

# ***Speaking Of Language...***

**Using the newspaper in ESL studies**

written by  
**Ann West, NIE Consultant**



**published by**

# Speaking Of Language

## An Introduction

Welcome to *Speaking Of Language...Using the newspaper in ESL studies!* In addition to being a classic resource for teaching in content areas, the newspaper is invaluable in meeting the needs of students who are developing skills in English as a second language.

The newspaper is a key connection to the larger world—jobs, consumer assistance, self-improvement and information critical to achievement of quality living. Using the newspaper as an instructional tool, the instructor has the built-in advantage of motivational material that is current and relevant to the lives of students. Whether the student is a child or an adult, the newspaper contains material that is interesting and appealing. Around the world, newspapers are known as resources that serve readers with information critical to functioning as a citizen. Newspapers generally are widely available and inexpensive and will continue to serve the ESL student long after the fundamentals of using a newspaper are learned.

Since the organization of ESL instruction varies from site to site, an implementation plan (see page 5) has been provided to offer advice and assistance in modifying the activities in this NIE guide. The individual activities in this guide are written to the student to help in individualizing instruction. Though the newspaper contains wonderful material to discuss and share with others, a great deal of learning through the newspaper all life long is done individually, in hours of private perusal and personal reflection. **Prior to using the activities in this guide, a basic review of the newspaper and its contents is essential.** It is assumed that a newspaper overview and introductory activities will be implemented prior to use of the activities in this guide. The format of the activities in *Speaking Of Language* may be used as is or modified for best use in your ESL program. The activities are organized by the categories of speaking, structure, listening comprehension, reading, vocabulary, writing and culture. You will find that many of the activities in a category are not exclusive to that area; it is difficult to separate a learning activity on reading from one on vocabulary, for example. Though these activities focus on language skills, you can begin to develop additional newspaper activities that target skills in social studies, science, mathematics and other fields of study.

Finally, it is hoped that the use of this guide leads students new to the English language to the discovery of a special companion—the newspaper—that can be informative and entertaining throughout their lives.

### About the author:

This NIE guide was written by Ann West, Newspaper in Education consultant. Ann has served as a teacher and administrator in public school systems in the Midwest for the past 20 years. Formerly NIE director for The Kansas City Star Co., she is now president of News Relief, Inc., a consulting and publishing business in Overland Park, Kansas. Nationally known as an NIE consultant, her other newspaper publications include *It's NIE For K-3*, *Reading Realities*, *On The Sidelines*, *Comic Strips...Newspaper Capers*, *Mathematics In The News*, *And Time Marches On* (current events), *Science In The News*, *Life Skills In The News*, *Newspaper Journalism*, *Geographic Challenge*, *NIE...It's Elementary*, *A Plan For All Seasons*, *Football Fan Fare* and *Elections*.

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# *Speaking Of Language...*

## Using the newspaper in ESL studies

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# *Speaking Of Language*

## Implementation Plan

There is no set strategy for implementing this ESL program of activities. Use the strategies that have proven successful for you in the past. Review this material, then adapt it to your methods. The following suggestions, combined with your own ideas, will help you design a learning program for use with your newspaper.

1. Review the activity pages and supplemental activities in this publication. Plan introductory activities so that students will have a general understanding of the various parts and contents of a newspaper.
2. Before implementing the program, contact your newspaper's NIE or educational services department for information about materials and services specifically designed for classroom use. Decide how many newspapers will be needed and when they are to be delivered.
3. Remember that the newspaper can be a completely consumable instructional tool. It can be marked on, clipped, separated, torn and recycled.
4. If possible, prepare a newspaper bulletin board to create interest in the use of the newspaper. Some of the publication's activities ask students to display their work.
5. No particular method of teaching is prescribed for using the program activities. All activity sheets are written directly to the student, so that the activities can be used independently by individual students, in cooperative learning or as whole class activities. You do not have to use the activities as hand-out sheets; they may be used as guides for oral instruction.
6. Space is provided at the bottom of each activity sheet for special notes or instructions from the teacher. These notes may consist of additional challenges, clarifications in English or in the student's native language or additional instruction necessary for an individual student. This area may be used to list materials the student should have before doing the activity.
7. It is assumed that not all students will complete all activities. Giving the students some options or choices is strongly recommended.
8. In many cases, the activities call for work with a partner. If ESL instruction is private, the instructor will be the "partner."
9. **Some activities require some pre-instruction preparation on the part of the instructor—making a recording, clipping headlines from news stories, etc. Be sure all necessary tapes or other materials have been assembled prior to instruction.**
10. As instructor, you will need to spend a few minutes looking through the newspaper prior to class to make sure items you may ask the students to look for can actually be found in the current edition of the newspaper. Generally, the activities are written in a broad manner to allow for use of any edition of the newspaper.
11. The program can be used on a supplementary basis throughout the school year or can be organized into more specific units of instruction. Continuous use of the newspaper over a long period of time will result in the greater depth of learning.
12. Every activity sheet can serve as a springboard for additional activities. You may, for example, want students to compare their responses on the activity sheets with the responses of other students or the total class.
13. Be creative and flexible as you use the newspaper with your ESL students.

**Speaking Of Language**

**Focus Area: Speaking**

**Objective: Reading comic strips to identify special language forms**

**Learner's Name** \_\_\_\_\_



**Speaking Informally**

The newspaper prints comic strips and cartoons that are meant to entertain readers. Comic strip characters often use speech that contains slang, idioms or incorrect grammar. The way a character speaks may tell us something about that character's personality, education and background.

- Work with classmates to choose three comic strips from the newspaper.
- Work together by reading each comic strip aloud (take turns or read the parts of certain characters). As each student reads, circle words that you think are examples of slang, idioms or incorrect grammar.
- When you finish reading each of the comic strips, discuss the words you circled and try to write each word in the correct place below. Use the *other* column for words or phrases that you don't know how to classify or for those that you think may be informal speech but do not fit into the categories provided below. Be ready to discuss your lists with your instructor.

Slang Words	Idioms	Incorrect Grammar	Other

*On the back of this page, write a description of one of the characters in the comic strips. Write about the words the character uses and what the character's speech pattern tells you about the character. Read your description aloud to classmates or to your instructor.*

Other special notes from instructor:

**Speaking Of Language**

**Focus Area: Speaking**

**Objective: Creating a broadcast from newspaper information**

**Learner's Name** \_\_\_\_\_



**Weather Words**

Newspaper weather information is very important to readers. This section of the newspaper can help readers plan for travel, activities and clothing based on what type of weather is expected locally and in various parts of the world.

- Work with a partner or with your instructor to find information about the weather forecast for your community and for other parts of the country.
- Listen to several different weather broadcasts on the radio to make notes about the kinds of information given in these broadcasts.
- Use the weather information in the newspaper to write a typical weather broadcast to describe local and national weather conditions for the day. Use the space below or on the back of this page to write your weather broadcast.

A large rectangular area with a decorative border of alternating black and white squares. The interior of the rectangle is white and empty, intended for writing a weather broadcast.

