

The editorial page: Teacher's notes and tips

For those teachers whose students are writing the pages for a magazine this is the lesson before the contents and cover pages, that is the penultimate lesson. Obviously they 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 your students bring all their written pages to class as they need to look at these pages to remind themselves of what they have done.

1 Pre-writing task: recognizing topic areas

- a Write *editor* on the board and get students to explain who this is.
- b Add *-ial* and see if students can explain what an editorial is, knowing that it includes the word *editor*.
- c If necessary, explain that *editorial* is an article in a newspaper or magazine that the editor writes. It can include his/her opinion on a particular subject. Or it can appear at the beginning of a magazine and introduce the edition (whether monthly, weekly etc). We will be looking at the second type of editorial article.
- d Give each pair of students a copy of the task sheet (first page only) and ask them to look at the first question. Do the first title as example with the whole class and see if anyone can come up with a food / cooking magazine. Let the students work in pairs for the other two (e.g. *a car magazine, a travel magazine*).
- e Then, in pairs, ask them to look at the three columns and write the name of the magazine at the top of the appropriate column. This is a quick reading task.
- f During feedback, ask the students to tell you how they got the answers (1 *Far and Away: sunburnt, holiday, beaches* 2 *On the Road: BMW, driving, tyre* 3 *Chef's Delight: vegetarian, cook, meal*).

Tip: test students scanning skills

In fact, students only need to look at the first row to decide which magazine name goes where. See which students are reading all the phrases unnecessarily and point this out when they have finished!

2 Pre-writing task: reading an example

- a Now give students, again in pairs, the second page of the task sheets (the example editorial) and ask them to do question 3 but to ignore the gaps. (*Simon and Maya are magazine journalists*).
- b Divide the class up into three groups – one group is the food magazine, one is the car magazine and the other is the travel magazine. They must do the next few tasks only for their specific magazine type.
- c Do question 4 with the whole class: what should go in gap number 1? (*The name of the magazine*) and gap 2? (elicit ideas e.g. *competitions, recipes – food magazine, car reviews – car magazine, hotel information – travel magazine* etc). Really get the students to think about appropriate contents and then to fill in gaps 1 and 2.

- d They then do question 5 in pairs – only looking at their column in the table.
- e As soon as one pair from each different group has finished, ask them to read out their complete editorial – does it sound correct?

Tip: encourage peer correction

There's no need for you to say if the answers to questions 4 and 5 are correct or not – the students can do this for you.

- f Elicit ideas for gap 8 (e.g. *reading the magazine, travelling, making some of our delicious meals* etc) and then get the students to fill in the gap.
- g Gap 9 is Belinda's signature.

3 Writing

- a Now students are ready to write their own editorials. Show them a blank copy of the third task sheet but don't give it to them yet – they need to write their sentences in rough first. Weaker students can copy phrases from the example; encourage stronger students to use their own phrases. Explain the task clearly:
 - They are going to write the editorial to their *One World Magazine*.
 - They need to look at the pages they have written in previous lessons and use (some of) these in the editorial. Do an example of a page done in class (e.g. *if you have done The problem page, This month Victoria offers help and advice to teenagers, or this month Victoria answers questions about teenagers' family problems*).
 - Make sure the students are only writing about pages done in class – if you haven't done the horoscopes page it shouldn't be in the editorial!
 - Suggest they use the names of other students in the class as journalists. (e.g. *Ahmed meets ... Françoise interviews ...*).
 - Students need to make the editorial sound interesting so that people will want to read the magazine.
- b **First draft:** Students, looking at the example to help them, write an editorial.
- c **Improving:** Students swap their editorial with another student to look at and make comments.

Tip: encourage students to edit each others' work

Students can spot mistakes more easily in another's person's work, but this should help them to correct their own work too. Make sure that there is constructive and sensitive criticism.

- d **Final draft:** Students make any necessary changes with spelling, vocabulary and grammar and then write neatly onto the blank page.
- e Remind students to draw their face, add their name under the picture and their signature.

Tip: make sure there's enough time

These kind of writing activities done in class usually take longer to do than expected, particularly in the improving and final draft stages. Make sure you allow sufficient time for students to do this task.

4 Post-writing task

- a You can turn the editorial into a listening activity. Put students in new pairs and ask one student to read out their editorial, making sure the other student is listening only and not reading. The listener then has to say which pages were mentioned (e.g. *You talked about the sports page, the fashion page, the quiz page and the problem page*).