors would have done or thought about the very same thing.

764. RANKING QUESTIONNAIRE

Create a questionnaire in which students have to rank choices for each question.

• *See the copiable classroom handout on page 254.*

765. RATING AND RECOMMENDING

Students must provide an overall assessment for an industry, country or situation. They must grade the present problems and make three recommendations. This is an example from the lesson "Japan, France to develop the super-Concorde" (http://www.breakingnewsenglish.com/0506/050616-superconcorde.html).

FLYING:

You have been asked by the airline industry to make recommendations on how to improve air travel. In pairs / groups, write down the biggest problem with each of the categories below. Decide on three suggestions for their improvement. Agree on and circle how serious the "present problem" is (1 = very serious).

CATEGORY	PRESENT PROBLEM	RECOMMENDATIONS
Food	1 2 3 4 5	1. 2. 3.
In-flight entertainment	1 2 3 4 5	1. 2. 3.
The seat	1 2 3 4 5	1. 2. 3.
Baggage	1 2 3 4 5	1. 2. 3.

Checking in	1 2 3 4 5	1. 2. 3.
Other	1 2 3 4 5	1. 2. 3.

Change partners and explain what you discussed with your previous partner(s). Give each other feedback on your ideas. Combine your ideas to make your recommendations even better (you have to agree on the three best recommendations). Return to your original partners and discuss any changes you made.

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766. BEING THE JUDGE

If the article involves moral judgment of one kind or another, create a list of points on which students must judge and rank. This is an example from the lesson "Saudi king in $32bn divorce case" (http://www.breakingnewsenglish.com/0506/050615-fahd-divorce.html).

ALIMONY JUDGE

You are a judge that has to make decisions regarding divorce payments under a new divorce law. The grounds (reasons) for divorce are listed below. In pairs / groups, put the grounds in order of seriousness (10 is most serious). Decide the percentage split of money for each ground(e.g. "Boredom" might mean a 50-50 split between the husband and wife). Explain your reasons for each split.

GROUNDS FOR DIVORCE	RANK	% SPLIT	WHY THAT %?
Infidelity			
Insanity			
Boredom			
Domestic violence			
One partner found someone nicer			
One partner always hogs the TV remote controller			
One partner never remembers his/her spouse's birthday			
Habitual gambling, drinking or drug use			

The wife was pregnant before marriage			
One partner doesn't want children			

Change partners and explain what you discussed with your previous partner(s). Give each other feedback on your ideas. Are the percentage splits good or bad? Which of your reasons would be accepted in a real court by a real judge?

Return to your original partners and discuss and agree on any changes you made.

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767. SAFETY

For news articles about safety, students must assess and analyze the safety of something and suggest recommendations for making it safer. This is an example from the lesson "Defeated Mike Tyson quits boxing" (http://www.breakingnewsenglish.com/0506/050613-tyson.html).

SPORTING SAFETY

You are on the panel of the Safety in Sport Committee. It is your job to (1) find the dangers involved in two sports and (2) offer safety advice to reduce those dangers. Discuss your ideas with your partner(s) and write them in the table. Students A talk together about boxing and tennis, Students B talk about soccer and marathon running.

SPORT	DANGERS	SAFETY MEASURES
Boxing	• • • •	• • • •
Tennis	• • • •	• • • •
Soccer	• • • •	• • • •
Marathon running	• • • •	• • • •

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768. NEWS GRIDS

Create a news grid with a variety of real news headlines. The site http://english.pravda.ru/main/ usually has a good mix of serious and irreverent headlines. Create a list of criteria for students to apply to and talk about the headlines. This is an example from the lesson "Russia to start 24- hour TV news in English" (http://www.breakingnewsenglish.com/0506/050607-russiatoday.html).

1. In pairs / groups, discuss your views on each of the stories. 2. Talk in greater detail about what each story is about. 3. Rate each story from 1 to 10 (1 is best) on points A-D in the table:

HEADLINE	News-worthiness	Fun	Truth	Position to be read in news program
New TV channel to improve Russia's image abroad				
Doctors create first-ever trans-sexual dog				
Shepherd stolen instead of sheep				
Man performs act of extreme striptease in the center of Kiev				
Laura Bush and Lyudmila Putin do not understand their husbands' jokes				
Two U.S. travelers to be evacuated from the Russian North				

After you have finished, change partner(s) and compare what you spoke about with your earlier partner(s). Reach agreement on the scores you assigned to the headline criteria.

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769. YOU THE REPORTER

Students have to talk about what they should include in the next morning's news. Give the students guidelines regarding what they should talk about. This is an example from the lesson "Pentagon reports on Korean abuse" (http://www.breakingnewsenglish.com/0506/050605- koran.html).

NEWS REPORT:

You must prepare a report for tomorrow's morning news. Your story is the Guantanamo Bay Koran abuse. The outline for your report is in the table. Think of three things to say about each of the words below to build into your report.

WORDS	THINGS TO SAY ABOUT THEM IN THE NEWS REPORT
The Pentagon report	1. 2.

	3.
Guantanamo Bay	1. 2. 3.
Koran	1. 2. 3.
Newsweek	1. 2. 3.
Camp guidelines	1. 2. 3.
Conclusion	1. 2. 3.

After you have finished, change partners / groups. Report your news items to your new partner(s) as a dress rehearsal for tomorrow's news programme. You may use the words in the column on the left as prompts. Do not look at the other column.

Give advice / feedback to make your respective reports better.

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770. ADVENTURES

For news items that have adventure as a theme, students have to come up with their own adventure creations for everyday things. This is an example from the lesson "Everest wedding" (http://www.breakingnewsenglish.com/0506/050604-everest.html).

ADVENTURE WEDDINGS:

You are the boss of the company "Adventure Weddings". The weddings your company offers are (1) Everest, (2) Hot air balloon over Africa, (3) Great Barrier Reef (underwater), (4) Baghdad – the birthplace of civilization or (5) Your choice. In pairs / groups, decide on the wedding you want to work on. Discuss the details for each of the points in the table below:

POINTS	DETAILS FOR _____ WEDDING
A catchy name for the adventure wedding	
A slogan	
A special vow attached to this wedding	
Wedding attire	
Guests	
Food	
Gifts / mementoes for the guests	
Music	

Main wedding picture background	

After you have finished, change partners / groups. Show your new partner(s) your wedding plans. Give advice on how your respective plans could be made better.

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771. PEACEMAKERS

For lessons that are related to peace, peace deals, peacemaking, etc., assign students a peacemaking task as a debate. This is an example from the lesson "Israel to release 400 prisoners" (http://www.breakingnewsenglish.com/0505/050530-prisoners.html).

You are the head of a new organization called "International Peacemakers Inc." that finds answers to any problems. It is your job to create a master plan (in pairs or groups) to bring peace to a current dispute. It can be a world, national, regional, school, family or friends dispute. Prepare your notes and suggestions in this table:

The dispute is between _____ and _____	
Describe the two sides	
Explain the history of "Side A"	
Explain the history of "Side B"	
What does "Side A" want?	
What does "Side B" want?	
What are your proposals to make the two parties totally happy?	

After you have finished, tell the whole situation and your proposals to a different partner / group. They will provide you with feedback. You comment on that feedback.

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772. SECOND BY SECOND

For news articles that are about routine or habitual things, students try to give a second-by-second account of all the actions entailed in doing these everyday things. Examples might include cleaning your teeth, making a cup of coffee, sending an E-mail, etc. Students must ensure they don't skip any steps in describing and explaining every tiny movement of arms, hands, body, etc. Encourage partner(s) to point out whether or not a student misses any logical step. Which student can describe the most steps?

773. TASKS

If the article is about people's responses to different situations, students must think of the tasks different people should do, or should have done better. This is an example from the

lesson "Hurricane Katrina kills hundreds" (http://www.breakingnewsenglish.com/0508/050831-katrina.html)

HURRICANE TASKS

In pairs / groups, discuss the different tasks and duties the following people have when a devastating hurricane hits. What extra things do you think these people could do?

- The country's leader
- The city mayor
- The head of the national weather forecast center
- Neighbors
- Police officers
- Fire fighters
- Coastguards
- TV news reporters

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774. SQUEEZING TIME

For news items about busy people and hectic schedules, students talk about how they can squeeze more time into their days. This is an example from the lesson "Time stands still in London" (http://www.breakingnewsenglish.com/0505/050529-bigben.html).

Most people are very busy and need to squeeze more time into their days. Talk with your partner / group about your lifestyle and where you would like to squeeze more time into. Your partner(s) will give you advice on how to be more time efficient. Use this table to help you:

	Breakfast	Morning	Lunch	Afternoon	Dinner	Night
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
Sunday						

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775. WORD EXTENSION

Students complete statements based around a key word from the article. Students talk about them with their partner(s). An example here uses the noun "time".

- I need to find more time to _____.
- I need to devote more time to _____.
- I spend too much time _____.
- I should invest more time _____.
- I kill time _____.
- I waste too much time _____.
- I could save more time by _____.

776. NEW SOMETHING

Students have to make decisions regarding the inauguration of a new project. This is an example from the lesson "S. African capital to have new name" (http://www.breakingnewsenglish.com/0505/050527-tshwane.html).

NEW WORLD CAPITAL

You are head of the newly created "World Capital City Council" Decide on the name and location of the city, among other issues. In pairs / groups, make the decisions regarding the new capital city:

PHYSICAL PRESENCE
a. New site
b. Existing city

CONTINENT
a. Africa
b. Antarctica c. Asia
d. Australia (and Australasia)
e. Europe
f. North America
g. South America

NAME
a. Worldia
b. Worldtown
c. Globevski
d. Earthton
e. Planetville
f. Other

LANGUAGE OF STREET NAMES
a. English
b. Latin
c. Esperanto
d. No language – just symbols
e. No names – just numbers
f. Other

CITY COUNCIL MEMBERSHIP
a. One representative from each world country
b. One representative per continent
c. Just representatives from the G8 country members

d. A revolving city leadership in country alphabetical order from Afghanistan to Zimbabwe
e. Other

Change partners and compare your "World Capital City". Give each other feedback on the choices made. Combine the best of your different proposals to form one "perfect" plan. Show your revisions to your original partner / group.

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777. MATCHING PREFIXES

Use prefixes and suffixes to create matching activities for students. This is an example from the lesson "'Naked sushi' banned in China" (http://www.breakingnewsenglish.com/0505/050523- nakedsushi.html).

"UN-"

In the text you will find the word "unhygienic", which means "unclean". Match these other words prefixed by "un" with their correct meanings.

1.	unsporting	(a)	Being inflexible; not willing to change your mind about anything.
2.	unsurpassed	(b)	A potential resource or talent not being utilized.
3.	unyielding	(c)	Not exhibiting the behavior or manner that is considered appropriate for a woman.
4.	uncustomary	(d)	Going against accepted standards of fairness and behavior.
5.	unspeakable	(e)	Not at all embarrassed; remaining dignified in embarrassing situations.
6.	unrelenting	(f)	Odorless; without a smell.
7.	unabashed	(g)	Unusual; something that is not commonly practiced.
8.	unladylike	(h)	Impossible to be better or be improved on.
9.	unscented	(i)	Being totally determined to do something; not willing to relax any intensity or effort.

10.	untapped	(j)	So bad that it cannot be described; beyond words.

Try to make one question for each of the "un-" words and ask your questions to your partner(s).

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778. TALK PREFIXES

A variation on the above, with students being assigned a few questions about a list of words sharing the same suffix. This is an example from the lesson "Long hours hazardous to health" (http://www.breakingnewsenglish.com/0508/050819-overtime.html).

OVER~:

In pairs / groups, talk about whether and how often you overdo these things:

- Overwork
- Oversleep
- Overdress
- Over drink
- Overreact
- Overeat
- Overanalyze things
- Overcook food
- Overspend
- Overindulge

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779. DEBATE

Students take part in a debate. They must first prepare their arguments and predict their opponent's arguments. This is an example from the lesson "Al-Qaeda's Zarqawi wounded in Iraq" (http://www.breakingnewsenglish.com/0505/050525-zarqawi.html).

IRAQ DEBATE

In pairs / groups, prepare the arguments that you will need in a debate on Iraq. In column 1, write down your reasons for supporting your argument. In column 2, write down weaknesses in your arguments and ideas to refute them. In column 3, write down your opponents' arguments. In column 4, write down weaknesses in your opponent's argument.

- Pair(s) Team(s) A: The US-led coalition should pull out of Iraq within the next month.
- Pair(s) Team(s) B: The US-led coalition should stay in Iraq indefinitely.

OUR ARGUMENTS	OUR WEAKNESSES	OPPONENTS' ARGUMENTS	OPPONENTS' WEAKNESSES

After the debates, talk with your partner / group about how the discussions went. Which student(s) argued well? What did you learn? Did you hear anything that

changed your opinions on Iraq? Did you agree with what you were saying? Do you think you debated well? Were you happy with how the debate ended?

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780. CULTURAL DIFFERENCES

For texts that highlight cultural differences, students look at and discuss cultural norms and conventions. They must analyze them with regard to their own culture. This is an example from the lesson "Miss Universe pageant angers Thais" (http://www.breakingnewsenglish.com/0505/050520-pageant.html).

FAUX PAS

Look at other faux pas below. 1. In pairs / groups, decide why each of these faux pas are cultural no-no's. 2. What would you think if any of these happened to you in your country? The country/countries in which the act is a faux pas is in brackets / parentheses.

