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# TEEN MAGAZINE

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Type of module	Project work
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Target group	12–15-year-old learners
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Level	A2
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humánerőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulinova oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: [www.educatio.hu](http://www.educatio.hu) címen.

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# INFORMATION TABLE

<b>TYPE OF MODULE</b>	<b>Project work</b>
<b>DESCRIPTION OF MODULE</b>	<p>In this project Ls:</p> <p>Produce a magazine of 10-15 pages for teenagers. The magazine is produced on A4 paper and can be hand written, written on computer, or both. The final product should be spiral bound into a booklet, or stapled together. The magazine has a cover page, contents and Editorial page etc. like a “professional” magazine.</p> <p>Choose the topic. Everyone has to write an article, a letter (for “Readers’ Letters” page), plus two other pages for the magazine (i.e. a horoscope page, jokes). Also, each magazine has a “Puzzles Page” with puzzles on the contents of that magazine – these are for other Ls to do when they read the magazine.</p> <p>Produce a TV advertisement to persuade other Ls to read their magazines when they have finished them.</p> <p>Vote for the best magazine at the end of the project.</p>
<b>AIMS AND OBJECTIVES OF MODULE</b>	<ul style="list-style-type: none"> <li>■ To develop Ls’ ability in reading, writing, speaking, listening</li> <li>■ To develop Ls’ abilities to plan, manage and assess a task</li> <li>■ To develop Ls’ abilities in displaying written materials in magazine format</li> <li>■ To develop Ls’ abilities in working as a team</li> <li>■ To develop Ls’ knowledge of media vocabulary (magazine + advertising)</li> </ul>
<b>TIMEFRAME</b>	5 lessons
<b>TARGET GROUP</b>	12–15-year-old learners
<b>LANGUAGE LEVEL</b>	A2
<b>SUGGESTED LANGUAGE COMPETENCE</b>	<p>Ls can:</p> <ul style="list-style-type: none"> <li>■ Write a simple description of events (past, present &amp; future) and personal experience using simple linkers such as “and”, “or”, “because”</li> <li>■ Understand short simple texts that contain high frequency words.</li> <li>■ Find specific information in simple written materials such as short descriptions of events, letters</li> <li>■ Understand simple written instructions</li> <li>■ Give a short description of events and activities or retell a story at a basic level i.e.</li> <li>■ Following a model or giving a simple list of points</li> <li>■ Deliver short rehearsed texts of learnt content</li> <li>■ Compare and describe in simple brief statements objects and possessions</li> <li>■ Exchange information and ideas, ask and answer questions in simple situations</li> <li>■ Extract the essential information in short texts</li> </ul>

**LINKS OF THE MODULE****Cross-curricular links**

Maths – Ls do class surveys, Art and Design – Ls create and design a magazine, Media studies – Ls produce TV advert and a magazine, Life Style and practical skills – Ls write about and use these in their magazines, Hungarian Language – Ls learn about composition writing (an article, a letter etc.)

**Links with other modules**

Our year (the “Speak out”), Save what we have left (writing an advert)

**FOCI OF SKILLS-  
DEVELOPMENT****Communicative language skills**

- reading articles, letters, instructions, on how to carry out tasks
- writing creatively/ structuring compositions – an article, a letter, a “Speak out”, an interview, a story, a horoscope, news, an ad
- exchanging information about an article
- performing a TV ad
- listening for specific information

**General, educational skills**

- Communication skills
- Problem solving
- Personal and social skills
- Information technology
- Developing creative skills

**EVALUATION**

Learner self-assessment of own work through self-assessment form  
Learner evaluation of finished magazines with use of voting forms

## SUGGESTIONS

Timing of project lesson: We suggest that this particular project should be dealt with over four/five weeks i.e. one lesson a week. This is for two reasons. Firstly, to allow Ls time between project lessons to do the necessary out of class research and work and secondly, to give the teacher time to correct and return Ls written work between project lessons.

You need a pack of A4 paper; pens, pencils and writing materials; a project file – a binder file and all Ls project forms should be kept here; Ls also need a project work exercise book for notes.

The magazines – Ideas for putting together the finished products are

1 Spiral bound – a good option as it protects the magazines. If facilities are not available in your school, many stationers do this for 250 forints per booklet.

2 Stapled together.

3 Hole punched and tied together with ribbon/string.

NB: You need 2 copies of each magazine. This is to make the reading activity in the last lesson more manageable.

English language magazines: For Lesson 1, you & Ls bring in a selection of Hungarian (or English) magazines for Ls to examine and so be clear about what they have to produce for this project. For suggestions on how to obtain free magazines and other publications in English, see “Back up systems” below.

Prize for the best magazine: At the end of the project Ls vote for the best magazine which wins a prize. Prizes might be – Ls make a “First Prize” certificate or momento (i.e. a gold cup) to be awarded; chocolate; biscuits; a “Best magazine of the year” sticker to be stuck on the winning magazine etc.

Follow up activity:

After the project has finished, make a magazine library in the classroom and let Ls read them if they finish work early; quick warmers etc. Also, lend the magazines to other English teachers to use in their classes.

Mixed ability: This is catered for in 2 ways

1 By the project outcome. Groups are set one general outcome, producing a class Magazine and Ls are free to tackle it at their own ability level. The amount of help given by the teacher depends on the amount needed by the L.

2 By task. The Ls are provided with different graded tasks within the class. Project Groups are given 12 2.3 How can I? cards to help them write the magazines. cards (marked E) describe easy tasks, cards tasks (marked D) describe more challenging tasks both linguistically & conceptually.

