

News drama: reporter for the day

21st Century Skills

Collaboration: positive, constructive interaction

Key Competences

🔗 Sense of initiative and entrepreneurship, 🗣️ Linguistic communication, 🌐 Social and civic competence

Useful language from the units

7B second conditional, 7D past perfect, 7E verb + infinitive or *-ing* form, 8A crimes and criminals, collocations: police work, 8B and 8D reported speech, 8E adjective suffixes, 8G expressing an opinion, 9B the passive (present simple and past simple), 9D the passive (present perfect and future), 9E verb + preposition, 9H summing up

STEP 1: UNDERSTAND THE TASK Work in pairs. Read the task. What are you going to do? Why? What makes a good TV news report? Put the factors in order of importance.

- Clearly sequencing the events in the story _____
- Interviewing people who were involved in the story _____
- Including all the facts _____
- A clever or fun headline _____
- Selecting the important facts _____
- Using exciting reporting language _____
- Reporting the feelings of the people who were involved _____

TASK

Your school has won a competition to present a two-minute news report on an online English TV news channel. You are going to find out about an incident which happened today and create a news report about it.

HEY!

STEP 2: ANALYSE Work in pairs. Look at the photos, conversation and newspaper headline. What was the incident? Answer the questions.

- Who was involved in the event?
- What information can you find about time and place?
- What questions did the journalist ask to get the answers? Complete the questions.
- How did Caleb react to Maddie when she told him the news in their text chat?



Maddie Scott – Young Hero

On Friday evening, ... man was





Friday evening.

I was going home from work on the train. It was really crowded, so I was standing.

My mobile was in my back pocket. I don't usually keep it there. I just put it there for a minute while I was looking for my keys in my rucksack.

She just shouted 'Hey', but it was enough to make me notice what was happening.

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STEP 3: PREPARE What key information do news reports usually contain? Read the headlines and explain what they tell you about each news story.

Then think about what else the TV viewers will want to know about the incident in Step 2. Working individually, make a list of extra information. Compare your list with your partner. Discuss which are the three most important things to include in your report.

a

Thirty-year-old architect wins international prize

b

Career criminal appears in court

c

London man on TV show

KEY PHRASES

I think / I don't think that ...
It seems to me that ...
I believe / don't believe that ...
In my opinion, ...
To be honest, ...
As I see it, ...
I'm not sure, really.
I agree to some extent.

d

Married couple found alive on Friday

e

Excited Ellie declares 'I can't wait to compete again!'

STEP 4: CREATE Work in pairs. Write a full report of the news story to read out on the TV news. Add the extra pieces of information from Step 3 to make your report interesting and different from the other news reports. Remember to:

- include all the information you found out in Step 2.
- structure your news report carefully so it's easy for the TV viewers to follow.
- imagine what the people in the news story said and thought. Then report it carefully.
- use sequencing phrases to make the news report clear.

STEP 5: PRESENT Remember that you are TV news reporters. Think about your voice and your body language. Present your report clearly. Listen to the other reports and work in small groups to answer the questions.

- 1 Which extra information did the other reporters include about the incident in Step 2?
- 2 Which news reports were the most unusual or interesting?
- 3 If you were in the same situation as Maddie Scott, what would you do? Why?

STEP 6: SELF-EVALUATION Copy the statements into your notebook and score yourself from 1–4.

- a I can include all the necessary information in a news report.
- b I can negotiate and discuss with another student to produce a good quality news report.
- c I can present an oral news report with clear speech, good pronunciation and appropriate body language.

4 very well**3** well**2** needs practice**1** not very well

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PROJECT SUMMARY

- **21st Century Skills:** Collaboration: positive, constructive interaction
- **Key competences:** ♡ Sense of initiative and entrepreneurship, ♡ Linguistic communication, ♡ Social and civic competence
- **Useful language from the units:** 7B second conditional, 7D past perfect, 7E verb + infinitive or *-ing* form, 8A crimes and criminals, collocations: police work, 8B and 8D reported speech, 8E adjective suffixes, 8G expressing an opinion, 9B the passive (present simple and past simple), 9D the passive (present perfect and future), 9E verb + preposition, 9H summing up

WARM-UP EXERCISE

Say to students: *Give me names of news channels that you know. Do you know any news channels which broadcast in English? (BBC, CNN, Sky) Do you know any news stories from this week / from today?*

STEP 1 UNDERSTAND THE TASK

- Ask students to read the task. Put students into pairs to discuss what they are going to do for this project and why. Check their understanding.
- Ask them to think about news reports they have seen recently. In their pairs, they should rank the different factors from 1–7, with 1 being the most important. When they have finished, encourage class discussion. (There is no correct answer as the aim is to start thinking about what they'll need to include.)
- You could ask them to think of a name for the online TV channel and the news broadcast which they will use in their reports in Step 4, e.g. 24/7 News, News at 10, First News.

