

Evaluation of Web-Based Resources for Discussion-Based Classes

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要 旨

多くの教師は、すべての授業を効果的に計画・構成する時間を確保することが困難であるため、多忙なスケジュールを簡素化するために、オンラインで既製のリソースを活用することに関心を持っている。しかし、インターネットは膨大な情報の迷路であるため、効率的に適切な教材を見つけることは難しい。この問題を解決するためには、シンプルでタイムリーな方法で適切な教材を提供するウェブサイトのランキングとその有効性を提供することが不可欠である。本稿では、ディスカッション・ベースのレッスンを提供するための教材を探している先生方を支援するために、まさにそれを行った。教材のレベル、教材がいかに最新で親しみやすいか、教材をいかに早く見つけ、そこからレッスンをデザインできるか、ウェブサイトがいかに使いやすいか、補助教材がいかにこれらのレッスンに適用できるか、といった要素に注目した。最終的に18のウェブサイトが、調査に裏打ちされた評価基準を用いて評価され、その結果、傑出した選択肢が選ばれた。上位3つのウェブベースのリソースについて、その判断プロセスを説明し、加点または減点の理由を中心に、得点の背後にある論理を提供する。

キーワード：討論型、ウェブベースリソース、評価、ランキング、時間効率

Introduction

Since its introduction, the Internet has become a valuable source of information for people all over the world, including teachers (Brand-Gruwel et al., 2017; Inoue-Smith, 2017), who often utilise it to supplement students' learning needs (Albertson & Johnston, 2023; Cooper et al., 2020) or to execute the planned curriculum (Ekstrand et al., 2020). However, due to the Internet's vastness, finding relevant, authentic materials can be challenging (Ekstrand et al., 2020). Finding appropriate materials online quickly and effectively is a skill (Kobayashi, 2019) that requires a lot of time and experience to develop (Albertson & Johnston, 2023). This is in part due to the limitations of current information retrieval tools (Brand-Gruwel et al., 2017; Ekstrand et al., 2020). Consequently, having websites and other online tools evaluated and ranked for teachers to find materials and resources for various lessons and situations would be beneficial. However, there are many factors involved in assessing a website, and as such, there is a need for strong evaluation criteria (Xie, I., Joo, & Matusiak, 2021). Through creating one, this paper aims to evaluate websites offering materials, primarily news-based articles, for discussion-based lessons (DBL) in English as a Second or Foreign Language (ESL, EFL) situations.

Literature Review

Discussion-Based Classes

The ability to communicate in English is an essential skill for English learners today (Aljohani & Hanna, 2023; Saidah et al., 2020). Many view this ability as their primary English objective (Nevisi & Hosseinpur, 2022; Purpura, 2016). Furthermore, due to the rise in popularity of English as a lingua franca, English as an international language and World Englishes (Tsang, 2019), the number of non-native English speakers has significantly increased (Prabjandee, 2020), and combined with the number of native speakers, about 25% of the world's population speaks English (Neeley, 2012; Yano, 2020).

Additionally, English has become necessary for many in the workplace (McDougall & Holden, 2017) and is now considered an essential skill (Fan & Yan, 2020; Fulcher, 2015). Because of this, the importance of accuracy in English has decreased (Aljohani

& Hanna, 2023; Purpura, 2016) in favour of intelligibility (Purpura, 2016; Tsang, 2019), which is defined as “the extent to which a listener actually understands an utterance” (Derwing & Munro, 2005, p. 385). This is consistent with the concept of knowledge, skills and abilities (KSA), which are the basic requirements to complete a task, not just in English but in work and other domains (Purpura, 2016). Therefore, the goal of English learning should be improving L2 students’ KSAs (Jiriyasin, 2014).

