

## EDB Language Arts Electives

# Learning English through Popular Culture

## British Council Hong Kong

This handbook provides all the materials used in the training workshops as well as many suggestions and additional resources to use with your students.

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## Part 2 Practical Demonstrations

### Practical Demonstration 1 'Wiki Wiki'

Module	Popular Culture
Part 2	Practical Demonstration 1: Wiki Wiki
Timing	10.00am- 10.55am
Aim	To introduce learners to the concept of popular culture and to discuss typical features of popular culture texts.
By the end of Practical Demonstration 1, you will have:-	<ul style="list-style-type: none"> <li>• Considered the differences between 'high' and 'popular' culture</li> <li>• Analysed Wikipedia, an important popular culture resource, looking at its advantages and disadvantages</li> <li>• Discussed and clarified the features and differences between popular culture texts and other types of text</li> <li>• Collected some ideas on what type of texts to include in the Learning English through Popular Culture module</li> </ul>
Handout numbers	Handout 1: Pop v. High Culture
Focus	Powerpoint/groups/pairs
Materials Preparation Prior to Workshop	<ul style="list-style-type: none"> <li>• Copy 4 images (culture) onto PowerPoint</li> <li>• Get encyclopedia and find page refs.</li> <li>• Prepare 30 x copies of Handout 1</li> <li>• Prompt Q's on PowerPoint</li> <li>• Large flipchart paper pads stuck on wall &amp; pens</li> </ul>

*You will experience the following activities as students.*

If you would like to run these activities with your own students, you will need to prepare the following before the session(s):-

Handout 1: Popular vs High Culture

Handout 2a: Create a Wikipedia entry

Handout 2b (extra if needed): Outline of Wikipedia entry

Additional activities 1: Advantages/disadvantages of Wikipedia

Additional activities 2: Wikipedia text analysis

Timing	Interaction	Procedure	Materials
5 mins	Teacher leads from front	<p><b>1 Discrimination Activity (1) Pop vs High Culture</b></p> <p>Teacher shows 4 pictures IWB. Elicit (1) Which one is an aspect of popular culture? And (2) which ones aren't. How do you know? Nominate students to answer.</p>	Powerpoint with 4 images (Mozart; ballet, Hamlet; Hello Kitty).
5 mins	Teacher leads from front	<p><b>2 Discrimination Activity (continued)</b></p> <p>"Where could I look for information about these things?" Get encyclopaedia out. Concept check (1) "Will I find sth. about Mozart in here? (Yes). Show page ref. (2) Will I find sth. about ballet in here? (Yes). Show page ref. (3) Will I find sth. about Chinese opera in here? (Yes). Show page ref. (4) Will I find sth. about Hello Kitty in here? (No). Why not? (modern/new/commercial/product/not an aspect of high study &amp; learning)</p>	Encyclopaedia with Post-its on correct pages.
5 mins	Teacher leads from front; Small grps.	<p><b>3 Discrimination Activity (continued)</b></p> <p>"Where can we go for info about Kitty?" Elicit answers (Google/online?) Show Wikipedia on IWB. "What's this?" Show Hello Kitty pages. "There's a great deal of info here about Kitty. Why couldn't we find her in the encyclopaedia? Why is she in Wikipedia with so much detail?" Sts. discuss in grps. F/B and stress differences and what a vast and useful P.C. resource this is. Refer back to P.C. definition on paper flipchart from earlier.</p>	Questions on Pp.

5 mins	Students in pairs	<b>4 Discrimination Activity (2)</b> Refer sts. to handout 1 and tell them there are examples of pop culture and examples of what we'd call more 'high' culture. Define 'high culture' and 'highbrow' ( <i>intellectual and serious</i> ). Ask them to circle eg's of pop culture and compare in pairs.	H/O 1: different examples of culture to circle
3 mins	Teacher leads from front	<b>5 Introducing Wikipedia on-line encyclopedia</b> Present info about Wikipedia on Pp. Read through and stress with voice the most important points ( <i>free, online; by any user; any subject; discussion pages where users can discuss what should or should not be included</i> ) Introduce the word, 'entry' – <i>encyclopedia entry</i> .	Pp. slide 5 with Wikipedia info. bullet points
10 mins + further class session	Small grps (tables)	<b>6 Brainstorming an entry for Wikipedia &amp; language work</b> "So, it's a very democratic system. What does this mean for us?" Sts. brainstorm ideas for an <b>entry</b> to upload to Wikipedia. Ask each table to choose a strip with a topic on to kickstart their brainstorm. Grps. stand up and use large flipchart paper on wall and felt-tips to brainstorm their topic. At this point, you will need to start working with language. This is an ideal time for students to hand in their first drafts and for you to write comments about their style, organisation, headings, use of language (eg, formal/informal language, vocabulary choice, use of declarative sentences vs questions etc). A further session should focus on students working with the language and restructuring it for (a) purpose; (b) audience; (c) clarity. The two drafts could be included in the portfolio for evidence of progress and development accompanied by a short reflective paragraph about what the student learnt through the process.	Large flipchart paper Pens

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## Handout 1

### 1 Introduction: What is popular culture?

You were shown photos of the following:-

- A musician in a traditional Chinese opera
- A scene from a classical ballet
- A portrait painting of Mozart, an 18<sup>th</sup> century classical music composer
- An image of *Hello Kitty*

Group these images into two different groups and decide what name you would give the group.

Group 1 _____	Group 2 _____
---------------	---------------

What was the basis of your grouping? Did other groups have the same?

