NEWS LESSONS - VOCABULARY

Warm Up
1: Brainstorm: This step focuses attention on the topic, as well as activates pre-existing knowledge and language.
   - Step One: The teacher writes a key phrase or idea based on the article’s topic on the board.
   - Step Two: Students get into pairs or small groups and discuss the phrase, speculating on the contents and focus of the article.

Vocabulary
1: Synonym Match: Students match synonyms to better understand key vocabulary.
   - Step One: The teacher writes synonyms to the key words of the article on the board. Alternatively, he may prepare a worksheet with the synonyms. Students go through the list and check comprehension.
   - Step Two: Students work in pairs. They brainstorm additional words that match the synonyms. This will encourage additional links to the key words in the following step. The teacher should allot about ten minutes to brainstorm and discuss.
   - Step Three: The teacher now writes the key words on the board. Students continue to work in pairs and match the key vocabulary with all the synonyms generated.
   - Step Four: The class confirms answers together.

The Article
1: Scan for Key Vocabulary: Students receive the article and see the key words used in context.
   - Step One: The teacher distributes the article to the class. Students quickly read through the article in two minutes (depending on the length of the piece) and circle the key words.
   - Step Two: In pairs, students the check the sentences containing the key words for context and comprehension. They then try to provide summaries/explanations for each sentence to one another, now with the added benefit of the vocabulary in context.

2: Read the Article: Students read through the piece for a more complete understanding.
   - Step One: The teacher allot five minutes for students to read through the article. They work to gain a better understanding of the piece, and not just focus on the key words as before. Students circle any additional words or phrases which hinder comprehension.
   - Step Two: In smaller classes, students write the unknown/difficult words and phrases on the board. The class discusses/defines the unknown information together, with the teacher offering clarification/explanations when needed. In larger classes, students form groups of four and work together to define, clarify, and explain the unknown and difficult material.

Application
1: Vocabulary Discussion: Students recall how key vocabulary was used.
   - Step One: Students write up a list of the key vocabulary from the lesson. They shouldn't look at the article but should instead remember the words.
   - Step Two: Students find a partner to quickly compare lists. Pairs then remember how the words were used in the lesson. Although an exact word-for-word recall of each sentence isn’t necessary, students should provide a general recap of the usage.
   - Step Three: Students discuss with the following questions: "Which word(s) did you know before the lesson? Which word(s) didn’t you know? / Which word(s) were the most difficult? Why? / Which word(s) are the most useful? / Can you make a sentence with...?"