An effective way of developing KSAs is by allowing students to have discussions in an open and free context (Jiriyasin, 2014; Kobayashi, 2019). The nature of DBL enables them to be conducted through task-based language teaching (TBLT), which is a teaching method that focuses on intelligibility over accuracy (Aljohani & Hanna, 2023; Purpura, 2016) and is effective at promoting communication (Saidah et al., 2020). TBLT content often has no correct answer and is primarily student-focused, with the teacher acting in more of a facilitator role, giving students the building blocks needed to complete the tasks amongst themselves, rather than having a teacher-focused lesson (Inoue-Smith, 2017; Jiriyasin, 2014). Using English to challenge one’s peers can be an anxiety-inducing task. This is especially true for Asian ESL and EFL learners, for whom this is not a regular custom (Kobayashi, 2019; Mak, 2021; Tsang, 2018), compared to those learning in English-speaking countries where it is more natural (Mak, 2021). Therefore, having the teacher act in this non-intrusive facilitator role provides a more relaxed atmosphere in which to practice English (Jiriyasin, 2014; Saidah et al., 2020).

Web-Based Resources

Teachers are always looking for new resources to help in the classroom, and the Internet is a valuable tool to accomplish this (Inoue-Smith, 2017), as resources for any type of lesson can be found online (Brand-Gruwel et al., 2017). Because of the Internet’s expansion worldwide (Kous et al., 2020), these resources are also available to teachers in more remote areas (Mehta, 2021). Depending on the class’s needs, these resources can be used as primary and supplementary materials (Albertson & Johnston, 2023; Cooper et al., 2020; Ekstrand et al., 2020).

However, many teachers rely on word-of-mouth and other teachers for new materials and ideas rather than the Internet (Albertson & Johnston, 2023; Ekstrand et al., 2020). A significant reason for this could be that as valuable as the Internet is, the vast amount of information it holds (Brand-Gruwel et al., 2017) is overwhelming for many and trying

to determine where to start looking can be a daunting task (Albertson & Johnston, 2023; Ekstrand et al., 2020). But this is not the only reason. Researchers have identified multiple factors in determining what makes a website useful, appealing, or user-friendly to people, which can vary by the type of user (For example, teachers, students, retirees, and workers) (Fuhr et al., 2001; Kous et al., 2020; Saracevic, 2004). Considering the purpose of this paper, only the potential factors relating to teachers will be addressed.

Relative Determining Factors

Levels

Teachers prefer resources with level rankings associated with the materials offered (Albertson & Johnston, 2023). Nevertheless, many websites provide materials with few references to the level of students being catered to (Ekstrand et al., 2020). Furthermore, teachers often have students of varying proficiency levels (Ekstrand et al., 2020) and need different materials for each lesson (Albertson & Johnston, 2023). However, this is not as simple as labelling materials as K-12 or other grade levels (Ekstrand et al., 2020), as the KSAs of students in the same grade level can be significantly different (Albertson & Johnston, 2023). Therefore, it is essential to have the materials organised by level and an effective grading system to make it easier to find the best materials.

Current and Relative

Students want to see a connection between the materials being used and their lives (Albertson & Ju, 2015; Ekstrand et al., 2020). A study by Xie (2006) found that a quarter of respondents valued the materials as being current; however, 14 years later, Ekstrand et al. (2020) research found that about half of the responding teachers considered finding current and relatable material a vital factor when preparing a lesson. Additionally, it has been shown that providing students with authentic materials, such as news articles, which are “current, written to inform and are about things happening in the world” (Ekstrand et al., 2020, p. 725), positively influences students’ ability to relate to the material, as well as increasing the quality of their works (Purcell-Gates et al., 2007). This shows that supplying students with current materials, especially news articles, that they can relate to has become more important, therefore being another essential factor in website evaluation.

Supporting Materials

Discussion classes need a topic to discuss; however, only providing students with a topic question or article may not be enough to promote discussion (Aljohani & Hanna, 2023), especially with the teacher taking a facilitator role (Jiriyasin, 2014). Therefore, providing a worksheet or other supporting materials, such as vocabulary explanations, is also required to assist students in starting or continuing the discussion (Jiriyasin, 2014). Accordingly, many teachers' intentions with finding material online are to source pre-made lessons (Cooper et al., 2020; Ekstrand et al., 2020) rather than make their own, meaning they may ignore websites offering materials without a lesson plan or supporting content (Fyfield et al., 2021). Having to make the supporting materials or lesson plans takes time (Fyfield et al., 2021), as can having to search for resources with valid materials (Ekstrand et al., 2020), despite time being a limited resource for teachers (Ekstrand et al., 2020; Fyfield et al., 2021). Therefore, having a selection of resources with accompanying materials leads to higher satisfaction with a website (Khan et al., 2019).