***By yourself, use a tape recorder to record the weather broadcast you wrote in the above activity. Play it back and record yourself again, if necessary, until you feel your broadcast is clear and concise. Play your taped broadcast for classmates or for your instructor.***

**Other special notes from instructor:**

A rectangular box with a black border, intended for writing special notes from the instructor.



### I'll Tell You Why They're In The News

Your newspaper can tell you in words and pictures who is in the news. These people may have great influence on those of us who read about them. Some people are in the news because they are leaders. Others may have done or said something that has influenced our world today.

- Use different sections of the newspaper to create a large chart of people who are making the news.
- Select a total of 10 pictures from different sections of the newspaper and arrange each picture on a large sheet of construction paper or posterboard. Use the space below to write the name of each person you will include in your chart.
- By each picture on your chart, write a few sentences to identify the person in the picture and explain why this person is in the current newspaper.

Picture Preview

A large rectangular area for a chart, framed by a decorative border of small squares. The border consists of a grid of squares, some of which are shaded. The central area is blank, intended for students to place their own pictures and write notes.

*When you have completed your chart of people in the news, present your chart and read to your classmates or instructor the information you have written. Be prepared to answer the questions that your audience may have for you after your presentation.*

Other special notes from instructor:



**Speaking Of Language**

**Focus Area: Speaking**

**Objective: Creating conversations based on news photos**

Learner's Name \_\_\_\_\_



**Talk To Me**

Newspaper pictures may give us many ideas about what two or more people may be saying to each other. The news story or the picture caption will likely explain some of what people in the pictures have said or discussed. It might be interesting, though, to imagine what people pictured in conversation may have been saying.

- Use the newspaper to find examples of pictures that contain two or more people who are talking. In a small group or with a partner, select one picture and staple or clip it to this page.
- Read the caption and the accompanying news story (if there is one) and write some of the things that the people in your selected photo might have been discussing.

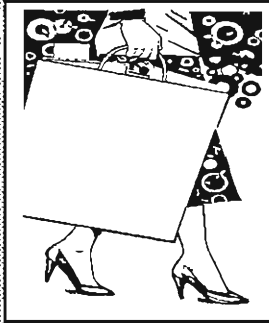
**Subjects The People Might Have Been Discussing**

- Now, in the space below, create an imaginary conversation that the people in your photo could be having. Use correct punctuation.

**An Imaginary Conversation The People Could Have Been Having**

*With your partner, ad lib (make up at the moment) another conversation between two of the people in the photo.*

Other special notes from instructor:



### Here's What You Need

The newspaper contains advertisements for products that people may want to buy. Newspaper readers may hear advertisements for the same products on the radio, or they may see and hear advertisements for these products on the television. Many companies use newspapers, radio and television to sell products to people.

- Use the newspaper to find one example of a product that is being advertised.
- Clip the picture of the product and tape or paste it on the back of this page.
- Write a radio advertisement that might be used for this same product. Use the space provided to write the advertisement that might be heard on the radio.

### The Radio Advertisement That Might Be Used To Advertise A Product



Write your advertisement here...

*Use a tape recorder to record the final radio advertisement you created. Play back the advertisement to your class or to your instructor. With a group, talk about how the radio advertisements that were created were different from newspaper advertisements. How would a television advertisement be different from radio or newspaper advertising? Discuss why many companies use all three methods to tell people about their products.*

Other special notes from instructor:

## SUPPLEMENTAL ACTIVITIES

### Focus Area: Speaking

The following activities are intended to provide ESL instructors with additional ideas for the use of the newspaper in instruction of ESL students, especially in the area of speaking. Activities may be modified to meet the individual needs of students.

#### #1 A Close Look At Advice Columns



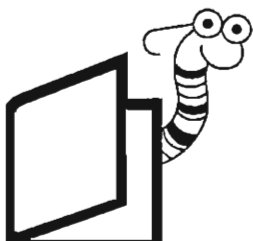
Use the advice columns from one issue of the newspaper to discuss the purpose (consumer help, religious guidance, gardening tips, medical advice, etc.) of each column printed in the newspaper. Identify some past situations in which you could have written to the various columnists for help.

#### #2 Most Valuable Player Panel



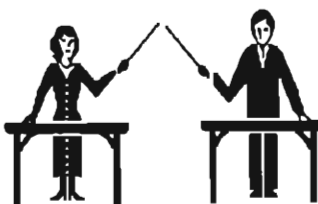
With other classmates, read about a championship series of games in the sports pages of the newspaper. Keep in mind that you are trying to identify several nominees for the most valuable player in the game series. After reading about the performance of several players in the sports series, prepare to present a panel discussion of the most valuable player nominees. You will need to be ready to explain each nomination.

#### #3 A New Character You Would Like To Meet



Prepare to introduce a new comic strip character to one of your favorite newspaper comic strips. The character should be someone with a background similar to your own. Prepare an illustration and a personality profile of your new character to help describe this fictional figure. In a class presentation, tell why this character would fit in (or is needed) in the comic strip.

#### #4 A Clear Explanation



Select an editorial cartoon from the newspaper. You should look for a cartoon that you can explain. Mount the cartoon on a sheet of paper and write an explanation of the message the cartoon is trying to send to readers. Present your explanation to others in your class. Describe the elements pictured and any symbols used.

#### #5 The Daily Soaps In Print



Comic strips are similar to television "soap operas" in that they present fictional characters in realistic situations (usually). Work with a group to act out a comic strip your group selects. Use comics that present a continuing story in each day's newspaper. Each group member should have a speaking role. Challenge other classmates to guess what comic you are acting out. Finally, discuss the meaning of the idiom, "soap opera."

**Speaking Of Language**

**Focus Area: Structure**

**Objective: Identifying basic news elements in newspaper photos**

**Learner's Name** \_\_\_\_\_



**The News In Pictures**

Some readers of newspapers may not realize that news can be reported visually through news photos. Most readers will read captions and news stories so that they can get a clear understanding of current events, but news photos can tell a lot about what is happening in the world around us.

- Select and clip from the newspaper a photo that you think shows news as it is happening. Paste or tape the photo in the space below or on the back of this page.
- Look closely at the photo to try and find some of the news elements listed in the box below. If the photo does not give clues to the elements, read the photo caption or the first paragraph of the news story to find the answers.

*Paste or tape photo here or on the back of this page.*

**News Elements Pictured In The News Photo**

Who is in the news? \_\_\_\_\_

What seems to be happening? \_\_\_\_\_

Where did this event happen? \_\_\_\_\_

When did this event occur? \_\_\_\_\_

Why did this event occur? \_\_\_\_\_

*Talk with your classmates about how you get information from the newspaper. What do you look at first? What do you look at or read next to get more information? If you have plenty of time, what do you think is the best way to get information from the newspaper?*

**Other special notes from instructor:**

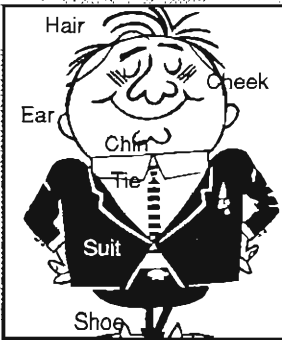
**Speaking Of Language**

**Focus Area: Structure**

**Objective: Identifying nouns and developing vocabulary**

**Learner's Name** \_\_\_\_\_

**Nouns In The News**



Nouns identify persons, places and things. Newspaper photos are a good place to find examples of items that are identified by noun forms. Pictures of people may suggest nouns that identify the parts of a person's face, clothing, accessories and even their mood (smile, frown, wrinkle).