**Which ones were you able to find in the traditional encyclopædia?  
Where did you find the other(s)?**

### 'Pop' or 'high' culture?

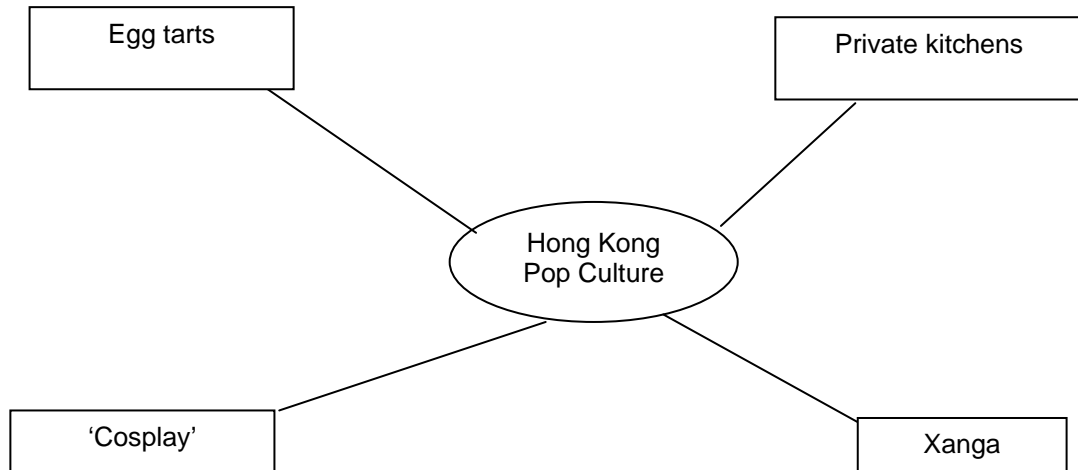
Below you can see examples of 'culture'.

Circle the ones that you think are representative of popular culture

Newspaper articles	Jazz music
Fashion	Literature
Going clubbing	Magazines
Billboard advertising	Philosophy
Slang	Online gaming
McDonalds	Cartoons
Pop music	Writing an online diary (blog)
Shakespeare	Downloading music
TV commercials	Classical music
Art galleries	Theatre
Radio	A poetry recital
Ballet	Websites
Comic books	Karaoke

## 2a Create an Entry for Wikipedia

Think of an aspect of popular culture in Hong Kong. Use the wheel below to help with your ideas.



What entry would you create? Have you considered the following categories for Wikipedia? (These categories appear in the Hello Kitty Wikipedia entry)

- History
- Rising prominence (means getting more well known by the public- How? When?)
- Merchandise (is this necessary for your entry?)
- Cultural references (why is it important to Hong Kong culture? Are there any links with famous people?)
- Official profile (is this necessary for your entry?)
- External links and references (other websites, books etc.)



**2b** Write an outline of your article in the boxes. Remember to show where you would put (a) hyperlinks, (b) images. These are just preparatory notes, so you may need to write down where you will get more information if it is an area that needs further research, for example, '*internet research*', '*interview grandparents*'.

<b>Introduction- what is the entry about?</b>	<b>History</b>
<b>Rising Prominence</b>	<b>Cultural References / Importance</b>
<b>Images / Links</b>	<b>Any other points</b>

**Additional Activities:****1 Advantages & Disadvantages of Wikipedia**

We looked at Wikipedia, the on-line encyclopedia, which can be accessed and edited by anyone. Along with Chinese opera, ballet, and Mozart, we also found an entry for

*Hello Kitty.*

Using the table on the next page, what do you think are the advantages and disadvantages of having an on-line encyclopedia that includes entries such as *Hello Kitty*?

Bearing in mind what you now know about Wikipedia, in small groups brainstorm the advantages and disadvantages of using a resource such as this which is written by the 'layman' (members of the general public, probably non-experts).

	Advantages	Disadvantages
Accessibility & ease of use		
Accuracy		
Perspective & Bias		
Other		

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## 2 Wikipedia Text Analysis

In pairs, analyse the Wikipedia Hello Kitty text and compare it to the traditional encyclopædia using the handout to help you identify features that are particular to this text.

1. What do you notice about the layout, appearance and length of the article?
2. What features does it have that the traditional encyclopædia cannot possibly include?
3. Can you find any language that indicates the writer is not 100% certain about the information written?
4. Look at the paragraphs entitled “Hello Kitty’s rising prominence” and “Cultural References”. How many other exponents of popular culture are referred to?
5. In the paragraph “Merchandise” can you find any examples of informal language that could indicate this was written by a fan of Hello Kitty?

**Practical Demonstration 2**
**Angles and Mangles**

 Teacher's Notes for EDB Electives  
 Popular Culture

Module	Popular Culture
Part 2	Practical Demonstration 2: Angles & Mangles
Timing	50 mins
Aim	<p>For Students to practise analysing an advert and to raise their awareness of the ways in which the media creates the message it wants to give, through use of image and language.</p> <p>They will also be shown how the interpersonal strands of knowledge and experience can be incorporated into a Learning English through Popular Culture lesson.</p>
Outcomes/products	<p>A better understanding of how media and messages can be used and analysed in a popular culture lesson.</p> <p>A more critical eye when using media texts.</p>
Handout numbers	<p>Handout 1: Body Image &amp; Beauty</p> <p>Handout 1b: Webpage comments</p> <p>Handout 2: Additional resources</p> <p>+ Alternative version for students needing more help</p>
Focus	Powerpoint/IWB/groups/pairs/discussion
Materials	30 x Copies of Handout 1
Preparation prior to workshop	<p>30 x Copies of Handout 1b</p> <p>Check video (download FVL player)</p> <p>6 x Copies of each old ad</p> <p>Laminate old ads</p> <p>Dictionaries for word bank activity</p>

By the end of Practical Demonstration 2, you will have:-

- considered the differences in approaches to advertising between the 1940's/1950's and now
- analysed the approach, language, associations and images a current advertising campaign uses
- considered and discussed people's responses and reactions to the advertising campaign posted to an internet message board
- decided and refined your own responses and beliefs about approaches to advertising.

*You will experience the following activities as students.*

If you would like to run these activities with your own students, you will need to prepare the following before the session(s):

Handout 1: Body Image & Beauty

Handouts 1b / c: Webpage comments

Handout 2: Additional resources

+ Alternative version for students needing more help

Copies of old adverts (available from [www.adflip.com](http://www.adflip.com) / [www.advertisingarchives.co.uk](http://www.advertisingarchives.co.uk) among others)

An invented advert exemplifying how *not* to advertise a product

Check video from [www.campaignforrealbeauty.co.uk](http://www.campaignforrealbeauty.co.uk) ('Film Gallery section: Evolution') (you may need to download FVL player)

Dictionaries for word bank activity

*Activities start on the next page.*

## Handout 1 Body Image & Beauty

1. a) Look at the way that this subject is dealt with in adverts from the 1940's/1950's. In pairs, complete the table below

	What is it selling?	How direct is its message? (On a scale of 1-4, 1=most direct)
Advert 1		
Advert 2		
Advert 3		
Advert 4		
Advert 5		
Advert 6		

- b) Look at another advertisement . In today's society, do you think this advertisement would successfully persuade people to buy the product?  
Why/why not?