Usability

Usability is a heavily researched evaluation criterion whose importance is agreed upon by many researchers (Kous et al., 2020; Shiri & Villanueva, 2020). Due to this, there are many definitions of usability available; however, the concept of usability is encapsulated with the simple but effective definition of “a quality attribute that describes how easy it is for a user to navigate through the website” (Roy et al., 2014, p. 159), essentially how effective and efficient the website is (Gómez-Parra & Espejo-Mohedano, 2020; Joo & Xie, 2013; Kous et al., 2020; Saracevic, 2004). Website users are more satisfied when the website is easy to use (Khan et al., 2019; Kous et al., 2020). The results of Kous et al.'s (2020) study showed that some common features affecting usability include font size, colour schemes, amount of information and information clarity. Additionally, intuitiveness (Kous et al., 2020), “a clear design and layout” (Albertson & Ju, 2015, p. 223) and the effort required to mind materials (Joo & Xie, 2013) also affect the users' attitudes towards a website (Khan et al., 2019; Mehta, 2021). Therefore, it could be argued that this is potentially the most significant factor when evaluating a website.

Time Efficiency

Despite the importance of all these factors, they are all directly linked with time,

which, as previously mentioned, is a resource many teachers lack (Ekstrand et al., 2020). Not only does it take time to find websites offering materials (Ekstrand et al., 2020), additional time is required to check whether the materials are of suitable quality and level for the intended purposes (Fyfield et al., 2021). Furthermore, if there are no supporting materials or worksheets attached to the materials, more time is required for the teacher to create them (Fyfield et al., 2021). Moreover, as previously mentioned, websites should be easy to navigate, and the efficiency in doing so directly influences the time needed to find valuable resources (Albertson & Ju, 2015; Joo & Xie, 2013; Kous et al., 2020), including recent, reliable content. The importance of time (Joo & Xie, 2013) for navigating the website and any potential post-use actions cannot be neglected.

Evaluating Web-Based Resources

Evaluation Criteria

Effective evaluation criteria are essential in evaluating a website (Xie, I. et al., 2021) and lead to high user satisfaction (Khan et al., 2019; Kous et al., 2020) when visiting websites that rank highly on the criterion scales. Consequently, based on the research, it has been determined that the following criteria for evaluating websites to find materials for DBL are the most important: ranked by level, current and reliable, access to materials, usability, and time efficiency. Websites were scored using a 5-point Likert scale, a traditional scoring method (Nadolski et al., 2021), where one is poor, two is average, three is good, four is very good, and five is excellent.

The scoring of the web-based resources reflects the author's interpretations based on their research and potential bias. Consequently, the scores and finalised rankings could differ based on the preconceptions of individual evaluators. However, the author believes that while some variation may occur, the results would be similar across evaluations.

Using this evaluation scale, 20 websites were selected to be assessed; however, two were disregarded due to the requirement of payment to access and evaluate fully. A contributing factor in this decision is that many teachers are not provided access to paid websites through their institutions (Ekstrand et al., 2020). The highest-ranked website was Breaking News English, with a total score of 22 out of 25, and the lowest was Life Science Network, with a score of seven, while the overall average score was 12.72. See Figure 1 for the full ranking of the websites and Appendix 1 for the website URLs.

Examples and explanations will be provided below to explain the scores for the top three websites.

Figure 1 Ranking of evaluated websites

Rank	Website Title	Level	Current and Relatable	Time Efficiency	Usability	Supporting Materials	Total (25)
1	Breaking News English	4	5	5	4	4	22
2	News in Levels	3	5	3	5	1	17
3	English Club	1	3	5	4	4	17
4	English Online	2	5	2	5	2	16
5	News Decoder	1	5	2	4	2	14
6	English Practice	3	2	2	4	3	14
7	TED Talks	1	5	1	5	1	13
8	YouTube	1	5	1	5	1	13
9	Smithsonian Magazine	1	5	1	4	1	12
10	The New York Times: The Learning Network	1	4	2	2	3	12
11	Entrepreneur	1	3	2	4	1	11
12	CNN	1	5	1	3	1	11
13	Science News Explore	1	4	1	3	2	11
14	Science News	1	4	1	3	1	10
15	BBC Learning English	2	3	1	2	2	10
16	iSL Collective	1	3	2	2	2	10
17	ello	1	2	2	2	2	9
18	Life Science Network	1	2	1	2	1	7
Average		1.50	3.89	1.94	3.50	1.89	12.72