- Select and clip from any section of the newspaper a photo that contains a picture of at least one person.
- Clip the photo from the newspaper and paste or tape it below.
- Use a pen to label every thing in the picture that you can find. For example, a picture of a person could be labeled with words like *nose, ear, collar, jewelry, etc.*
- When you complete this, write a paragraph on another sheet of paper to describe the picture. Try to use all of the nouns you found.

*Paste or tape photo  
here or on the back of  
this page.*

***Talk with a partner about the nouns each of you found. Using your noun lists, suggest adjectives that describe each of the nouns you found, e.g. large nose, blonde hair, jagged teeth.***

**Other special notes from instructor:**



### Now Picture This

A newspaper photo may contain many different elements. A photo may contain people, animals and a variety of objects. These elements of a photo work together to give the reader an idea about what is happening in the news.

- Choose a newspaper photo from any section of the newspaper. The photo you choose should contain only three or four items, e.g. truck, girl, stop sign, tree.
- Study the photo to identify three or four items in the photo that you will reveal to a partner. Do not show the photo to your partner. List these items in the space below.

#### Three Or Four Items In The Photo

- Remember, do not show your photo to your partner. Ask your partner to draw a picture like the one you are holding—containing the items you identified. The partner should be prepared to ask you questions about the position of each of the items in relation to the others and you should be prepared to answer any questions. For example, you may find a photo that contains a girl, a truck, a tree and a stop sign. Your partner may ask questions like “Is the girl in the truck?” or “Is the stop sign beside the tree?”
- When you finish this task, mount the actual newspaper photo and the hand-drawn picture on a sheet of paper. On the reverse side of the paper write specific explanations of the position of the items in the news photo, e.g. *The girl is beside the stop sign.*
- Switch jobs so that each of you has the opportunity to draw a picture of a different newspaper photo based on your partner's description.

*Practice using a dictionary to look up the prepositions you used. Try to find prepositions with similar meanings in a dictionary or a thesaurus.*

Other special notes from instructor:



### Buy It Now

Advertisements in the newspaper are a good place to “shop” before buying. The advertisements may help a reader decide what products and services to buy and from where these products or services can be bought for the least amount of money. Advertisements often encourage a reader to take some type of action after seeing the advertisement.

- Study the retail (or display) advertisements in your copy of the newspaper. Look for items and services that are featured in each advertisement.
- Think about some of the best advertisements you found and why they are effective. Choose an item from the newspaper or a personal item that you need to advertise for sale.
- Create a newspaper advertisement for this item containing illustrations or photos and copy. Make sure your advertising copy contains several imperative verb forms. These verb forms are important in telling others what they should do after reading the ad. Create your advertisement in the space below.

*Find examples of advertisements that contain items that you need. Find other advertisements for items that you don't have to have but you would like to have.*

Other special notes from instructor:

**Speaking Of Language**

**Focus Area: Structure**

**Objective: Reviewing modal auxiliaries through advice columns**

\_\_\_\_\_ **Learner's Name**



**What Should I Do?**

The advice columns in newspapers can include information useful to many readers. Many advice columns contain letters to an expert and answers from the expert regarding a problem of some type. The newspaper advice columns may deal with personal problems, consumer problems and health problems, to name a few examples.

- Look through your copy of the newspaper and find examples of advice columns.
- In the space below, list the name or title of each column, the author or editor of the column and the purpose of the column (personal, consumer, health, religion, gardening, etc.)

<i>Title Of Column</i>	<i>Author/Editor</i>	<i>Purpose</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- Select a column from the above list that contains letters to and answers from the writer. Clip one of the letters from the people and write a response of your own in the space below. Carefully choose words which advise the person with the problem on what type of action they should take. Include in your advice some of the following words: should, ought to, have to, must. Staple or clip the letter you chose to this activity page. Challenge: How often do columnists actually use these words?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Other special notes from instructor:**

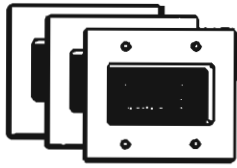


## SUPPLEMENTAL ACTIVITIES

### Focus Area: Structure

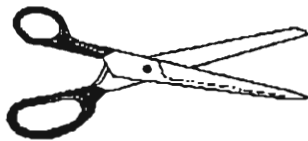
The following activities are intended to provide ESL instructors with additional ideas for the use of the newspaper in instruction of ESL students, especially in the area of structure. Activities may be modified to meet the individual needs of students.

#### #1 Photographic Memory



Select several interesting newspaper photographs and remove the captions. Without allowing your partner to see the photographs, have your partner ask you the who, what, when, where and why questions about each. Answer each question carefully for your partner. Place the photographs face up on a table and ask your partner to identify which photographs match the 5 W's questions you answered.

#### #2 Comic Cut-Ups



Select three of your favorite comic strips. Clip apart each of the comic strip frames and place them in an envelope. (You will have three comic strips and their frames in one envelope.) Switch comic strips with a partner and try to place each comic strip back in the correct order as it appeared in the newspaper. Discuss with your partner any difficulties you have in reorganizing the strips.

#### #3 Predicting Tomorrow's Headlines



Read the headlines in today's newspaper and discuss the meanings of each headline with a partner. Consider what tomorrow's headlines could be if each story is followed up by another story tomorrow. For each headline, create two new headlines that could possibly appear. For each headline, discuss which of your follow-up headlines is most likely. Look through tomorrow's newspaper to see if any of the stories you worked with are continued in some way.

#### #4 That's Old News



Look at the weather map in your newspaper and study the national weather forecast for the day. Assume that you are to write a paragraph of weather summary for tomorrow's newspaper. This summary should describe generally the weather conditions of the past day. Assume the forecast for today is totally correct. Use past tense to create your paragraph.

#### #5 Comic Strip Short Cuts



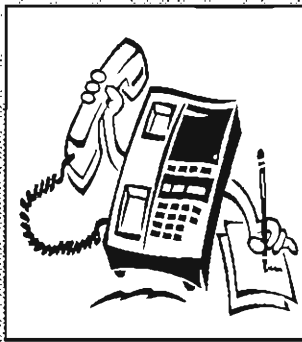
Comic strips often use contractions of words to save on space in each comic strip frame. Work with a partner to circle contractions in the comic strips in the day's newspaper and write out each of the words that have been shortened to create the contraction. Talk about when contractions should be used and when, if ever, they should not be used.

**Speaking Of Language**

Focus Area: Listening Comprehension

Objective: Using newspaper audio text services

Learner's Name \_\_\_\_\_



**Dialing For Information**

Newspapers frequently contain telephone numbers that can link the reader to more specific information on certain topics. These telephone numbers are usually recorded messages that may help the reader find out more about the weather in a certain area, beach and ski reports, job information, stock exchange information, up-to-the-minute sports scores or quotes from famous people or speeches.