## BACK UP SYSTEMS

- 1 Free magazines and other publications in English are available from British Embassy Budapest. It sends out free publications (including magazines) on behalf of the UK Foreign and Commonwealth Office. Write to [www.info@britemb.hu](mailto:www.info@britemb.hu) for more information outlining what you are interested in, for what age and why.  
The European Commission. EU commission in Hungary distributes free publications (maps, postcards, posters, booklets and magazines for young people). For further information see [http://europa.eu.int/comm/publications/index\\_en.htm](http://europa.eu.int/comm/publications/index_en.htm)  
Publishers in Hungary (Oxford University Press, Cambridge University Press etc.) sometimes send out samples of magazines for young people. Contact them at their local offices and ask to be placed on the mailing lists.  
Mary Glasgow magazines for teenagers (Crown, Click, Team) are widely available in Hungary. Contact EFL bookshops or the British Council ([www.britishcouncil.com](http://www.britishcouncil.com)) for further information.
- 2 The two articles in Lesson 1 (1.5, 1.7, 1.7) are based on true stories. Article 1.5 is adapted from the true story of a boy who found a one-meter corn snake in his cornflakes packet in April 2005. For more funny news stories go to [www.davesdaily.com](http://www.davesdaily.com)

# MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	Skim reading and reading for specific information Developing Ls' planning skills Developing co-operative learning Writing a short article Developing speaking through jigsaw reading task Developing magazine vocabulary	Ls look through & discuss magazines. Ls learn what their project is about and start planning for it. Ls read article. Jigsaw reading activity.	Magazine vocabulary – article, advertisement, gossip page, contents page, Editorial, headline, column etc. Writing an article with focus on text organisation	1.1 Wall questions 1.2 What's a magazine? tick list 1.3 What's our Project? sheet 1.4 Project Questions wall poster 1.4 Planning our Project form 1.5 Snake in School Bufé 1.7 Boy fights lion and saves sister 1.7 Dog eats mobile phone
2	Writing creatively Reading for specific information Developing planning and task management skills Developing co-operative learning	Ls do some puzzles. Write articles for their magazines. Plan the next stages of the project. Start writing materials for magazines using the 2.3 How can I ...? self help cards.	Varied language input provided by 2.3 How can I...? cards – write a “Speak out”, write an interview, write a horoscope, etc.	2.1 Puzzle pack 2.3 How can I...? cards
3	Reading for specific information Writing creatively Developing planning, managing, evaluation skills	Ls put together a simple assessment form. Ls write a simple letter. Ls continue writing materials for magazines.	Letter writing conventions – text organisation, punctuation, salutations etc. Varied language input provided by 2.3 How can I...? cards	3.1 Voting form 3.2 Letter 3.3 Cut up letter 1.4 Project Questions wall poster 1.4 Planning our Project form 3.4 Letter skeleton 2.3 How can I...? cards

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
4	<p>Reading for specific information</p> <p>Writing creatively</p> <p>Developing oral skills – performing an advert</p> <p>Developing task management skills</p> <p>Developing Ls’ abilities in displaying written materials</p> <p>Developing co-operative learning</p>	<p>Ls finish off writing materials for magazines.</p> <p>Ls put magazines together.</p> <p>Ls produce their own TV adverts.</p>	<p>Varied language input provided by 2.3 How can I...? cards</p> <p>Vocabulary for advertisements – slogan, special offer etc.</p>	<p>2.3 How can I...? cards</p> <p>Ls’ letters</p> <p>Ls’ materials</p>
5	<p>Developing oral skills – performing an ad.</p> <p>Listening for specific information</p> <p>Reading for specific information</p> <p>Develop Ls’ self-assessment skills</p> <p>Developing co-operative learning</p>	<p>Project groups perform their TV adverts.</p> <p>Ls choose a magazine to read on the basis of the TV ad. and in pairs read those magazines.</p> <p>Ls vote for the best magazine.</p> <p>Ls evaluate their own learning in this module.</p>		<p>2 copies of each magazine. This is to make the reading activity in 5.2 &amp; 5.3 more manageable.</p> <p>Also, each magazine needs to be properly presented – spiral bound etc. (see “Suggestions” in the introductory table for ideas on this)</p> <p>3.1 Voting form</p> <p>5.4 Self-assessment form</p>

# PROCEDURE

## LESSON 1: THE COMPETITION

<b>AIMS OF THE LESSON</b>	<ul style="list-style-type: none"><li>■ to learn and practise magazine vocabulary</li><li>■ to skim read and read for specific information</li><li>■ to develop Ls' creative writing</li><li>■ to exchange ideas and information from a reading task</li><li>■ to develop Ls' planning skills</li><li>■ to develop Ls' co-operative skills</li></ul>
<b>MATERIALS AND RESOURCES</b>	1.1 Wall questions (one copy), 1.2 What's a magazine? tick list (one copy per L), 1.3 What's our Project? sheet (one copy per project group), 1.4 Project Questions wall poster, 1.4 Planning our Project form (one copy per project group), 1.5 Snake in School Bufé (one copy per L), 1.7 Boy fights lion and saves sister (one copy each for half the class), 1.7 Dog eats mobile phone (one copy each for half the class)
<b>BEFORE THE LESSON</b>	Ask Ls to bring in a selection of magazines from home. These will be in Hungarian. Try to include some English ones too – see Back up systems in the Information table for ideas on how to obtain some.

<b>STAGE 1</b>	<b>Warm up – Wall questions</b>
<b>TIME</b>	3 mins
<b>ORGANISATION</b>	Group work, whole class
<b>AIDS AND MATERIALS</b>	1.1 Wall questions

### TEACHER'S ACTIVITIES

- 1 Put the 1.1 Wall questions on the wall at the front of the room, put Ls into groups of 4 and ask them to discuss the questions following procedure in Learner Activity.
- 2 Stop the activity after 2 minutes and discuss together question 5.  
Solution:  
Magazines on TV, pop, women's, car, sports, football, cinema, etc.

### LEARNERS' ACTIVITIES

- 1 Ls are in groups of 4. L1 goes to 1.1 Wall questions, memorises question 1, returns to the group and asks the question. The group discusses the question until L1 is satisfied with answers. L2 repeats the procedure, then L3 and so on until all five questions have been answered.

**STAGE 2 Presentation – What’s a magazine?****TIME** 6 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Learning magazine vocabulary**ORGANISATION** Individual, pair work, whole class**AIDS AND MATERIALS** 1.2 What’s a magazine? tick list**TEACHER’S ACTIVITIES**

- 1 Spread the selection of magazines collected by you & Ls at the front of the room.
- 2 Give out the 1.2 What’s a magazine? tick list to the Ls and check any unknown words.  
NB: See Project 1 “Our Year” for an example of “Speak Out!”.
- 3 Ask Ls in pairs to quickly browse through the magazines and tick the features that they find.
- 4 Discuss answers briefly together, checking that Ls know what each feature is.
- 5 Ask Ls what else they can find in the magazines and add them to the tick list.

**LEARNERS’ ACTIVITIES**

- 2 Ls look through 1.2 What’s a magazine? tick list with teacher and check any unfamiliar words.
- 3 Ls read magazines and look for features mentioned on the 1.2 What’s a magazine? tick list.
- 4 Ls respond.
- 5 Ls write down list of things they can find in the magazines.