- Someone shook hands using their right hand. (Some African countries)
- Eating with your left hand. (Middle Eastern countries)
- Displaying the soles of your feet. (Thailand)
- Passing food to another person from chopsticks to chopsticks. (Japan)
- Not finishing all of the food on your plate. (Finland)
- Finishing all of the food on your plate. (China)
- Bringing a bottle of wine when you go to someone's house for dinner. (France)
- Not offering a cup of tea to visitors. (UK)
- Telling someone you think they are older than they really are. (USA)
- Wearing your shoes in someone's house. (Japan)

After you have finished, change partners and compare what you spoke about with your previous partner(s).

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781. ADDICTION

For news stories about addictions, students role play someone who has Problem X. The teacher provides a list of criteria for students to discuss. This is an example from the lesson "Anti-smoking vaccine developed" (http://www.breakingnewsenglish.com/0505/050516-nicotine.html).

ADDICTIONS

Talk about the following addictions. How would your life change if you had one of these addictions?

- Chocoholic
- Workaholic
- Alcoholic
- Drug addict
- TV addict
- Gaming addict
- Addicted to love
- Addicted to ice cream
- Addicted to studying English

- Addicted to nicotine
- Addicted to gambling

In pairs, choose one of the addictions. Pretend you are an addict. Write down how this addiction affects your

Life	
Work	
Family	
Friends	
Health	
Body	
Wallet	
Feelings	
Other	

Change partners. One partner plays a counselor, the other an addict. Role play a counseling session aimed at getting the addict to quit. (The addict always finds a "good excuse" or reason to reject the counselor's advice.)

Return to your original partners and discuss the "counseling" you received and whether or not it was good.

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782. ONE

Students have to agree on the creation of one culture or cultural aspect. They have to compromise on aspects of their own culture to form a new world culture. This is an example from the lesson "1 million greet Pope in Germany" (http://www.breakingnewsenglish.com/0508/050822-mass.html).

ONE RELIGION

You are a committee member of the new World Religion Council. Just one religion will replace all others. In pairs / groups, discuss the core values of the new religion.

Point	Core values – Your ideas
Worship	
Family planning	
Women	
Prayer	

After death	
Capitalism	
Law and punishment	
Education	

Change partners and show each other your ideas for a new religion.

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783. CELEBRATE THE DIFFERENCES

Students find differences between each other (especially if from different cultures) and find three reasons why the differences are important and wonderful. Make a presentation to the class.

784. STORY-TELLING

Ask students to make stories similar to or based on the one from the news article. This is an example from the lesson "Missing Australian PM mystery solved" (http://www.breakingnewsenglish.com/0509/050904-mystery.html).

MYSTERY

In pairs / groups, create a mystery story about a famous person. Use the ideas in the left column to help you:

Who is the famous person?	
What happened?	
How?	
What mysterious object was left at the scene?	
What did the police say?	
What reasons might the person have for disappearing?	
What conspiracy theories are there?	
Other	

Change partners and tell each other your stories. Try to help each other make your stories more interesting and intriguing. Return to your original partners and talk about how your story has changed.

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785. CLUBS

If the news article is about a club, create an activity that allows students to talk about it or other clubs. This is an example from the lesson "N. Korea nuclear weapon tests likely" (http://www.breakingnewsenglish.com/0505/050509-nkoreanukes.html).

THE NUCLEAR CLUB:

You are head of the new "World Nuclear Club" You have the power to allow countries to have nuclear weapons and to take away any weapons a country already has. The countries below want to join the club. In pairs / groups, write notes about why each country may or may not join the club.

COUNTRY	REASONS FOR ACCEPTING	REASONS FOR REFUSING
USA		
China		
Japan		
North Korea		
Iran		
Egypt		
Israel		
Brazil		

Change partners. Decide together which three countries can join and which three countries can never join the club.

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786. ARCHITECTS

For lessons that are connected with buildings, design and architecture, students create the plans for a new building, city, etc. This is an example from the lesson "New York WTC redesign - again" (http://www.breakingnewsenglish.com/0505/050506-wtc.html).

GROUND ZERO PLAN:

In pairs, create plans for the new design of the Ground Zero building. Complete the following table. When you have finished, show your plan to other classmates to see what they think. Have a class vote on the best ideas.

Building name:	
Concept:	
Number of stories:	

Memorial to those who died:	
Building shape:	
Shopping:	
Offices:	
Recreation:	
Message to the world:	
Other:	

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787. AT THE SCENE

Students are news reporters at the scene of some breaking news. In pairs / groups, they choose their story (one that is in today's news) and make a news report. They will soon have to give this report in front of TV cameras (or at least the rest of the class). When they have finished, present their reports to different partners / groups. New partners must ask questions about the story.

• *See the copiable classroom handout on page 246.*

788. GOODBYE WAR

If the news item is related to war, the students' task is to end that war (or anything else abhorrent) by the end of their lesson. They have all the power in the world they need to do this. Everything they decide will happen when they leave class. They choose one war in the world and discuss what needs to be done to end it.

• *See the copiable classroom handout on page 247.*

789. SUITABILITY FOR THE JOB

If the news article is related to jobs and high profile celebrities, students could discuss how capable that celebrity is at doing the job in question. This is an example from the lesson "Arnie wants Mexican border closed" (http://www.breakingnewsenglish.com/0504/050421-mexicoborder.html).

CAREER HISTORY

What kind of experience is best to become a politician? Arnold Schwarzenegger was a world bodybuilding champion and movie actor. From the list below, decide which careers provide the best training to become a politician. Give a score from 1 (poor training) to 10 (excellent training) for each job. In pairs / groups, compare scores and discuss which skills from each job would be useful for a politician.

JOB	SCORE	USEFUL QUALITIES
actor		
lawyer		
farmer		
police officer		
journalist		
engineer		

bank clerk soldier teacher company CEO		

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790. NEW POLICIES

Students formulate new policies. This is an example from the lesson "New Pope chosen" (http://www.breakingnewsenglish.com/0504/050420-newpope.html).

PAPAL POLICIES

In pairs/groups. You work for the Catholic Church in the Vatican. You are very worried about fewer and fewer people going to church around the world. You need come up with some good ideas / policies for the new Pope to make the Church more popular with young people.

(1) Choose three of the topics below and agree on new ideas / policies.

(2) Present your ideas to the rest of the class. Be prepared to answer questions from those listening. The students watching the presentation should take notes on the ideas and appraise them.

(3) Change partners and talk about the good and bad points of the ideas you heard.

(4) Vote for the best / worst ideas.

Possible idea themes: contraception / the death penalty / overpopulation / gay marriage / abortion / the war on terror / women clergy / shortage of clergy / sex scandals / AIDs.

The following assessment sheet might be useful

PAPAL POLICIES ASSESSMENT SHEET			
Team #	Policy	My opinion	My questions

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791. ADVERTISING ROLE PLAYS

If the news article is about advertising or slogans, students take part in a simple role play. This is an example from the lesson "'Start something' with old Microsoft" (http://www.breakingnewsenglish.com/0504/050419-microsoft.html).

ADVERTISING ROLE PLAY:

You are an advertising executive. You have designed a new advertising campaign and slogan for Microsoft's operating system. Microsoft wants people to use its products for their new hobbies. Microsoft will pay $10,000,000 to the team with the best slogan.

Use the slogans listed below, or one of your own if you prefer. Team up with partners to discuss your roles and "strategy" before the role play begins.

- Student(s) A - Your slogan is "Start Something".
- Student(s) B - Your slogan is "OS PASSION".
- Student(s) C - Your slogan is "Be an Operating System".
- Student(s) D - Your slogan is "Mega-Enjoy. Giga-Fun".
- Student(s) E - You are Bill(s) Gates, chairman of Microsoft.

After the role plays, talk about what you said. Which team / slogan deserved to win the $10,000,000 from Microsoft? Now that you have some experience of this role play, repeat it. Change roles to see if the role play moves in a different direction.

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792. NOT ME

If the article is related to vegetarianism, students pretend to be animals and argue why they should not be eaten.

In pairs / groups, choose which of the animals below you would like to be for this activity. Write down as many reasons as you can why you should NOT end up on a dinner plate. Talk with other "creatures" in the class and try to persuade them why they, and not you, would make a better dinner for humans.

whale / dog / shark / elephant / cow / snake / eagle / elephant / dolphin

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793. PEOPLE COMPARISON

If the news item is about world leaders (political or otherwise), students compare them. This is an example from the lesson "Saudi Arabia's King Fahd passes away" (http://www.breakingnewsenglish.com/0508/050802-fahd.html).

PIVOTAL ROLES

In pairs / groups, discuss the pivotal roles the following world leaders (or those of your own choosing) have played in shaping today's world. What are their achievements? What are their failings? What do they need to do to be recognized as a great world leader?

LEADER	ACHIEVEMENTS	FAILINGS	UNDONE WORK
Saudi leader			
USA leader			
Japan leader			
Brazil leader			
China leader			
India leader			
Germany leader			
Nigeria leader			
Other			
Other			

Change partners and explain what you discussed with your previous partner(s).

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794. THE MOST APPROPRIATE

For articles in which there is a debate over who should be doing what, give students different alternatives to discuss or rank. This is an example from the lesson "Sex education Malaysian style" (http://www.breakingnewsenglish.com/0504/050412-sexeducation.html).

SEX EDUCATION EDUCATORS:

Who should be doing the sex education? Rank the following list of people in order of the "best person for the job". After you have finished, talk about how comfortable you would have felt about receiving sex education from these people.

- Parent
- School biology teacher
- Religious leader (imam / minister / priest / rabbi …)
- School friends
- Grandparent
- Aunt or uncle
- Police officer
- Doctor or nurse
- Expert counselors on home visits
- Government television programs

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795. SYLLABUS

Activities can be created from almost any theme by telling students the topic will be part of the school syllabus. Students talk about the implementation of the syllabus. This is an example from the lesson "Sex education Malaysian style" (http://www.breakingnewsenglish.com/0504/050412-sexeducation.html).

SEX EDUCATION SYLLABUS:

In pairs / groups, make your own sex education lesson plan from the topics included below or others you want to include. Determine the key points of each topic and decide from which age children should be introduced to them.

Topic	**Age**	**Key points**
Reproduction		
Contraception		
Virginity		
Fidelity		
Internet		
Sexually Transmitted Diseases		
Puberty		
Abortion		
Prostitution		
Rape		
Perverts and sexual harassment		

Age of consent		
AIDs testing and counseling		
Saying "No"		
Other		

Change partners. Explain your syllabus and evaluate your new partner's one.

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796. REASONS I SHOULD / SHOULDN'T

If the news story is about new laws or the possible introduction thereof, students discuss the reasons they should or should not have to follow those laws. Each student plays devil's advocate in trying to convince his / her partner of the error of his / her thinking.

797. BENDING THE RULES

For news articles based on rules, students write down three rules (governmental, company, school, house…) that they would like to see bent a little. They talk about these in pairs / groups. Change partners and compare what they talked about with their first partners.

798. JOB TRAINING

Students discuss what kind of talents, skills and training are required for the particular jobs done by the characters in the article and whether they are capable of doing it. In pairs / groups, decide who is better suited to the job.

• *See the copiable classroom handout on page 248.*

799. SITUATIONAL SKILLS

Students must write down the skills required to survive / help / be of use in the situation described in the article. (Appropriate for calamities or large-scale events, such as tsunami / whistleblower scandals, etc.). Students talk about whether they have these skills and what kinds of experiences they have that could help them cope with the task.

800. PARTY

Students plan a party for the characters in an article. They have to invite other people and arrange the seating plan and designate topics of conversation (these should be pre-written on cards). Once they've done this, role play the dinner.

801. CHARACTER:

- Control freak
- The great romantic
- Big softy
- A walking disaster
- Mr. Nice guy
- Everyone's best friend
- Dr. Jeckyll and Mr. Hyde

Apply each of these to the main characters in the story and explain why the name fits.

802. UNPREDICTABILITY

For news items that are about chance or unpredictability, students talk about the unpredictability in life.

EXAMPLE: In pairs / groups, talk speculate on the possible wonderful or terrible things that could suddenly happen to you (and change your life) in the following situations:

- Walking into a convenience store.
- Deciding to start studying English.
- Taking the airplane instead of the overnight train.
- Buying a new computer.
- Starting a new job.
- Taking the dog for a walk.
- Buying a lottery ticket.
- Telephoning your best friend.
- Checking the time.
- Other

Change partners and compare what you talked about.

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803. THE ROLE OF X

If the article is about things that are common in our lives, students must create a list of roles something may play in their lives or their national cultures. They then talk about this list to see if the subject plays an equal importance in their lives and cultures.

EXAMPLE: The role of tea

- A social lubricant
- Historical importance for country
- The drink in times of crisis
- The reason to have a break from working
- A reason for elite society to have sandwiches and scones in the afternoon
- The drink that accompanies every breakfast
- A social leveler
- What to offer someone who visits your house
- etc.

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804. CHARACTER BUILDING

If the article is about adversity, students create a "character building" program highlighting how the situation in the article can be used to strengthen character and resolve. Add more features to the program and describe what participants can learn from it. Students must discuss how they themselves would cope with and benefit from the program.

805. PROPAGANDA

If the news item is of a political nature, students discuss the potential propaganda value it might have for various sides or parties.