The highest-ranking factor was current and relatable. Many of the ranked websites offered news articles, which, due to being recent events, are current and relatable topics for students (Ekstrand et al., 2020). This criterion had an average score of 3.89, showing strong performance amongst most websites. Next was usability, with an average ranking of 3.50, indicating a relatively high level of usability. Following this was time efficiency, with only 1.94 as the average, meaning that other factors influenced this even though the websites were relatively user-friendly. Supporting materials ranked very similar, with

an average score of 1.89. Level ranking was the least supported factor, with the average only being 1.50, meaning most websites do not offer a level guide to their resources, supporting Ekstrand et al.'s (2020) findings. Level ranking's and supporting material's low scores help explain time efficiency's low score.

Number 3—English Club

English Club (EC) received a total score of 17 out of 25. This website offers a vast selection of topics, allowing teachers to find relatable materials for students; however, many topics are generalised and not necessarily current, resulting in a score of three in this section. While it provides a wide selection of topics, none are level-ranked, resulting in a score of one.

Nonetheless, time efficiency, usability, and supporting materials scored high, with both supporting materials and usability receiving a four. EC was one of two websites to receive a five for time efficiency. Each topic has an attached appropriate PDF worksheet/lesson plan available for download, plus teacher's notes. Even though these materials are readily available, EC lost a point because each worksheet was different, resulting in the teacher needing to read through and understand how to frame the lesson. Regarding usability, while EC does provide a simple and easy-to-follow layout with easy-to-read text, the links for alternate topics are at the bottom of the page, meaning there is a need to scroll down to choose the desired topic. Additionally, there are separate links for the lesson plan and teacher's notes PDFs, which open on a new page. Despite these weaknesses, navigating EC, downloading a lesson plan, and checking them takes very little time, and a whole lesson can be planned in less than five minutes.

Number 2—News in Levels

News in Levels (NiL) received a score of 17. This is the same score as EC; however, it was only ranked this way due to Microsoft Excel's processing algorithm. As the name suggests, NiL offers content for different levels, but only three are available. As such, NiL does not cater to a wide variety of abilities, resulting in a score of three. It scored highly in current and reliable, receiving a five. It provides two new articles daily covering events from around the world, allowing teachers to find exciting and appropriate articles for students. However, no supporting materials are provided, meaning teachers must design them themselves. This resulted in NiL getting one for supporting materials.

Nevertheless, the user interface is simple, the most recent articles are on the home page, and the ability to link straight to the correct level from the home page resulted in NiL's usability rating being five. Primarily due to the extra time required to produce supporting materials manually, time efficiency was reduced to three.

Number 1—Breaking News English

The evaluation criteria determined Breaking News English (BNE) to be the best website for finding DBL materials, with a score of 22, the only website to receive over 20. Like NiL, it is a news-based resource but only uploads two new articles weekly. These articles are about current topics from around the world. These articles are split into “easier” and “harder”, with the new articles being one of each. The easier and harder articles are further divided into levels, with easier having four (i.e., Level 0 to Level 3) and harder having three (i.e., Level 4 to Level 6). This provides teachers with more options in selecting appropriate materials for students.

Furthermore, each article is accompanied by a complete mini-lesson worksheet provided in the same format for each lesson. This makes it extremely easy for teachers to plan and execute lessons once they are used to the structure. Regarding usability, the website is visually appealing, with simple colours that contrast effectively with the text. Navigating directly to the mini-lessons from the home page is also straightforward. Within three clicks, teachers have access to a complete lesson plan and materials needed for the students. As a result, BNE is a very time-efficient website, providing a simple-to-use website with consistent lesson plans, significantly minimising teachers' preparation time.