**STAGE 3 Introduction to the project – What’s our Project?**

**TIME** 5 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Guessing the meaning of an advert

**ORGANISATION** Whole class, pair work

**AIDS AND MATERIALS** 1.3 What’s our Project? sheet

**TEACHER’S ACTIVITIES**

- 1 Write the competition advertisement on the board.  
*Competition!*  
*For a Teen magazine*  
*Make a mag*  
&  
*An ad.*  
&  
*Make your fortune!*  
*The best one wins*
- 2 Ask Ls, in pairs, to work out what they have to do for this project.  
Explain key vocabulary.  
Teen magazine = a magazine for teenagers  
Mag = a short form of magazine  
Ad = a short form of advertisement  
Make your fortune = become rich from selling the magazine  
  
Solution:  
Make a magazine and produce an advertisement to sell it to the others.

**LEARNERS’ ACTIVITIES**

- 2 Ls read and interpret competition advertisement:

### TEACHER'S ACTIVITIES

- 3 Give the 1.3 What's our Project sheet to the Ls and explain that in groups of 4 they have to:
  1. Produce a magazine of 10-15 pages for teenagers. They choose the topic.
  2. Everyone has to write an article, a letter (for "Readers' Letters" page), plus two other pages for the magazine (i.e. a horoscope page, jokes). Also, each magazine has a "Puzzles Page" with puzzles about their magazine. These are for other Ls to do when they read the magazine.
  3. Write the magazine on A4 paper. It can be hand written, written on computer, or both. The magazine will be stapled together or spiral bound. It will have a cover page, contents and Editorial page etc.. like a real magazine.
  4. Produce TV advertisement to persuade other Ls to read their magazines when they have finished them.
  5. At the end of the project they will vote for the best magazine.

They have 5 lessons and work in school and at home. Show Ls project file and tell them that they will keep project records here.

- 4 Divide Ls into project groups of approximately 4 pupils. Ls name their group.

### LEARNERS' ACTIVITIES

- 3 Ls read 1.3 What's our Project sheet and listen to teacher's explanation.

- 4 Ls get into groups and name their groups.

<b>STAGE 4</b>	<b>Planning the project – Let’s plan</b>
<b>TIME</b>	6 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Planning, Co-operating in groups
<b>ORGANISATION</b>	Group work
<b>AIDS AND MATERIALS</b>	1.4 Project Questions wall poster, 1.4 Planning our Project form

### TEACHER’S ACTIVITIES

- 1 Put up the 1.4 Project Questions wall poster and hand out a 1.4 Planning our project form to each project group.
- 2 Ask Ls to start planning their magazine by discussing questions 1-3 on 1.4 Project Questions wall poster and completing step 1 on their 1.4 Planning our project forms.
- 3 Reassure Ls that this is just a first plan, with general ideas, and things may change.

### LEARNERS’ ACTIVITIES

- 1 Ls discuss questions 1-3 on the 1.4 Project questions wall poster (*What do we have to do? What do we want in our magazine? Where can we get information from?*) and fill in step 1 of the 1.4 Planning our Project form (*What do we want in our magazine?*).

<b>STAGE 5</b>	<b>Reading – Let’s read</b>
<b>TIME</b>	9 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Scan reading and reading for specific information
<b>ORGANISATION</b>	Individual work, whole class
<b>AIDS AND MATERIALS</b>	1.5 Snake in School Bufé

### TEACHER’S ACTIVITIES

- 1 Tell Ls that now they are going to learn how to write an article.
- 2 Show Ls a couple of articles from the collection of magazines and ask why we read articles.
- 3 On board write headline “Snake in School Bufé” and ask Ls to guess what the article is about.
- 4 Give out 1.5 Snake in School Bufé one to each L face downwards. Tell Ls that they have 1 minute to read the article to see if their predictions were right. Remind them to read very quickly, NOT every word.
- 5 Check predictions together.
- 6 Ask Ls to read 1.5 Snake in School Bufé more slowly and complete the work sheet. They do this individually.

### LEARNERS’ ACTIVITIES

- 2 Ls answer: for entertainment & to get information.
- 3 Ls guess contents of article from headline.
- 4 Ls skim read article 1.5 Snake in School Bufé.
- 6 Ls read 1.5 Snake in School Bufé in detail and complete work sheet.

<b>STAGE 6</b>	<b>Language focus – Let’s check the answers</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Writing an article Guessing the meaning of words from context
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	1.5 Snake in School Bufé

### TEACHER’S ACTIVITIES

- 1 Check answers together, highlighting these language points:  
Solution
  1. a) – the bufé helper; b) – Head Teacher; c) – Head of Győr zoo; d) – corn snake
  2. –
  3. a) – the school bufé, Adyváros Primary school, Győr; b) – yesterday morning; c) – Ungár Katalin, the bufé helper
  4. Katalin found a snake in a box of “kukoricapehely”. The snake disappeared and the children were sent home.
  5. In the evening the zookeepers found the snake and took it to Győr Zoo.
  6. “This is a corn snake ..... call it ‘Dinky’ ”.
  7. a) – take things out of; b) – how a snake moves; c) – cannot be found

Text organisation – On board write –

Paragraph 1: The start *Where, when and who did this happen to?*

Paragraph 2: The middle *What happened next?*

Paragraph 2 or 3: The end *What was the end?*

Paragraph 3: *What did someone say?*

...and explain:

– Paragraph 1 tells us *Where, when and who this happened to?* This gives **The Start** of the article (this relates to question 3).

– Paragraph 2 gives us the details – *what happened next?* This is **The Middle** of the article (question 4).

– Paragraph 2/3 tells us *What was the end?* This is **The End** (5).

– In the last paragraph, we can often read what people say – people’s words are written inside inverted commas “...” (question 6).

### LEARNERS’ ACTIVITIES

- 1 Ls listen and respond.

Guessing meaning from context (7) Show Ls how to do this by using clues around the unfamiliar words i.e. We can guess *slithered* because the snake moved and this is the only way a snake moves.

Headlines: Quickly hold up three or four articles from the selection of magazines and ask Ls “Which ones do you want to read?” “Why?”

Ls select article to read and explain why i.e. – the headlines get their interest and tell them what the article is about.

- 2 Write these headlines on board, highlight headlines only write key words and ask Ls to predict the article.
- “Barátok közt” ends  
Boy fights lion and saves sister  
Dog eats mobile phone  
Solution  
Barátok közt, the popular TV soap opera on RTL Klub is ending.  
A boy saves his sister from a lion by fighting it.  
A dog eats a mobile phone and lives.
- 2 Ls guess contents of article from headline.