806. FLOW CHARTS

If there is a process, (political, physical, temporal, scientific, etc.) students draw a flow chart describing that process. Students share and compare their flow charts and talk about how the various parts are connected.

807. MY PROBLEM

Students make the conundrum / problem / situation in the story their own. They have to seek advice.

• *See the copiable classroom handout on page 252.*

808. ODD MAN IN

A variation of the traditional odd man out. Group the person from the article in with different groups of odd bedfellows. Students must justify why they fit perfectly in that group.

EXAMPLE: In pairs / groups, explain why US President Barack Obama fits in each of these groups. Find as many reasons as you can:

a. Einstein
Galileo
Charles Darwin

b. Ghandi
Martin Luther King
Nelson Mandela

c. Pele
Tiger Woods
Muhammad Ali

d. Rodents
Chimpanzees
Cockroaches

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809. THEY'D DO A BETTER JOB

The teacher thinks of three different characters to give to the students. The students must think of reasons why the three characters would do a better job than the person in the article. Once this is finished, students must choose three characters of their own and give them to another group to repeat the activity. Once finished, sit with partners to whom students gave the three characters to get feedback on what they said.

810. CHOOSING CANDIDATES

The teacher writes a short summary of different characters, countries or other entities related to the news article. Students must discuss the merits of each character to assess who is most worthy, most despicable, most newsworthy, etc.

EXAMPLE: Which of the following countries should receive the $20 billion dollar aid package recently announced by the World Aid Program?

North Korea: Most of the country is impoverished and on the verge of famine. The money could be tied in to abandoning nuclear weapons and financing alternative sources of energy. There is a danger Kim Jong Il will pocket the money.

Palestine: The money may be the catalyst needed to spark this yet-to-be-created nation into life. The money would provide much needed jobs to build infrastructure, and jump start the economy. This may end the need for armed resistance against its neighbor, Israel.

Afghanistan: The war on terror has still left Afghanistan in a precarious and dangerous situation. The aid would end the reliance on opium cultivation and pave the way for a stable country. This would provide a mush needed concrete example of a success in the war on terror.

Congo: The money would serve to make up for the fact that the world has forgotten this country for decades and allowed millions of people to be slaughtered in countless and pointless civil wars. Creating a viable and democratic country in central Africa would be a boost for the whole continent.

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811. CHARITY ARTICLE

Students have to create a charity for the people in the article. They must discuss the aims, operating practices, slogan etc. of the charity.

• *See the copiable classroom handout on page 257.*

7.11. MISCELLANEOUS

812. STUDENT AWARDS

Based on the theme of the article, students must give out their own awards to other members of the class. The teacher decides on a variety of categories. In pairs / groups, students decide which students merit receiving each of the awards.

813. PIE CHARTS

Use pie charts for students to fill in describing their preferences and tastes, lifestyle, etc.

814. ADDITIONAL PARAGRAPH HEADINGS

The teacher tells the students there are another two paragraphs to the news item but only the paragraph headings can be given to them. Students have to recreate the "missing" paragraphs from the headings. Students change partners and compare their new paragraphs.

815. THE MISSING SENTENCE

The teacher tells students there is a missing last sentence to the article. There should be enough information in the sentence to encourage speculation about the direction of the story. Students must follow the tangent or speculate on how the story might continue with the "missing" final sentence.

816. PREJUDICES

Students predict the kind of prejudices or biases they might expect to hear from the writer of the article, or from writers from other countries. Make a list of different nationalities for students to guess the style and manner of reporting.

817. NEWS OR PROPAGANDA?

Students talk about whether the news article is accurate, truthful, biased or being used for propaganda. They have to find two possible reasons for each of these. Students change partners to compare and provide feedback on their ideas.

818. THAT SOCIETY

Students extrapolate what they read in the article to make comments on the society in question. The teacher provides criteria or values for further discussion. Students compare these with own society and culture.

819. HISTORY

In pairs / groups, students talk about the momentous events that have helped shape their country's history. What was the most important decision taken? What recent decisions have been taken? What would have happened to your country had those decisions not been made? Who are the most important decision makers (alive or dead) in their country's history?

820. CHANGE THE SECTION

Students must retell the story but change the slant

/ angle of the story– Stories must be put into a different news category - the sports section, business, motoring, the romance section etc. Students tell their adjusted stories to other students. Decide who created the best stories and why.

821. VISUALIZE THE SCENE

Students must try and vividly describe every aspect of the scene. Student B must close his/her eyes. Student B describes to Student A exactly what he / she can see, smell and hear. Student A asks about the shape, size, condition, colour, people, smell, etc. Students change partners and report on what they heard to their new partners.

822. REASONS

Students must think of three reasons they liked the article and three reasons they didn't like the article. They share and compare their reasons with other students. They must find out how many other students share their opinions.

823. FEELINGS PARTY

Students must use the following or other adjectives to express their feelings about the article's content:

- Surprised
- Worried
- Angry
- Excited
- Hopeful
- Exasperated
- Despondent
- Furious
- Scared
- Disappointed

824. I PARTLY AGREE

Students must find three things from the text with which they the partly agree three bits with which they don't agree. They discuss these with their partners.

825. REASONS FOR OPTIMISM / PESSIMISM

Students write down three reasons for being pessimistic and optimistic about the news in the article. Students change partners and share and compare their sentences. Discuss which ones might outweigh the others.

826. BE CAREFUL

Students have to try to imagine as many dangers of something or someone related to the article as they can. Change partners and share and compare ideas. Students rank the dangers in order of which is most dangerous.

827. DECISIONS DECISIONS

For any given task, students have to collect all of the ideas from other students. In pairs / groups, students then sift through the five options they like best. Change partners and discuss which options they chose. The new partners must agree on the best five.

828. DEAR SANTA WISH LIST

Students must create a wish list from the character in the article. The requesters are from various countries, religions, etc. They then discuss the likelihood of the wishes being granted and the consequences of their being granted.

829. WHAT DO YOU MEAN, MEAN, MEAN?

Students ask each other questions and have to ask "What do you mean" three times in each answer.

830. COINED FUTURE

Students have a coin. They must decide what happens next in a text depending on whether the spin of the coin is heads or tails. Spin and then talk about the event as though it had come true. Repeat and talk again as though the event had happened. Change partners and compare the different routes their stories took.

831. PREFERENCES

Students have to write down five questions from the text relating to preferences: "Which would you prefer A or B?" Pool all of the questions before asking and answering them.

832. RAINBOW TEXT

Students must associate each color of the rainbow to one thing in the text. Students change partners and share and compare their ideas.

833. IT'S NOT AS EASY AS THAT

Students have to think about all the factors regarding why something in the text may not be as easy as it seems. They change partners and share and compare their factors. Discuss whether what they came up with is really so difficult.

834. FIVE SENSES

Students ask questions about the article using all of the five senses.

835. WEATHER FORECAST

Students retell the text using weather analogies for each sentence or pair of sentences. Students change partners and share and compare their ideas.

836. RODS / COLORED CARD

Students use colored rods or cards to depict all of the characters and events in the story. They then re-tell the story. Tell students to change the order of the rods / cards and retell the story.

837. MORE OF THE SAME

Students must write down three things they want to see more of and three things they want to see less of regarding the news in the article. Students share and compare their ideas with their partner(s).

838. SAME CULTURE STORY

Students retell the news story as though it were about their own nation or culture. They must replace the characters and any other things to make the story fit. Explain to partners the changes they've made and why. Students change partners and share and compare their ideas.

839. FIVE REASONS WHY

Students write down five reasons why they would and would not like to be in the article. Students change partners and share and compare their ideas.

840. OFFICE GOSSIP

Students pretend to be workers. Write down the gossip based on the article. Mill around and tell each other the latest gossip. They then pass on the gossip they've heard to other students.

841. OUR "COURSE ARTICLE"

Students decide how to exploit what to teach from an article – it's the only thing they can have for a 10-week course.

- *See the copiable classroom handout on page 256.*

842. MY HOBBY

Whatever the article is about, students have to find and adopt hobbies from it. They tell other students about these hobbies. Partners must ask questions. Partners could also give their ideas on how the hobby might branch out into different areas.

843. THE FUNNY SIDE

Students find three things they thought were funny or amusing in the article. Discuss with their partners why they found these things to be funny.

844. SYMBOLS

Students have to relate symbols to the story. The symbols could be any internationally recognized ones, such as road signs, chemistry or physics symbols, commercial symbols, etc. Many collections of symbols are freely available on the Internet or in clip art collections. Alternatively, use those in "Grammar Practice Activities" by Penny Ur (Cambridge University Press).

845. ALL HELL WILL BREAK LOOSE

Students speculate on how the situation in the news item could totally explode and get out of hand. They create their stories based on a worst-case scenario. Change partners and share stories. Vote on the worst-case scenarios.

846. STICK PICTURES

Students draw their own interpretations of five sentences from the text. Partners must guess and evaluate how accurate the drawings are in representing the story.

847. WEEKEND PLANS

Students discuss how to incorporate the different parts of the article into their weekend plans.

848. I'M GLAD I KNOW NOW

Students circle and talk about five things from the article they are glad they found out about. Talk in pairs about these things and why they chose them.

849. CHAIN OF EVENTS

Students have to create a chain of ten links in a chain of events starting with the one in the article. Students change partners and share and compare their ideas and chains.

850. PERFECT

Students talk about the perfect end to the news item. Change partners and compare ideas.

851. REASONS TO BE CHEERFUL

Students must write down five reasons for being cheerful, based on how events in the news item will positively affect their lives. Students change partners and share and compare their ideas. Who will be most positively affected by events in the article?

852. ENCYCLOPEDIA

Students imagine they are encyclopedia writers. They must take all of the proper nouns from the text and ask other students for information on each noun. When they have finished, students sit in pairs / groups and put the information they gathered into a comprehensible encyclopedic form.

853. GOOD CAUSES

Students must think of three good causes from the article to start different charities. In pairs / groups, students talk about their good causes and the reasons why they would be good subjects for charities. Change partners and share and compare ideas.

854. THAT'S IMPOSSIBLE

Students write down five reasons why they think it is impossible for the facts in the article to be true. Students change partners and share and compare their ideas. Who came up with the best reasons?

855. MOOD REACTIONS

Students talk about how they would react to the article…

- on different days
- in moods
- at different times of the day
- with different people
- at different social events

856. ~OLOGISTS / ~ONOMISTS

Each pair or group of students is an ~onomist or ~ologist. They want to know different things about the information in the article. Students share and compare their ideas.

857. NEW MEDIUM

Students discuss whether the news item would be best as a novel, play, musical, etc. Students change partners and share and compare their ideas.

858. GRAFFITI

Teacher puts up graffiti on the board or on posters around the room related to the article. Students have to talk about it. This may be a good opportunity for students to be exposed to "graffiti English.

859. IN THE MORNING

Students put themselves in the same situation as that described in the article. They talk to each other about what they did the very morning of the news – What did they do for breakfast? What did they think/worry about? Where did they go? etc. Alternatively, students could talk about what they did for lunch or in the evening, etc.

860. AVERAGE PERSON

Students must describe the average person in their country who is similar to a character in the news article. Students must try to profile them in full. Describe their schedules. Students compare the average person they profiled with other average people from different nationalities. What are the similarities and differences?

861. PART II

Students continue the story from the news article. They share and compare their versions and vote on the best one.

862. SCENARIOS

Students have to create three different scenarios based on what they think will happen in the future, based on the article. Present their scenarios to other students to choose which they think is the likeliest to happen.

863. COMPANY INTEREST

List three companies that would be particularly interested in the story. Discuss why the companies would be interested in the story. Students change partners and share and compare their ideas.

864. LATERAL THINKING

If the article is about a product or idea, students must think of all the other uses to which that product / idea could be put. Students change partners and share and compare their ideas. Students could vote on the zaniest ideas.

865. START FROM SCRATCH

For articles that are about inventions, products, stores, etc., students have to imagine and discuss how the invention, product, store, etc. started and was built up into what it is today.

866. DO WE REALLY NEED IT?

Students write down five reasons why the world doesn't. Students change partners and share and compare their ideas.

867. TRENDS

Students write down any possible trends they see in the article and discuss them. Students change partners and share and compare what they talked about with their previous partners.

868. TEACHER TRENDS

Teacher brings in a list of trends, real or invented, for students to talk about. In pairs / groups, students make their assessments of the trends – are they lasting or just temporary? How will they affect society or the situation described in the article? An example is seen here in the lesson "Japanese student bombs classroom" (http://www.breakingnewsenglish.com/0506/050611-classbomb.html).

> **TEENAGERS:** In pairs / groups, talk about teenagers in your country. Are they dangerous? Are they good kids? Are teenagers the same all over the world? Is being a teenager easy or difficult? Which of these things would you like to change about teenagers?
>
> • Hairstyles
> • Sleeping patterns
> • Usefulness
> • Manners
> • Habits
> • Musical tastes
> • Friends
> • Homework and housework
> • Fashion sense
> • Other
>
> © www.BreakingNewsEnglish.com 2013.

869. NATIONALITY TRENDS

Students write down the trends related to the article and discuss how they might be viewed in different countries. Change partners and share and compare ideas.

870. PERCEIVED TRENDS

Students discuss and outline the trends of a character, idea, situation, etc. from the article. They then make presentations of the trends to other students. Does everyone agree?