Adverts come through many media: newspapers, magazines, posters on the street, MTR, bus, tram, billboards, TV, cinema, and now, the Internet. The next activity considers the way the Internet is used for advertising.

2. a) We are going to watch a video from the internet about perceptions of beauty. While you're watching it, think about what its message is. Circle one option in each box.

<b>advert / charity campaign</b>	<b>targeting confident women / people with low self-esteem</b>
<b>sophisticated / crude techniques</b>	<b>any other comments</b>

b) Look at the web page: [www.campaignforrealbeauty.com](http://www.campaignforrealbeauty.com) and discuss the following questions with your group.

- Who designed the campaign?
- What is a dove?
- What colour is it?
- What associations might we normally make with doves?
- What does the company Dove sell?

3. Look at the two pictures together. Using the word bank choose 5 words you think are appropriate for each image and write them below.

Word bank

beautiful	glamorous	honest	persuasive
professional		light	fake
natural	clever	basic	powerful
funny		modern	serious
impressive	old-fashioned	dark	deceitful
subtle		dull	shocking
amateur	patronising	surprising	thought-provoking

I think the 1950's advert is

---

I think the Dove video is

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4. a) The Dove video caused a lot of discussion and publicity. Read the comments on handout 1b and answer the questions below.
- b) Decide if each comment is *for* or *against* Dove's campaign and write For/Against next to each one.
- Which one(s) do you most agree or disagree with?  
 Discuss your answers with your group.
- c) Working in pairs, make your own list of points about the film, both for and against. You can paraphrase<sup>1</sup> the ideas from the previous comments if you agree strongly with them, but please do not copy directly from them. You may use these ideas as a basis for discussion later.

Points in favour of the film	Points against the film

<sup>1</sup> To paraphrase: to use the main ideas from a text in your own writing or speaking, but putting it in different words.

## Handout 1b

1.	< previous > <b>1 2 3 next</b> >
<b>Posted by:</b> <a href="#">clumsyaffection</a>	2 months ago
<p>Dove is making a great point; everyone sees themselves as imperfect and this commercial emphasizes how the media is distorting beauty. Like Dove says, beauty is all natural! And the model was not ugly before; everyone here is saying that because she did not look like her end result; which is what the commercial is pointing out! That proves that we all (or the vast majority) have distorted views on beauty.</p>	

2.	< previous > <b>1 2 3 next</b> >
<b>Posted by:</b> <a href="#">lolagolightly</a>	2 months ago
<p>Whatever! Dove is owned by the company, Unilever. It's just a marketing ploy. They don't actually care if you feel good about yourself, they just want you to feel good enough to buy their products. DON"T BELIEVE THEM!</p>	

3.	< previous > <b>1 2 3 next</b> >
<b>Posted by:</b> <a href="#">christianbaier</a>	2 months ago
<p>Companies lie to get your money. This is the goal of every company, and they obviously don't care how to achieve it. Money rules the world...</p>	

4.	< previous > <b>1 2 3 next</b> >
<b>Posted by:</b> <a href="#">TheveryspecialThommy</a>	2 months ago
<p>This is a beautiful and insightful ad which may help many young women, that's solely what counts.....</p>	

5.		< Previous <a href="#">1</a> <a href="#">2</a> <a href="#">3</a> Next >
Posted by:	<a href="#">MysticChick12</a>	2 months ago
<p>The TRUTH is that women's perception of "beauty" is often distorted because we use fashion magazines and billboards as templates for how we should look. This commercial clearly shows that what we see is not always the truth. I'm glad they showed the process and all the work that goes into that stuff; it's not all real, and we shouldn't starve or beat ourselves down for false, attainable beauty.</p>		

6.		< Previous <a href="#">1</a> <a href="#">2</a> <a href="#">3</a> Next >
Posted by:	<a href="#">tinkerbelle1984</a>	2 months ago
<p>I'm glad Dove made this commercial. It doesn't really reveal anything because we're all aware of this beauty manipulation by magazine covers and so on but I'm happy that a cosmetic and beauty products company are actually taking a position and admitting what is going on in this business.</p> <p>Go Dove!</p>		

7.		< previous > <a href="#">1</a> <a href="#">2</a> <a href="#">3</a> next >
Posted by:	<a href="#">bambination</a>	1 months ago
<p>This video is an eye opener! The world today is so fixated on appearances. We can get so blind about how we should look or how somebody should look. How sad and true is that. Sometimes you don't realise what good u have!</p>		

### Handout 1c More challenging texts for students needing less help

1.	< previous > <b>1 2 3 next</b> >
<b>Posted by:</b> <a href="#">Smithy21</a>	2 weeks ago
<p>As a hybrid commercial/public service announcement, how much is this ad "doing the right thing," and how much is it <i>leveraging</i> the "attraction" of social responsibility in the name of selling beauty and beauty products? And then, in a practical world, is this what you call a "win-win?"</p>	
2.	< previous > <b>1 2 3 next</b> >
<b>Posted by:</b> <a href="#">ummabdulla</a>	2 weeks ago
<p>Not only the model's final appearance is totally artificial, the video itself depicting the model's creation -- its speed and editing and so on -- is a further comment on how all the millions of images surrounding us are artefacts -- some made with more care than others. And as with any ad, this too, at base, is driven by the desire to make money -- although it can still be entertaining and show something that rings true.</p>	
3.	< previous > <b>1 2 3 next</b> >
<b>Posted by:</b> <a href="#">Darryl Pearce</a>	2 weeks ago
<p>A "self-esteem" fund from a company that sells beauty products? Something is not quite clicking here.</p>	
4.	< previous > <b>1 2 3 next</b> >
<b>Posted by:</b> <a href="#">ummabdulla</a>	2 weeks ago
<p>Here's a little secret: the sole purpose of a corporation - any corporation - is to make as much profit as possible. NOTHING ELSE MATTERS. Full stop.</p> <p>This whole notion that corporations could possibly have a real social consciousness is so beyond the pale that I find it hard to believe so many intellectuals even play with the idea. Just please stop passing around the misguided notion that corporations have any real interest in saving our souls. We live in the most hypocritical time we have evidence of.</p>	

5. < previous > [1](#) [2](#) [3](#) [next](#) >

**Posted by:** [yamamama](#) 2 weeks ago

Beauty-product marketing has almost always been aspirational: I wish I could look like her ... perhaps if I buy this lip gloss, I will! But Dove takes a wildly different approach: That chick in the ad sort of looks like me, and yet she seems really happy and confident ... perhaps if I buy this Dove Firming Cream, I'll stop hating myself!