**STAGE 7 Jigsaw reading – Let’s read & talk****TIME** 10 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Reading for specific information  
Exchanging information from the reading**ORGANISATION** Individual work, pair work**AIDS AND MATERIALS** 1.7 Boy fights lion and saves sister, 1.7 Dog eats mobile phone**TEACHER’S ACTIVITIES**

- 1 Tell Ls that they are going to read an article, then talk about it.
- 2 Divide the Ls into two groups, A and B.
- 3 To group A give the 1.7 Boy fights lion and saves sister.  
To group B give the 1.7 Dog eats mobile phone.  
(These are the articles to the headlines in Lesson 1, Stage 6.)
- 4 Ask Ls to check their predictions in Lesson 1, Stage 6 by reading the articles quickly – give a 1-minute time limit.
- 5 Ask them to complete the worksheets individually then compare their answers in pairs.
- 6 Rearrange the pairs, putting As and Bs together. Ask Learner A to tell Learner B about their article using the notes they have made on the article worksheet and visa versa.

**LEARNERS’ ACTIVITIES**

- 1 Ls listen.
- 2 Ls get into groups A and B.
- 4 Ls A skim read article 1.7 Boy fights lion and saves sister to check their predictions.  
Ls B skim read article 1.7 Dog eats mobile phone to check their predictions.
- 5 Ls A read article 1.7 Boy fights lion and saves sister in detail and complete the worksheet and check answers in pairs.  
Ls B read article 1.7 Dog eats mobile phone in detail and complete the worksheet and check answers in pairs.
- 6 Ls A & B tell each other about their articles.

**STAGE 8 Homework – What’s the homework?**

**TIME** 1 min

**ORGANISATION** Whole class

**TEACHER’S ACTIVITIES**

- 1 Tell Ls that next lesson they will write an article for their magazine.  
For homework they should:
  1. Choose a topic to write about – real or imaginary.
  2. Answer these prompt questions in note form – remind them that the answers to the questions make up the article.

*Where, when and who did this happen to?* (Paragraph 1)

*What happened next?* (Paragraph 2)

*What was the end?* (Paragraph 2 or 3)

*What did someone say?* (Paragraph 3)

**LEARNERS’ ACTIVITIES**

- 1 Ls listen.

## LESSON 2: LET'S WRITE

### AIMS OF THE LESSON

- to develop Ls' creative writing
- to practise reading for specific information
- to develop Ls' planning, monitoring and assessment skills
- to develop Ls' ability to work as a group

### MATERIALS AND RESOURCES

2.1 Puzzle packs (one pack per project group), 2.1 Solutions (one copy), 2.3 How can I...? cards (one pack of 12 cards per project group), 1.4 Planning our project form

### BEFORE THE LESSON

Prepare a 2.1 Puzzle pack for each project group. In each 2.1 Puzzle pack there are 6 puzzles – word search, True or false?, make the sentence, crossword puzzle, cryptogram, crisscross. Photocopy the puzzles so each group has a copy of each puzzle, place the 6 puzzles in an A4 plastic envelope, one for each project group, and write each project group's name on post-its and stick them on the envelopes.

Prepare one pack of 2.3 How can I...? cards for each project group. In each pack there are 12 cards – How can I write a Speak out?, How can I write an interview?, How can I write a horoscope?, How can I do a survey?, How can I write a photo story?, How can I write pop/ fashion/ sports news?, How can I write a puzzles page?, How can I do reader's letters?, How can I do the cover page?, How can I write the Editorial?, How can I write the contents page?, How can I write a TV advertisement?.

Photocopy the 2.3 How can I...? cards so each group has a copy of each card. Place a pack of 12 cards in an A4 plastic envelope, write the group's name on post-its and stick them on the envelopes.

### STAGE 1

**Revision – Puzzle time**

### TIME

9 mins

### SKILLS AND COMPETENCIES IN FOCUS

Revising vocabulary and contents of last project lesson

### ORGANISATION

Individual, pair work

### AIDS AND MATERIALS

2.1 Puzzle pack, 2.1 Solutions

## TEACHER'S ACTIVITIES

- 1 Tell Ls that they are going to do puzzles.
- 2 Give each project group a 2.1 Puzzle pack of 6 puzzles.

## LEARNERS' ACTIVITIES

### TEACHER'S ACTIVITIES

- 3 Set Ls a time limit of 9 minutes and tell Ls to do the puzzles and keep swapping them until time is up.
- 4 Put 2.1 Solutions face down on your desk at the front of the room for Ls to check when they are ready.
- 5 After 9 minutes stop the activity and ask Ls what they noticed about the puzzles.
- 6 Tell Ls that this is what they have to do for their magazines – write a puzzles page and all the puzzles have to be about, not the contents of the last project lesson, but about the contents of their magazines.
- 7 Explain that all these puzzles were made on the Internet and you will tell them how to do this later.

NB: Ls are unlikely to complete all puzzles now so you can use them as lesson warmers in subsequent project lessons or even let Ls do the puzzles at home.

### LEARNERS' ACTIVITIES

- 3 Ls choose puzzles and do them.
- 4 Ls check their solutions when they want against 2.1 Solutions on your desk.
- 5 Ls answer, they are all about the last project lesson.
- 6 Ls listen.

<b>STAGE 2</b>	<b>Writing the article – Let’s write</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Writing an article
<b>ORGANISATION</b>	Pair work, individual
<b>AIDS AND MATERIALS</b>	Ls’ homework

### TEACHER’S ACTIVITIES

- Put Ls into project groups.  
Ask Ls to write their own articles. Remind them that the answers to the questions make up the article.
- Ask Ls in pairs to discuss what they did for homework. Encourage them to do this in English and go round giving language support.
- Ask Ls to write their own articles. Remind them that the answers to the questions make up the article.  
Monitor and help while Ls are working. Encourage them to:
  - organise appropriately
  - write good headlines
- When they have finished their writing, ask them to read and correct each other’s work. Then collect them in for correction.

NB: You need to correct and return this first version by the next project lesson.

### LEARNERS’ ACTIVITIES

- Ls discuss what they prepared at home which was to prepare for writing an article by answering these 4 prompt questions:  
*Where, when and who did this happen to?*  
*What happened next?*  
*What was the end?*  
*What did someone say?*
- Ls write their own articles.
- Ls swap around their work and give feedback on each other’s work.