871. WELCOME TRENDS

Students invent the trends they'd like to see take place from now on related to the article. They must complete the following sentence starter – "Five trends I would like to see happen with _ are _ ."

872. TRENDS

Teacher gives students some facts or figures that students have to extract trends from and talk about. Students could interview each other to see if the trends are shared by other students in the class.

873. EXTRA VERSATILITY –

Students list a number of other possible uses for an invention. Teacher provides the places or settings in which the device might be used –

- In the countryside
- In the bath
- On the train
- At the movies
- On a date
- etc.

874. CONSUMER PROFILE

Students imagine the profile of the target consumer. They have to discuss and provide details regarding how they might entice the consumer into buying the product using slogans, advertisements, campaigns, discounts, etc. Students present their ideas to other groups and vote on the best ones.

875. FEELINGS TIMELINE

Brainstorm the feelings students have had towards a disastrous / tragic / wondrous event since it happened. Write the feelings on the board, together with a timeline of related incidents. In pairs, students talk about how far they share these feelings.

876. PARALLELS

Students must draw parallels between the events in the article and their own lives. No matter how tenuous, they must draw three parallels from each paragraph. In pairs / groups, expand on and talk about these parallels.

877. PAST TIME

Students speculate about what happened during the minutes, hours, days, weeks, etc. before an event happened.

- *See the copiable classroom handout on page 249.*

878. FUTURE TIME

Students speculate about what happened in the minutes, hours, days, weeks, etc. after an event happened.

- *See the copiable classroom handout on page 250.*

879. FEELINGS COMPARISON

Students compare their feelings regarding the current event with similar events that preceded it.

- History of terror bombings
- Sporting achievements
- Ups and downs of a country
- Abortion
- Same sex marriage
- Whaling

- Cloning
- etc.

880. FROM NOW

Students talk about their interest in the story from now:

- No interest.
- The story was interesting, but…
- I'll keep an eye on events from now on.
- I'll buy books, go to the library and research the main characters.

8. HOMEWORK

Many of these homework ideas could also be used as fluency activities.

881. VOCABULARY EXTENSION

Choose several of the words from the text. Use a dictionary or search engine to build up more associations, collocations or word partners of each word. Bring your findings to your next class and share them with other students. Explain the process through which you found out more about each word.

882. RESEARCH

Give students a mini assignment to search the Internet or library and find information on. It may be more interesting and relevant to focus on the actual breaking news while it is still fresh in the students' minds. Students share their findings in their next lesson.

883. TIME CAPSULE ARTICLE

Students write an article on the article, that will be put in a time capsule. Students should write about the times surrounding the events in the article and anything else they feel people of the future might want to know.

884. BIASES

Ask students to look at the websites of different news agencies so they get an idea of the differences in opinions from differing sites. Several sites that might be of interest include

- Pravda - Russia (http://english.pravda.ru/)
- Xinhuanet – China (http://www.xinhuanet.com/english/world.htm)
- AlJazeera The Arab world (http://www.aljazeera.com/)
- Haraat - Israel (http://www.haaretzdaily.com/)
- Palestine-Net – (http://www.palestine-net.com/news/)
- Hindustan Times – India (http://www.hindustantimes.com/)
- People's Daily Online – China (http://english.peopledaily.com.cn/)
- The Sun – UK (http://www.thesun.co.uk/)
- The Independent – UK (http://news.independent.co.uk/world/)
- KimSoft.com - N. Korea (http://www.kimsoft.com/dprk.htm)
- Washington Post – USA (http://www.washingtonpost.com/)
- National Enquirer – USA (http://www.nationalenquirer.com/)

885. OPPOSITE SIDES

Students look at two websites that represent different sides of a conflict or debate. They summarize the arguments and make a presentation in the next class.

886. REPORTER FROM MARS

Students pretend to be reporters from Mars. They try to make sense of the news article and write a report for their fellow Martians back on their home planet.

887. A DAY IN MY LIFE

Students must imagine they are the central character from the news item or a character closely related to it. They have to write a diary / journal entry for one day in their life as this character. They show their diary / journal entries to their classmates in their next class.

888. A DAY IN HIS/HER LIFE

Students must imagine they are a character a world apart from the central figure(s) in the news item and write an account of what they think that person's life would be like. (E.g. a homeless person or a poor person in a story on globalization.)

889. LETTERS

Ask students to write a letter to someone in the news item. Give them guidance in what they should write about – advice, thanks, criticism, etc. It is up to the students to decide whether they actually want to mail the letter. Students read and compare what they wrote with their classmates in their next class (and tell whether or not they sent their letter).

890. COMPLAINT TO REPORTER

Tell students to write a letter to the reporter expressing their disagreement with aspects of the latest news article.

891. LETTER TO REPORTER

Students write a letter to the reporter explaining what they liked or disliked about the article. Students should focus on the vocabulary, language and reporting style. They should also include some advice for the reporter about how to make things a little easier for English students.

892. MAIN CHARACTER COMPLAINT

Students imagine they are the main character from the news item. They wholly disagree with their portrayal in the piece and have to write a letter addressing the issues they feel are unfair.

893. LETTER TO A BEST FRIEND

Students have to write a letter to an imaginary (or real) best friend about the news article they read. In the letter the students write about their real and honest feelings. Read the letters to classmates in the next lesson.

894. FROM MUM

Write a letter from the mother, father, spouse, etc. of a main character from the article attesting to the good character of the person and how the article has unfairly portrayed him or her. Conversely, the mother, father, spouse might object to the fair portrayal of the central character. Students read and compare their letters in their next class.

895. STUDENT LETTER

Students write a letter to another (imaginary) student in the country in which the news from the article takes place. They must express their opinions about the news and ask the imaginary student questions.

896. ARTICLE LETTERS

Students imagine they are a central figure in the news item, writing a letter to another character from the article. Students read and compare their letters in their next class.

897. FORUMS

Ask students to check the forums related to the news item and report back on their findings in their next class. The BBC often invites site visitors to comment on its stories. These provide insights into what people think about current issues from around the world which can be used as further lesson material.

898. SCHOOL BLOG

If your school has the technology, students establish their own current affairs blog, inviting other students from around the world to visit and post comments. This might also be done on a smaller scale just for students within the school.

899. E-MAIL THE REPORTER

Many Internet news sites have the e-mail address of the reporter who wrote the article. It might be interesting for students to e-mail the reporter and see what kind of reply, if any, comes back. Make sure students bring a copy of their letter (and any replies) to show the rest of the class.

900. LETTER TO CONFIDANTE

Students write a letter to the closest friend of the central character in the article. They ask questions about the true personality of that person.

901. YOUR PLAN OF ACTION

For stories that are primarily concerned with actual or potential disasters, students create their own plan of action on how to deal with that disaster.

902. CRITICISMS

Students write a critical account regarding what they perceive as being wrong with policies outlined in the news items. This could also be part of a letter to the policy makers. They must suggest remedial measures supported by their own reasons.

903. EYEWITNESS ACCOUNTS

Students imagine they were bystanders at the event detailed in the article. They must recall the sights, sounds, smells, temperature, weather, people, etc. in writing their own eyewitness account.

904. NON-HUMAN ACCOUNTS

Articles are often about animals, creatures or inanimate objects. It might be interesting for students to write from the perspective of these. They might like to write about what they think of humans. (E.g. What would test animals write about being tested upon? What would camels say about robot jockeys replacing human jockeys in camel races?)

905. DIFFERENT EYEWITNESS ACCOUNTS

Give different assignments to different students and see how different each eyewitness account is. (E.g. US soldiers and Iraqi civilians / poverty-stricken citizens and a visiting royals). Compare these in the next lesson.

906. SPEECH

Students imagine they are the leader of the organization or nation in the news article. They must deliver a speech to their membership or people in the next lesson based on the theme of the article.

907. SUPERLATIVE

Students write an exaggerated story that is full of superlatives about an experience that is similar to the one in the news article.

908. COMPARISON

For news stories that are about products or places which students might encounter on a regular basis. Ask students to write a report comparing the product / store / place that is the subject of the news item compared with a similar product / store / place with which they are familiar.

909. DAMAGE LIMITATION

For news stories that are about products that have gone wrong or have resulted in injury and death. Students have to imagine it is their job to repair the damage. They must write a course of action that includes an apology to the public, the announcement of remedial measures taken, an assertion that the product in question has a trouble-free future, etc.

910. HALF TEXT

Students must rewrite the text using only half the words. They can use their own language, provided there is a summary of the main article ideas.

911. ADVIVE SHEET

Students create an advice sheet with ten dos or don'ts related to the theme of the text.

912. NEW PRODUCT

For news stories that are about new products, technological developments, scientific discoveries, etc. Students create an information poster, sales advertisement, television news story, etc. about the subject of the article.

913. THE COMPETITOR

For news stories that are about new products, technological developments, scientific discoveries, etc. Students write a scathing report as though from a competing company or scientist. Highlight the problems with the new product and why they think the claims made in the newspapers are wrong.

914. THE END

Students write the ending to the news article used in class. It could be about the days following an aftermath or public reaction to a scandal, etc. This could be compared with what happened in real life if the story is still breaking at the time of the next class.

915. SHADOW STORY

Students write a story (real or imagined) using a topical and thematic structure similar to the one they read about in the news article. They read their stories in the next class.

916. SHADOW PERSPECTIVE

Students write a mirror image of the article they studied in class from the perspective of a different country's newspaper, political leader, participant in events, etc. Students must tell the story "from the other (or another) side".

917. PROS AND CONS

Students make a list of the pros and cons of a theme taken from the news article. They must "pad out" each item on the list into more and solid arguments. This could be used as the basis for debate in the next class.

918. BACKGROUND HISTORY

Students have to find out more about the history of the story. Different students could report on

- Different time periods
- Events
- Landmarks
- Battles
- Rivalries
- Characters
- etc.

In the next class they report on their findings and help one another establish a firmer understanding of the story's background.

919. INTERNATIONAL OPINIONS COMPARISON

Students have to find the opinions on the news story from different websites from around the world (see those on page 169). If students have no Internet access, they can speculate on how different countries might view events. Examples might include

- North Korea, South Korea, China, Japan, USA, Russia on the North Korean nuclear issue
- EU countries on the difficulties of integration
- Developed and developing countries on aid for Africa
- The different sides of the whaling argument or global warming, etc.

920. MY DREAM

Students must describe their dream whatever. The "whatever" is something related to the article that is often the subject of dreams (homes, jobs, partners, babies, an end to poverty, etc.). Students compare their dreams in their next class.

921. A MONTH

Students imagine they spent one month getting to know a character in the text. Write about what you did in that month and what you learnt about the character from the article.

922. MY NIGHTMARE

Students describe their worst-case scenario based on whatever the theme of the article is. They must identify:

- The different things they are afraid of.
- How often they worry about them.
- The chances they perceive this fear of coming true.
- What they would do if it came true.
- etc.

923. PUBLIC POLICY

For news articles about policy issues (smoking in public, abortion, traffic congestion, etc.), students imagine they are the decision makers in their town / city / country who are responsible for establishing the policy related to the particular issue. Students must establish:

- Policy aims and objectives
- Guidelines
- FAQs
- Troubleshooting hints
- Penalties for not following the rules are included.
- etc.

924. BIOGRAPHIES

Students create biographies of the characters in a news item. A class project might entail different students dealing with different parts of the character's life or personality. E.g.:

- Youth
- Early career
- Influences
- Early successes
- Entry into the career
- High and low points
- Controversies
- etc.

925. FLY ON THE WALL

Students must imagine they are the proverbial fly on the wall. They know what really happened in a meeting, discussion, argument, etc. They have to recount their story. Compare the different accounts in the next class.

926. JOB ADVERTISEMENT

Write a job advertisement for the position of the main character in a news item. List all the requirements expected from potential candidates and what will be expected from them. These might include:

- Qualifications
- Career history
- Personal attributes
- Salary
- Benefits to the job
- Working hours
- Dangers
- Chances of promotion
- etc.

927. AND THE WINNER IS…

For news articles connected with awards. Students must write about why the winner did not deserve to win. Students have to write ten reasons why they believe their choice deserved to be winner.

928. FACTUAL QUIZ

Students must prepare their own (10-question) quiz on the topic / person / country that was the subject of the article. Give the quiz to their classmates in the next lesson.

929. LANGUAGE QUIZ

Students prepare a quiz based on the language from the article. Give the quiz to their classmates in the next lesson.

930. OPINIONS

Students prepare a number of different opinions based on the article that other students have to discuss in the next lesson.

931. CATCH YOURSELF DOING DAY

For news items that are about habits, routines, daily schedules and the more mundane things we do in our lives. Students must observe different aspects of their lives and keep a check on whatever it is they must catch themselves doing. They then report their findings to their partner / group / class in their next lesson.

932. CATCH OTHERS

Students have to find out about the habits of their family, friends, neighbors, associates, etc. and look at their patterns of behavior. They then report their findings to their partner / group / class in their next lesson.

933. MARKET RESEARCH

Students have to do a piece of market research based on the article. They have to ask their family, friends, neighbors, associates… their opinions on things associated with the article.

934. QUESTIONNAIRE

Students have to create a questionnaire based on the issues in the article, which they use in an activity in the next class.

935. SENTENCE STARTERS

Give students a list of sentence starters to complete using language from the article. Alternatively, students could choose sentence starters of their own from the article.

