

Cover and contents page: Teachers' notes and tips

For those teachers whose students are writing the pages for a magazine this is the lesson when they can put it all together. Obviously students don't need to have written all the pages – 5 or 6 are enough to get the idea of a magazine. Make sure, before you start this lesson, that the students bring all their written pages to the class. Also, it would be great if you could have some other magazines, holiday brochures, leaflets etc. available for them to cut up – plus scissors and glue, too. You'll also need some blank pieces of paper.

1 Pre-writing tasks: recognizing genre

- a In pairs ask students to think about all the different kinds of magazines that can be bought nowadays – who can think of the most?
- b Feedback: make a list on the board of students' suggestions.
- c Tell students, if they don't know already, that they're going to write the contents page and produce a front cover for their magazine. Handout the task sheet and ask student to look at the sample contents pages. With their ideas of different magazines on the board to help them, can they identify which magazines they are from? (A – business / finance, B – health & beauty, C – entertainment / what's on, D – sport, E – girls' teen mag)
- d Then ask which magazine they think is the most interesting. None? Which magazine would they prefer to read then?

Tip: keep the motivation up

Because students have written the pages already they may feel less interested in these tasks – a range of different magazines with contents pages to look at would inspire them!

2 Pre-writing tasks: recognizing style

- a Ask students to look again at the five examples of contents pages. Get them to find:
 - things that the contents have in common. (*they all say 'contents'; have page numbers; a title (in bold) and a subtitle for each article*)
 - things that are different. (*page numbers can be left, right or below title; A has a picture; B and D have underlined 'contents'; C is a vertical format; E has a funky typeface*)
- b Ask students which one they prefer and why? Which style are they going to choose for their magazine?

Tip: bring out their creativity!

Some students are more interested in design than others – these are only guidelines, they can do something different if they want to.

3 Writing

- a Students first look at their written pages and decide in which order they would like them to appear. They then take each page and think how they're going to describe it in the Contents.

- b Take Mr and Mrs (if you've done that) and show that the title on the Contents page could simply be *Mr and Mrs* followed by a subtitle: *Try our relationship quiz!* or *Do you really know your husband? Find out with this month's quiz!* etc. Get other suggestions from the students.

Tip: do an example first

It always helps, especially at this level, to do an example of what you want students to do.

- c **First draft:** Students, looking at their written pages, come up with a suitable title and subtitle for each page. *Don't give out the contents page yet* - this is just a draft. Monitor and encourage the less inspired students.
- d **Improving:** Ask students to show their ideas with their partner. Do the articles sound interesting? Are there any problems with vocabulary or grammar?
- e **Final draft:** Once students are happy with this you can give them the actual contents page. You will see that the only thing written is the name of the magazine plus some editorial information. The idea is that students can be as creative as they like with how they do the page (refer them to the examples again) – and of course some classes will have written more pages than others. They write in the word *Contents*, the titles and subtitles, page numbers plus the editorial information (their name of course and the address of the magazine).

4 Designing the cover

- a Ask students what normally can be found on the front cover of a magazine (*name, subtitle, date, picture/s, short descriptions of what's inside*). Students can use the same information from the contents page for the cover: *Try our relationship quiz!*
- b Provide students with pictures, scissors, glue and a blank piece of paper and get them to design and produce their cover page.

Tip: think about appropriate use of class time

The cover isn't really writing so perhaps for an adult class give the cover page for homework, teenagers may enjoy doing it in class or at home.

5 Post-writing tasks

- a The magazine is now finished! All the pages have been numbered according to the contents page and then stapled together with the cover – what now? Obviously it's a magazine so it needs to be read. Find time in another class for students to read each other's magazines. You don't need to set reading tasks – it should just be an enjoyable activity. Think about pinning the magazines up around the classroom for other classes to read – or even in the corridors. You could always consider doing this in conjunction with another elementary class but perhaps using different pages – students can then swap the magazines and read them to make a more authentic reading experience.
- b Some language schools have an online magazine. Students' articles from *One World* could be rewritten for that. The interactive articles (*Where Am I? Mr and Mrs*) could be answered online and students can read their own horoscope for the year ahead, too.