However, level, usability, and supporting materials all received four points, compared to current and relatable and time efficiency. Level and supporting materials both lost a point for the same problem; even though there are seven levels of readings, the worksheets are only available for levels three and six. Teachers must alter or prepare a lesson plan if students are not at these levels. Similarly, if teachers need to utilise readings from a different level, these pages may feel a bit overloaded for some people. For screenshots of the BNE website and a sample worksheet, see Appendices 2–4.

Conclusion

Even though the top three websites scored between 17 and 22 out of 25, there is room for general improvement. Many websites were rated highly in usability and were current and relevant; however, level, time efficiency, and supporting materials scored poorly. Improving these areas is vital for current and future websites to become more teacher-friendly. The results showed that, collectively, many websites have a high level of usability and are current and relevant, but the remaining factors were low on average. Nonetheless, using these rankings will allow teachers to quickly find appropriate materials for ESL/EFL classrooms, increasing their time on essential tasks. This evaluation was conducted by a single researcher, which led to potential bias. Therefore, in future studies, having multiple researchers assess the websites would increase the reliability of the results. Future research could also include other factors, including cost, reliability, and topic grouping.

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Evaluation of Web-Based Resources for Discussion-Based Classes

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Appendices

Appendix 1

Website URLs

Website Title	URL
Breaking News English	https://breakingnewsenglish.com/
News in Levels	https://www.newsinlevels.com/
English Club	https://www.englishclub.com/esl-worksheets/conversation/people.htm
English Online	https://www.english-online.at/
News Decoder	https://news-decoder.com/
English Practice	https://www.english-practice.at/news-articles/news-articles-index.htm
TED Talks	https://www.ted.com/talks
YouTube	https://www.youtube.com/
Smithsonian Magazine	https://www.smithsonianmag.com/
The New York Times: The Learning Network	https://www.nytimes.com/section/learning
Entrepreneur	https://www.entrepreneur.com/
CNN	https://edition.cnn.com/
Science News Explore	https://www.snexplores.org/
Science News	https://www.sciencenews.org/
BBC Learning English	https://www.bbc.co.uk/learningenglish/
iSL Collective	https://en.islcollective.com/english-esl-worksheets/search/news+article
ello	https://www.ello.org/index.htm
Life Science Network	https://www.lifescience.net/news/latest/
News for You *	https://www.newsforyouonline.com/
Teach This *	https://www.teach-this.com/academic-english-worksheets-activities/discussions

Appendix 2

Breaking News English: Homepage showing all the levels and the link to the mini-lessons

Breaking News English

3,410 Free English News Lessons in 7 Levels

Latest News Lessons - Apr 22, 2024



UK leader cracks down on 'sick note culture'

22nd April - "Harder"
Britain's Prime Minister has announced plans to crack down on what he has labelled Britain's "sick note culture".

Level 4 Level 5 Level 6



Seafood could have higher levels of 'forever chemicals'

18th April - "Easier"
A new study has suggested that higher levels of 'forever chemicals' may exist in seafood.

Level 0 Level 1 Level 2 Level 3



Rising auto insurance premiums fuelling inflation

15th April - "Harder"
Skyrocketing auto insurance premiums are fuelling inflationary pressures in the USA.

Level 4 Level 5 Level 6



Chechnya bans music that is too slow or too fast

11th April - "Easier"
Chechnya has made a rule about what speed of music people can listen to.

Level 0 Level 1 Level 2 Level 3

From the latest lesson:
British Prime Minister Rishi Sunak has announced plans to crack down on what he has labelled Britain's "sick note culture". The leader believes there are too many people in the UK claiming welfare benefits because of mental health issues. He said welfare payments were a drain on the economy, and the number of people not working was creating labour shortages.

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Easier (0-3) and Harder (4-6) News Lessons

Level 0 Level 1 Level 2 Level 3
Level 4 Level 5 Level 6
MINI NEWS LESSONS

This site is for ESL and EFL students wanting to learn news English. The site has English news readings and listening. There are two news lessons every week on news stories from across the world.

