
THIS IS US

CREATING A GROUP NEWSLETTER

Type of module	Using the Internet
Target group	14–17-year-old learners
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 címen.

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INFORMATION TABLE

TYPE OF MODULE	Using the Internet
DESCRIPTION OF MODULE	In this module students interview each other for personal details and find common interests. In the next step they describe each other in writing which will be exploited later in a newsletter (paper or digital) created by the group members about themselves.
AIMS AND OBJECTIVES OF MODULE	<ul style="list-style-type: none"> <input type="checkbox"/> to revise question forms <input type="checkbox"/> to collect personal data <input type="checkbox"/> to get to know each other better <input type="checkbox"/> to plan, design and create a newsletter <input type="checkbox"/> to demonstrate/ present the newsletter <input type="checkbox"/> to evaluate each other
TIMEFRAME	4 lessons
TARGET GROUP	14-17-year-old learners
LANGUAGE LEVEL	A2
SUGGESTED LANGUAGE COMPETENCE	<p>Learners can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> work in pairs and groups <input type="checkbox"/> ask questions and make short comments <input type="checkbox"/> write short compositions <input type="checkbox"/> use digital cameras <input type="checkbox"/> use the Word processor <input type="checkbox"/> give a short presentation
LINKS OF THE MODULE	
Cross-curricular links	Social Studies, arts, IT
FOCI OF SKILLS-DEVELOPMENT	
Communicative language skills	<p>Suggested level of previous competence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ability to work in groups, <input type="checkbox"/> ability to self-evaluate, <input type="checkbox"/> basic computer skills, <input type="checkbox"/> ability to collect and process relevant information <p>Suggested level of language competence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> vocabulary: talking about myself, describing people and events, language of newspapers

EVALUATION

Peer review by groups.

It is very important in the first lesson to call students' attention to the need to take part in the module actively and to take an interest in each other's work, because at the end of the module they will be asked to evaluate each other in the groups.

SUGGESTIONS

It is advisable for the T to know how to use the computer (word processor, PowerPoint), a digital camera, and to search the Internet for information effectively.

T should pre-check the availability of each website before each lesson and if they are not available, should find a suitable replacement.

BACK UP SYSTEMS

On project work see:

Phillips D., Burwood S. and Dunford H. (1999) *Projects with Young Learners* Oxford, OUP

Hutchinson T. (1991) *Introduction to Project Work* Oxford OUP

Hortobágyi K. 1991 *Projekt Kézikönyv* Iskolafejlesztési Alapítvány, Budapest – OKI Iskolafejlesztési Központ

MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	Revising question forms Collecting data Group dynamics	Passport – collecting data Revision and filling in a questionnaire Finding common things	question forms personal data	1.1 Passport Ls' notebooks
2	Revising question forms Speaking Getting to know each other better Describing in writing	Talking about themselves Introducing the others Exhibition	question forms personal data introduction	Ls' notebooks Sheets of paper (one for each group)
3	Writing compositions Planning and designing Taking photos Searching the Internet	Review Designing the newsletter Taking digital photos, searching for pictures	introduction personal data various topics (hobbies, pets, etc.)	Compositions written by Ls on the previous lesson Ls' notebooks Computer, Internet, Word processor Printer (in case of paper newsletters) Digital camera Floppy discs / pen-drive (if file transfer is necessary)
4	Editing a newsletter Presentation skills Evaluation skills	Making the newsletter Presentation Evaluation	introduction personal data various topics (hobbies, pets, etc.)	Compositions written by Ls on the previous lesson Ls' notebooks Computer, Word processor Printer (in case of paper newsletters) PowerPoint or FrontPage, Data projector (in the case an electronic newsletter) Floppy discs / pen-drive (if file transfer is necessary) Stationery 4.2 Evaluation sheet

PROCEDURE

LESSON 1: PASSPORTS

AIMS OF THE LESSON

- to revise question forms
- to collect data about other students
- to form groups

MATERIALS AND RESOURCES

1.1 Passport, Ls' notebooks

STAGE 1

Warm-up – Passport

TIME

10 mins

SKILLS AND COMPETENCIES IN FOCUS

Speaking
Listening
Writing

ORGANISATION

Whole class

AIDS AND MATERIALS

1.1 Passport

TEACHER'S ACTIVITIES

- 1 T hands out 1.1 Passport and tells Ls to go around the classroom, interview 3 people and fill in the questionnaire.

LEARNERS' ACTIVITIES

- 1 Ls go around the classroom, choose 3 people to interview and fill in the questionnaire by asking each other questions. When they are finished they go back to their places.

STAGE 2	Revision – What would you like to know?
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Writing Speaking
ORGANISATION	Frontal
AIDS AND MATERIALS	1.1 Passport

TEACHER'S ACTIVITIES

- 1 T tells Ls to think of things they would like to know about their classmates and formulate appropriate questions. When they say their questions, the T writes them on the board.
If necessary, give some examples (e.g. What is your favourite colour?; Do you have any pets?).
- 2 When they have about 10-15 questions, T asks Ls which 5 of them they would like to include in the questionnaire.

