

LESSON 10: PREPARING A PROJECT

AGE: Adult

LEVEL: Upper Intermediate

TIME: 90 minutes

LANGUAGE FOCUS: language used in magazine articles

SKILLS: speaking, listening, writing

MATERIALS: student worksheet for Lesson 10; students' interview data; blank paper for the warmer

OVERVIEW: to enable students to start preparing interview data for presentation; to focus on a possible format for this: a magazine article

STUDENTS WILL:

- practice telling stories
- analyse the data they collected in their interviews
- focus on the structure and language used for writing a magazine article



WARMER

Ask students to write down three names, three places, three emotions, three objects and three actions. Then tell the students to give their paper to the person sitting next to them.

That person must then tell a story that includes all 15 words. This is an excellent opportunity to review and use the functional language for storytelling they studied in Compass 9.

WHAT DID YOU FIND OUT?

Important information: This lesson requires students to have done the homework from two previous lessons in this series – the research project from Compass 4 and the interviews from Compass 8. The group the students work with for this lesson is their project group, who they should work with for all the groupwork in Compass Lessons 10, 11 and 12, to plan and create their project.

ACTIVITY 1

Students pool their data and identify the different data sources present in their group

Ask students to look at the information they collected from their Compass 4 research homework and Compass 8 interview homework. They should work in small groups of three or four. Students should compare the information they have compiled and see if they have anything similar. Monitor while they do this and make sure they understand what they are doing by listening to their discussion.

ACTIVITY 2

Students look for links between all the information they have

collected thus far, in Compass 4 research homework and Compass 8 interview homework

Ask students to look at their collective information, from the research done at the end of Compass 4 and the interviews done at the end of Compass 8, and discuss the three prompt questions. They should make short notes of their answers. While students do this, monitor and spend a bit of time with each group, asking what they have found.

ACTIVITY 3

Students use the information collected to complete a table and a summary

Ask students to use their notes from activity 2 to complete the table.



TEACHING TIP: Do an example for activity 3 with them on the whiteboard so they can see how to complete the exercise:

Column 1: Many British people don't like eating guinea pigs.

Column 2: Many British people like keeping animals as pets.

Links: Attitudes to animals; attitudes to food; lifestyle.

ACTIVITY 4

Students summarize their discussion to the whole class and find out what other groups have learned

Ask each group to elect a spokesperson. Give them a few minutes to help the spokesperson prepare what they will say. Ask each group to summarize what they discussed in activities 2 and 3. As each group presents, the other groups should listen and think about their answers to the prompt questions on their handout. These questions encourage students to compare, contrast and connect what they hear with their own discoveries. Give them time to compare notes in their groups after each presentation.



TEACHING TIP: Ensure students read through the two prompt questions before you start the reporting phase, so that they are ready to listen. After each group reports, give the other groups a few minutes to discuss what they have heard and their responses to the prompt questions.

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DIFFERENT WAYS OF SHARING

ACTIVITY 1

Students brainstorm different presentation formats and the advantages/disadvantages of each

Keep students in the same groups and explain that in Compass Lesson 12 they will present what they have learnt. Ask students to brainstorm a list of possible formats. Explain that they will learn more about three formats and choose between magazine article, group presentation and video project in Compass 10 and 11. Next, give groups time to discuss the advantages and disadvantages of each format. Students should think about quantity of information, visual appeal, issues of accuracy and issues of practicality. An example has been done for them. Don't do any feedback for this activity; instead, return to it after they have focused on the formats and let them use what they have learnt about each format to edit their tables.

ACTIVITY 2

Students consider the value of visual aids

Ask students to discuss the question – 'Would it help to use images as well as text to present your information? Why? How could you use them?'

Key:

For written formats, and for video projects, images:

- * can act as a visual aid to illustrate what a text is saying.
- * can make a project look more interesting and attractive.
- * can help make the project easier to understand.

For group presentations, images:

- * can act as a visual aid to illustrate what is being said by the speakers.
- * can help make the project easier to understand.

Students could print out images to show while they speak.

Students could display a poster which they can point to at various points in their presentation.

Students could use the computer/data projector and project images found on the internet that support their presentation on the screen behind them while they record their presentation.

When groups have finished discussing, bring them together to share ideas as a class.

ACTIVITY 3

Students focus on the requirements of a magazine article presentation format

In groups, students should look at the feature names/descriptions and match each feature to the correct description.

Key:

1. d
2. h
3. b
4. a
5. c
6. g
7. f
8. e

After students complete the matching activity, you could extend this by having them look at example magazine articles and see which features they can find.