But in the end, you simply can't sell a beauty product without somehow playing on women's insecurities. If women thought they looked perfect—just the way they are—why would they buy anything?

6. < previous > [1](#) [2](#) [3](#) [next](#) >

**Posted by:** [Shelene](#) 1 week ago

This film asks us to question our idea of beauty. What makes a woman beautiful? I think it has a lot less to do with the outside of her than people think. True beauty is not just being attractive, as I've seen many women who are physically attractive and yet so insecure and paranoid that you couldn't stand talking to them for more than a few minutes! Being self-confident and secure in who you are as a person, to me, is a mark of beauty.

7. < previous > [1](#) [2](#) [3](#) [next](#) >

**Posted by:** [noddylane](#) 1 week ago

The conglomerate that owns Dove is, of course, not particularly interested in helping uplift the self-esteem of women and girls, but in selling their products. At the same time, by *appearing* to be concerned about these issues -- because their research tells that that a whole lot of consumers are concerned about these issues -- the conglomerate might end up doing some good as a side effect. Maybe.

From

[http://bagnewsnotes.typepad.com/bagnews/2006/12/modern\\_evolutio.html](http://bagnewsnotes.typepad.com/bagnews/2006/12/modern_evolutio.html)

## Handout 2 Additional resources: Further questions for your students

### Vocabulary work

1. **Connotations**<sup>2</sup> Explore the website ([www.campaignforrealbeauty.com](http://www.campaignforrealbeauty.com)) and write down any words you find that you think have positive meanings or connotations and those that you think have negative meanings or connotations.

Positive	Negative
e.g. <i>natural beauty</i>	e.g. <i>distorted</i>

2. The following phrase is used to introduce the video:

*'All this talk of fashion models and extreme dieting. How did our idea of beauty become so distorted?'*

- a) *'All this talk'*: who is it that's talking?
  - b) Why do the advertisers use a question?
  - c) What does the word *'distorted'* mean? (Use a dictionary if you need to)
3. a) Did you notice the name of this video?
    - b) What is *evolution*? What does it mean? (Use a dictionary if you need to)
    - c) What kind of evolution is being portrayed in this video?

<sup>2</sup> A connotation is the term we use when talking about the associations we make with a word. For example, the words *slim* and *skinny* both mean *thin*, but *slim* also carries the association of attractiveness, while *skinny* may mean *too thin*. Connotation often also depends on context and who is speaking to whom.

<b>Practical Demonstration 2      Angles and Mangles (Advertising)</b>			
Timing	Interaction	Procedure	Materials
<b>10 mins</b>	Small groups	<b>1 Introduction</b> Introduce the idea of adverts and ask students about their favourite ads. (Handout 1: Q 1a) Hand out laminated copies of old ads for students to look at and they discuss in groups what each is selling and how direct the messages are, then fill in table.	Laminated adverts from the 1940's/1950's
<b>5 mins</b>	Teacher leading from the front	<b>2 Awareness raising 1 (obvious ad)</b> (Handout 1: Q 1b) Show students very obvious and un-subtle made-up ad on IWB and elicit why this would probably be unsuccessful in today's society. <i>"What does this tell us about consumers/the general public nowadays?"</i>	Two mock-up adverts which are very obvious, eg, 'buy this product – it's good'.
<b>5 mins</b>	Teacher leads from front	<b>3 Dove/Evolution Internet Film Ad (1<sup>st</sup> viewing)</b> (Handout 1: Q 2a) Introduce internet as a powerful source of information and explain we are going to watch a short video from the internet. <b>DO NOT TELL STUDENTS IT IS AN ADVERT.</b> Ask students to write down words and phrases in the boxes as they watch. Grp f/b: call out words they thought of.	Make sure Dove advert <i>Evolution</i> is ready to run/stream from the internet with sound

<b>10 mins</b>	Small grps.	<b>4 Noticing Activity (1)</b> (Handout 1: Q 2b) Draw attention to the website address and ask students to discuss questions about what associations they make with the word <b>campaign</b> (see dictionary if necessary to establish the different meanings) and the word <b>dove</b> (animal, bird, purity, peace). Then ask students about Dove the company and its products. Ask them to find the Dove product logo on the webpage.	Dove advert <i>Evolution</i>
<b>10-15 mins</b>	Pairs	<b>5 Dove/Evolution Internet Film Ad (2nd viewing) + Word bank</b> (Handout 1: Q 3) Show the video again. Afterwards, ask them to look back at their words from q.2 and then in pairs discuss what they now think, knowing that it is an advert. Have their ideas changed?	Pg 3 handout 1
<b>10 mins</b>	Teacher at front; individuals; pairs	<b>6 Comparing 1950's ads and modern ads</b> (Handout 1: Q 4a) Show the 1950's ad & Dove ad juxtaposed. Ask Students to select 5 words for each image from the word bank. Pairs f/b.	Pg 3 handout 1
<b>10-15 mins</b>	Individual; small grps.	<b>7 Reading and understanding different responses</b> (Handout 1: Q 5a & b) Tell	Message board handouts



		<p>Students that the Dove ad caused a lot of discussion &amp; publicity. They read the comments from message boards on handout 1b, then decide if each one is for or against the campaign, and select one they most agree or disagree with. F/b in small grps. This stage is important in providing students with a chance to think critically.</p>	
<b>10 mins</b>	Pairs	<p><b>8 Forming one's own opinion</b>        (Handout 1: Q 5c) Ask Students to work in pairs to make their own list of points in favour of and against the campaign.</p>	
		<p><b>EXTENSION ACTIVITIES:</b></p> <ol style="list-style-type: none"> <li>1. Using the list of points for and against, set up a class discussion/debate.</li> <li>2. Using the 'additional resources' questions, focus more on the language used on the website and the themes raised.</li> </ol>	

**Practical Demo 2                      Body Image & Beauty**  
 Version B for students who may need more support

**Handout 1    Body Image & Beauty**

1. a) Look at some adverts from the 1940's/1950's.