936. ONE WORD

Students choose one word each from the article. They must create a poster detailing everything they can find out about their word. The teacher could create a template, which students use to fill in the information about the word. Students make mini-presentations on their words in their next lesson.

937. CHANGING WORLD

Students write about five differences they can see between the world described in the article and the real world around them in their homes, towns and countries. Students make mini-presentations on these differences in their next lesson to see if anyone agrees with them.

938. CULTURAL COMPARISONS

Students write about the differences in culture between what is described in the article and their own culture. The cultural differences may be due to nationality, wealth, religion, class, education, etc. Next to the differences, they must add an observation on whether the differences are positive or negative.

939. POWERFUL ME

Students pretend they are a higher power and have full authority to punish or reward the characters in the article, or even change the events. What would they change? What would they do to the characters?

940. POSSIBLE OUTCOMES

Students speculate on outcomes or consequences arising from the news in the article. They must write down five to ten possibilities of what might happen. They must follow up each outcome with a connected scenario and a series of related outcomes or knock-on effects.

941. COURSES OF ACTION

Students have to write a number of courses of action based on a problem outlined in the article. They must evaluate each course of action and rank them all according to the most likely to be effective.

942. ALTERNATIVES

Students think of alternatives to the suggestions or action they read about in the article. They write down why they believe their alternatives are better.

943. THEN AND NOW

Students write about the differences between the situation described in the article and how different things were when they were 10, 15, 20 … years old.

944. THE BRIGHT SIDE

Students paint a positive picture of the bad news described in the article. They must identify every negative in the article and balance it with a positive. Students share and compare their ideas with classmates in the next lesson.

945. WHAT WE CAN DO

Students write down a list of physical things they might be able to do to help alleviate a problem outlined in an article. They outline the likelihood of these things being put into action and the possible reasons they might not be realized. Students give each other feedback on their ideas in the next class.

946. FUTURE TRENDS

Students look ahead to the future and speculate on how certain trends or discoveries might pan out in 5, 10, 25, 50, 100 years' time. They must write down five ideas of what the future

of the product or the world containing it might look like. Share and compare ideas in the next class.

947. RUBBING SHOULDERS

Pretend the famous person in the article is your best friend. Write a story about how you met, the things you've done together, how often you contact each other, what you do when you meet, where you meet, etc. Students relate their stories to their classmates in their next lesson.

948. SCREENPLAY

Write a scene from a movie. The characters are those in the article plus whoever else students think might add some spice. Vary the situations and places in which the protagonists meet to make the retelling more interesting in the next class.

949. IF THEY CAME BACK…

Write down the different forms a person from the article might come back as if they had an afterlife. Students must write the guises and why the person would come back in that form. Vary the possibilities:

- Bird
- Item of furniture
- Flower
- City
- Insect
- Other

950. IF THEY WERE FROM MY COUNTRY

Students write about how a situation might have been different if someone from their country had been in charge of a world event or situation. Write down five things that would have been different, with reasons for the differences. Discuss with classmates in their next class.

951. WEB SITE REPORT

Students visit a news web site and write a brief report on it for the benefit of the class.

Name of site
URL:
Type of news:
Brief description of the site
Easy to read:
Distractions:
Loading time
Extra analysis:
Links to related sites:
For ESL learners
Usefulness:
Pictures and diagrams:
Listening and tape scripts
Marks out of ten:

952. NEWS STORY REPORT

Students find a similar story on the Internet to the one they studied in class. They provide a report of the story on the Web and how useful or interactive the website was.

953. DESIGN A WEB PAGE

Students use the article studied in class and design their own language learning web page around it. Students show each other their ideas for learning current events on the Web in their next class.

954. WEB NEWS DIARY

Students keep a diary of the web sites and news they look at over the course of a week.

955. 30-SECOND SPEECHES

Students write a 30-second speech, which they give in their next class. The teacher could give topics. Encourage students to help each other with their speeches before the next lesson. To practice speech-making, increase the speeches by 15 or 30 seconds each week.

956. MY SITUATION

Students relate the issue from the article to their own daily lives. They write down the advantages and disadvantages of their situation compared with that described in the article. Examples might be:

- How terror affects their lives.
- The difference a new diet pill would make to their lives.
- Research into the health benefits of chocolate.
- A doubling of fuel prices.
- Other.

Students note any changes they'd like to make.

957. I'M LUCKY

For news items that highlight the misfortune of others. Students write down how lucky they are in their own lives. They make a note of ten things they should appreciate more, which perhaps they take for granted now. For each item they appreciate, students must write an explanation why that thing is important to them and what life would be like without it.

958. I SEE YOUR POINT

For articles that portray cultures that are different from the students' own. Students have to identify the particular cultural issues that are different from their own. They have to write down the things they understand or agree with and the things they do not agree with. They must try and understand the things they do not agree with or find some kind of justification and acceptance for them. Tell these to the rest of the class in the next lesson.

959. INTERVIEW

Tell students they have to interview the main character from the article tomorrow. They have to write down a number of questions for the interview. Conduct the interviews in role plays in the next lesson.

960. FACT SHEETS

Students create a fact sheet about the subject of the article. They must turn the article from a simple news story into an educational document. Present the fact sheets to the rest of the class in the next lesson.

961. PLAN NEXT WEEK'S LESSON

Students take the news article they studied in class and create their own lesson plan for their perfect lesson.

962. SYMPATHIES

Students write a brief essay expressing who they sympathize with in a particular story. They have to explain why they sympathize with that person. Use the following exponents:

- I sympathize most with _____ because
- My sympathies lie with _____
- I can totally relate to _____
- My heart goes out to _____
- I totally understand _____
- I can see where coming from
- I think you have to feel sorry for _____

963. ALIEN EXPLANATION

Students must write a brief introduction to the article for the benefit of an alien that has just landed on earth. The alien knows nothing about what's going on, the history or the characters involved. Students compare their explanations in their next class.

964. VICTIM TALKING

Students assume the role of the victim in the article – the civilian shot on a street, the unborn child, the laboratory mouse. They have to write about their feelings and their side of the story. They must also write a number of questions to the people who have made them victims.

965. WHAT IF…?

Students write about how events, history, situations, etc. might be different if the particular item of news had not happened. Students must write down a number of scenarios, which they discuss in their next lesson.

966. EXAGGERATION

Students rewrite the text (in abbreviated form) but have to greatly exaggerate it. They will need to intensify adjectives, use more striking nouns and embellish the facts (perhaps to mind boggling proportions). Compare who has the most unbelievable story in the next class.

967. ON TRIAL

Students imagine the subject of the article is on trial for some crime and think of the cases for the prosecution and the defence.

968. CHANGED WAYS

For articles that are shocking or disturbing enough to lead students to think about life. Students have to write about:

- What they read that might make them change their ways in the future.
- The aspects of their life that are affected by what is described in the article.
- The reasons for the article scaring them or making them reflect.
- The lessons to be learned from the article.

969. SENTENCE COMMENTARY

Students start with the beginning sentence of the article and write down how that sentence makes them feel. Repeat with each sentence until a whole commentary has been written on the article. Compare their sentence-by-sentence feelings in the next class.

970. PARALLEL TEXT

Students rewrite the article in the form of a letter. The teacher could give students differing degrees of formality from which to choose to write their letters.

971. LANGUAGE COMMENTARY

Students write an analysis of their encounters with the vocabulary used in the article. They explain

- What they did when they came to an unknown word.
- Whether or not they liked the word.
- Whether or not they found it easy to remember.
- Whether or not they thought it was useful.
- Advice for other students on remembering the word.

This can be a useful insight for the teacher into students' thoughts regarding language.

972. WORDS I LIKED

Students write down five words or expressions they liked from the article and the reasons they liked them. They can do the same with five words they didn't like. They explain these to their classmates in the next lesson.

973. LEARNABILITY

Students make a short presentation on the usefulness of the article and the class activities they did on it. They present this in class for the benefit of other students. This can be an effective way of sharing study tactics or alternative ways of approaching learning.

974. AERTICLE ACTIVITY

Students must create one activity based on the article for the rest of the class to do in the next lesson.

975. ADVICE POSTERS

Students create posters on how to avoid the perils, pitfalls and dangers of the negative situation(s) outlined in the news article or how to achieve or succeed in the positive one(s). Next to each point of advice, students must write an honest analysis of how far they would take and act upon this advice. Students provide feedback in their next lesson.

976. I REALLY DON'T UNDERSTAND WHY…

Students have to write down a number of things they really don't understand about the world, related to events in the news article. The rest of the class offers suggested answers to these in the next class. Encourage students to use the following exponents:

- I really don't understand why _ _.
- I have problems understanding _ _.
- I really don't see why _ .
- Why _ do _ _ is beyond me.
- Other

977. THE REAL REASONS

Students have to get into the minds of the characters from the news article and speculate on the real reasons for their actions. Write down five things the character has done, either those mentioned in the article or those students know about from their knowledge of that person. Write down the "public image" reasons the person did this and the real reasons. Discuss with classmates in the next lesson.

978. THE MOVIE

Students have to write the synopsis for a movie based on the news story. They must write down

- Which actors should play which roles and why
- The setting
- The period
- Costumes
- Who should sing the theme song and why.
- Whether it is animated, black and white, CG …
- What happens at the end

979. THE COMPUTER GAME

Students have to write the synopsis for a computer game based on the news story.

980. LETTER TO TEACHER

Students write a letter to the teacher about their lesson and what they liked and didn't like. Who they liked working with, whether the lesson difficult. Did they like the activities? etc. This can be an effective way of determining how to change classroom dynamics or course orientation.

981. DIARY ABOUT THE ARTICLE

Students write a "diary" entry analyzing their thoughts on studying the news article.

- Was it interesting?
- Did they learn anything?
- Would they like to do another one next week?
- How did it make them feel?
- Are they glad they studied it?
- Do they have any questions?
- Other

982. CURRENT EVENTS COMPARISON

Students write a report comparing current events lessons, with their emphasis on discussion, listening, reading and vocabulary, with traditional grammar based or other lessons. They have to write about the pros and cons of each and perhaps use examples from classes to illustrate what they want to say.

983. CURRENT EVENTS / AFFAIRS SURVEY

Students have to make a questionnaire based on current events lessons. They have to conduct surveys based on their questionnaires in a future lesson. This can be an effective way for the teacher to gauge students' level of interest in news lessons.

984. OPTIONS RESOLUTION

Students write down a series of options aimed at resolving the situation or problem in the article. Students compare their options in the next lesson and decide which might be workable.

985. NEWS INTERESTS

Students have to write about what interests them about current affairs. The teacher gives students common headings for news – World, Politics, Sports, Entertainment, National, Technology, Europe, etc. Students have to write their level of interest in each.

986. AWARDS

Students make their choices for

- Sports star of the week / month / year
- Tennis player of the week / month / year
- F1 driver of the week / month / year
- Golf player of the week / month / year
- Sumo wrestler of the week / month / year
- Hockey player of the week / month / year
- Olympic athlete of the week / month / year
- Swimmer of the week / month / year
- Man / Woman of the week / month / year
- Business person of the week / month / year
- Movie of the week / month / year
- Invention of the week / month / year
- Game of the week / month / year
- News story of the week / month / year
- Teacher of the week / month / year

987. BIRD FLU (OR OTHER PANDEMIC) ROLE PLAY

This role play is to discuss whether or not more international action should be taken immediately to stop the spread of bird flu. Team up with classmates who have the same role as you. Develop your roles and discuss ideas and "strategies" before the role play begins.

Introduce yourself to the other role players.

Role A – Head of WHO

You are positive avian bird flu is the greatest threat to mankind for centuries. You are amazed so few countries seem concerned. You have data that suggest the virus is very close to spreading to humans. Worldwide action must be taken now.

THINK OF ACTIONS THAT MUST BE TAKEN TO FIGHT BIRD FLU.

Role B – Chicken farmer

Your job is at risk from bird flu. You understand the danger but do not want to kill any of your chickens until people start dying. You don't think more humans will die. You think the WHO is over-reacting. You believe keeping chickens indoors will prevent the spread of the virus.

THINK OF MORE REASONS WHY BIRD FLU WILL NOT BE A PROBLEM.

Role C – Citizen

You are shocked that your government is not acting to protect your country from bird flu. You know 61 people died in Asia from the virus. You think the virus will mutate and spread to humans soon. You believe international governments are not well prepared enough.

THINK OF MEASURES YOUR GOVERNMENT SHOULD BE TAKING.

Role D – Government official

Naturally, you know about bird flu. You have all of the scientific reports available. You are 100% sure the virus will not affect humans. It killed people in Asia because people lived so close to chickens. You are shocked at the WHO's irresponsibility in scaring people. You have enough vaccine.

THINK OF MORE REASONS WHY BIRD FLU IS NOT A BIG RISK.

Change roles and repeat the role play. Comment in groups about the differences between the two role plays.

In pairs / groups, discuss whether you really believe in what you said while you were in your roles.

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988. ANIMAL TRADE ROLE PLAY

This role play is to discuss whether or not exotic animals should be commercially farmed to cut out the black markets in animals and products and thus protect animals in the wild. Team up with classmates who have been assigned the same role as you. Develop your roles and discuss ideas and "strategies" before the role play begins.

Introduce yourself to the other role players.