<b>STAGE 3</b>	<b>Planning the project in groups – Let’s plan</b>
<b>TIME</b>	8 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Co-operative learning, Planning & on task monitoring skills
<b>ORGANISATION</b>	Group work
<b>AIDS AND MATERIALS</b>	2.1 How can I...? cards, 1.4 Planning our project form

### TEACHER’S ACTIVITIES

- 1 Tell Ls that for the rest of the lesson they will be working by themselves on materials for their magazines and now they are going to plan what to do.
- 2 Before Ls start planning, show them the 2.3 How can I...? cards and explain:  
Each project group has one pack of 12 cards.  
Each card can help Ls write different pages for their magazines.  
The cards only help with some of the pages that Ls need  
things like cartoons, magazine ads etc. are NOT included.  
Cards marked E are easy to do (6 cards), cards with D are more difficult (6 cards).  
Ls do not have to use these cards but they can if they want.  
Give each project group one pack of cards and their 1.4 Planning our Project forms.
- 3 Ask Ls to read through the cards quickly then to complete step 2 on 1.4 Planning our project form. Remind them to modify step 1 if necessary.  
  
NB: Tell Ls to ignore the 2.3 How can I write a TV ad? & 2.3 How can I do a letters page? for now – they will do these items later.
- 4 Remind Ls that everyone has to complete two 2 pages for the magazines in addition to the article and letter.
- 5 Ask Ls to plan as a group what to do for the rest of the lesson. If you feel your Ls need more structured planning, encourage them to write down *We’re going to* statements (they have learnt how to do this from other modules).

### LEARNERS’ ACTIVITIES

- 1 Ls listen.
- 2 Ls listen.
- 3 Ls skim read the 2.3 How can I...? cards then complete step 2 of 1.4 Planning our Project form *Who does what when?*. Ls may modify step 1 too *What do we want in our magazines?*.
- 5 Ls plan as a group what to do for the rest of the lesson. They may like to write down *We’re going to*...statements to structure the planning. For example:  
*Bianka is going to write the “Your Horoscope” page.*  
*Fani is going to write “Fashion News”.*

## VARIATION

### AIDS AND MATERIALS

Same as above

### DESCRIPTION

There are 12 2.3 How can I...? cards. 6 cards (marked **E**) describe easy tasks, 6 cards tasks (marked **D**) describe more challenging tasks both linguistically & conceptually. The groups actually decide who does what, but, you could guide less confident Ls towards the **E** cards.

<b>STAGE 4</b>	<b>Task completion – Let’s write</b>
<b>TIME</b>	17 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Writing creatively Reading instructions on how to do a task
<b>ORGANISATION</b>	Individual, pair work
<b>AIDS AND MATERIALS</b>	2.3 How can I...? cards

### TEACHER’S ACTIVITIES

- 1 Ask Ls to complete the tasks they have set themselves. Tell them they have 2 types of help.  
1. 2.3 How can I ...? cards
- 2 Tutorial Time. This means:  
You will put out a sign “Tutorial” on your desk to show that learners can come for help.  
You can only see one L or pairs of Ls at a time.  
Ls have to sign up on the board, only 3 at a time, and they have to wait for their turn in their place. When one learner finishes, she wipes her name off the board and a new learner can sign up.

### LEARNERS’ ACTIVITIES

- 1 Ls listen.  
  
Ls work on tasks for magazine.

### VARIATION

<b>AIDS AND MATERIALS</b>	Same as above
<b>DESCRIPTION</b>	There are 2.3 How can I...? cards. 6 cards (marked <b>E</b> ) describe easy tasks, 6 cards tasks (marked <b>D</b> ) describe more challenging tasks both linguistically & conceptually. The groups actually decide who does what, but, you could guide less confident Ls towards the <b>E</b> cards.

**STAGE 5 Homework – What’s the homework**

**TIME** 1 min

**AIDS AND MATERIALS** 2.3 How can I...? cards

**TEACHER’S ACTIVITIES**

- 1 Ask Ls to:
  1. Finish what they are writing.
  2. Each L should complete one other thing for the magazine (Let them take home the 2.3 How can I...? cards if they want).
  3. Bring an envelope to the next project lesson as you will be doing letter writing with them.

NB: Ls need to complete and hand in written work for you to correct before the next project lesson.

**LEARNERS’ ACTIVITIES**

- 1 Ls listen.

## LESSON 3: LET'S WRITE LETTERS

<b>AIMS OF THE LESSON</b>	<ul style="list-style-type: none"> <li>■ to practise reading for specific information</li> <li>■ to develop Ls' creative writing</li> <li>■ to develop Ls' planning, monitoring, assessment skills</li> </ul>
<b>MATERIALS AND RESOURCES</b>	3.1 Voting form (one copy per project group), 3.2 Letter (one copy per L), 3.3 Cut up letter (one copy per pair of Ls), 3.4 Letter skeleton (one copy per L), 1.4 Project Questions wall poster, 1.4 Planning our Project form, 2.3 How can I...? cards
<b>BEFORE THE LESSON</b>	<p>Prepare 3.3 Cut up letter in the following way – photocopy enough copies of 3.3 Cut up letter so each pair of Ls has a copy, cut up the copies as shown on 3.3 Cut up letter, place each 3.3 Cut up letter into an envelope so you have enough envelopes (containing 3.3 Cut up letters) for each pair of Ls.</p> <p>Make a class post box – get an old shoe box, cut a slit in the top, write “Post Box” on the side. Ls will post the letters they write in Lesson 3, Stage 4, in this post box.</p>
<b>STAGE 1</b>	<b>Writing – The best one wins</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Developing Ls' evaluation and on task monitoring skills
<b>ORGANISATION</b>	Group work
<b>AIDS AND MATERIALS</b>	3.1 Voting form

### TEACHER'S ACTIVITIES

- 1 Remind Ls that they will vote for the best magazine and now they are going to work out how to do this. Explain how the voting will work.
  - 1 They read all the magazines and give each one a mark out of 25.
  - 2 All the marks are then added up to give a grand total.

The magazine with the most is the winner. So, if you have 5 project groups each producing a magazine (5 magazines in total) each magazine is marked 4 times by the other groups which means the grand total for each magazine is 100.

### LEARNERS' ACTIVITIES

- 1 Ls listen to T's explanation on voting for the magazine.

### TEACHER'S ACTIVITIES

- 2 Show Ls the 3.1 Voting form and explain that they have to fill in the What's important? section because these things will help them decide which is the best magazine. You may want to elicit a couple of examples to make clear what you mean.
- 3 Ask each project group to agree on 5 criteria.
- 4 Put 2 project groups together, ask them to compare their criteria and choose the best 5.
- 5 As a whole class, compare all the criteria and choose the best 5. Write these on the board.
- 6 Hand out one empty 3.1 Voting form to each project group and ask them to fill in the What's important? sections.
- 7 Explain that they will use one form for each magazine so they need to fill in as many "Voting forms" as there are magazines.
- 8 Take back the forms for the project files.