- Look through your copy of the newspaper and find examples of phone numbers that can link the reader to additional information.
- In the space below, list each telephone number. Opposite the telephone number, write the type of information provided.

<i>Telephone Number</i>	<i>Type Of Information Expected</i>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- Select several of the telephone numbers and call them to listen to the recorded message. Make sure the phone calls you make are free of charge. Use the space below or on the back of this page to note some of the information you received from each phone call. Prepare to explain to classmates or to your instructor what you learned from each telephone call you placed.

*Discuss situations in which some of these services would be especially helpful. Talk about some other telephone links that you would like your newspaper to offer.*

Other special notes from instructor:

**Speaking Of Language**

**Focus Area: Listening Comprehension**

**Objective: Recording specific instructions from dictation**

**Learner's Name** \_\_\_\_\_



**What's Cooking?**

Recipes for food preparation are often one of the more popular features of a newspaper. Because consumers want new recipe ideas that are simple to prepare, the newspaper has become a popular resource for this information. Some of the recipes may focus on a certain type of cuisine; others may be favorite recipes from other newspaper readers.

- As your instructor or a partner reads the ingredients and directions from a recipe in the newspaper, record the information you hear on the recipe card below. You may need to use the back of the recipe card for all the directions. Pay special attention to ingredient amounts!

**A Special Recipe For** \_\_\_\_\_

**Ingredients**

	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
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	_____
	_____
	_____

*Discuss how this recipe would fit into a well-balanced diet. How healthful is this recipe? Can the ingredients be changed to make it a better food for good health? What ingredients could be substituted?*

*Write a recipe for a dish from your native country. Read this recipe for the class to record on recipe cards or index cards.*

**Other special notes from instructor:**

--

**Speaking Of Language**

**Focus Area: Listening Comprehension**

**Objective: Retelling a sports story**

\_\_\_\_\_  
Learner's Name



**Sports Summary**

Sports stories are written so that the action of a game or athletic event comes to life for the reader. When reading a sports story in the newspaper, a person can often imagine what it may have felt like to be at the event. Sports stories usually communicate the excitement of an event.

- Use a tape recorder and your copy of the newspaper sports section to record a short sports story that you think has a lot of action.
- Switch tapes with a classmate and listen to each other's sports story. In the space below, retell the story you listened to on tape in a few sentences. Include any details that you remember. Listen to the tape two times before you begin writing.

*Work with your partner to create a list of special vocabulary words used to describe the sports you read about and reported on.*

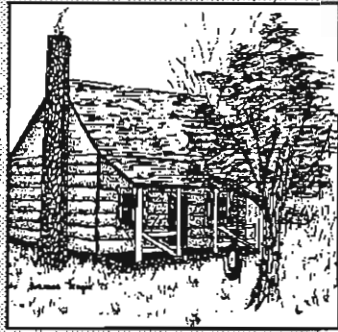
Other special notes from instructor:

**Speaking Of Language**

**Focus Area: Listening Comprehension**

**Objective: Interpreting Images created with words**

Learner's Name \_\_\_\_\_



**I Can See Clearly Now**

Some feature stories or special columns published in the newspaper contain words that describe and create a mental image of something. The words used by creative writers often paint a picture in the mind's eye of a landscape, a setting, a pet, a person, or even a sentimental feeling.

- Use your copy of the newspaper to look for feature stories or special columns that contain descriptions or images created through words. If you need help on this, ask a classmate or your Instructor for help.
- Clip out the column or story that you find and circle some of the descriptive words used in the story or column.
- Read aloud to a partner a paragraph or two that creates a visual image. Ask your partner to describe some of the feelings or mental images they have after hearing what you have read.
- Attach the column or story you selected to this activity page.

*Use the space below to draw a vivid word picture that describes a special memory you have of family, friends, holidays, etc.*

Other special notes from instructor:

**Speaking Of Language**

**Focus Area: Listening Comprehension**

**Objective: Solving problems in the news**

\_\_\_\_\_  
Learner's Name



**Some Real Problems**

Many of the newspaper's stories may refer to problems in the world. At first glance, the problem may appear easy to identify. Often, though, other problems may be at the center of the current event. People and their governments can solve problems only when they have correctly identified what the problems are.

- As your instructor or a classmate reads aloud a news story from the newspaper, listen carefully to the reading. Make notes of some of the important facts in the news story in the space below.
- Be ready to discuss with classmates or with your instructor the problems referred to or suggested by the story.

**Story Notes:**

[Large empty rectangular box for taking notes on the news story.]

**Work with your partner to create several solutions to a problem mentioned in the front page news. Decide on your own which is the best solution and write a letter to the editor to share your solution.**

**Other special notes from instructor:**

[Empty rectangular box for instructor's special notes.]

**SUPPLEMENTAL ACTIVITIES**  
**Focus Area: Listening Comprehension**

The following activities are intended to provide ESL instructors with additional ideas for the use of the newspaper in instruction of ESL students, especially in the area of listening comprehension. Activities may be modified to meet the individual needs of students.

**#1 Comic Strip Add-A-Frame**



With a partner, take turns reading comic strips aloud. At the end of each reading, the listener should try to predict what might happen if another frame were to be added to the comic strip. Clip out the comic strips you worked with and mount them on construction paper. For each comic strip, draw in the additional frame that you and your partner talked about.

**#2 Weather Matters**



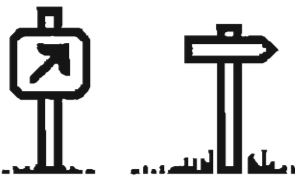
Listen to a tape recording that your instructor or a classmate has created from the weather section of the newspaper. This recording should contain the day's forecast for several different cities in the nation. After you hear the forecast for each city, write several leisure time activities that would be appropriate for the type of forecast given.

**#3 Listening For The Five W's**



Listen to a tape recording of a news story from the newspaper. As you listen to the story, write on a sheet of paper the word or words that answer the questions who, what, when, where and why about the event. If you need to, replay the tape to check your answers. Finally, look at the newspaper to find the story and read to find the five W's in the same newspaper story that you heard on the tape. Check your answers.

**#4 Following Directions**



As your instructor reads directions (or plays a tape of directions), listen carefully for the instruction and mark in your newspaper according to those instructions. Your teacher will develop a set of instructions that asks, for example, "Mark an X over the newspaper's index; circle the capital R's in the front page headlines; underline the name of a local reporter; put a check mark by the date of the newspaper, etc."

**#5 Where Does It Belong?**



Listen to a classmate read an item selected from the newspaper. As you listen, write down what section of the newspaper the item probably came from and note what you think the selection is (news story, comic strip, classified advertisement, feature story, photo caption, chart of information, etc.) Take turns selecting and reading "mystery" news items until everyone in your class has a chance to read.

**Speaking Of Language**

**Focus Area: Reading**

**Objective: Reading and writing a travel article**

Learner's Name \_\_\_\_\_



**A Special Place**

Feature stories about travel can provide information that is important to people who travel for business or for pleasure. Many travel stories are full of facts about another country, a certain region or city in the world. For this reason, travel stories can provide even the non-traveler with valuable information.

