



# Newspapers in the English Classroom

(Jutta Bost)



**TEACHERS' DAY 2009**

**WORKING WITH TEXTS-**

**AUTHENTICITY AND UTILITY**



# Newspapers in the English Classroom



- **Outline:**
- **1. Introduction**
- **2. Teaching suggestions (Sek I, II)**
- **3. More ideas**
- **4. Discussion...**



# Newspapers in the English Classroom



## Bibliography:

### 1. Resource Books for Teachers:

Grundy, Peter: *Newspapers*, OUP, 1993

2. *Viewfinder: Film, Soap and Photo, Reality or Illusion*,  
Langenscheidt, 2003

3. Der Fremdsprachliche Unterricht: Heft 71,  
Sept. 2004: *Presse*

4. dito, Heft 100/101, Aug. 2009: *Lesekompetenz*

5. dito, Heft 99, Sept.1999: *Authentisches im Unterricht*

6. dito, Heft 87, Mai 2007: *Visual Literacy: Bilder verstehen*



# Newspapers in the English Classroom



## 1. Introduction

### **Authenticity:**

- newspapers - online or as print medium?
- opening up the classroom: project work

Activity (M1)



# Newspapers in the English Classroom



## 2. Teaching suggestions

- **Utility** in the classroom: newspapers

To be exploited... or

**Not to be exploited... ??**



## Newspapers in the English Classroom



- ***Not to be exploited...***
- In this case authentic material doesn't have to be fully understood:
- → newspapers serve as a **stimulus** rather than as a text basis for comprehension and exploitation



## Newspapers in the English Classroom



- Preliminaries:
- **Specific material resources:**
  - A supply of newspapers
  - A story bank
  - A picture bank



## Newspapers in the English Classroom



- **A possible sequence in *Sek I***
  - *Hide and seek*
  - *Question and advice*
  - *The short, short story*
  - *Why the headline?*

→ M2





## Newspapers in the English Classroom



- **A possible sequence in *Sek II***

*“Building confidence and familiarity”*

- *What’s in a newspaper?*
- ***Culture and newspaper***
- *News stories in two cultures*

*“Working with texts”*

- *Skeleton*
- *Stories and headlines*
- ***Separate news and comment***



# Newspapers in the English Classroom



- “Working with texts” (see Grundy)
- “Skeleton”:
  1. Select a short human interest story and write on the board only the basic information in your story, e.g.:
    - “This is a story about Angela Holmes, a fashion designer, Christopher Paul Kaye, a builder, Miss Colette Dunkin, a lawyer and Stuart David Potter. It contains the words “bottom” and “wine bar”
  - In pairs students talk about what the story is about or write the article. They share ideas and finally read the original story.
- 2. Completing the story
  - Another skeleton activity. You need to find a story that stirs the imagination in the first, the middle and the last part, when each is read by itself.
  - Create a text skeleton. Glue the first part to the top of a sheet of paper, the middle paragraph to the middle of a second sheet, and the third paragraph to the bottom of a third sheet. Photocopy the “skeletons”.
  - Students work individually or in pairs. They finish one sheet with the rest of the story (e.g. , the whole story after the given first paragraph...)
  - Let students circulate, read their stories, compare ideas and finally compare with the original



## Newspapers in the English Classroom

### 3. More ideas

- Working with pictures  
e.g. picture categories
- Predicting headlines and stories (Activity 3, “envelope” with story and headline glued on the backside of poster with picture)
- News photography and manipulation (viewfinder)
- ***‘Let’s talk – about what ?’*** (FU, Presse)-*Role play*  
**M5**



# Newspapers in the English Classroom



## Picture categories

- Task: *Think of three categories (e.g. people, landscape,...) into which you include every picture and illustration or ads that you find in your paper.*
- **One** newspaper is handed out to every **four** students
- Task: *Check the pictures against the categories. Revise your categories so as to accommodate as many of the pictures as possible.*
- Allow time for inter-group discussion.

# Newspapers in the English Classroom



## West End shopper argues with a protester



*The Independent Magazine, 7 April 1990*



## Newspapers in the English Classroom



- “Telephone picture”
- Denotative meaning (What does the picture show...)
- Connotative meaning (What does it suggest about the person, situation...)
- Manipulation (Has the photo been altered? Direction of street signs?)
  