### LEARNERS' ACTIVITIES

- 2 Ls look at 3.1 Voting form and give suggestions for the What's important? section i.e. "Interesting", "Colourful", "Variety", "Tidy" etc.
- 3 Each project group agrees on 5 criteria.
- 4 2 project groups compare criteria and select the best 5.
- 5 As whole class, compare the criteria and select the best 5.
- 6 Ls write the chosen criteria into the empty 3.1 Voting form.
- 8 Ls give back forms for project files.

**STAGE 2 Presentation – Let’s read a letter****TIME** 7 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Reading for specific information,  
Writing a letter**ORGANISATION** Individual, whole class**AIDS AND MATERIALS** 3.2 Letter**TEACHER’S ACTIVITIES**

- 1 Tell Ls that they are going to learn how to write a letter.
- 2 Hand out 3.2 Letter, ask Ls to read it and answer the questions.
- 3 Check answers together. Highlight letter conventions:
  - Layout
    - address + date go in top right hand corner
    - check Ls know where we leave out lines (i.e. between address + date; paragraphs)
  - Salutations
    - we start with “Dear Editor”, and finish with “Yours sincerely” in this letter
  - Paragraphing
    - paragraph 1 gives the reason for writing, 2 gives details, 3 closes the letter with *I look forward to hearing from you.*
  - Solution
    - 1. –
    - 2. Lilla Vécsei
    - 3. The editor
    - 4. To complain about homework
    - 5. She goes to a Primary school in Pécs, year 7. She likes school, her favourite subject is PE. She’s in the handball team. She has too much homework.
    - 6. *I look forward to hearing from you*
    - 7. A Hungarian date = year, month, day. An English date = Month, day, year
    - 8. May 12, 2005; October 11, 2002; March 9th 1992
    - 9. –

**LEARNERS’ ACTIVITIES**

- 2 Ls read and answer questions.

**STAGE 3 Practice – Let’s write**

**TIME** 1 min

**SKILLS AND COMPETENCIES  
IN FOCUS** Writing a letter

**ORGANISATION** Pair work

**AIDS AND MATERIALS** 3.3 Cut up letter

**TEACHER’S ACTIVITIES**

- 1 Hand out the 3.3 Cut up letter. In pairs Ls put it into the correct order.  
The first pair to do it is the winner.

Solution

C, G, A, H, I, D, B, F, E

**LEARNERS’ ACTIVITIES**

- 1 Ls order cut up letter in pairs.

<b>STAGE 4</b>	<b>Writing practice – Let’s write</b>
<b>TIME</b>	8 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Writing a letter
<b>ORGANISATION</b>	Individual work
<b>AIDS AND MATERIALS</b>	3.4 Letter skeleton

### TEACHER’S ACTIVITIES

NB: For this activity, you need to make a class post box i.e. an old shoebox with a slit cut in the top.

- 1 Tell Ls *Now you have to write to a magazine like Lilla Vécsei did. What can you write about?* collect ideas for topics on the board.
- 2 Tell Ls that now they are going to write letters for each others’ magazines following the procedure in “Learners’ activities”.

### LEARNERS’ ACTIVITIES

- 1 Ls suggest what they can write about i.e. *A funny thing that happened to me; Something unusual that happened in my town; Something I want to complain about; Something that happened at school; A protest letter etc.*
- 2 Ls listen. They have to:
  - 1 Write a letter to magazine Editors. They can choose the topic.
  - 2 They start writing now in class and finish it for homework.
  - 3 The teacher has to correct the letters and the Ls rewrite them before the next project lesson.
  - 4 Ls put their corrected letters in the envelopes they have brought and post them in the class post box before the next project lesson.
  - 5 Next project lesson, each project group selects anonymously four letters from the post box to publish on that group’s “Readers’ letters” page in their magazines.

### TEACHER'S ACTIVITIES

- 3 Give Ls 3.4 Letter skeleton and ask them to write a short letter. You may want to ask more confident language learners to write a letter without using the skeleton. The letters should be written on A5 sized paper so they can be stuck easily into the class magazine.
- 4 Monitor and help as necessary.
- 5 Stop the activity after 7 minutes and ask Ls to finish their letters for homework. Tell them that before the next project lesson, the letters need to be corrected, rewritten, put into envelopes and posted in the class post box.

### LEARNERS' ACTIVITIES

- 4 Ls write letters.

### VARIATION

#### AIDS AND MATERIALS

Same as above

#### DESCRIPTION

Less confident Ls can use the 3.4 Letter skeleton to support their letter writing.

<b>STAGE 5</b>	<b>Planning – Let’s plan</b>
<b>TIME</b>	2 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Planning On task monitoring
<b>ORGANISATION</b>	Group work
<b>AIDS AND MATERIALS</b>	1.4 Project Questions wall poster, 1.4 Planning our Project form, Ls’ materials

### TEACHER’S ACTIVITIES

- 1 Put up 1.4 Project Questions wall poster and hand out 1.4 Planning our Project forms and ask the groups to assess how far they have got in completing tasks for the magazine.
- 2 Ask Ls to decide what needs to be done next by working through questions 5-8 on the Poster Questions wall poster.

### LEARNERS’ ACTIVITIES

- 1 Groups assess their work so far by answering questions 5-8 *How can we use the information? Have I got the information I need? Do we need to change anything? What else do we need?*
- 2 Groups plan what to do for rest of lesson.

<b>STAGE 6</b>	<b>Task completion – Let’s write</b>
<b>TIME</b>	18 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Writing creatively Reading instructions on how to do a task
<b>ORGANISATION</b>	Pair work, individual work, group work
<b>AIDS AND MATERIALS</b>	2.3 How can I...? cards, Ls’ materials

### TEACHER’S ACTIVITIES

- 1 Ask Ls to continue working on magazines and hand out the 2.3 How can I...? cards to those groups that want them.
- 2 Set up “Tutorial time” to help those learners who need help (see Lesson 2, Step 4 for information on this).
- 3 Remind Ls that next project lesson, they will write the Cover, Editorial, Reader’s Letters and Contents pages. So ideally, all other pages need to be completed and corrected by next lesson.
- 4 However, if some groups do complete everything by the end of Lesson 4, they do still have some time to finish off at home between Lessons 4 and 5.