ANSWERS

create a news report to be presented on an online English TV news channel because their school won a competition to do it

STEP 2 ANALYSE

- Students work out what happened in this incident by looking at a range of sources of information.
- Students work in pairs and examine all the information, including the photos and text chat. They should use the information to answer questions 1–4.
- Monitor carefully. Some students may need extra help with question 3 where they are asked to make question forms. (This practises what they have learned about reported and direct speech in Unit 8.)
- You could point out to the students that Caleb's phrases for reacting to a past event are recycled from lesson 1G.

ANSWERS

- 1 Maddie Scott (a young woman), a male commuter going home from work on the train, a thief.
- 2 It happened on the train on Friday evening.
- 3 Possible questions:
 - 1 When did it happen?
 - 2 Where did it happen? OR Where were you?
 - 3 What happened? OR Where was your mobile phone?
 - 4 What did the girl do?
- 4 Caleb was surprised and didn't believe her. He said, 'You're kidding!' He was also impressed and interested and said, 'That's amazing!'

STEP 3 PREPARE

- Students focus on what specific information news reports should contain.
- Draw students' attention to the headlines and subheadings. Explain that they contain the key useful information. Elicit from the class what we learn in the first headline (it's about winning a prize and we know the age and the occupation of the winner).
- Ask them to look at the other headlines and subheadings and think individually about what type of information they find out. Check the answers as a class.
- Students should then think about the incident in Step 2 and write a list of extra information that TV viewers might like to know about it. Monitor carefully and prompt if necessary.
- When students all have a list, put them into pairs to discuss which information is the most important. Encourage them to use the key phrases. They need to choose just three pieces of information from their lists.

ANSWERS

- a It gives the topic (winning a prize) and the age (30) and occupation (architect) of the winner
- b It gives the topic (a court appearance) and information about the person involved (he's committed more than one crime in his life).
- c It gives the gender of the person (male) and where he is from (London).
- d It tells us about the marital status of the people involved (married) and the time of the incident (Friday).
- e It gives the topic (a competition), the name of the person (Ellie), her emotion (excited) and intentions for the future (compete again).

STEP 4 CREATE

- Ask students to read the instructions carefully and check understanding. Elicit and write on the board a list of sequencing phrases if you think it is necessary.
- Give students plenty of time to write their reports in pairs. If necessary, remind them that this is a spoken report and encourage them to practise it aloud as they write it to ensure it is sufficiently interesting and dramatic. They will need to decide which of them is going to say each part of the report and, if possible, they should have time to practise before

Pre-Intermediate 21st Century Skills Project Teaching Notes

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presenting to the group in Step 5. Fast finishers can practise more than once. They could also create a logo for their news programme to use in Step 5.

- Make sure they check the accuracy of their grammar, particularly reported speech.

STEP 5 PRESENT

- Set up the classroom with a desk and two chairs at the front to be the TV news studio. If students have made a logo, they could attach it to the front of the desk.
- Students act out their news reports in their pairs. You could divide a large class into smaller groups to speed up this process.



For fun and to give students an extra opportunity to use technology, you could arrange for students to video their reports in a separate room. This would need to be done at the end of Step 4, using whatever devices are available (camcorder, mobile phone). In Step 5 you could then play the videos to the class on the board (or on the recording devices in their groups).




- Point out to the audience that their job is to identify what extra information each pair has included in their report.
- When they have all had the opportunity to be news readers, put them into small groups to answer question 1.
- Before they move on to question 3, you could elicit that this is a hypothetical question and that they will need to use the second conditional to answer it.
- Monitor carefully as they answer the question and note down sentences from their discussion for delayed correction afterwards, focusing particularly on second conditional structure.

STEP 6 SELF-EVALUATION

- Ask students to copy statements a–c. Then they decide individually how well they can do each thing. Point out that number 4 is very positive and number 1 is the least positive.
- You can also use the key competences evaluation rubric to evaluate how well students have done in the key competences associated with this project.
- You could then conduct a class discussion on what the students found easy and difficult about doing the project, and what they might do differently if they did the project again.

Key Competences Evaluation Rubric

Student's name: Class:

KEY COMPETENCE		4 EXCELLENT	3 GOOD	2 ADEQUATE	1 NEEDS IMPROVEMENT
	Sense of initiative and entrepreneurship In step 1, the student effectively uses negotiation skills to work with a partner to prioritise points. In steps 2 and 3, the student shows creative thinking by hypothesising about the photographs, conversation and the headlines. In step 4, the student demonstrates organisational skills in the creation of the news report.				
	Linguistic communication In steps 1 and 2, the student demonstrates an understanding of the task and the information given and articulates well their point of view. In step 3, the student discusses the headlines and the three most important aspects of the report, using the key phrases to express opinions and to reach agreement. In steps 4 and 5, the student demonstrates a good understanding of language by incorporating the key language and new vocabulary in writing the news report.				
	Social and civic competence At each step of the project, the student demonstrates team-working skills and an ability to share opinions and behave respectfully towards others. In step 5, the student presents the report in a confident way showing an understanding of the importance of body language and how it can aid communication.				