Role A – EXOTIC ANIMAL FARMER

You can breed thousands of Siberian tigers. You know you can reduce the price of tigers for pets, fur and for use in Chinese medicine. You believe animals must be used in Chinese medicine. You are a conservationist. You want the animals in the wild to survive. You have plans for cloning exotic animals for commercial purposes.

THINK OF MORE REASONS WHY EXOTIC ANIMAL FARMING IS GOOD.

Role B – CONSUMER

You think exotic animal farming is the best solution to animal conservation. You feel sorry for the millions of animals who die while being illegally smuggled across borders. You like exotic animal products but have never bought any because of conservation concerns. Animal farming means you can now buy a tiger skin coat.

THINK OF MORE REASONS WHY EXOTIC ANIMAL FARMING IS GOOD.

Role C – CONSERVATIONIST

You think exotic animal farming is a terrible idea. It sends people the wrong message that commercialism is more important than conservation. Animals have rights. You think legalizing animal farming will increase poaching. You think cloning will destroy all wildlife.

THINK OF MORE REASONS WHY EXOTIC ANIMAL FARMING IS TERRIBLE.

Role D – EXOTIC ANIMAL

You have had enough of worrying about whether or not you or your family will be caught by poachers. You cannot sleep at night. Dozens of your relatives and friends have been taken to be pets or medicine. You have heard many bad things about animal farms. Animals should be left alone in the wild.

THINK OF MORE REASONS WHY ANY USE OF ANIMALS IS NOT FAIR.

Change roles and repeat the role play. Comment in groups about the differences between the two role plays.

In pairs / groups, discuss whether you really believe in what you said while you were in your roles.

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989. SODA LABELING ROLE PLAY

This role play is to discuss whether or not to label sodas or regulate their sale. Team up with classmates who have been assigned the same role as you. Develop your roles and discuss ideas and "strategies" before the role play begins.

Introduce yourself to the other role players before the role play begins.

Role A – Teenage kids

You love soda. There's no way you want to give it up. You don't care about calories – you play sport. It's your body and your choice. You hate healthy drinks. Soda is delicious. It's part of your culture. It gives you energy. Health warnings and labeling are ridiculous ideas.

Think of other reasons with your "team" why soda is the best.

Role B – Worried parent

You are worried about your child's health. He has dental problems. He's overweight. He never eats or drinks anything that's healthy. You think soda companies and their advertising are evil. Soda doesn't have a single benefit for anyone, except soda company bosses. Labeling is necessary.

Think of other reasons with your "team" why soda is evil.

Role C – Drinks manufacturer

Kids are intelligent enough to make considered choices. If kids drink "too much" soda, that's their parents' fault. You make soft drinks. You are not in the health industry. Your drinks provide energy. If soda is labeled, chocolate and other products should be labeled too.

Think of other reasons with your "team" why soda is totally harmless.

Role D – Health department boss

It's obvious soda is harmful. It's clear soda leads to obesity. It's a crime that soda companies spend so time targeting kids. Soda manufacturers lie about their products. The government must make soda companies label their product AND tax soda – to pay for hospital costs of obesity.

Think of other reasons with your "team" why soda should carry health warnings.

Change roles and repeat the role play. Comment in groups about the differences between the two role plays.

In pairs / groups, discuss whether you really believe in what you said while you were in your roles.

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990. GAMING DEATH ROLE PLAY

This role play is to discuss whether or not video games should be regulated by the government, following the recent death of a gamer. Team up with classmates who have been assigned the same role as you. Develop your roles and discuss ideas and "strategies" before the role play begins.

Introduce yourself to the other role players.

Role A – Distressed Parent

You think the government must ban all video games. You are worried about your 15-year-old child, who plays games for 24 hours non-stop. He skips school, he doesn't eat and he rarely communicates. He seems brainwashed and is becoming violent.

THINK OF MORE REASONS WHY VIDEO GAMES ARE BAD

Role B – Game Designer

You are a highly qualified computer graphics artist. You think video games are harmless and entertaining. They provide kids with excellent hand-eye coordination skills. Games allow children to explore their imaginations in an active way.

THINK OF MORE REASONS WHY VIDEO GAMES ARE BENEFICIAL

Role C – University Professor

You have conducted a lot of research into gaming and behavior. You believe games create anti-social and violent children. Your research shows children forget their responsibilities and become easily addicted to games. You recommend regulation.

THINK OF MORE REASONS WHY VIDEO GAMES ARE DANGEROUS

Role D – CEO of Game Company

You have played games for years. You are a normal and successful person. You believe parents are responsible for monitoring their children. Bad parents let children play games too long. You totally reject all arguments that games are dangerous. You think TV is more dangerous.

THINK OF MORE REASONS WHY VIDEO GAMES ARE GOOD FOR KIDS

Change roles and repeat the role play. Comment in groups about the differences between the two role plays.

In pairs / groups, discuss whether you really believe in what you said while you were in your roles.

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991. SAME SEX MARRIAGE ROLE PLAY

This role play is to discuss whether or not same sex marriages should become law. Team up with classmates who have been assigned the same role as you. Develop your roles and discuss ideas and "strategies" before the role play begins.

Introduce yourself to the other role players before the role play begins.

Role A

You have been with your same sex partner for ten years. You want to stay with your partner for the rest of your life. You have bought a house together. You want children. When you die, you want all of your money to go to your partner. You believe the Bible and other holy books are way out of date.

Role B

You are a top church official. You believe marriage is a union between a man and a woman only. You believe there can be no such thing as a marriage between a man and a man or a woman and a woman. You think same sex marriages will corrupt children. The holy books say homosexuality is a sin.

Role C

You are the owner of a wedding planning company. You really hope same sex marriages become law in your country, as it will be great for your business. You don't believe in any God and don't think it's important what it says in holy books. You think marriage between any people is a wonderfully happy thing – something to be celebrated.

Role D

You are very upset. Your lover of ten years has just run off with another partner of the same sex. You didn't know your partner was homosexual. You have suddenly developed a disliking for homosexual people. You cannot accept same sex marriages because it might mean your ex-partner might get married to his / her new love.

Change roles and repeat the role play. Comment in groups about the differences between the two role plays.

In pairs / groups, discuss whether you really believe in what you said while you were in your roles.

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992. WORLD EDUCATION ROLE PLAY

Use the following role play cards in a discussion about aid for education in developing countries. Develop your roles and discuss ideas and "strategies" before the role play begins.

Role A

You are Barack Obama, President of the USA. You have an expensive war on terror to fight around the world – especially in Iraq and Afghanistan. You urgently need cash for war planes, not poor kids' education in faraway lands. You refuse all requests for aid. You refuse to accept all arguments against America. If someone attacks you or your country, say the opposite is true.

Role B

You are Kofi Annan, General Secretary of the United Nations. For many, many years you have been very polite with the US President. It is now time to stop being quiet. Attack the President for his broken promises and the money he spends on the war on terror. Convince him that the best weapon in his war is educating the world's poorest children.

Role C

You are Priti, a 12-year-old girl born into poverty. In your community you have no toilets and have to drink dirty water. There is no clinic. You have to work all the time, even though you are a child, and there is never enough to eat. These things are very hard for you. However, not getting a chance to go to school is the worst. It makes you feel like your future has already been thrown away. You have the once-in-a-lifetime chance to plead with the President of the USA.

Role D

Your job in this role play is very simple. Agree with everything the person on your left says and disagree with everything the person on your right says.

Change roles and repeat the role play. Comment in groups about the differences between the two role plays.

In pairs / groups, discuss whether you really believe in what you said while you were in your roles.

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993. SWEAT SHOP PLAY

Use the following role play cards in a discussion about Nike sportswear company – The role play theme is a BBC TV documentary, titled, "Is Nike a wonderful company to work for?". Develop your roles and discuss ideas and "strategies" before the role play begins.

Role A

You are a 32-year-old father of five children in Indonesia. Your employer makes you work 70 hours a week without overtime pay. You cannot drink anything nor go to the toilet while working. If you complain you will be fired. Your pay is below the legal minimum wage and is not enough to buy food for your family. Support student C. Attack student B. Ask why student D is wearing Nike shoes and a Nike shirt and cap.

Role B

You are a top executive at Nike. You are proud to employ 650,000 people around the world. You think your workers should thank you for their jobs. You have visited many factories – all the workers are very happy. You hate human rights activists (Student C). You receive $1,000,000 a year in bonuses. Paying the legal minimum wage in Indonesia would mean no bonus for you.

Role C

You are a human rights investigator with a huge amount of information on the terrible working conditions of Nike. You have evidence of extensive use of child labor, rampant sexual harassment (80% of Nike's workers are women, management is men), employees forced to work 15 hours a day, and factories that are health and fire hazards. You think the Nike executive (Student B) is the greediest person in the world.

Role D

You are a BBC TV producer. You are making a one-hour documentary on Nike and its working practices. You want the programme to be hard-hitting and the full truth to be told. You hate multinational companies. However, you really like Nike products and are wearing some today. Oh, and by the way, you grew up in Indonesia and have many relatives working for Nike.

Change roles and repeat the role play. Comment in groups about the differences between the two role plays.

In pairs / groups, discuss whether you really believe in what you said while you were in your roles.

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994. WHALING PLAY

This role play is to discuss whaling. Team up with classmates who have been assigned the same role as you. Develop your roles and discuss ideas and "strategies" before the role play begins.

Role A – Japanese whaler

You live in a very remote coastal village. Your community has whaled for centuries. Without whaling the whole community would die an economic death. You hate Greenpeace. They don't understand the oceans.

Role B – Greenpeace activist

You are a Greenpeace activist. You believe it is ethically and morally wrong to kill whales. They are endangered and very intelligent. There is no scientific reason to kill whales. You think whaling is barbaric.

Role C – Whale meat CEO

You are president of a whale meat processing company. You believe whales are a sustainable source of food. You believe that when deforestation makes it uneconomical to raise cows on land, whales will become an important source of food.

Role D – Whale

You are a whale with a family.

Change roles and repeat the role play. Comment in groups about the differences between the two role plays.

In pairs / groups, discuss whether you really believe in what you said while you were in your roles.

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995. IRAN ROLE PLAY

This role play is to discuss whether or not Iran should resume its nuclear program. Team up with classmates who have been assigned the same role as you. Develop your roles and discuss ideas and "strategies" before the role play begins.

Role A – US nuclear expert

You have confidential information and photographs that Iran is developing nuclear weapons. You have also heard Iran wants to sell nuclear technology to Iraq and Syria. You believe Iran possessing nuclear weapons would bring WWIII closer. You do not trust Iranians.

Role B – Iranian nuclear plant supervisor

You have worked at the highest levels at the Isfahan nuclear power plant. There are no plans for nuclear weapons. Iran needs energy. Iran has the right to create nuclear energy under international law. Iran has allowed UN surveillance cameras to monitor the nuclear plant. You think Americans are the biggest hypocrites on earth. They have, and have used, nuclear weapons.

Role C – Iranian citizen

Your country has a long and proud history. Your country is peaceful. It does not declare war on other countries. Iran needs energy to achieve high standards of living and become a fully developed country. You cannot trust Americans. They invaded Iraq because of WMD and nuclear capabilities that did not exist.

Role D – International peace activist

You are very upset. The world does not need another nuclear power. You want Iran to cooperate with Europe and America on building its nuclear power stations for civilian uses. You are worried Iran will attack Israel or give nuclear technology to terrorist groups.

Change roles and repeat the role play. Comment in groups about the differences between the two role plays.

In pairs / groups, discuss whether you really believe in what you said while you were in your roles.

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996. SEXUAL EQUALITY ROLE PLAY

Role play the following people in a discussion on sexual equality. Team up with classmates who have been assigned the same role to develop your roles and discuss ideas and "strategies" before the role play begins.

Role A (Woman)

You believe men are the stronger sex. You think they should always be in positions of leadership and power. You think your country will be stronger if men work outside the home and women look after the men and children. You think men are better at voting and women don't need to vote. You think feminists are not real women.

Role B (Woman)

You are head of a feminist organization in your country. You are a strong, strong woman. You have always beaten men in everything you have done – at school and at work. You are CEO of a multi- national corporation. You play rugby. You believe it is essential all women vote to create equality. Women have died for universal suffrage.

Role C (Man)

You believe that because men are physically stronger, it is their role in life to be leaders. You think it is the job of women to have babies and look after their men and children. You think feminists are destroying society – Mothers at work means children are left at home alone.

Role D (Man)

You are a twenty-first century man. You believe with all your heart that women and men are equal. However, you do think it is a man's and not a woman's job to vote. You want to be a house husband – stay at home while your partner works. You love housework. You hate sexists – they are self-centered and lazy.

Change roles and repeat the role play. Comment in groups about the differences between the two role plays.

After the role play, talk about whether you believed what you were saying in your roles.

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997. AID WORKER ROLE PLAY

This role play is to discuss whether or not aid workers are safe enough to be working in the world's danger zones. Team up with classmates who have the same role as you and develop your ideas and "strategies".

Role A

You are the perfect aid worker. Your greatest desire in life is to help others. You don't care if you die helping others. You know governments will never help those who need it most. You fully accept the risks of abduction and do not expect your government or any other agency to intervene to negotiate your release. You have no skills and a big heart.