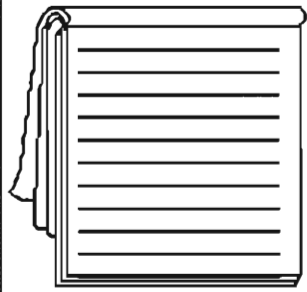
- Read a variety of travel features in the newspaper. Pay special attention to the kinds of information provided in each of the stories. Use the space below to write some of the things mentioned in travel features.

- On separate paper, write a travel article of your own, based on a city or area of your native country. Include descriptions of the climate, terrain and tourist attractions, as well as any history of the area. Include also facts about the costs and types of food and lodging available in this area. Your goal should be to make the place you are describing sound exciting and inviting to someone who might decide to travel there.

*Use some of the information you wrote about in your article and add some illustrations and pictures to create a travel brochure about this special place. This brochure should be similar to those provided by travel agencies.*

Other special notes from instructor:





### Read Between The Lines

Most editorials contain opinions of newspaper writers. Some editorials are written by guests or, as in letters to the editor, by readers of the newspaper. Editorials allow opportunity for the writers to express an opinion or concern. Most editorials should be read carefully and thought about seriously.

- Select a letter to the editor or an editorial from the newspaper and attach it to this activity page with a clip or staple.
- Carefully read what you selected. Answer the questions and follow any special directions given below.



*To whom is this letter or editorial directed?*

\_\_\_\_\_

*Will this item change the opinion of some people? Explain.*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Underline some of the facts in the editorial with a pencil.*

*Circle the opinions with a pen.*

*Write your own comment on this issue in the following space.*

*Does your newspaper give readers a chance to express their opinions other than in writing? Find out if there are other ways to express your opinion in the newspaper without writing a letter.*

Other special notes from instructor:

**Speaking Of Language**

**Focus Area: Reading**

**Objective: Linking related words and ideas**

Learner's Name \_\_\_\_\_



**Getting A Head Start**

Headlines are the large letters in bold print at the top of a news story. These headlines should give readers an idea about the topic of the story that follows. Headlines can give important information. By reading headlines only, a reader should have an idea about some of the important news of the day.

- Clip two headlines from the newspaper. You may use any section. Paste or tape the headlines below, but allow a small amount of space for writing between the headlines.
- Without reading the story that goes with each headline, write below the headlines five key words that you think will be in each of the articles. Be sure to select words that you think are connected to the ideas or topic in each of the headlines.

Glue or tape headline  
here.

Glue or tape headline  
here.

***Read each of the articles carefully, and circle any of the key words or synonyms for the words that you predicted would be in each article.***

**Other special notes from instructor:**

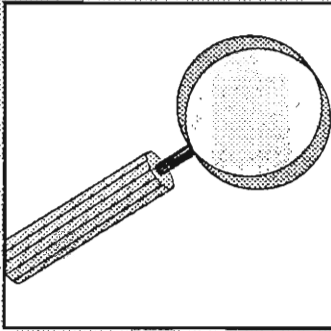
**Speaking Of Language**

**Focus Area: Reading**

**Objective: Analyzing retail advertisements**

Learner's Name \_\_\_\_\_

**Read The Fine Print**



Retail advertisements in the newspaper can help readers find out where certain products and services are available and how much they cost. It is the intent of most advertisers to “get the word out” about their products and services. Consumers should read advertisements carefully.

- Look through the pages of the newspaper to find examples of retail advertisements.
- As you find advertisements, list below some of the products or services that are advertised and the businesses that advertise these products.

Advertised Products	OR	Advertised Services	Business Advertiser
_____		_____	_____
_____		_____	_____
_____		_____	_____
_____		_____	_____
_____		_____	_____
_____		_____	_____
_____		_____	_____
_____		_____	_____
_____		_____	_____
_____		_____	_____
_____		_____	_____
_____		_____	_____
_____		_____	_____
_____		_____	_____
_____		_____	_____

*With a partner, select one advertisement, clip it from the newspaper and decide on a list of questions that you would like to have answered before you buy the advertised product or services. Use a highlighter or marker to indicate any fine print in the advertisement that you think should be read carefully.*

Other special notes from instructor:  
\_\_\_\_\_  
\_\_\_\_\_



### You Have A Skill I Need

Classified advertisements contain a wide collection of items and services for sale, jobs available, jobs wanted by individuals, special notices, real estate listings, etc. This part of the newspaper is often said to be a marketplace for readers of the newspaper.

- Clip several examples of "Situation Wanted" ads from the classified advertisements of the newspaper. These are usually ads placed by people who have certain skills and experience to do various jobs. Tape or paste some of the ads you find in the space on the left below.
- Look through the classified advertisements for jobs that are available that might be suitable "matches" for the "situation wanted" ads you selected. Try to find at least two jobs for each "situation wanted" ad.

**Situation Wanted Ads**

**Possible "Matches" From Jobs Available**

*Look through the classified ads for jobs that you would be capable of doing now or would like to do in the future. Clip out several examples. For each, list the skills, education, special talent and experience you might need for the job.*

Other special notes from instructor:

**SUPPLEMENTAL ACTIVITIES**

**Focus Area: Reading**

The following activities are intended to provide ESL instructors with additional ideas for the use of the newspaper in instruction of ESL students, especially in the area of reading. Activities may be modified to meet the individual needs of students.

**#1    **Headline Mix-Up****



Work with a partner to decide on two different newspaper pages each of you will use to clip apart headlines and articles. For example, you may choose the first page of the sports section; your partner may choose front page news. Each of you should place headlines from your page in one envelope and articles in another. Exchange envelopes and try to decide which headline goes with the appropriate article. You may need to read some of the article to make your decision.

**#2    **Problems In The Comics****



Since the comic strips often tell a story that seems as if it could happen, some of the problems characters face may be similar to ones that we have to deal with in real life. Clip out six comic strips that you think refer to some real-life problems. Tape or paste the comic strips on a sheet of paper. Write below each strip the problem you think is mentioned or is implied, how you think the character is solving the problem and how you would solve the problem.

**#3    **The Day's Weather Story****



Spend one minute looking at the weather map in your newspaper. Put your newspaper aside and write a brief summary about the kinds of weather that can be expected locally and around the nation.

**#4    **Easy Reader****



Spend a few minutes (no more than five) reading any news summaries you can find in your newspaper. Read summaries found in business, world and national news, local news, sports, weather, life or people sections, etc. After your time is up, make a list of everything you learned about by reading only the summaries in the various sections of the newspaper.

**#5    **The Supporting Details****



Read the lead paragraph of a news story in which you have interest. Circle the main idea of the news story in the lead. Read the rest of the news story to find details that help to support or explain the main idea that you circled. Underline the phrases that you think are details that support the main idea.

**Speaking Of Language**

**Focus Area: Vocabulary**

**Objective: Recognizing and Interpreting abbreviations**

Learner's Name \_\_\_\_\_



**ASAP**

Abbreviations are simplified forms that shorten words and phrases to save time and space. Abbreviations may be found in many parts of the newspaper. Most commonly, abbreviations are used in classified advertisements and comics. Unless abbreviations are common, there could be some confusion.

