What’s in a headline?

1 Read the following headlines. Work with your partner to decide on three headlines to go on the front page of your newspaper. Note down a reason for each choice and why you think the combination works.

- Major UK airports threatened by freak high winds
- Fashion world rocked by super model revelations
- Fear of contamination make supermarkets withdraw tins of fish
- Political scandal hits election campaign again!
- Pop princess and pop prince tie the knot in wedding of the year!
- Finance world in chaos after collapse of major corporation

2 Re-group with another pair. Compare your choices for your front pages and give your opinions clearly as to why you have chosen these.

3 In pairs, decide on what will feature in the following sections of your newspaper. Write notes only.

1 Sports section: which sports will be covered? Who will be interviewed?
2 Financial section: what event or person will you feature here?
3 Review section: is there a film, play, book or TV programme at the moment which you’ll have an article about? Who will you interview?
What’s in a headline?

TEACHER’S NOTES:

Aim: to provide further practice of the vocabulary; in the news and the communication section: the front page from unit 2.

Time: 40 minutes

Materials: photocopies of the worksheets for each student

1 Students read through each headline carefully. Check that they are clear on the meaning of all the vocabulary. Students work in pairs to decide which three headlines will go on their fictitious newspaper front page. Students have clear reasons for their choice of each headline.

2 Students work with another pair, each pair explaining their choice of headline to the other pair. Encourage students to ask further questions about each others choices if they want to.

3 Students return to working in their original pairs and decide the content of their sports, financial and review section. The aim of this is communication rather than producing a finished product. Monitor to check that students are discussing what or who to include and that is enough. Monitor and give assistance where necessary. Get feedback from the students at the end.