[5,500 more English lessons](#)

News Lessons on These Themes

- [Business English](#)
- [Environment](#)
- [Education](#)
- [Health](#)

Appendix 3

Breaking News English: Sample mini-lesson

BreakingNewsEnglish - Many online quizzes at URL below

Rockets and planes chase the solar eclipse

8th April 2024



Astronomers and pilots chased a solar eclipse across the heavens on Monday. This occurred while millions of people in Canada, the USA and Mexico gazed into the sky to catch a glimpse of a rare celestial event - a total eclipse of the sun. The sun, moon and Earth

aligned to block the view of the sun's disc. NASA equipped its high-altitude WB-57 planes with special sensors and instrumentation to gather information from the unique solar event. Pilots navigated a path within the eclipse, 15,240 meters high, to get a view of the corona - the sun's outer surface. NASA also fired rockets into Earth's upper atmosphere, known as the ionosphere, to try to unravel some of the sun's greatest mysteries.

A total solar eclipse happens when the moon obscures the face of the sun from view. This celestial phenomenon momentarily turns day to night. Totality means the sun's corona becomes a million times dimmer than the sun's disc. This makes it easier for scientists to observe and study the sun. Dr Amir Caspi, a solar astrophysicist, explained that: "Total solar eclipses let us study and see the corona in ways that just would not be possible at any other time and in any other way." Solar eclipses often have confusing effects on nature. They briefly stir nocturnal creatures and make birds and insects fall silent. Motorists can also be affected and should slow down as lighting and visibility conditions change.

Sources: cnn.com / usatoday.com / pbs.org

Writing

It is very important to study the sun. Discuss.

Chat

Talk about these words from the article.

astronomers / solar eclipse / celestial event / high altitude / sensors / atmosphere / moon / phenomenon / scientists / corona / nature / nocturnal creatures / visibility

True / False

- 1) Astronomers chased pilots across the heavens on Monday. T / F
- 2) The eclipse took place across North and South America. T / F
- 3) High-altitude planes flew at a height of 30,000 metres to see the eclipse. T / F
- 4) The Earth's upper atmosphere is called the ionosphere. T / F
- 5) A total solar eclipse happens when the sun totally obscures the moon. T / F
- 6) The sun's corona is a million times dimmer than its disc in an eclipse. T / F
- 7) Solar eclipses can make nocturnal creatures wake up. T / F
- 8) Birds can stop singing during an eclipse. T / F

Synonym Match

(The words in **bold** are from the news article.)

- | | |
|-----------------------|----------------|
| 1. gazed | a. briefly |
| 2. celestial | b. sight |
| 3. unique | c. solve |
| 4. view | d. watch |
| 5. unravel | e. stared |
| 6. obscures | f. bewildering |
| 7. momentarily | g. hides |
| 8. observe | h. heavenly |
| 9. confusing | i. wake |
| 10. stir | j. distinctive |

Discussion – Student A

- a) What do you think about what you read?
- b) What do you think of solar eclipses?
- c) What would it be like to be a fighter pilot?
- d) What do you want to know about space?
- e) What three adjectives best describe this story?
- f) What effects do eclipses have on nature?
- g) How dangerous might driving be during an eclipse?
- h) What questions would you like to ask the astronomers?

BreakingNewsEnglish - Many online quizzes at URL below

Phrase Match

- | | |
|---|------------------------|
| 1. pilots chased a solar eclipse | a. and instrumentation |
| 2. catch a glimpse of a rare | b. silent |
| 3. planes with special sensors | c. greatest mysteries |
| 4. NASA also fired rockets into Earth's | d. the face of the sun |
| 5. unravel some of the sun's | e. astrophysicist |
| 6. the moon obscures | f. upper atmosphere |
| 7. a solar | g. conditions change |
| 8. They briefly stir nocturnal | h. celestial event |
| 9. birds and insects fall | i. creatures |
| 10. lighting and visibility | j. across the heavens |

Discussion – Student B

- What did you think when you read the headline?
- What images are in your mind when you hear the word 'solar'?
- What do you know about eclipses?
- How interested are you in astronomy?
- What do you think when you look up at the sky?
- Have you ever seen an eclipse?
- What might scientists learn from this eclipse?
- What do you know about the ionosphere?