Role B

You are the boss of an aid agency. You need as many volunteers as you can get to help your work. Training isn't important. You think that if the workers know the risks, there is no need to waste valuable aid money on bulletproof vests and bodyguards. You hate government officials who sit in their air-conditioned offices all day and tell you to be responsible.

Role C

You are a diplomat who has to do the negotiating and paperwork after an aid worker has been kidnapped. You are appalled by the lack of concern aid agencies have for their workers. You strongly believe all workers on the ground should have bulletproof vests and a bodyguard. You think only UN peacekeepers or local people should do aid work.

Role D

You are the Afghan leader of a local aid team in Afghanistan. You are fed up with the hordes of foreigners that come to your country to "help". All they do is get in the way. They cannot speak your language and do not know your people. They are paid too much. The aid money should be spent on medicine, salaries for local aid workers and food for the needy.

Change roles and repeat the role play. Comment in groups about the differences between the two role plays.

Talk about whether you agreed with what you said in your roles.

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998. McDONALD's ROLE PLAY

This role play is to discuss whether or not McDonald's ads devoid of any burgers or fries are misleading to children. Team up with classmates who have the same role as you and develop your ideas and "strategies".

Role A

You are Ronald McDonald. Ever since you started snowboarding, playing soccer and eating strawberries you have become incredibly fit and healthy. You believe kids can eat as much McDonald's as they want as long as they exercise. Getting on the move is key to children's health.

Role B

You are an advertising ethics officer working for your government. You believe McDonald's is guilty of false advertising. You know everyone knows that McDonald's is unhealthy. You want McDonald's to end its strawberry and fitness campaign and advertise more honestly about the dangers of cholesterol.

Role C

You are a concerned parent who wants his/her kids to be healthy. You have had enough of McDonald's gimmicks – the cheap Disney toys that shamelessly lure children into the restaurants, the token attempts at health food (salads) and now snowboarding, sporty Ronald. You want McDonald's to stop its propaganda for kids. You hate Ronald McDonald. Obesity isn't a happy condition.

Role D

You are a kid. McDonald's is your favorite. You think Ronald is cool – he's always so happy – such a good role model for kids. The burgers are much better than your mum's / mom's cooking. The McDonald's Happy Meals are the best. You think Ronald's new message of fitness is great. You will definitely become more active – just like Ronald. What a guy!

Change roles and repeat the role play. Comment in groups about the differences between the two role plays.

Talk about whether you agreed with what you said in your roles.

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999. "WMD IN SPACE" ROLE PLAY

This role play is to discuss whether or not the deployment of weapons of mass destruction in space should go ahead. Team up with classmates who have been assigned the same role to develop your roles and discuss ideas and "strategies" before the role play begins.

Role A

You are the owner of the world's largest weapons manufacturer. You desperately need both America and Russia to buy your products. You need your company to be first in space weapons technology. It is the future of warfare. You are very suspicious of the Russian military adviser.

Role B

You are a top Russian military advisor. The very last thing Russia wants is an arms race in space. Russia has no money. Russia fears America may rule the universe and attack nations it dislikes. Russia hates war – millions of

Russians died in WWII. You want to stop America.

Role C

You are a top American military adviser. The need for America to rule the heavens is obvious. America must continue to be the world's peacekeeper. The only way to do this in future is from space. All future wars would be over quickly using space weapons.

Role D

You are an anti-war campaigner. You detest greedy weapons companies. You think Russia and America should destroy their WMD immediately. You believe America and Russia are aggressors. Persuade everyone the money is better spent on reducing poverty, which will in turn make the world safer.

Role E

You are an alien from outer space. You strongly object to Earth people messing up your environment with their satellites, space stations and rockets. You cannot accept the idea of more junk. WMD are a no-no. Tell the Earthlings to stay out of space.

Change roles and repeat the role play.

After the role play(s), talk about whether you believe the arguments you gave while in your role? Comment in groups about the differences between the two role plays.

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1000. ENERGY ROLE PLAY

The world must decide on just one resource for the future. There are four choices for the resource. A $10 billion contract goes to the winner of the role play.

Team up with classmates who have been assigned the same role to develop your roles and discuss ideas and "strategies" before the role play begins.

Role A – Oil

You believe oil will never, ever, ever run out. There are many more oil reserves to find. New technology will make oil last longer. It will be too expensive for the world to switch to other energy sources. You believe solar, wave and nuclear power are not viable sources of energy. Think of reasons why.

Role B – Solar energy

The sun will never disappear. Technology can tap the Sun's tremendous energy and convert it into clean, environmentally friendly and cheap power. Isolated communities can use it. It is the obvious energy of the future. You believe oil, and wave and nuclear power are not viable sources of energy. Think of reasons why.

Role C – Wave power

The oceans' waves are an endless source of energy. Wave power can be channeled 24 hours a day. There is no damage to the environment. Most of the world's countries can become self-sufficient using wave power. You believe oil, and solar and nuclear power are not viable sources of energy. Think of reasons why.

Role D – Nuclear power

Your technology is the most cost-efficient of all sources of energy. It is safer than ever. It produces amazing amounts of energy. It causes little environmental damage. It is very cheap. You believe oil, and solar and wave power are not viable sources of energy. Think of reasons why.

Change roles and repeat the role play. Comment in groups about the differences between the two role plays. Discuss which of the energy sources you believe is the most viable for the future. Decide which team wins the $10 billion.

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NEWS DETAILS

How do you get your news? Where do you read, watch or listen to what's happening in the world?

Ask your partner the following question:

Do you ever read, watch or listen to the news [LOCATION]?

Every time your partner answers "yes", ask at least five more questions. Ask about the tiny details.

LOCATION	**LISTEN**	**WATCH**	**READ**
In bed			
Eating breakfast			
Going to work /			
school			
At work / school			
In a bookstore			
In an Internet cafe			
During your lunch break			
In the toilet			
In the bath			

Change partners and share and compare what you heard from your first partner. How many of your news gathering habits are similar?

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NEWS FUNCTIONS 1

Why do you read, watch or listen to the news?

Write a value of 1 (strongly disagree) to 10 (strongly agree)in the middle column for each of the reasons in the left column.

REASON	**VALUE**	**EXPLANATION**
To feel intelligent		
To stay informed		
Because I'm a world citizen		
News is fascinating		
I love discussing current events		
To kill time		
To find out new things		
The news is living history		
It keeps my brain active		
It's just a habit		

In pairs / groups, share and compare your values. Ask each other to explain in full, with examples, exactly why you chose your scores.

Change partners and report what you heard from your first partners. Are there any similarities between different students' answers?

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NEWS FUNCTIONS 2

Why do you read, watch, listen to the news? Brainstorm reasons and write them in the column on the left.

Write a value of 1 (strongly disagree) to 10 (strongly agree) in the middle column for each of the reasons in the left column.

REASON	**VALUE**	**EXPLANATION**

In pairs / groups, share and compare your values. Ask each other to explain in full, with examples, exactly why you chose your scores.

Change partners and report what you heard from your first partners. Are there any similarities between different students' answers?

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WHAT KIND OF NEWS?

What kind of news stories do you choose to read, watch or listen to first and why? Write a value of 1 (never read, watch, listen to) to 10 (always read, watch, listen to) in the middle column for each of the categories in the left column.

CATEGORY	VALUE	EXPLANATION
World news		
Domestic news		
Gardening		
Motoring		
Politics		
Sports		
Science		
Entertainment		
Gossip		
Business		

In pairs / groups, share and compare your values. Ask each other to explain in full, with examples, exactly why you chose your scores.

Change partners and report what you heard from your first partners. Are there any similarities between different students' answers?

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NEWS STRATEGIES

Put one of these words in the right hand column in the table below:

always usually sometimes occasionally never

Talk to your partner(s) about your answers.

1.	Do you look at, read or listen to the news every day?	
2.	Do you use a vocabulary notebook?	
3.	Do you watch, read, listen to the news in your own language first?	
4.	Do you use own background knowledge of the subject?	
5.	Do you look at, read or listen to the same news item many times?	
6.	Do you try and get the gist of the news and then build up greater understanding?	
7.	Do you watch, read or listen to the news in English first and then do the same in your own language?	
8.	Do you read the news and translate everything with a dictionary?	
9.	Do you try to understand but then give up after two minutes?	

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WHERE IN THE WORLD?

Which areas of the world are you interested in (or not)?

Write a value of 1 (not interested) to 10 (very interested) in the "value" column for each of the categories in the left column.

CATEGORY	VALUE	EXPLANATION
My hometown		
My country		
USA		
South America		
Europe		
Russia		
China		
Japan		
Africa		
Middle East		
Oceania		

In pairs / groups, share and compare your values. Ask each other to explain in full, with examples, exactly why you chose your scores.

Change partners and report what you heard from your first partners. Are there any similarities between different students' answers?

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NEWSPAPER QUALITY

What things are important to you in a newspaper?

Write a value of 1 (not at all important) to 10 (very, very important) in the middle column for each of the "categories" in the left column.

CATEGORY	**VALUE**	**EXPLANATION**
Price		
Size (tabloid or broadsheet)		
Number of pages		
Color photos		
Cartoons		
Free gifts		
Supplements		
Lengthy editorials		
Guest columnists		
Quality analysis		
Fun items		

In pairs / groups, share and compare your values. Ask each other to explain in full, with examples, exactly why you chose your scores.

Change partners and report what you heard from your first partners. Are there any similarities between different students' answers?

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MEDIA

Which is the best way to get news?

Compare the different media in the top row with the points in the left column to decide which is the best medium for receiving news.

POINTS	**TV**	**Radio**	**Newspaper**	**Internet**	**Magazines**	**Podcasts**
Speed of reporting						
Quality of reporting						
Convenience						
Background information						
The news in…						
English						
Accessibility						
Impact						
Chance to						
get the news again						

Change partners and report what you heard from your first partners. Are there any similarities between different students' answers?

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JOURNALISM JOBS

Which of the following jobs in journalism would you like to do / hate to do?

Talk about the different jobs in the left column in terms of the points in the top row.

	Glamour	Adventure	Money	Danger	Satisfaction	Importance
Reporter						
Photographer						
Editor						
Newscaster						
Columnist						
Newspaper delivery person						
Web designer						
Radio commentator						
Other						

Change partners and report what you heard from your first partners. Are there any similarities between different students' answers?

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NEWS IN ENGLISH

Do you look at, read or listen to the news in English?

Ask your partner about his / her experiences with news media in English.

	TV	**Radio**	**Papers**	**Web**
First time				
Last time				
How often				
Problems				
Solutions to problems				
Biggest success				
What stories?				
Study hints?				
How different to your language's media?				
Other				

Change partners and report what you heard from your first partners. Are there any similarities between different students' answers?

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ENGLISH MEDIA / MY MEDIA

What are the big differences between English news reporting and that in your country? Discuss this with your partner(s).

	TV	**Radio**	**Papers**	**Web**
Quality				
Number				
Bias				
Propaganda				
Primary focus				
Commercials				
Humor				
Truth				
Entertainment				
Other				

Change partners and report what you heard from your first partners. Are there any similarities between different students' answers?

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AGREED OPINIONS

Write the names of the opinion makers (cats, buildings, house dust, real people…) in the top row. Write down keywords for which the opinion formers must make an opinion on in the left column. Agree on what the opinions would be.

Change partners and report what you heard from your first partners. Are there any similarities between different students' answers?

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NATIONALITY OPINIONS

Write different nationalities in the top row. Write down keywords for which the different nationalities must make an opinion on in the left column. Agree on what the opinions would be.

Change partners and report what you heard from your first partners. Are there any similarities between different students' answers?

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CELEBRITY OPINIONS

Write the names of celebrities in the top row. Write down keywords for which the celebrities must make an opinion on in the left column. Agree on what the opinions would be.

Change partners and report what you heard from your first partners. Are there any similarities between different students' answers?

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LIFE OPINIONS

Write down keywords for which the different ages of opinion formers must make an opinion on in the left column. Agree on what the opinions would be.

Change partners and report what you heard from your first partners. Are there any similarities between different students' answers?

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HELP PLAN

Write the things you need to do to implement your plan in the first column. Put possible problems and suggestions in the second and third columns.

TO DO	POSSIBLE PROBLEMS	SOLUTIONS

- Change partners and report on your plans. Give each other with feedback.
- Return to your original partner(s), report on the feedback and revise your plans.

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SURVIVAL PLAN

Create a survival plan. In pairs / groups, decide what you must do in the weeks and days before you have to survive, or the things you need to do from now to survive.

TO DO	ONE MONTH	ONE WEEK	ONE DAY	ONE HOUR

- Change partners and report on your plans. Give each other with feedback.
- Return to your original partner(s), report on the feedback and revise your plans.

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PSCHYOANALYSIS

In pairs / groups, agree on and write down the answers to the items in the first column. In the second column discuss and write down the meanings of these answers. In the third column, provide real life examples of what you write down in the second column.

	What these things say about the person	Examples in real life
Favorite color _____		
Recurrent dream _____		
Thing most afraid of _____		
Favorite bird _____		
Favorite animal _____		
Secret hobby _____		
Unusual habit _____		

Change partners and report on your psychoanalysis. Decide on who has the better interpretations of the person's character and actions.

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THEIR DAY

In pairs / groups, agree on the kind of schedule the person in the article might have.