- “Demonstration, riot picture”
- Make students guess the headline, show the headline and then read out the text “Eyewitness”



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- **Eyewitness:**

- Sir: In last week's article about the poll-tax riot in Trafalgar Square ("The Mob's brief Rule", 7 April) there is a large photograph labelled "A West End shopper argues with a protester". The woman in the photograph is me, and I thought you might like to know the true story behind the picture.
- I was on my way to the theatre, with my husband. As we walked down Regent Street at about 6.30pm, the windows were intact and there was a large, cheerful, noisy group of poll-tax protesters walking up from Piccadilly Circus. We saw ordinary uniformed police walking alongside, on the pavement, keeping a low profile. The atmosphere was changed dramatically in moments when a fast-walking, threatening group of riot-squad police appeared.
- We walked on to the top of Haymarket, where the atmosphere was more tense and more protesters were streaming up Haymarket from the Trafalgar Square end. Suddenly a group of mounted police charged at full gallop into the rear of the group of protesters, scattering them, passers-by and us and creating panic. People screamed and some fell. Next to me and my husband another group of riot-squad appeared, in a most intimidating manner.
- The next thing that happened is what horrified me most. Four of the riot-squad police grabbed a young girl of 18 or 19 for no reason and forced her in a brutal manner on to the crowd-control railings, with her throat across the top of the railings. Her young male companion was frantically trying to reach her and was being held back by one riot-squad policeman. In your photograph I was urging the boy to calm down or he might be arrested; he was telling me that the person being held down across the railings was his girlfriend.
- My husband remonstrated with the riot-squad policeman holding the boy, and I shouted at the four riot-squad men to let the girl go as they were obviously hurting her. To my surprise, they did let her go – it was almost as if they did not know what they were doing....
- Mrs R.A. Sare, Northwood, Middlesex
- *The Independent Magazine*, 14 April 1990

(Viewfinder, p.12f)



# Newspapers in the English Classroom



- **‘Let’s talk - about what?’**
- **→Activity M5 (handout)**



## Newspapers in the English Classroom



- **Project work**
  - Being a journalist
  - **Papers from the past** (see also FU, Presse, p.30)
  - Making a newspaper
  
  - The history of newspapers (e-twinning, project week?)
  - Deutsches Zeitungsmuseum Wadgassen  
([www.kulturbesitz.de](http://www.kulturbesitz.de)) –no English brochures available!!  
(→this could be the topic of a project)



# Newspapers in the English Classroom

## “Papers from the Past” – Create an imaginative box, suitcase...



"All the News That's Fit to Print."

# The New York Times.

THE WEEK-END  
 PUBLISHED WEEK-DAYS  
 10 CENTS

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**TITANIC SINKS FOUR HOURS AFTER HITTING ICEBERG; 866 RESCUED BY CARPATHIA, PROBABLY 1250 PERISH; ISMAY SAFE, MRS. ASTOR MAYBE, NOTED NAMES MISSING**

Col. Astor and Brink, Sister Straws and Mrs. and Mr. Bull Aboard.

"BARK OF SWAN" FOLLOWED

Passes and Children Put Out to Sea and Are Supposed to Be Safe in Canada.

PICKED UP WHILE IN VOICES

Voices of the White Star Ship Heard by the Carpathia and Lost in Fog.

FAMILIAR VOICES HEARD

Head of the Line Heard by the Carpathia and Lost in Fog.

HEAD OF THE LINE HEARD

A small number of the Titanic were seen by the Carpathia.

**Biggest Liar Plunged to the Bottom at 220 A.M.**

**RESCUES THREE 100 LAD**

**CHILDREN PUT UP BY THE Five Rescued Who Took to the Lifebats.**

**WOMEN AND CHILDREN FIRST**

**Carpathia Carries Rescued to New York City**

**THE SEARCH FOR NEWS**

**Only One of Five Rescued were seen to have come on board.**

**LIFEBOAT WENT AWAY**

**THE CARPATHIA'S SEARCH FOR NEWS**

**Only One of Five Rescued were seen to have come on board.**

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**The Lost Titanic Baffle Towed Out of Belfast Harbor.**

**PARTIAL LIST OF THE SAVED.**

**CAPT. E. J. SMITH**

**THE PRESIDENTS**

**THE SEARCH FOR NEWS**

**Only One of Five Rescued were seen to have come on board.**

**CAPT. E. J. SMITH**

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**THE SEARCH FOR NEWS**

**Only One of Five Rescued were seen to have come on board.**



## Newspapers in the English Classroom



In the workshop many of you added very useful ideas and criticism concerning the activities. I did not add them to the presentation, hoping that you made your own notes.

Sincerely,  
J. Bost