In pairs, complete the table below

	What is it selling?
Advert 1	
Advert 2	
Advert 3	
<b>Advert 4</b>	

How easy was it to understand the advertisement's message? (*Circle one*)

Advert 1    a) Very easy    b) Quite easy    c) A bit difficult    d) Very difficult

Advert 2    a) Very easy    b) Quite easy    c) A bit difficult    d) Very difficult

Advert 3    a) Very easy    b) Quite easy    c) A bit difficult    d) Very difficult

Advert 4    a) Very easy    b) Quite easy    c) A bit difficult    d) Very difficult

b) Look at another advertisement. Why would this probably be unsuccessful in persuading people to buy the product in today's society?

- i.        it's not a good advertisement
- ii.       it's too difficult to understand
- iii.      it's too direct so people don't trust it
- iv.      people don't like this product

2. Now we are going to watch a video about ideas of beauty. Did you like this video? Why/why not?

3. The video is from a website called [www.campaignforrealbeauty.com](http://www.campaignforrealbeauty.com).

- i. What is a *campaign*?

- a) a fizzy drink;
- b) a place in the countryside where you put up your tent;
- c) an organised plan of action to achieve a goal?

ii. We can have a number of campaigns:

- a) a military campaign (in the army)
- b) an advertising campaign (to sell a product)
- c) a moral/human campaign (to raise awareness of a problem in society and its possible solutions)

Which campaign do you think this website is referring to? More than one?

iii. Who designed the campaign?

- a) a university
- b) a make-up artist
- c) a photographer
- d) a beauty company

4. What is a dove?

What colour is it?

What does it make you think of?

What do the company Dove sell?

5. Watch the video again. Do you feel the same about it as you did the first time? Tell your partner.

6. Look at the picture from a 1950's advertisement and the Dove picture together. Choose 3 words for each picture from the word bank. Write them below.

<u>Word bank</u>		
beautiful	honest	surprising
funny	serious	clever
false	powerful	natural
old-fashioned	boring	persuasive

I think the 1950's advert is

---

I think the Dove video is

---

### **Thinking about the audience**

7. Who is the Dove video aimed at, and why?

- a) everyone;
- b) teenage boys;
- c) teenage girls;
- d) older women or men?

8. What message does it give to the audience? You can choose more than one.

- a) Women look better with make-up on;
- b) Women don't need make-up to look beautiful;
- c) Products with lots of chemicals and additives are bad.
- d) Products that are close to nature are good.

# Part 3a Learning and Teaching Activities

Module	Popular Culture
Part 3a Activity 1	Photo Captions
Timing	40 mins
Aim	<p>To raise awareness of techniques used in the media regarding selection and editing of images and their accompanying captions.</p> <p>For students to critically evaluate language used in photo captions and consider how it can be biased.</p> <p>To enable students to produce a photo caption expressing a particular point of view.</p>
Outcomes/products	<p>A better understanding of media techniques which will help in evaluating different types of texts.</p> <p>A collection of photos and accompanying captions expressing opposing points of view, which can be added to students' portfolio.</p>
Handout numbers	<p>1 Students task sheet</p> <p>2 Photos without captions in envelopes 1 &amp; 2</p> <p>3 Full photos with captions in envelope 3</p> <p>4 Selection of photos in envelope 4</p>
Focus	<b>Groups/Pairwork/task</b>
Materials preparation prior to workshop	<ul style="list-style-type: none"> <li>• <b>Copy students task sheet x 6</b></li> <li>• Examples of cropped photos may be found at <a href="http://www.media-awareness.ca">www.media-awareness.ca</a> under 'Choosing and editing photos'</li> <li>• Laminate photos and place into 3 envelopes</li> <li>• Collect a selection of newspaper/magazine photos and captions for discussion activity</li> <li>• Make a number spinner / provide dice for discussion activity</li> </ul>

**Activity 1 Photo Captions**

1. Split into 2 groups: Group 1 has a pair; Group 2 is a group of three people. Group 1 should take **Envelope 2**, and Group 2 should take **Envelope 3**.

Move onto separate tables for the following stage.

2. You have about **5 minutes** for this activity.

Look at the photo in your envelope. Discuss with a partner what you think is happening in each photo. Can you think of a context for the picture (e.g. is it a photo of a crime, a war situation, political event)?

Task: **Write a caption for your photo** on the paper provided. It should be large enough to show the other group so use the pen provided.

3. Return to the first table.
  - a) **SPEAKING** Swap the photo **ONLY** with the other group. Take a moment to discuss what you see in the photo.
  - b) **READING** Now show the other group your caption. Let them read it and think about it.
  - c) **SPEAKING** Discuss as a whole group why you chose to write that caption.
4. As a whole group, open **Envelope 4**. Look at the two photos next to the originals you have just worked with. **SPEAKING**:
  - What differences can you find?
  - Were you surprised about the real content and meaning of the photo?
  - Why do you think your first description of the photo might have been different from the real meaning?
  - Why might editors crop<sup>3</sup> and change the photos they use with news stories?

---

<sup>3</sup> To crop a photograph: to cut or remove part of the image

**5. LANGUAGE ANALYSIS**

a) Look at the first 3 words of each photo caption and write them here:

Photo 1: \_\_\_\_\_

Photo 2: \_\_\_\_\_

What information do they give us?

Because space is limited, newspaper editors usually choose the most important words and facts to summarise the story in headlines or photo captions.

b) What are the first two verbs in each caption?

Photo 1:

Photo 2:

c) What tense do they use?

i. Past simple

ii. Present continuous

iii. Present simple

In newspaper stories, the present simple tense is generally used. This gives a sense of immediacy.

### 5. DISCUSSION & ANALYSIS GAME – *Talk for 1 Minute*

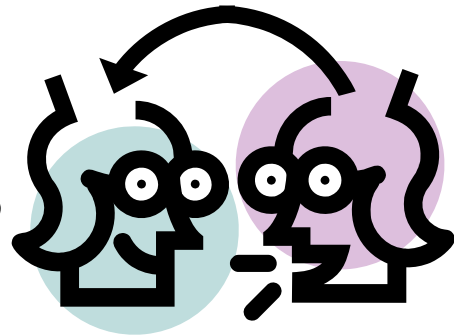
Take the selection of photographs from newspaper articles out of Envelope **5** and put them in a pile in the middle of the table.