- Look through your copy of the newspaper to find examples of words that have been abbreviated.
- Organize your abbreviations according to section or area of the newspaper where you found them and note what they mean. Use the categories listed below to try and find several abbreviations in each category.

**Classified Ads-Jobs**

**Classified Ads-Real Estate**

**News Stories**

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**Retail Advertising**

**Sports**

**Business/Finance**

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*A special type of abbreviation—acronym—is often used in headlines and in newspaper stories. Discuss acronyms and find examples of acronyms used on the front page of your newspaper.*

Other special notes from instructor:

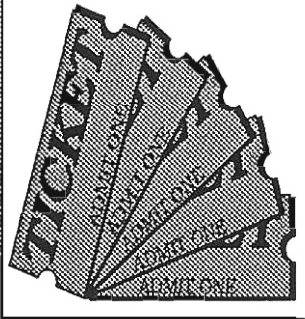
**Speaking Of Language**

**Focus Area: Vocabulary**

**Objective: Identifying and defining descriptive words**

Learner's Name \_\_\_\_\_

**Exhilarating Movies**



Descriptive words are an important part of oral and written communication. These words help a reader understand a setting, a feeling, someone's appearance, etc. Movie advertisements in the newspaper often contain descriptive comments from critics or reviewing publications. Often, a few words are used to communicate the feeling or theme of a movie.

•Look through the movie directory in your copy of the newspaper to find examples of words that describe the movies listed.

•Write, in the space below, the title of a few movies and list of some of the descriptive words you found to describe each movie. Decide which members of your family might like to see each movie.

Movie Title	Descriptive Words	Family Members
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Select a comic strip or a photograph from your newspaper and use some of the words you listed above to create a few sentences to describe your selection. Use the space below.

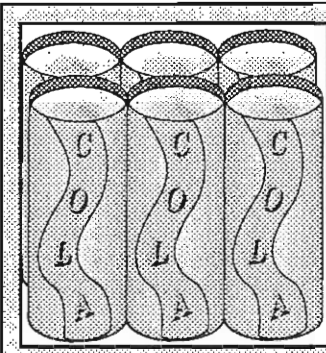
Other special notes from instructor:

**Speaking Of Language**

**Focus Area: Vocabulary**

**Objective: Analyzing ads for words of measurement**

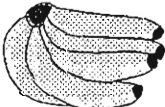

Learner's Name \_\_\_\_\_



**Sizing It Up**

Words that describe the sizes of things are important when we plan for spending our money. Grocery ads, among others, usually specify the weight, quantity or size of items that we may be planning to buy. Knowing what these words of measurement mean may help us in figuring the best purchase if we are trying to save money.

- Look through the retail advertisements in the newspaper to find examples of product sizes and quantities. Clip out each example you find and tape or paste it in the space below.
- By each example, write the product name and the vocabulary word that describes the size, quantity or weight of the item. Some examples are provided.

Product Picture	Product Name	Words Of Measurement
	Bananas	pound, lb.
	Pencils	dozen, 5-pack

*Look for items in the advertisements that are sold in sets only. Look for words like pair, twelve-pack, triple-pack, etc.*

Other special notes from instructor:



**Speaking Of Language**

**Focus Area: Vocabulary**

**Objective: Forming sentences from parts of speech**

Learner's Name \_\_\_\_\_



**The Total Picture**

Thoughts and ideas are communicated through sentences. Sentences are formed with words from the various parts of speech. Nouns, verbs, and modifiers work together to communicate a complete thought or idea. Pictures in newspapers can help us develop some basic sentences.

- Skim the newspaper to find a photo or the frame of a comic strip that you think is interesting.
- Clip your selection and mount it on a separate sheet of paper.
- In the space below, create a list of the parts of speech given that you see or associate with the picture or illustration.

**Nouns**

**Pronouns**

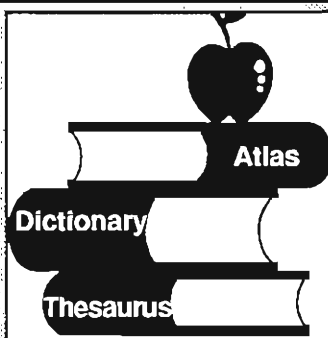
**Verbs**

**Adverbs**

**Adjectives**

*When you have completed the lists above, combine the words with the necessary articles and prepositions to describe what you see in the picture. You will probably need to write several sentences to form a complete picture of the action or event shown in the illustration.*

Other special notes from instructor:



### Reliable Sources

It is not uncommon for newspaper readers to find unfamiliar words while reading. With experience, readers can sometimes guess correctly the meaning of a word from the way it is used in a sentence. There are always some words that will cause readers to go to additional resources to find the exact meaning.

- Select from the newspaper an article you find interesting.
- Clip the article and attach it to this page.
- Circle any words in the article that are unfamiliar to you.
- Write the words in the spaces below. After each word, make an educated “guess” about what the word could mean. Look closely how it is used in the sentence and think about a possible meaning.
- Use the best resource you can find to look up the word, then write out the definition that best fits the word as it is used in the newspaper article.

### Unfamiliar Word

### Educated Guess

### Best Definition

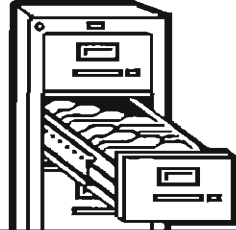



Other special notes from instructor:

**SUPPLEMENTAL ACTIVITIES**  
**Focus Area: Vocabulary**

The following activities are intended to provide ESL instructors with additional ideas for the use of the newspaper in instruction of ESL students, especially in the area of vocabulary building. Activities may be modified to meet the individual needs of students.

**#1 Searching For Better Words**



Use the lost and found advertisements to find words that are descriptive of some of the items lost or found. Create a list of these descriptive words. Use a thesaurus to find several synonyms for each word. List also at least one antonym, or word with opposite meaning.

**#2 Fame And Fortune**



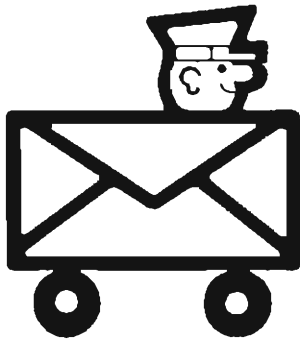
Find a picture of one of your favorite celebrities in the newspaper and write a description of this celebrity. You may use the dictionary or thesaurus to find synonyms for descriptive words you would commonly use. Prepare to present your description orally to the class or to your instructor. Challenge your audience to guess the identity of your newspaper celebrity.

**#3 Shop Talk**

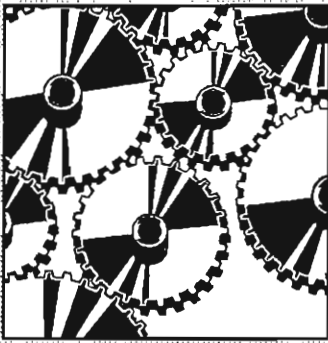


Nearly every topic area has traditional words and terms used to discuss it. These commonly used words may be considered jargon. Just as doctors have their specific jargon, so do educators, scientists, auto workers, publishers, football enthusiasts, cooks, business persons, etc. Look through the newspaper for features and articles that seem to be written for specific readers. Create from the articles lists of jargon you find that you think is typically used in certain fields of interest.