LEARNERS' ACTIVITIES

- 1 Ls think of questions they would like to ask their previously interviewed classmates and tell the T who writes them on the board.
- 2 When there are about 10-15 questions they discuss which 5 they would like to include in the questionnaire. They then write them down.

STAGE 3	Practice – Find out more
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Speaking Listening Writing
ORGANISATION	Whole class
AIDS AND MATERIALS	1.1 Passport

TEACHER'S ACTIVITIES

- 1 T tells Ls to go around the classroom again and ask the 3 Ls they had previously interviewed.

LEARNERS' ACTIVITIES

- 1 Ls go around the classroom again and interview the 3 classmates previously asked. When they are ready, they go back to their places.

STAGE 4	Exploitation – What is in common?
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Speaking Listening Writing Reading
ORGANISATION	Frontal
AIDS AND MATERIALS	1.1 Passport

TEACHER'S ACTIVITIES

- 1 T writes numbers from 1-5 on the board, then asks Ls to give some answers from their sheets. As Ls call out data, the T writes them and the interviewees' names on the board and asks other Ls if they know someone who has similar answers. If there are some, the T writes their names next to each other.

LEARNERS' ACTIVITIES

- 1 Ls call out data about the others and say their names. The aim is to find some common data about each other in order to form groups of 3-4 (e.g. those who were born in June, whose favourite colour is green, etc.).
By the end of the activity, there should be some people who have the same things in common. Those Ls who have something in common decide how they would like to work in groups. In each group there should be 3 or 4 people.

LESSON 2: INTRODUCING THE GROUP MEMBERS

AIMS OF THE LESSON

- to revise questions forms
- to talk about themselves
- to get to know each other better
- to write a short introduction about the group members

MATERIALS AND RESOURCES

Ls' notebooks, sheets of paper (one for each group), Blu-Tack

STAGE 1 Introduction 1 – Let me tell you about myself

TIME 10 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Speaking

ORGANISATION Group

AIDS AND MATERIALS Notebooks

TEACHER'S ACTIVITIES

- 1 T gives instructions for the activity and keeps track of the time. Instructions are also given to take notes. When the 2 minutes are over, the T tells Ls to swap roles.
- 2 At the end the T tells Ls that they may ask each other questions about topics they would like to know more about.

LEARNERS' ACTIVITIES

- 1 In groups, each S talks about him/herself for 2 minutes in the group (about something they think is interesting about themselves). The T might want to give them topics to talk about, e.g. Talk about your 3 best friends; talk about something you are afraid of; talk about a place you really like/hate; etc.
- 2 When everyone has had a turn, they ask each other questions about things they would like to know more about. Ls take notes on what they hear.

STAGE 2 Introduction 2 – Introduce the others

TIME 5 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Speaking

ORGANISATION Whole class

TEACHER'S ACTIVITIES

- 1 T asks some Ls to say something they found interesting about each other for the whole class.

LEARNERS' ACTIVITIES

- 1 Ls take turns and say a few words about each other in the group. They mention what they found particularly interesting about each other.

STAGE 3	Exploitation – Write about each other
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Writing
ORGANISATION	Group
AIDS AND MATERIALS	Notebooks, sheets of paper

TEACHER'S ACTIVITIES

- 1 T tells Ls to write a short paragraph (150-200 words) about themselves.

LEARNERS' ACTIVITIES

- 1 In groups Ls write a composition (150-200 words) about themselves in the group (a sort of introduction, including the things they have in common), according to what they had heard from each other. The composition should start with a short list of data, description of physical appearance and mention some things the Ls had previously talked about.

STAGE 4	Evaluation – Exhibition
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading Writing
ORGANISATION	Whole class
AIDS AND MATERIALS	Sheets of paper, Blu-Tack

TEACHER'S ACTIVITIES

- 1 T collects the compositions and pins them up on the walls around the classroom, then tells Ls to go around, read the compositions and write feedback on them. At the end of the lesson, the T collects the compositions for correction. These compositions will be used in the next lesson.

LEARNERS' ACTIVITIES

- 1 Ls go around the classroom, read the compositions of the other groups and write comments, questions and feedback on them. The feedback can be based on what they liked, what they did not like, what should be kept and what should not be kept in the compositions.

LESSON 3: DESIGNING THE NEWSLETTER

AIMS OF THE LESSON

- to review and type the compositions
- to plan and design the newsletter
- to take photos, and look for pictures on the Internet

MATERIALS AND RESOURCES

compositions written by Ls in the previous lesson, Ls' notebooks, computer, Internet, word processor, printer (in the case of paper newsletters), digital camera, floppy discs / pen-drive (if file transfer is necessary)

STAGE 1 Warm-up – Review of the compositions

TIME 15 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Reading
Speaking
Writing

ORGANISATION Group

AIDS AND MATERIALS Compositions written in the previous lesson, computer, word processor

TEACHER'S ACTIVITIES

- 1 T hands out the compositions written in the previous lesson and tells Ls to review and type the corrected version.