CHECKLIST

Conclude Compass lesson 10 by drawing students' attention to the checklist for Compass 9 and 10 at the end: explain that they should tick the items they feel confident about. If they do not feel confident enough to tick the item, they should make a note of why. After students have had time to do this, let them share their answers in groups.

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WHAT DID YOU FIND OUT?



ACTIVITY 1

With your group, look at the information you collected in your Compass 4 research homework and your Compass 8 interview homework. Share your findings, and discuss what the group discovered. Did you learn similar things?

ACTIVITY 2

In your group, look for any links between the information you found for your Compass 4 homework research and the information you collected in your interviews after Compass 8. Discuss and make a note of your answers to the questions below to help you:

- * Does any of the information from your interviews help you better understand the information from your research?
- * Does any of the information from your research further explain any of the interview answers?
- * Have your group all asked about completely different things or can you see some themes common to all the research and interviews? (e.g. Two of us researched and asked questions about topics that can both be related to 'lifestyle'.)

ACTIVITY 3

With your group, complete the table below to organize your information. Think about your discussion from Compass lesson 9 as well as all the discussion from this task.

Choose six interesting pieces of information that your group has collected. Try to use information that you can link to other pieces of information.

Write one piece of information in each box. For each box, discuss:

- * where you got it from (e.g. from the BBC website and supported by two interviews)

* how it links to the other information

Compass 4 homework research	Compass 8 homework interviews	Links between the two exercises
1.		
2.		
3.		
4.		
5.		
6.		

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ACTIVITY 4

You will use the information collated in activities 2 and 3 to help make your group project, 'The six most interesting things we've learnt from Compass.'

Choose a spokesperson from your group to present a short summary of your notes to the rest of the class. When you listen to other groups, think about the following questions:

- * Is any of their information similar to what you have discovered? How?
- * Is any of their information very different to what you have discovered? How?

Notes:

After each group has finished sharing, compare any notes you made with your group. Put a star (*) by the most interesting things you've learnt from each group.

DIFFERENT WAYS OF SHARING

ACTIVITY 1

In Compass Lesson 12, you are going to present your group project. Look at your notes from activity 3 and use the questions below to help you decide how to do this:



What different ways of presenting your information can you think of?

What advantages and disadvantages would there be if you presented your information by:

- * writing an article?
- * recording a group presentation?
- * making a short video?

Complete the table with more advantages and disadvantages for each format of presenting.

	Advantages	Disadvantages
Article	Can organize information clearly, can include pictures	Can't use special effects, can't use voice to add emphasis
Group presentation		
Short video		

ACTIVITY 2

Do you think it would help to use images as well as text to present your information? Why? How could you use them? Note your answers below:

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ACTIVITY 3

You can better understand or produce a text by learning about the features of different text types. Let's look at magazine articles.

Fill the gaps in each excerpt with one feature from the list below.

Magazine article features:

- a. informal, colloquial language
 - b. quotations/comments
 - c. pictures
 - d. headline/title
 - e. different fonts
 - f. different colours
 - g. caption
 - h. sub-headings
1. Magazine articles usually have an attention-grabbing _____. This is to attract the reader and make them want to read more. We usually make it short and put it in bigger font than the rest of the text.
 2. _____ help the reader to predict what they will find in the text underneath. If you look at a magazine article, you can tell roughly what it will be about by looking at both the headline/title and this. You don't need one for every paragraph – every two or three is fine.
 3. _____ can be used to make the reader feel closer to the action described in the article. Articles often quote the people involved in the action being described or experts in the field.
 4. _____ is used by writers to give an article a friendly feel, in order to put the reader at ease and encourage them to continue reading.
 5. Using _____ can help a magazine article writer make an article more interesting and easier to read, by breaking up the text, illustrating what the text is saying and adding a splash of colour to the page.
 6. A _____ is the sentence we put underneath a picture, to explain what the picture is and its significance. The sentence is generally very short.
 7. We can use _____ to emphasize different parts of the text. This helps the reader to know which bits are important.
 8. Using different _____ can mean two different _____ types e.g. Times New Roman and Arial or it can mean different versions of the same _____ e.g. bold or italics. This is another way of emphasising different parts of the article.

CHECKLIST FOR COMPASS 9 AND 10

I can:

- tell stories about my experiences using suitable language.
- analyse an interview and understand how people use language to answer or avoid questions.
- look at information I have collected and extract key points.
- consider the advantages and disadvantages of different presentation formats and decide which is best suited to the information I want to present.
- identify the different writing features used in magazine articles.