**#4 Smoothing Communications**



Most newspaper articles contain words that help the reader move from one thought to the next. These words are known as words or phrases of transition. Some examples of these words include *nevertheless*, *however*, *on the other hand*, *yet*, *consequently*, etc. Look through one news article or editorial in your newspaper and circle all the transitional words you can find. (Make sure each classmate is working with a different article.) Use a dictionary to find the definition of each transitional word. Work with classmates to put together a list of the transitional words and their meanings found by members of the class. Organize the information alphabetically and either type or write neatly a master list for photocopying for each member of the class. Use as a reference for future writing projects.



### All The Necessary Parts

Newspaper headlines provide a general look at what is happening in the world today. You already know that headlines communicate ideas in as few words as possible. While some headlines are considered complete sentences, others are missing certain elements that would make them complete.

- Work in groups to find headlines in the newspaper that are complete sentences. Create a chart of the headlines that you find that are complete sentences.
- Look for headlines that are not complete sentences. Clip headlines that are not complete sentences. Work together to add the necessary words to each headline to form a complete sentence.
- Write the newly-completed sentence headlines in the space below. Attach the original headlines to this sheet of paper.

*Now these are complete sentences!!*

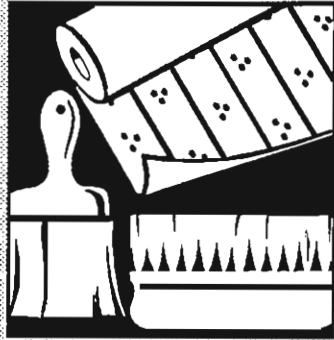
Other special notes from instructor:

**Speaking Of Language**

**Focus Area: Writing**

**Objective: Writing a classified advertisement to sell belongings**

**Learner's Name** \_\_\_\_\_



**Redecorating Sale**

Classified ads usually contain many listings for items that readers of the newspaper want to sell to other readers. These classified ads are written so that they are brief, but descriptive. Products for sale are varied—automobiles, furniture, clothing, appliances and collectibles, to name a few. For a small fee, the seller reaches a large audience of possible buyers.

•Imagine that you have an opportunity to redecorate a particular room in your house. In the space below, list some of the items in the room that you think you could sell to someone else through a well-written classified advertisement.

**Items I Would Like To Sell**

•Study the classified advertisements for similar items for sale. This is important to learn what to include in your advertisement and what some of the asking prices are for similar items.

•Use the space below to create a classified advertisement that you think would sell most of the items you have listed above.



*Look through the classified advertising information in your newspaper to see if you are told about the steps you need to take to place a classified ad and how to figure the cost for an ad. Can you figure the cost for the above advertisement you wrote?*

**Other special notes from instructor:**



### In Your Own Words

We can express the same idea by using different words. Two people who have the same idea to communicate will likely speak or write with different words and phrases. The newspaper helps us see how different people express ideas in writing.

•Practice the art of writing by taking examples from the newspaper and rewriting the same idea in different words. Use the following items from the newspaper to put into your own words. Clip each item you choose from the newspaper and tape or paste it in the box on the left (or copy the item from the newspaper by writing it in the box). Rewrite the same idea on the lines on the right side of this activity page.

A headline from the sports pages...

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The lead sentence of a news story on the front page...

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The final statement in an editorial...

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*Clip a photograph from the newspaper and write a different caption for the photograph. You do not have to rewrite the same idea that the original caption contained. Mount your photograph and your new caption on a sheet of notebook paper.*

Other special notes from instructor:



### Comic Wrap-Up

Comic strips in newspapers communicate an idea through the combined use of words (usually dialogue) and illustration or art. To retell what is happening in a comic strip by using writing only (no art) can be more challenging. Use of quotation marks and phrases of attribution (identifying the speaker) can be helpful in retelling the dialogue in a comic strip.

- Clip a comic strip from the newspaper that you think is easy to understand and will be easy to explain in writing. Be sure the comic strip contains some dialogue.
- Paste or tape the comic strip in the space below. Under the comic strip, write in third person narrative (That makes you the storyteller!) a description of the action and dialogue in the comic strip. Use quotation marks to signify that someone is speaking and use phrases of attribution (*the dog said, the sister asked*) to indicate who is speaking.

Paste comic strip here.

Third Person Narrative...

Look through the newspaper to see if quotation marks are used in the newspaper. Make a list of the places where you located examples of quotation marks.

Other special notes from instructor:

**Speaking Of Language**

**Focus Area: Writing**

**Objective: Writing a business letter in response to a classified ad**      **Learner's Name** \_\_\_\_\_



**Job Search**

Classified ads often contain a section listing various jobs that are available in the local area. These ads are usually in categories that give an indication of the job type. It may be easy for you to find a job in which you have interest; the challenge is convincing a possible employer that you are the best person for the job advertised.

- Clip from the newspaper an advertisement for a job for which you think you have the qualifications. Attach the ad to this activity sheet.
- In the space below, develop a business letter that indicates your interest in and qualifications for this job. Since this may be the best time to make a good impression, make sure you write convincingly. Be sure to follow a business letter format in writing your letter. Follow an example of a business letter provided in a textbook or by your teacher.

Large empty rectangular box for writing a business letter.

**Other special notes from instructor:**

Empty rectangular box for instructor notes.

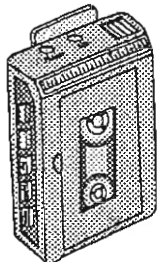


## SUPPLEMENTAL ACTIVITIES

### Focus Area: Writing

The following activities are intended to provide ESL instructors with additional ideas for the use of the newspaper in instruction of ESL students, especially in the area of writing. Activities may be modified to meet the individual needs of students.

#### #1 The Inside Scoop



Read through the entertainment and style pages of the newspaper to find brief bits of information about various stars or celebrities. Create a brief "gossip" column, based on the information you found in the newspaper. Be sure to use words that indicate the source of each news bit, e.g., her publisher said, friends believe, a close family friend implied. Most of these sources should be mentioned not only in your column, but also in the newspaper.

#### #2 Getting Help For Consumer Problems



Think about some type of consumer problem that either you or a family member has experienced. Consumer problems may include many areas of concern—poor money management, product dissatisfaction, improper handling of your complaint, etc. Look through the newspaper to find features which provide consumer advice. Depending on the nature of your consumer problem, choose the appropriate columnist and direct a letter to this person to seek a solution to your problem.

#### #3 Doing A Little Comic Strip "Surgery"



Erase the dialogue in the balloons of a comic strip in your newspaper. Write in new words to comment on a current news event or issue in your school or community. Be prepared to share your new comic strip with other members of your class.

#### #4 Clowning With Captions



Work with a classmate or on your own to create funny balloon captions for newspaper photographs. Mount your news photos and their balloon captions on colorful construction paper for bulletin board display.