Find the questions in the box below lettered **a-f**.

Take the spinner & paperclip; spin the paperclip until it stops at a letter.

One person should pick up the photo at the top of the pile, and discuss the question indicated for one minute. Everyone else listens.

## Talk for 1 Minute Questions



- a) When you first look at the photo what do you think is going on? How do you feel about the photo?
- b) What would you think was going on if you only looked at the photo, but did not read the caption?
- c) What impression does the photo give of the country and its people? Is it realistic? Is it positive or negative?
- d) What might be happening outside the frame of the photo, in the surrounding area? What important information might be missing?
- e) Is the photo of men or women? Is it a political photo and caption or is it neutral?
- f) How does this photo typify<sup>4</sup> or stereotype the national characteristics of the people of the country? Does it make you think of the people in a sympathetic/supportive way, or a different way?

5. FINAL THOUGHTS How far do you think the use of the following newspaper techniques affects the reader?

<b>cropping</b>	-	-	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>++</b>
<b>captions</b>	-	-	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>++</b>

<sup>4</sup> *Typify* in this sentence means to show associations, characteristics of features that present a standard, identifiable image of a group. This technique is sometimes used in the news to show differences between groups of people, especially from different areas of the world.



## Activity 2 Film Trailers

Module	Popular Culture
Part 3a Activity 2	Film Trailers
Timing	40 mins
Aim	<p>To raise students' awareness of techniques used in the production of film trailers and to assess their effects on the audience.</p> <p>For students to analyse language used in film trailer voice-overs.</p> <p>To enable students to use this knowledge in the production of a film voice-over script.</p>
Outcomes/products	<p>A better understanding of film techniques which will help in students' own production of a short film trailer voice-over.</p> <p>A film voice-over script and recording which can be added to students' portfolio.</p>
Handout numbers	Students task sheet 1
Focus	Group / pairwork / task
Materials preparation prior to workshop	<ul style="list-style-type: none"> <li>• Find film trailer links for : (1) Mission Impossible 2, (2) Zoom and (3) Spiderman 3. You should be able to find them at <a href="http://www.youtube.com">www.youtube.com</a> / <a href="http://www.apple.com">www.apple.com</a></li> <li>• Set up IWB with links</li> <li>• Copy students task sheet x 6</li> </ul>



## 1. Introduction

Discuss the following questions with your group:

- What methods do film companies use to promote their films?
  
- What are the main purposes of film trailers?

## 2. Analysing a Trailer

Watch film trailer 1 (your teacher will help you if necessary) and answer the questions with your group:

- a) What genre of film is this?
  - i. Horror
  - ii. Romance
  - iii. Comedy
  - iv. Action
  - v. Science Fiction
- b) What sort of character is the main guy?
- c) What colours/images are used in this trailer? Why?
- d) How does the trailer make links between Mission Impossible 1 and Mission Impossible 2?
- e) Listen to the man's voice on the trailer. What does it sound like?
  - i. angry
  - ii. romantic
  - iii. mysterious
- f) Who is the target audience? (you may pick more than one)
  - i. young adults
  - ii. older people
  - iii. teenage girls
  - iv. small children
  - v. men

activities continue on next page>>

### 3. The Voice-over

(Voice-over: A technique in film where a person who is not on-screen narrates, summarizes or presents their feelings.)

Read the trailer voice-over script for a film called 'Zoom'.

Re-read it aloud to someone next to you in the way that you think it would be read on the film trailer.

In a group of two or three, discuss the following questions and make notes:

a) Look at the words that are repeated.

Why would the film-makers repeat certain words? What effect does it have on the audience?

#### Script for voice-over to 'Zoom'

They may look like ordinary kids  
Just trying to live ordinary lives  
But what makes them different  
Will make them heroes  
From Revolution studios  
They may be undercover  
They may be underage  
But never underestimate them  
This summer  
They're going to save our world  
As long as they're home in time for dinner  
Tim Allen  
Zoom

b) Pick the 6 most important words that you think give you a good idea of what the film is about. Write them below. Do these words come at the start, the middle or the end of a line? Why might this be important?

c) Now watch the trailer for 'Zoom' and discuss the questions with your group.

How quick was the voice-over?

Try to notice how the important words you picked out in q.2 are said on the voice-over. Were the words stressed or pronounced in a special way? Were there any pauses (if so, when, and what effect did this have?)

What other sounds could be heard apart from the voice-over?

Were the images and the voice-over connected in any way?

### 4. Writing a Trailer Voice-over

Watch the trailer for Spiderman 3 **without sound**. Write notes about the main events that you see. Think about what type of film it is and with your partner, try to write a short voice-over script to match the images on screen.

### Activity 3 Columns

Module	Popular Culture
Part 3a Activity 3	Columns
Timing	40 mins
Aim	<p>To raise students' awareness of features of magazine columns through teaching of lexical items and analysis of example texts, and to highlight the functions of linguistic structures in specific column types.</p> <p>To enable students to produce a magazine advice column, writing both advice-seeking and advice-giving letters.</p>
Outcomes/products	<p>A better understanding of media techniques and features of magazine columns which will help in evaluating different types of texts.</p> <p>A magazine column which can be added to students' portfolio.</p>
Handouts	<p>Students task sheet</p> <p>Magazine contents page (envelope 2)</p> <p>Answer key (envelope 3)</p> <p>Advice-seeking letters (envelope 4)</p> <p>Advice-giving replies (envelope 5)</p> <p>Topic cards (envelope 6)</p>
Focus	Pairs/groups/individual task
Materials preparation prior to workshop	<ul style="list-style-type: none"> <li>• Photocopy student handouts</li> <li>• Print out magazine contents page example</li> <li>• Cut-up advice-seeking letters and replies and place in envelopes 4 &amp; 5</li> <li>• Cut-up letter topic cards and place in envelope 6</li> </ul>

1. Look at the contents page from a magazine (envelope 2) and discuss the following questions with your group:

- a) Who is this magazine aimed at (target audience) - girls or boys?  
 b) What age group is it aimed at- under 5s/ 6-11 year olds/ teenagers/ adults?  
 Why do you think this?

c) Which items in the contents list seem inappropriate for this type of magazine? Cross them out on the worksheet. Use the remaining headings to help you complete the following sentence:

Teenage magazines usually contain some or all of the following topics: A \_\_\_\_\_;  
 F\_\_\_\_\_; S\_\_\_\_\_; H\_\_\_\_\_; R\_\_\_\_\_; E\_\_\_\_\_;  
 (M\_\_\_\_\_/F\_\_\_\_\_/B\_\_\_\_\_/G\_\_\_\_); C\_\_\_\_\_; F\_\_\_\_;  
 C\_\_\_\_\_ / P\_\_\_\_\_.