LEARNERS' ACTIVITIES

- 1 In groups Ls review the compositions and, taking the feedback, comments and corrections into consideration, type the correct version into the word processor.

STAGE 2	Brainstorming – Design your newsletter
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Speaking Negotiating
ORGANISATION	Group
AIDS AND MATERIALS	Notebooks

TEACHER'S ACTIVITIES

- 1 T tells Ls to give some thought to what else they want to include about themselves and design the newsletter. If necessary, T also adds ideas (e.g. hobbies, pets, homes, etc.).

LEARNERS' ACTIVITIES

- 1 In groups Ls brainstorm about what else they want to include in the newsletter and what they want it to look like.
They design the newsletter and do an outline in their notebooks. They decide on what pictures they want to include in it, what information they want to write about, etc.

STAGE 3 Preparation – Taking pictures, looking for pictures

TIME 20 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Searching skills
Speaking

ORGANISATION Group / individual

AIDS AND MATERIALS Computer, Internet, digital camera, floppy discs / pen-drive and printer (if necessary)

TEACHER'S ACTIVITIES

1 T helps Ss to take pictures and gives sources on the Internet to look for pictures.

LEARNERS' ACTIVITIES

1 Ls take pictures with the digital camera, look for pictures they need on the Internet. If they want to make a paper newsletter, they print out the pictures and the text they have typed during the first activity. If they cannot finish collecting and taking pictures, they finish at home and take the pictures for the next lesson.
Sources for free images on the Internet:
<http://www.freeimages.co.uk/>
<http://www.javajane.co.uk/>
http://www.teacherfiles.com/clip_art.htm
<http://web.uvic.ca/hcmc/clipart/>
<http://www.freefoto.com/index.jsp>

LESSON 4: MAKING THE NEWSLETTER

AIMS OF THE LESSON

- to make the newsletter
- to demonstrate/present it to the other groups
- to evaluate each other's work

MATERIALS AND RESOURCES

compositions written by Ls in the previous lesson, Ls' notebooks, computer, word processor, printer (in case of paper newsletters), PowerPoint or FrontPage, data projector (in case of electronic newsletter), floppy discs / pen-drive (if file transfer is necessary), stationery, 4.2 Evaluation sheet

STAGE 1. A Project work – Making the newsletter

TARGET GROUP For Ls who want to make their project on paper

TIME 30 mins

SKILLS AND COMPETENCIES IN FOCUS

Reading
Writing
Speaking
Listening
Negotiating
Computer skills

ORGANISATION Group

AIDS AND MATERIALS Compositions written in the previous lesson, computer, word processor, printer, floppy discs/pen-drive, stationery

TEACHER'S ACTIVITIES

- 1 T tells Ls to finalise their newsletters and helps them in the process.

LEARNERS' ACTIVITIES

- 1 In groups Ls make their newsletters which introduce them as a group. The main body of the newsletter should be the composition they wrote in Lesson 2. They might want to include pictures they took or found in the previous lesson, write captions for them, etc. When they are finished, they print out whatever is necessary and do a paper version of their newsletter.

STAGE 1. B**TARGET GROUP** For Ls who want to do their project in a digital version**TIME** 30 mins**SKILLS AND COMPETENCIES
IN FOCUS** Reading
Writing
Speaking
Listening
Negotiating
Computer skills**ORGANISATION** Group**AIDS AND MATERIALS** Compositions written in the previous lesson, computer, word processor, PowerPoint or Front Page, floppy discs/ pen-drive**TEACHER'S ACTIVITIES**

- 1 T tells Ls to finalise their newsletters and helps them in the process.

LEARNERS' ACTIVITIES

- 1 In groups Ls make their newsletters which introduce them as a group. The main body of the newsletter should be the composition they wrote in Lesson 2. They might want to include pictures they took or found in the previous lesson, write captions for them, etc. When they are finished, they put the newsletter together in Word, PowerPoint, or FrontPage.

STAGE 2	Presentation – News stands
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading Speaking Listening Evaluation Presentation skills
ORGANISATION	Group / whole class
AIDS AND MATERIALS	Data projector (for the digital versions), 4.2 Evaluation sheet

TEACHER'S ACTIVITIES

- 1 T hands out the 4.2 Evaluation sheet, conducts the presentations, and gives help whenever necessary.
T gives Ls ideas about how to use the evaluation grid:
For layout they can look at these criteria: clearly organised, pictures, written work, for content: relevant, interesting. They consider these criteria, and separately give a mark from 1 to 5 for layout, content, overall impression and add up the total score. Then they can write comments on the newsletter.

LEARNERS' ACTIVITIES

- 1 Groups present their newsletter to the other groups. They talk about what they have included in their introductory newsletter and what they think is the most important thing.
Depending on the number of groups, they talk for 2-3 minutes.
While listening to the others, Ls fill in an 4.2 Evaluation sheet as well.