

WORLD NEWS REPORT

LEVEL

High-Intermediate to Advanced

LANGUAGE FOCUS

Speaking, reading (primary focus); writing, listening (secondary focus)

GOALS

Students will practice using reported speech by giving news reports.

MATERIALS

- Teacher: whiteboard/chalkboard, markers or chalk, copies of the article "[Scott Kelly Reflects On His Year Off The Planet](#)".
- Students: pencils or pens, notebooks or writing paper.

PREPARATION

This week's Teacher's Corner practices reported speech through reporting on news stories. Reporting on events, such as news stories, allow students to practice a larger variety of verbs when using reported speech.

1. Read through all the materials carefully before starting the activity.
2. Read the article "[Scott Kelly Reflects On His Year Off The Planet](#)" before class to identify vocabulary that may be new or challenging to students. Identify the quotes made by astronaut Scott Kelly in the article; students will convert these quotes to reported speech.
3. Print a copy of the article for each student to read or, if possible, complete part one of the activity in a computer lab.

PROCEDURES

Part 1 – In-Class Practice

1. Pass out copies of the article "[Scott Kelly Reflects On His Year Off The Planet](#)", or provide students a link to the article if working in a computer lab.
2. Have the students read the article.
3. Once the students have finished reading, have the students underline or highlight the quotes made by astronaut Scott Kelly in the article. If students are reading the article online, have them write the quotes on a sheet of paper.
4. Next, have the students write a short summary of the article. Instruct them to use at least two quotes from astronaut Kelly. These quotes must be changed to reported speech.
 - a. For lower level classes, students can do the summary in pairs or small groups.
 - b. Advance classes can use this opportunity not only to practice reported speech but to cite sources as well.
 - i. For example, with Scott Kelly's quote, "I have taken a lot of pictures because I've been up here for a long time," can be changed to: *Kelly told reporters that he had taken a lot of pictures because he had been up there a long time.*

- ii. More advanced classes can also use reported speech to summarize what the author of the article wrote, such as: *Brumfiel states that when Kelly had returned to Earth he had spent 340 days aboard the International Space Station.*
5. Have students switch summaries with another student. The students read their partner's summary and analyze how closely it matches the information in the article. Instruct the students to make corrections to any errors they see in the reported speech contained in the summary.
 - a. Optional: The summaries can be collected and corrections made to the reported speech.

Part 2 – Homework

1. Now that students have practice with the in-class article, assign them homework to find a new article on which to report.
2. Encourage students to find an article on a topic they enjoy. A resource for articles designed for learners of English is [Voice of America](#).
3. Have the students summarize their article and, as in the class example, include at least two instances of reported speech.

Part 3 – In-Class Report

1. In the next class, have the students present their article summary to the class. Give each student two minutes to present their summary to the class.
2. Encourage students not to rely on their writing but to try giving the summary from memory.

Optional variations

1. Make this a regular activity in your class by requiring students to present a news report each week. Each class period, a set number of students can provide a report, such as two students at the start of each class.
2. If class time is limited, have the students record their summaries and submit them as audio journals. For ideas on student recordings, see the [September 2015 Teacher's Corner](#) on using Audacity recording software.

For more ways to incorporate global affairs and news into your classroom check out the [Teacher's Corner for March 2016](#).