2. Now read the sentences below and decide which type of magazine column they belong in (write the letter next to the type of column on the next page).  
 Check with your group and then the answer sheet (envelope 3).

a Check out this cute printed dress

b *My sister is really popular and I wish I was more like her...*

c This is an amazing album of opera favourites

d David & Victoria Beckham recently moved to a \$10million dollar mansion in L.A.

e How can I make my face look slim?

f An old friend will be important this week

g *Look for a cropped jacket, cape or pashmina to match.*

h Photos from the 2 megapixel camera are bright and sharp.

i *Terrified, I called 999 and gave the operator our address...*

j Horizon Plaza in Aberdeen is full of discount shops.

Fashion:

Advice:

Horoscope:

Celebrities:

Gadgets:

Entertainment:

Real Life Stories:

Shopping:

3. Now look at the extracts from different columns below and decide which function each one has:

(a) advising or (b) describing?

Paint your fingernails! Try a bright colour like hot pink or orange.

Lily's red Miu Miu shoes are fabulous.

Tuesday: Things at school are a bit stressful. Find some time to relax.

This is a bright and colourful platform game with 3D backgrounds and graphics, giving depth and perspective and making it more interesting than many other platform games.

If you have a sweet tooth, try frozen yoghurt or dried fruit instead of ice-cream and chocolate to satisfy your sugar craving without the calories.

This facial wash has a strong but refreshing aroma. It leaves your face feeling soft and clean, removing dirt and oil without making your skin feel tight.

Compare with your partner then check the answer sheet.

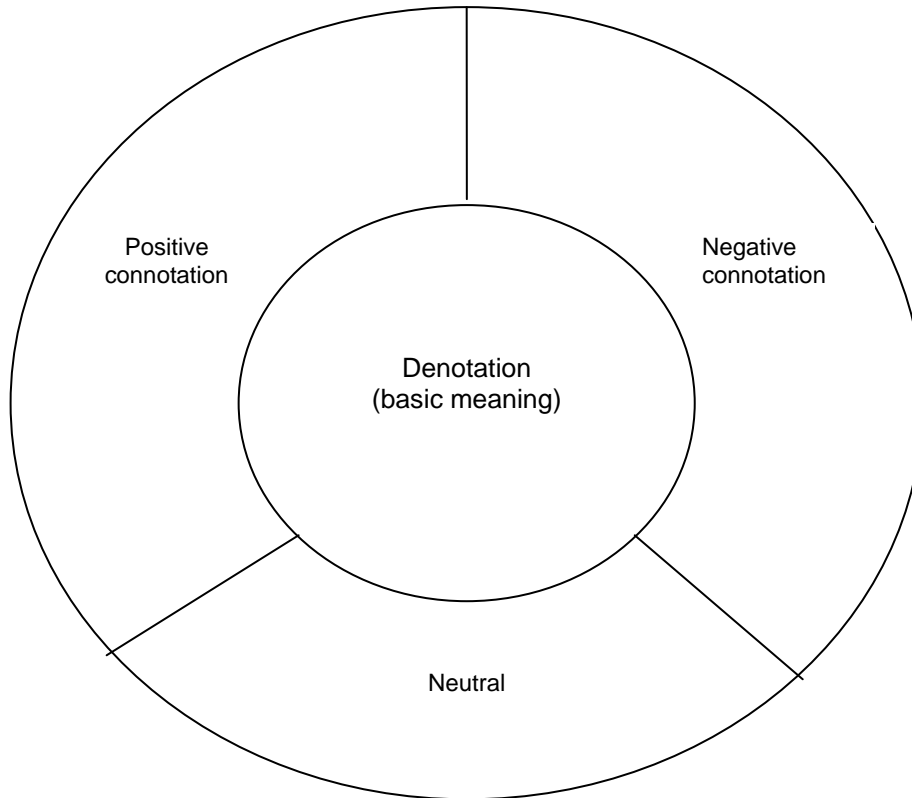
*The following activity (4) is designed for more able students who (a) have more language at their disposal and (b) will probably work through the material more quickly.*

4. (a) Columns in teenage magazines often use informal language, phrasal verbs, slang and shortened forms of words. Look at the examples and match them to their meanings. Compare answers with your neighbour before checking the answer sheet.

a. lad (n.)	1. picture
b. to dump somebody	2. to be attracted to
c. to fancy somebody	3. favourite
d. chubby (adj.)	4. to be angry
e. bro (n.)	5. boy/young man
f. mates (n.pl.)	6. sunglasses
g. sunnies (n.pl.)	7. friends
h. glam (adj.)	8. moody/bad-tempered
i. fave (adj.)	9. slightly overweight
j. stroppy (adj.)	10. brother
k. piccie (n.)	11. glamorous
l. to go mad	12. to end a relationship

a	b	c	d	e	f	g	h	i	j	k	l
---	---	---	---	---	---	---	---	---	---	---	---

(b) The previous exercise required you to think about the *denotation* of words and phrases, that is their basic meaning. However, it is also important to consider the *connotations* of words and phrases, that is thinking about whether they carry a positive or negative association. Put the above words/phrases into the correct category:



5. Take an advice-seeking letter each (from envelope 4) and read it out to the group. Match them to the correct replies (envelope 5)



## Advice-seeking letters for envelope 4 (to be cut up)

(1)

*I'm worried that I'm too chubby. All my mates are really skinny and I'm embarrassed to go shopping with them 'cause I look awful in trendy clothes. Please help me.*

*Cuddly Bear, Causeway Bay*

(2)

My bro and his mates have started smoking. I saw them in the playground last week but they didn't know I saw them. I'm worried about his health and I know my parents will go mad if they find out. Should I say something?