TIME	ACTIVITY
00:00	
01:00	
02:00	
03:00	
04:00	
05:00	
06:00	
07:00	
08:00	
09:00	
10:00	
11:00	
12:00	
13:00	
14:00	
15:00	
16:00	
17:00	
18:00	
19:00	
20:00	
21:00	
22:00	
23:00	

Change partners and compare schedules. Decide on which schedule is probably nearer the truth.

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JOB INTERVIEW

Interview three different people about who is more suitable for the job of _____. Write two extra questions in the spaces below.

	Person A	**Person B**	**Person B**
Why would you be good at this job?			
Why do you want this job?			
What experiences in your life would help you in this job?			
Why do you think you will succeed?			
What are your strengths?			
What will you do to improve this organization?			
Give me an example of how you			
overcome stress.			
What is your greatest achievement?			
Other			

Change partners and decide on which of the people you interviewed you think should get the job.

Talk to the interviewees about their answers in the interviews.

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HANGING OUT

You are a good friend of the person in the article. Write down what you would do and where you would go together.

Vacations	
Shopping	
Evenings	
Weekends	
Sports	
Relaxing	
Special	
Other	
Vacations	
Shopping	
Evenings	

In pairs / groups, tell each other what you wrote. Tell each other whether your ideas are good or not.

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WHAT MY FOLKS KNOW

In pairs / groups, talk about how much you think your family and friends know about the theme of the article and how interested they are (or otherwise).

	Level of interest	**Level of knowledge**
Partner		
Parents		
Siblings		
Grandparents		
Best friend		
Workmate		
Other		

Change partners and report on what your previous partners said.

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EMERGENCY PLAN

In pairs / groups, create a _____ plan. Agree on what to do in the event of _____ .

	Most important thing	Second most important thing	Third most important thing
One week before			
Two days before			
The day before			
The day of the _____			
During the emergency			
The day after the _____			

After you have finished, change partners and tell each other about your ideas. Give each other advice on how to make your plans / ideas better.

Return to your original partner and incorporate the advice you received into making your plans better.

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MY TEAM

Your task is to assemble a team of people you know to perform the task set by your teacher. In pairs / groups, introduce your team members and explain why you think those people would do a good job.

PERSON	POSITION / DUTIES	STRENGTHS	EXPERIENCE	EXPECTED RESULTS
1.				
2.				
3.				
4.				
5.				

With your partner(s), decide which person ranked number 1 would do the best job. Do the same for the other ranks until you have the five best people.

Change partners and introduce your respective teams.

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TURNING POINTS

(a) Write down three major events in your life that greatly changed the course of your life.
(b) Make notes on why these turning points were positive or negative.
(c) Make notes on how you think your life might be different if these turning points hadn't happened.

TURNING POINT	POSITIVE / NEGATIVE	HOW DIFFERENT
1.		
2.		
3.		

In pairs / groups, talk to each other about your turning points.

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DOING IT ALL AGAIN

(a) Write down three major events / mistakes / regrets in your life that you wish you could do again.
(b) Make notes on why you want to do these things again – what was so bad about them.
(c) Make notes on what you would do differently second time round
(d) Make notes on how you think your life might be better now.

REGRET	WHY SO BAD	DO DIFFERENTLY	HOW BETTER NOW
1.			
2.			
3.			

In pairs / groups, talk to each other about your regrets. Try to convince your partner(s) that the regrets were probably fate and were necessary to bring them to this point in their lives.

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SOCIAL PROBLEMS: RACISM

Look at the examples of racism in the first column. Write a number in the "Your Country" column for how serious these problems are in your country (1 = very serious, 10 non-existent). In pairs / groups, discuss possible solutions to tackle these problems. What punishments could be imposed to deter such racism? How long do you think these problems might exist in your country?

PROBLEM	SCALE	SOLUTIONS	DETERRENTS	HOW LONG?
A TV company only allows people of one skin color to read the news.				
Police officers arrest an unusually large percentage of a certain race of people.				
A shop customer uses a derogatory and racist term to a sales assistant of a different race.				
Parents disown their child for dating someone of a different color.				
Sports fans chant racial abuse at players who belong to a different race.				
A bar / café refuses someone entry because of their nationality.				
A landlord prevents someone from renting an apartment because of their skin color.				
People wear badges or clothing with slogans that incite racial hatred.				
A rock group produces a CD with lyrics full of racial hatred.				
A politician makes a suggestion that people from other countries are inferior.				

Change partners and compare what you talked about. Who has the best solutions?

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THE FUTURE OF X

In pairs / groups, talk about the future of . How different will it / they be next year or in 5, 10, 25, 50 year's time?

	Next year	5 years' time	20 years' time	50 years' time
Better				
Looks				
Price				
Function				
Popularity				
Users				
Global reach				
Other				

Change partners and compare what you talked about with your original partners.

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AT THE SCENE

You are a news reporter at the scene. Create your news report. You will soon have to give it in front of TV cameras (to a different group). Your new partners will ask you questions about your story. The following table may help you piece together your news item:

FACTORS	WHAT I HAVE TO SAY
What is the story?	
Where are you?	
What is happening around you?	
What can you hear/ see /smell?	
What are the events that have happened in the past few hours / days?	
Who are the people central to your story?	
Who have you found to tell you about what's happening?	
What are other people there telling you?	
What's your take on the situation?	

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GOODBYE WAR

Your task is to end a war by the finish of this lesson. You have all the power in the world you need to achieve this. Whatever you decide will take place when you leave class. Decide on one conflict in the world. Discuss what needs to be done to end that conflict within the next 30 minutes. Some of the following may need to be changed:

CHANGES	**MY DECISIONS**
Leaders Borders Armies Weapons POWs Economic aid Promises Refugees Flags Capital cities Elections Rebuilding Money and stamps Statues of past leaders…	

After you have ended the war, tell another partner / group what you decided. Your partner(s) will give you feedback on your decisions.

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JOB TRAINING

Interview two different people about their suitability for the job of _____.
In pairs / groups, write the questions for the interview in the spaces provided:

QUESTIONS	INTERVIEWEE A	INTERVIEWEE B

Tell each of the people you interviewed how they did and whether they would be good at the job.

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PAST TIME

With your partner(s), speculate on what happened in the moments, days and weeks before the story in the news item happened.

TIME BEFORE	**EVENTS**
Five minutes	
One hour	
One day	
Three days	
One week	
Two weeks	
Three weeks	
One month	

Change partners and compare what you wrote. Discuss what would be different now if the events described above hadn't happened, or were greatly changed.

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FUTURE TIME

With your partner(s), speculate on will happen with events in the news story from now.

TIME	**EVENTS**
Today	
Tomorrow	
The day after tomorrow	
Three days from now	
A week's time	
Two weeks' time	
Three weeks' time	
A month's time	
Today	
Tomorrow	

Change partners and compare what you wrote. Discuss what would be different now if the events described above hadn't happened, or were greatly changed.

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STUDENT TEACHERS

With your partner(s), look at the article and create a new lesson plan from it. Write your reasons for deciding on the kind of language and activities:

	ACTIVITIES
Warm up	
Grammar	
Vocabulary	
Listening	
Discussion	
Role play	
Speaking activity	
Homework	

Change partners and compare your lesson plans. Give each other advice.

Return to your original partners and compare your feedback. Revise your plan to make it better.

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MY PROBLEM

The problem in the article is now your problem. Write some notes on the problem in preparation to ask other students for advice.

	NOTES
Background	
The main problem	
Other problems	
Things I've tried to solve the problem	
Things I'm worried about	
Answers I need	
People affected	

Change partners and compare your problems. Give each other advice.

Return to your original partners and compare your feedback. Re-discuss your problems and decide what to do about it in the future.

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LESSON EVALUATION

Talk to your partner(s) about the different stages of today's lesson. Explain which parts were enjoyable or boring, which parts you learned something and what was challenging.

STAGES / ACTIVITIES	ENJOYABLE	BORING	I LEARNED	A CHALLENGE

Change partners and compare your evaluations. Talk about what different things you would like to do in the next lesson.

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RANKING NEWS QUESTIONNAIRE

Rank the four choices in each of the questions and discuss them with your partner(s). You may like to add a fifth choice.

1. What is the most serious news story today?

a. The war on terror
b. Global warming
c. Nuclear proliferation
d. The price of oil
e. Other

2. Who is the most important person on Earth?

a. The USA's leader
b. CEO of Apple
c. The U.N. Secretary-General
d. China's leader
e. Other

3. What was the biggest story of the past five years?

a. In your hometown
b. In the world
c. In your country
d. In sport / entertainment
e. In technology

4. Who is the most interesting newsmaker?

a. In world politics
b. In sport
c. In movies
d. In technology
e. In your country

5. Which continent has the most interesting news?

a. Africa
b. Asia
c. Europe
d. South America
e. Other

6. Which of these stories will happen first?

a. The nation of Palestine is created
b. North Korea ends its nuclear program
c. Africa leads in economic growth
d. Ozone hole closes
e. Other

7. Which country will be most important in 2050?

a. The U.S.A.
b. China
c. India
d. Brazil
e. Other

8. Which of these possible future headlines is most worrying?

a. Giant panda becomes extinct
b. Sea levels rise another 30cm
c. 100th nuclear weapons nation arrives
d. World population to double within 20 years
e. Other

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OPINION CONTINUUM

Place a cross in the boxes according to how you agree with the statements on the leader of your country.

She / He ….	Strongly agree	Somewhat agree	On the fence	Somewhat disagree	Strongly disagree
is very honest.					
has been a disaster.					
is a role model.					
deserves more time.					
really cares about the people					
is one of your best ever leaders					
has made your life better					
hasn't made a bad decision					
is an important global leader					
is good for the environment					

Give examples to support your opinions.

Write some of your own statements below and ask other students to comment on them.

She / He ….	Strongly agree	Somewhat agree	On the fence	Somewhat disagree	Strongly disagree
1.					
2.					
3.					
4.					
5.					

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OUR "COURSE ARTICLE"

Write ideas in the table below about how you could create a 10-week course from the article you looked at in class.

WEEK	TEACHING FOCUS / IDEAS
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Show your teaching plan to other students. Give each other feedback on how to improve your plans.

Return to your original partners to share the feedback you received. Revise your plan to make it better.

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ARTICLE CHARITY

In pairs / groups, discuss and complete the following table regarding the establishing of a new charity:

POINTS	**DECISIONS**
Charity name	
Slogan	
Logo	
Who to help	
How to help	
Services provided	
Goods provided	
Money-raising methods	

Change partners and compare your plans. Give each other feedback on how to make the plans better.

Return to tour original partner and compare feedback. Use the feedback to revise your plans.

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CUED RESPONSE CARDS

Ask another question.	**Agree with the last person. Follow on from their comments.**
Disagree with the last person. Explain why.	**Ask for another example.**
Ask someone to summarize the story.	**Change the subject.**
Tell someone who hasn't spoken to speak.	**Take a vote on what everyone thinks.**
Say something controversial.	**Ask another person.**

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ARTICLE FEELINGS

In pairs / groups, discuss how you felt about the article throughout the lesson. Talk about these stages:

a. Being told the topic by the teacher

b. Seeing the headline

c. Doing a pre-reading or pre-listening activity

d. Vocabulary work

e. Reading the article

f. Listening to the article being read

g. Discussing the article

h. Grammar work

i. Speaking activity

j. Being told the homework

k. Now

Change partners and compare what you discussed with your first partners.

Discuss how the teacher could have made the stages above better.

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ARTICLE ASSESSMENT
In pairs / groups, discuss and complete the following table regarding the news article and the lesson:

My level of interest in the article	
Its relevance to my life	
Degree of difficulty	
Educational value	
Difficulty	
Vocabulary	
Grammar	
Reading / Listening	
Speaking activities	
Needed more / less time on…	
Changes for next teaching	

Change partners and share and compare your ideas.

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	Other senses	Homo nymns	Homo phones	Idioms	Phrasal verbs	Parts of speech	Phonemic spelling	Picture
Word 1 _____								
Word 2 _____								
Word 3 _____								
Word 4 _____								
Word 5 _____								

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Accidents	**Drugs**
America	**Earthquakes**
AIDS	**Education**
Age	**English**
Airplanes	**Earth**
Animals	**Entertainment**
Art	**Environment**
Beauty	**Family**
Brazil	**Food**
Blue	**Friends**
Books	**Farming**
Beer	**Freedom**
Beef	**Gender**
Cars	**Gossip**

Celebrities	**Great Britain**
Charities	**Grapes**
Children	**Health**
CIA	**Heart**
China	**Hospitals**
Cities	**Horoscope**
Fashion	**Internet**
Computers	**Intelligence**
Crime	**Junk mail**
Diets	**Jam**
DVDs	**Kissing**
Death	**Lips**
Discrimination	**Lessons**

Love	**Privacy**
Last night	**Plastic**
Luck	**Property**
Laughter	**Peace**
Marriage	**Quality**
Money	**Race**
Movies	**Religion**
Music	**Restaurants**
Moon	**Road rage**
Murder	**Robots**
Nuts	**Shopping**
Nuclear weapons	**Souvenirs**
Online gaming	**Stress**
Police	**Sun**

Soldiers	**Twitter**
Stocks and shares	**Time**
South America	**Trains**
Sky	**Travel**
School	**University**
Soccer	**UFOs**
Tigers	**Voting**
Tests	**Volunteering**
Technology	**Videos**
Teeth	**Vegetables**
Television	**Weather**
Teenagers	**World**
Tennis	**Years**

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