

Lesson Procedure: FCE - Writing an article (2.5/3-hour class)

Go straight to **No. 6** if you have less time and/or do not have authentic material.

1. (*Optional Warmer*)- source some authentic magazines, [Metropolitan is a great one for Barcelona], and board ‘**Grab a mag**’ and have students flick through and find an **article** that appeals to them. Tell them they will have to summarise the article to their partners.
2. Give Ss a minute to flick and find an **article** they find appealing. Make sure Ss don’t choose a review or an advert.
3. Ss have a further 2 minutes to scan read the text. Board prompts for them to think about.
 - a. What attracted you to this article?
 - b. Why does it have that title?
 - c. What did you like/ not like about the article?
 - d. Circle 5 new expressions.
 - e. Were you entertained? How?
4. Have Ss summarise articles in their own words. In 2s or 3s they ‘present and explain’ their article, using the prompts above.
5. Board up the article titles and have Ss think about why they have these ‘catchy’ titles. These examples are from *Metropolitan Barcelona October 2017*.

‘ACTUAL’ TITLES

- eg;
- *The writing on the wall*
 - *Clowning around*
 - *The Brink of Extinction*

‘BORING TITLES’

- *Graffiti again*
- *Theatre group in town*
- *The end of the world*

Then get Ss to think up the ‘boring’ title for each one and think why that is less appealing. Obviously, these will depend on what material you bring to class.

6. (*Warmer*) - Show slide 1- ‘*Chasing the cheese*’ and ask Ss to guess what they think the article is about.
7. Gather ideas and then show slide 2: *steep hill/ record crowds/ superhero costumes/ injured racers/ perilous event* and predict article’s content.
8. Watch YouTube clip: Gloucester Cheese Rolling 2012 Official; to see if predictions were correct. Simultaneously think about these questions?
<https://www.youtube.com/watch?v=dtvG9XDtjv4>
 - a. What’s the aim of the event?
 - b. How do the participants achieve this objective?
 - c. Would you like to get involved in this event? Why/ why not?

9. Compare notes.
10. Read the **article handout**, (not filling the gaps yet!), and tell each other what else they found out about the event.
11. Ask students whether they'd like to go.
12. Ask Ss what the purpose of the text is- (*to entertain and inform*).
13. Individually complete open-cloze activity and check in pairs and then with original text.
14. Discuss gaps and reasons for some language items, (*ie, fixed expression- you'll never forget! /linker of contrast- although, etc.*)
15. Invite Ss to underline all the synonyms used to mean *participant*. (*4 - Why? As to not repeat and show a range of vocabulary*). See handout for answers.
16. Ss underline useful expressions-(*What do you get if...?*) and strong adverbial phrases- (*perilous event*).
17. Dictate all the 'normal adjectives' (*tired through to interested*) from the **Useful Language and Strong Expressions handout**.
18. Ss compare spelling and then board to double check spelling.
19. Get Ss to think of the strong adjective for each, (*ie. tired - exhausted/ knackered*).
20. Give **handout** and replace the words in *italics*.
ANSWERS: 1. Exhausted, 2. Furious, 3. Freezing, 4. Fantastic, 5. Terrified, 6. Enormous, 7. Filthy, 8. Awful, 9. Essential, 10. Fascinated.
21. Show the penultimate slide and have Ss think about the purpose of each paragraph and top tips they would give a fellow student writing an Article for the first time.
22. Check ideas with slide.
23. Ss now complete **Writing Articles: Top Tips! handout**.
ANSWERS: informative, attractive, title, topic, reader, question, clearly, clearly, consistent, rhetorical, descriptive, consistent.
24. Brainstorm local and/or national events, *ie. in Spain: La Merce, La Tomatina, San Fermin, Sant Joan*.
25. Get ss to think of 'catchy' titles for each one. Examples could be: *Run for your life, Las Ketchupped, Burnt to a cinder, Going crackers.*
26. Give Ss **Article Task and Plan Sheet handout** and have Ss plan and draft their articles.
27. Ss complete their articles at home.
28. **FOLLOW-UP TASK**- having marked their texts, at the start of next class, board their titles and have Ss guess what the events are from the titles. Then Ss read each other's texts and decide whose is the best. Then they read and edit according to the teacher's comments.