**Current Events!**

**Class time needed for lesson:** 50 Minutes (Whole period)

**Class size taught:** 20-40 students

**Target audience:** 2nd or 3rd year Senior High School students (But can be scaled down for younger students)

**Objective:** Students will learn new vocabulary in the context of a news story and answer questions about a passage of text. Students will practice giving their opinion in writing and verbally.

目的：生徒が新しい語彙を身につけ、質問に対する答えを探しながらテキストの内容を理解する。また、自分の意見を書いたり話したりすることに慣れる。

**Materials:** A news story or topic, A3 size Worksheet prepared using a current events topic (or another topic of interest) made in a program made for publishing such as Microsoft Publisher, or Adobe Indesign (It’s possible to do in Microsoft Word, but would take longer). Students may use their dictionaries.

**Procedure:**

**Greeting & warm up** (5 Minutes)

 Give your usual greetings with the students; Saying hello and asking some simple questions. Next speak briefly about the topic of the article they will receive next. Just giving enough info to give them a preview of the article.

**Worksheet** (20-25 Minutes)

 Students should begin to read through the provided passage on the worksheet, checking any words they don’t know before filling out the vocabulary section with the Japanese translation of the English words provided. (Optional: Reading the article out loud to the students before or after they read through may provide an extra chance for the students to understand the text when they read through it.)

 When the students have finished the vocabulary section, they should work through the short answer questions. Ideally they will use their own words instead of copying sentences from the article. This section is to make sure they have understood the information in the news story.

 Next students should explain the topic of the article and 2 or 3 main points the article presented. This works well for practicing summarizing skills.

**Check Answers** (5-10 Minutes)

 Call on some students to say what one of the vocabulary words is in Japanese. Have the JTE check. Next, the ALT should practice saying the vocabulary words out loud and have the students repeat them back.

 Call on some students to answer the comprehension questions about the topic, and to summarize the article.

 **Opinion** (15 Minutes)

 Lastly, ask some students to give their opinion about the topic in brief, offering a short explanation. This is the best chance many students will get to hear a few different opinions before writing their own.

 Ask the students to think about the opinion topic and to write a response in any time remaining in class.

**Additional information:**

This lesson is based heavily on a worksheet made with current events in news, but you could make it about anything, I have used this same worksheet to talk about meditation or hypothetical situations like living on Mars. (In the example I wrote about the reactions to the American Presidential election results.)

 It’s easy to substitute content once you’ve made a worksheet, or to change the type of questions. You may want to run this lesson as just reading and essay writing, or you may want to put in a game to teach comprehension.

This lesson can be quick to make a worksheet for if you have a template. You can find an article online or in the Japan Times newspaper in English, or write your own from scratch using information online. Check with your JTE if the topic is okay, and make sure you haven’t picked too difficult words for the vocabulary.

 You can use this lesson for reviewing grammar points, vocabulary testing, or essay writing.

**IMPORTANT: Make sure if you use an article from online to shorten it to around 250-300 words in length and change some of the very difficult words and sentences to simpler ones. Pick some words contained in the article to use for the vocabulary sheet, and try to use the same words as in the passage to ask your comprehension questions.**

