

## 2A Develop your reading

### Introduction

The goal of this lesson is for students to understand a news article. To help them achieve this, they will focus on reading for specific information.

### Warm-up

Bring a newspaper into the classroom – it could be in English or another language. Use this to elicit and name the parts of a newspaper such as *cover*, *article*, *headline* and *crossword*.

- 1 Put Ss in pairs to discuss the questions. After a few minutes, conduct brief feedback. Use a show of hands to see which news genre is most popular.
- 2 Refer Ss to the headline and photos. Ask them to discuss in pairs. Make it clear that they are not expected to know the answers. In feedback, ask Ss for ideas. Accept any answers and write them on the board.
- 3 Ask Ss to look at the Focus box and call on individual students to read sections aloud to the class. Then put them in pairs to discuss the question. After a few minutes, elicit the answer.

**Answer:** *Wh-* questions

- 4 Ask Ss to read the news article to find the answers to the questions. Tell them they have a few minutes and they should not use phones or dictionaries. Go through the answers as a class.

### Suggested answers:

- 1 Jim and Sally Brown (a British couple)
- 2 at the start of their holiday
- 3 off the coast of Indonesia
- 4 They were lost at sea for five hours.
- 5 Their boat left without them.
- 6 They were rescued.

- 5 Ask Ss to read the article again and find the answers to the questions. Ask them to compare answers before going through them as a class. Ask Ss how this story compares with what they predicted from the headline and photos at the start.

### Suggested answers:

- 1 The sea was rough and they couldn't see well.
- 2 because it was taking other divers to different places
- 3 to avoid some nearby rocks
- 4 afraid
- 5 grateful

- 6 Ask Ss to look at the questions alone, then put them in groups to discuss. Conduct brief whole-class discussion to see what Ss think and to tell of any personal experiences.

### Optional extra activity

Put Ss in groups and tell them to give themselves key roles in the story – the dive leader, Jim and Sally Brown, the boat captain, the rescuers. Tell groups they are going to roleplay a meeting after the rescue and talk about what happened. Allow some preparation time and then let groups begin their meetings.

### Homework ideas

**Workbook:** Ex 1–3, p14