Spelling

- raemtosnro and pilots
- catch a glimpse of a rare iaeticse event
- moon and Earth alindeg to block the view
- NASA equipped its high-ltdtieau WB-57 planes
- Pilots nvtedgiaa a path within the eclipse
- known as the nephroioes
- the moon bsesocur the face of the sun
- mytiranmoe turns day to night
- a solar issaitcytphrso
- They briefly stir nuctolra creatures
- oitmtssro can also be affected
- lighting and iiivsblity conditions

Answers – Synonym Match

1. e	2. h	3. j	4. d	5. c
6. g	7. a	8. d	9. f	10. i

Role Play

Role A – Solar Eclipse

You think a solar eclipse is the most interesting thing in the sky. Tell the others three reasons why. Tell them why their things aren't as interesting. Also, tell the others which is the least interesting of these (and why): a shooting star, the Milky Way or Aurora Borealis.

Role B – A Shooting Star

You think a shooting star is the most interesting thing in the sky. Tell the others three reasons why. Tell them why their things aren't as interesting. Also, tell the others which is the least interesting of these (and why): a solar eclipse, the Milky Way or Aurora Borealis.

Role C – The Milky Way

You think the Milky Way is the most interesting thing in the sky. Tell the others three reasons why. Tell them why their things aren't as interesting. Also, tell the others which is the least interesting of these (and why): a shooting star, a solar eclipse or Aurora Borealis.

Role D – Aurora Borealis

You think the Aurora Borealis is the most interesting thing in the sky. Tell the others three reasons why. Tell them why their things aren't as interesting. Also, tell the others which is the least interesting of these (and why): a shooting star, the Milky Way or a solar eclipse.

Speaking – The Heavens

Rank these with your partner. Put the most interesting things to see in the heavens at the top. Change partners often and share your rankings.

- | | |
|------------------|-------------------------------|
| • Solar eclipse | • A comet |
| • Lunar eclipse | • Mars |
| • Shooting stars | • Aurora borealis |
| • Milky Way | • International Space Station |

Answers – True False

1 F	2 F	3 F	4 T	5 F	6 T	7 T	8 T
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Answers to Phrase Match and Spelling are in the text.

Appendix 4

Breaking News English: Level 0 article

Breaking News English

Lesson: Seafood

[Home](#) | [Help This Site](#)

Seafood could have higher levels of 'forever chemicals' (18th April 2024)

LISTEN

- [Seafood - Level 0](#)

READ

- [3-speed reading](#)
- [Print the lesson](#)
- [All 4 graded readings](#)

MATCH

- [Text jumble 1](#)
- [Text jumble 2](#)
- [Sentence match](#)

SPELL

- [Consonants](#)
- [Vowels](#)
- [Missing letters](#)
- [Initials only](#)
- [No letters](#)

WORDS

- [Missing words](#)
- [No spaces](#)
- [Gap fill](#)

SEE MORE...

- [Seafood - Level 1](#)
- [Seafood - Level 2](#)
- [Seafood - Level 3](#)

The Reading / Listening - Seafood - Level 0

High levels of "forever chemicals" may be in seafood. Forever chemicals are man-made. They stay in our blood and lead to health problems like cancer and kidney problems. Researchers said we need safety guidelines, especially for things like prawns and lobster. People who love seafood may have to change what they eat.

Forever chemicals are found in food packaging and food containers. The chemicals are now in our food chain. A professor wants people to be aware of the risks, and to understand more about what is in the food we eat. She said: "Our recommendation isn't to not eat seafood."

Try the same news story at these levels:

[Seafood - Level 1](#), [Seafood - Level 2](#) or [Seafood - Level 3](#)

Sources

<https://scitechdaily.com/dartmouth-research-uncovers-hidden-dangers-in-popular-seafoods/>
<https://www.newsweek.com/warning-toxic-forever-chemical-risk-seafood-diet-1889465>
<https://link.springer.com/article/10.1007/s12403-024-00640-w>

Make sure you try all of the online activities for this reading and listening - There are dictations, multiple choice activities, drag and drop activities, sentence jumbles,

Buy my **1,000 Ideas and Activities for Language Teachers** eBook. It has hundreds of ideas, activity templates, reproducible activities, and more.

[Take a look...](#)

\$US 9.99

News

"Much has been said and written on the utility of newspapers; but one principal advantage which might be derived from these publications has been neglected; we mean that of reading them in schools."

The Portland Eastern Herald (June 8, 1795)

"News is history in its first and best form, its vivid and fascinating form, and...history is the pale and tranquil reflection of it."