### LEARNERS’ ACTIVITIES

- 1 Ls continue working on tasks for magazine.

### VARIATION

<b>AIDS AND MATERIALS</b>	Same as above
<b>DESCRIPTION</b>	There are 12 2.3 How can I...? cards. 6 cards (marked <b>E</b> ) describe easy tasks, 6 cards (marked <b>D</b> ) describe more challenging tasks (linguistically + conceptually). The groups actually decide who does what, but, you could guide less confident Ls towards the <b>E</b> cards.

**STAGE 7 Homework – What’s the homework?**

**TIME** 1 min

**AIDS AND MATERIALS** 2.3 How can I...? cards

**TEACHER’S ACTIVITIES**

- 1 Ask Ls to:
  1. Finish writing their letters from Lesson 3, Stage 4.
  2. Complete writing tasks that they have started for next lesson.
  3. Start thinking about the cover page.

Let them take home the 2.3 How can I...? cards if they want.

NB: You need to have corrected written work before the next project lesson to allow Ls to rewrite as appropriate.

**VARIATION**

**AIDS AND MATERIALS** Same as above

**DESCRIPTION** Less confident Ls complete **E** tasks on the 2.3 How can I...? cards.  
More confident Ls complete the **D** tasks.

**LEARNERS’ ACTIVITIES**

- 1 Ls listen.

## LESSON 4: MAKING AN AD!

### AIMS OF THE LESSON

- to practise reading for specific information
- to develop Ls' creative writing
- to develop Ls' oral skills – performing a TV advert
- to develop Ls' presentation skills
- to develop Ls' ability to work as a group

### MATERIALS AND RESOURCES

2.3 How can I...? cards, Ls' letters, Ls' materials

### STAGE 1

**Task completion – Let's write**

### TIME

15 mins

### SKILLS AND COMPETENCIES IN FOCUS

Writing creatively  
Reading instructions on how to do a task

### ORGANISATION

Individual work, pair work, group work

### AIDS AND MATERIALS

2.3 How can I...? cards, Ls' letters, Ls' materials

## TEACHER'S ACTIVITIES

NB: Before the start of this lesson, make sure that all Ls have posted their corrected letters in the class post box.

- 1 Start the lesson by asking each project group to draw out 4 letters anonymously from the post box for publication on the "Readers' Letters" page.
- 2 Tell Ls that today they should:
  1. Try to finish materials for magazine and put it together. Reassure them however, that if they cannot manage this, they still have some time to complete everything at home.
  2. Do the Readers' letters, the Contents, the Editorial and Cover pages.
3. Make a TV ad.

## LEARNERS' ACTIVITIES

NB: Before this lesson, Ls should have posted their letters in the class post box.

- 1 Project groups draw out letters.
- 2 Ls listen.

- 3 Explain that they have 15 minutes to complete materials for the magazine & encourage them to look at their 1.2 What's a magazine tick list and 1.3 What's our project form to check they have got all they need.
- 4 Refer Ls to 2.3 How can I...? cards for help on how to do Reader's Letters, Editorial, Contents and Cover pages.
- 5 Tell groups that you will come and help if they need it. On the board write Call the Teacher. Explain that if groups need help, they can call you by signing up on the board (three at a time). You can only see one group at a time, so they should wait for their turn in their places until you come to them. When you have dealt with one group, they wipe their name off the board and a new group can sign up.
- 3 Ls look at their 1.2 What's a magazine tick list and 1.3 What's our project form to check they have got all they need.
- 5 Ls work on tasks for magazine.

#### VARIATION

##### AIDS AND MATERIALS

Same as above

##### DESCRIPTION

Less confident Ls complete **E** tasks on the 2.3 How can I...? cards.  
More confident Ls complete the **D** tasks.

**STAGE 2** **Displaying the written information – Putting it together**

**TIME** 4 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Displaying information,  
Co-operative learning

**ORGANISATION** Group work

**AIDS AND MATERIALS** Ls' materials

**TEACHER'S ACTIVITIES**

- 1 Ask Ls to order their magazines. Remind Ls that pages must be numbered, the first page is the cover page, the second the contents, the third, the editorial.
- 2 If Ls have not finished everything, ask them to do so at home. But, make sure Ls give you the completed magazines in time for you to copy and staple/spiral bind them for the final project lesson (see "Suggestions" in information table for ideas on how to do this).

**LEARNERS' ACTIVITIES**

- 1 Ls put together their magazines.
- 2 Ls negotiate a deadline with the teacher to hand in their completed magazines.

**STAGE 3** Game – Guess the ad!

**TIME** 4 mins

**ORGANISATION** Whole class

**TEACHER'S ACTIVITIES**

- 1 Give the slogan, mime or explain what happens in a TV advertisement without naming the product. Ask Ls to “Guess the ad!”. For example:
  1. T: What’s this? “*Connecting people!*” (perhaps mime using a mobile)
  2. Or, .... *Jobb veled a világ*
  3. Or, ..... *M – I’m loving it* (mime a big M letter)
  
- 2 Ask Ls, in their project groups to play “Guess the ad!” following the procedure in “Learner activity”.
  
- 3 Stop the game after 3 minutes by shouting “Time’s up!”.

**LEARNERS' ACTIVITIES**

- 1 Ls guess the TV ad. from the teacher’s slogan, mime, explanation.  
  
Solution
  1. Nokia ad for mobiles
  2. T- mobile
  3. McDonald’s
  
- 2 Ls are in their project groups. L1, thinks of an ad., gives the slogan, mimes or explains what happens without naming the product. Project group members guess, the ad and the one who guesses it gets a point and repeats the procedure. The game is played until the teacher says “Time’s Up!”. The one with the most points is the winner.

**STAGE 4** Presentation – What’s an ad?

**TIME** 2 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Learning vocabulary for adverts

**ORGANISATION** Whole class

### TEACHER’S ACTIVITIES

- 1 Discuss these questions together briefly.
  - 1 Which is your favourite TV ad & why?
  - 2 What do adverts want to do?
  - 3 What are good adverts like? – Write Ls suggestions on board.

### LEARNERS’ ACTIVITIES

- 1 Ls answers might include:
  - 1 Favourite ads are – funny, unusual, easy to remember, good slogans, good story/ music, interesting, give information, have special offers.
  - 2 Ads want to sell us things.
  - 3 This answer is similar to 1. i.e. Good ads. are: colourful; have easy to remember slogans; interesting & unusual; give information; give special offers; say how good the product is.