#### #5 Reach Out And Touch Someone Your Own Age



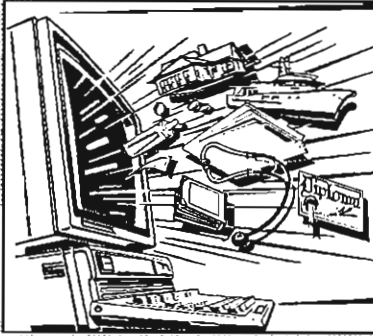
Find an advertisement in the newspaper for a product or service that might be of interest to someone your age. Create an advertisement that you think would get the attention of readers in your age group. Be ready to discuss why the advertiser may have focused on more than one age group.

**Speaking Of Language**

**Focus Area: Culture**

**Objective: Analyzing features on consumer issues**

**Learner's Name** \_\_\_\_\_



**Important To Me**

Feature articles in newspapers are intended to be as informative as they are entertaining. Many times feature articles can teach readers about something that can be put to immediate or future use. Often these features provide important consumer information. This information can be helpful to almost any reader.

•Select three feature articles from one or two editions of your newspaper. These feature articles should have some information that might benefit you or another consumer.

•In the space below, write the headline of each feature story and write down two facts from each story that might benefit you or another consumer presently or in the future.

**Feature Story Headline**

**Fact #1** \_\_\_\_\_ **Fact #2** \_\_\_\_\_

**Feature Story Headline**

**Fact #1** \_\_\_\_\_ **Fact #2** \_\_\_\_\_

**Feature Story Headline**

**Fact #1** \_\_\_\_\_ **Fact #2** \_\_\_\_\_

**Create a list of some of the consumer topics you would like to see featured in stories in your newspaper. Discuss the best method(s) to use in communicating these ideas to the newspaper's staff.**

**Other special notes from instructor:**



### A Path To Better Health

Newspapers often contain features and news stories that can help us lead healthier lives. Food and recipe sections often have ideas for cooking and for using popular foods. These foods can be categorized in the USDA food pyramid, which suggests the types and servings of food for healthful eating.

- Add to the pyramid below the name of each food category and the recommended servings per day in each group.
- Look through the grocery advertisements and food section in your copy of the newspaper. Clip examples of food names and pictures that fit into these categories. Tape or paste these on a separate poster that you have created that contains a large, blank food pyramid.



Other special notes from instructor:



### Searching For The Bare Necessities

Classified advertisements are popular with many people because they offer excellent opportunities to save money on some of the items advertised. First-time apartment dwellers or homeowners often do not have money to buy furnishings that are new. The classified advertising section can be a great money-saver for readers who have many material needs.

•Use the classified advertisements to find a small, unfurnished apartment for yourself. Clip the advertisement and tape or paste it in the space below.

(Tape or paste apartment ad here.)

•Use the classified advertisements to find furnishings (don't forget the garage sale listings) that might help furnish this apartment with the necessities. Clip each ad from the newspaper and arrange it in the space below according to the room where you would use it.

Bedroom

Kitchen/Dining

Living Room

Bathroom

*Can you estimate the cost for each of the items you found above? Try to estimate the cost per item and calculate the total cost for these necessities.*

Other special notes from instructor:

**Speaking Of Language**

**Focus Area: Culture**

**Objective: Comparing different lifestyles**

**Learner's Name** \_\_\_\_\_



**Art Imitates Real Life**

The comic strips often reflect lifestyles that are typical in today's society. Even though the characters and plots are fictional in the comics, many of the lifestyles are very real. The comic strips can be important in learning about attitudes in our country and the way that many people actually live.

- Use the newspaper to select a comic strip that you think shows a particular type of lifestyle common to many people in this country.
- Paste or tape the comic strip in the space below, then write a few sentences to describe this lifestyle.

Paste comic strip here.

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*Discuss with your instructor or with classmates how this lifestyle is similar to or different from lifestyles in your native country.*

**Other special notes from instructor:**

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**Speaking Of Language**

**Focus Area: Culture**

**Objective: Locating resources to solve problems**

**Learner's Name** \_\_\_\_\_



**Coping With Everyday Life**

Newspapers provide readers with many important services. One of these services is to give information that will answer reader questions or to provide directories where people can get help with problems. People who are dealing with problems in the areas of work, money management, health, education, religion, etc., can usually find help in the newspaper.

- Skim through one edition of the newspaper to find articles and advertising that might be helpful in solving some real life problems. Identify the title, headline or advertisement in the space below. On the lines following this information, list some of the problems that could be solved by reading this information.
- The newspaper also prints information about meetings, support groups and organizations that can help solve problems. Look for examples of information like this. Clip what you find from the newspaper and attach it to this activity sheet. Circle some of the meetings or groups in which you or someone you know may have special interest.

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*Discuss problems that you or a family member may have solved by using the newspaper as a resource.*

**Other special notes from instructor:**

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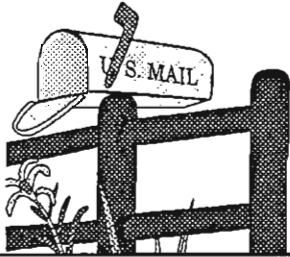
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## SUPPLEMENTAL ACTIVITIES

### Focus Area: Culture

The following activities are intended to provide ESL instructors with additional ideas for the use of the newspaper in instruction of ESL students, especially in the area of cultural study. Activities may be modified to meet the individual needs of students.

#### #1 A Lasting Impression



Read a few of the letters to the editor in the newspaper. Decide which of the letters might have an impact on business. Which letters may have an impact on the press? Can you find letters that may have an impact on government? By each of the letters, note your answer. If a letter to the editor does not seem to be one which has some impact on business, government or the press, discuss why you think the letter was written.

#### #2 Problems On The Job



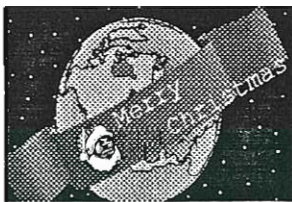
Look through the pages of the newspaper to find examples of people who may be having problems on the job. Search through columns, news stories, photographs and comic strips for any examples you can find. Make a chart to show what type of work problem is being experienced, who is involved in the problem and how the problem is being dealt with. Discuss in class how you would go about solving a similar problem on the job.

#### #3 A Taste Of Many Countries



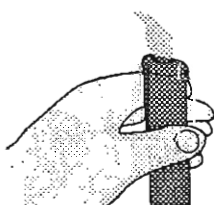
Newspaper advertisements and entertainment sections often reveal that there are many people from other lands that have come to this country to live. Because of so much movement to this country, we have an opportunity to discover new foods, traditions, arts and entertainment. Look through the newspaper to find opportunities for learning about other cultures.

#### #4 Similar And Different



Watch the newspaper for articles and other information about how holidays are celebrated in this country. Talk with your classmates about which holidays celebrated here are similar to ones celebrated in your native country. Discuss any holidays that are quite different from those in your native country.

#### #5 A Place Of Worship



Look through your newspaper to find a listing of some of the different places of worship that are available in your community. Read some of the information to find out if there are any special programs or classes for newcomers to this country. Be prepared to discuss what resources you find.