<b>STAGE 5</b>	<b>Writing/speaking – Producing an ad.</b>
<b>TIME</b>	20 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Writing a TV ad., speaking a TV ad Co-operative learning
<b>ORGANISATION</b>	Group work
<b>AIDS AND MATERIALS</b>	2.3 How can I write a TV ad? card

### TEACHER'S ACTIVITIES

- 1 Tell Ls that now they have to produce a 30 second TV advertisement for their magazines.
- 2 They are going to perform this advert in turn next project lesson and while each group does so, other Ls watch, listen and decide from the advertisements “which magazine do I want to read?”.
- 3 Everyone must speak in this advert.
- 4 Ask them to use the 2.3 How can I write a TV advert? card for help on how to do this.
- 5 Monitor and help as necessary.
- 6 At the end of the lesson collect in the magazines that are completed. Tell Ls that for next lesson you will copy each one, then staple them together (or have them spiral bound).

### LEARNERS' ACTIVITIES

- 1 Ls listen.
- 4 Ls read 2.3 How can I write a TV advert? card and write and practise their TV commercials.
- 6 Ls hand in magazines if completed.

**STAGE 6 Homework – What’s the homework**

**TIME** 1 min

**AIDS AND MATERIALS** Ls’ materials

**TEACHER’S ACTIVITIES**

- 1 If Ls have not managed to complete the magazine, ask them to do so at home. But, make sure they give you the completed magazines in time for you to copy and staple/spiral bind them for the next project lesson.

**LEARNERS’ ACTIVITIES**

- 1 Ls listen.

## LESSON 5: THE BEST MAGAZINE!

### AIMS OF THE LESSON

- to develop Ls' oral skills – performing a TV advert
- to practise listening for specific information
- to practise reading for specific information
- to develop Ls' self-assessment skills
- to develop Ls' ability to work as a group

### MATERIALS AND RESOURCES

2 copies of each magazine, 3.1 Voting form (one copy per project group), 5.4 Self-assessment form

### BEFORE THE LESSON

Prepare 2 copies of each project group's magazine. You should have collected in the completed magazines in Lesson 4, Stage 2 (or negotiated another deadline if Ls had not finished). Make a photocopy of each group's magazines and either staple pages together or spiral bind them.

### STAGE 1

**Presentation of TV advertisements – See the ads!**

### TIME

8 mins

### SKILLS AND COMPETENCIES IN FOCUS

Listening to TV ads, speaking to TV ads

### ORGANISATION

Whole class

### AIDS AND MATERIALS

Ls' magazines

## TEACHER'S ACTIVITIES

- 1 Hand out magazines to project groups.  
NB: Each group should have 2 copies of the magazine.
- 2 Tell project groups that they are going to perform their adverts in turn and while each group does so, other Ls watch, listen and decide from the advertisements "which magazine do I want to read?". Ls have to choose one magazine.
- 3 Ask project groups to perform ads.

## LEARNERS' ACTIVITIES

- 1 Groups get two copies of their magazines.
- 2 Ls listen.
- 3 Project groups perform ads. Other Ls watch and listen and decide "which magazine do I want to read?".

<b>STAGE 2</b>	<b>Reading – Read &amp; Do</b>
<b>TIME</b>	16 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reading the magazines
<b>ORGANISATION</b>	Pair work
<b>AIDS AND MATERIALS</b>	Ls' magazines

### TEACHER'S ACTIVITIES

- 1 Spread the magazines around the room.
- 2 Ask Ls to pair up with someone from their project group who has chosen a different magazine to read. This means that each pair now has 2 magazines to read.
- 3 Ask them in pairs, to read first one and then the other magazine, doing the puzzles on the Puzzles Page – this gives them a reason for reading.
- 4 Ls can check the answers to the puzzles by reading the solutions, which are included somewhere in the magazines.

NB: Encourage the pairs from the same project group to read different magazines.

### LEARNERS' ACTIVITIES

- 2 Ls get into pairs with the aim of reading 2 different magazines.
- 3 Ls read first one and then the second magazine. They complete the puzzles on the Puzzles Page.
- 4 Ls check answers to puzzles as appropriate.

<b>STAGE 3</b>	<b>Evaluating the magazines – The best one wins!</b>
<b>TIME</b>	16 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reading Assessment skills Co-operative learning
<b>ORGANISATION</b>	Group work, whole class
<b>AIDS AND MATERIALS</b>	3.1 Voting form, Ls' magazines

### TEACHER'S ACTIVITIES

- 1 Ask Ls to sit down in their project groups.
- 2 Give the 3.1 Voting form to the project groups and tell Ls that now they are going to vote for the best magazine by filling in the voting forms – one form for each magazine. Explain the procedure.
  - 1 Each group has both copies of one magazine for 3 minutes.
  - 2 During this time, they browse through the magazines.  
Those who read a particular magazine more thoroughly in Lesson 5, Stage 2, suggest how many points to award for that magazine.
  - 3 Other group members agree with, reject, challenge etc. these suggestions until the group reaches a consensus on how many points the magazine should get.
  - 4 The teacher times the activity by giving a warning sound after two minutes and a “Time’s up!” sound after three.
  - 5 All the magazines are then passed in a clockwise direction to a new project group to be marked again.
  - 6 When a group receives its own magazine, they complete a form for themselves. However, the marks each group awards itself do not count in the competition. Their own “Voting form” goes into the project files.
  - 7 When all magazines have been assessed, on the board write the names of the magazines and ask each project group in turn to say how many points they awarded to each group.
  - 8 Count up the points. The magazine with the most is the winner.
- 3 Award a little prize with a small ceremony (see “Suggestions” in introductory table for ideas on this).

### LEARNERS' ACTIVITIES

- 1 Ls sit in project groups.
- 2 Project groups together browse through and mark each magazine using the 1.3 Voting form.

Project groups report on points awarded to each magazine.

- 3 Winning project group receives a small prize for their magazine.

<b>STAGE 4</b>	<b>Evaluation – What have we learnt?</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Practising self-assessment
<b>ORGANISATION</b>	Individual work
<b>AIDS AND MATERIALS</b>	5.4 Self-assessment form, 1.4 Project Questions wall poster

### TEACHER'S ACTIVITIES

- 1 Give positive oral feedback to the whole group.
- 2 Tell Ls they are going to answer question 10 on 1.4 Project Questions wall poster (*What have we learnt*). Hand out self-assessment forms.
- 3 Collect in forms for project file.

### LEARNERS' ACTIVITIES

- 1 Ls listen.
- 2 Ls complete self-assessment forms.