Sensible Sis, Sheung Wan

(3)

*I'm in Form 5 and my exams are coming soon. I'm really stressed about it.. I can't sleep and I feel sick every day before I go to school. I know I'm going to fail. I just feel so useless. Can you help me?*

*Worried Winnie, Yuen Long*

(4)

I really fancy this girl in my class but she already has a boyfriend. I wish I could find a way to make her like me instead. What can I do?

Lovesick, Lok Fu

(5)

*My best mate has recently started hanging out with some girls from another school and they all wear really cool clothes with designer labels. I can't afford to buy those kind of clothes and whenever I am nearby they laugh at me and make fun of what I'm wearing. I've tried to speak to my mate on her own but she just says I'm imagining it. I really want my best mate back, I don't know why she wants to be friends with them.*

*Forgotten Friend, Fanling*

## Advice-giving replies for envelope 5 (to be cut-up)

(a)

You are right to be worried about him and it's great that you want to help, but be careful because talking to him about it in front of his mates may cause more trouble for him. He's probably just trying to fit in with them and thinks it makes him look cool. Why not try to speak to him alone and explain why you are concerned. Perhaps you could give him some information about the health risks. Tell him that you won't let your parents know for the moment, but they are sure to find out eventually, so it's better for him to try and stop now before they discover his secret. Good luck!

(b)

Maybe your friend has her reasons for liking these new girls. It could be that she doesn't feel confident about herself and hanging out with them makes her feel popular. You could try to boost her confidence by telling her how much her friendship means to you and why you like her. Don't feel intimidated by these other girls and remember it's not your clothes or appearance that make you popular, it's about being happy and confident. Comparing yourself to them will just make you feel bad, so focus on your good points, not on what you don't have. Perhaps you can get involved in some after-school activities where you can meet new friends who will like you for who you are, not what clothes you wear.

(c)

You don't say why you think you're overweight. If other people have been teasing you, then don't listen to them- people who say those kinds of things are usually feeling insecure about their own bodies and cover it up by bullying others- they aren't your real friends if they make comments like that. Maybe you think you're overweight because you are comparing yourself to your friends but remember humans come in all shapes and sizes and I'm sure your friends like you for many reasons, not for how much you weigh. Don't be afraid to ask for help though. Ask your school nurse or local doctor to check if your weight is within healthy limits for your height and age and they can advise you on good eating habits and exercise. Try not to worry.

(d)

I understand that you have strong feelings about this, but you can't force somebody to like you. How about trying to be mates with her for now and just enjoy her company without any pressure, then there is a chance that in the future, she may start to feel differently about you. Even if she doesn't dump her boyfriend to be with you, at least you will have gained a friend and who knows, maybe she has some cute mates who will fancy you!

(e)

It is quite natural to feel anxious about big events like this, so talk to your mates and you will find out you are not the only one who's worried. You could have a chat with your favourite teacher about it and maybe he/she can help you to make a study plan so that you feel in control. Of course, it is an important time, but you must also take time off to do things that you enjoy, like spending time with mates, going to the cinema or doing sports. Spending some time relaxing will help you to feel refreshed for studying and will help you to sleep better too. Good luck!

6. A typical structure for an advice-seeking letter is shown below.

1. Introduction to letter writer & background of problem

2. Writer's feelings

*I'm in Form 5 and my exams are coming soon. I'm really stressed*

3. Further details of problem

*about it. I can't sleep and I always feel sick before going to school. I*

4. Further feelings & conclusion

5. Request for help/advice

*know I'm going to fail. I just feel so useless. Can you help me?*

*Worried Winnie, Yuen Long*

6. Signature: usually a false name summarising the writer's feelings/problem

Now label the reply in the same way. The comments are given below to help you. Underline the appropriate sentence and write a/b/c/d/e next to it.

It is quite natural to feel anxious about big events like this, so talk to your mates and you will find out you are not the only one who's worried.

You could have a chat with your favourite teacher about it and maybe he/she can help you to make a study plan so that you feel in control.

Of course, it is an important time, but you must also take time off to do things that you enjoy, like spending time with mates, going to the cinema or doing sports.

Spending some time relaxing will help you to feel refreshed for studying and will help you to sleep better too.

Good luck!

- a. Description of problem/reassuring comment/information

b. Instruction using an imperative

c. Signing off in a friendly way

d. Suggestion/Advice using modal verbs

e. Conclusion & explanation of advice given

7. Now take one card each from envelope 6. This will give you the topic for a problem page letter. Individually, write a short letter in the space below, remembering to use the general structure:

- Introduction to writer and problem
- Explain feelings
- Give further details of the problem and its effects
- Final summary of feelings and conclusion
- Request for help/advice
- False name signature (try to use the same first letter for each word, e.g. Worried Winnie; Anxious in Aberdeen)

Dear Agony Aunt,

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8. When everyone has finished writing, pass your letter to the person on your left. You will receive a letter from the person on your right. Read their letter carefully and write them a reply, giving them advice and suggestions. Remember the structure for the reply:

- Re-cap of problem/Reassuring comment (e.g. *It's quite a common problem...*)/Information (*teenagers often have skin problems because...*)
- Suggestions: use *how about...ing?/why not...?* or modal verbs (*you could.../maybe...*)
- Instructions using imperatives (*try.../ask.../talk to.../don't...*)
- Conclusion and explanation for the advice (*this will help you...*)
- Sign off with a friendly message (*good luck!*)

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9. If you have any time left, you can practise the advice letters as a role-play. Imagine that one of you is the student and the other is a friend or counsellor. You can either improvise the conversation, or jot down some notes in preparation. Try to make the conversation sound as natural as possible.

**Activity 3: Columns ANSWER KEY**

1. Look at the contents page from a magazine (envelope 2) and discuss the following questions with your group:

- a) Who is this magazine aimed at (target audience) - girls or boys?  
 b) What age group is it aimed at- under 5s/ 6-11 year olds/ teenagers/ adults?  
 Why do you think this?

c) Which items in the contents list seem inappropriate for this type of magazine? Cross them out on the worksheet. Use the remaining headings to help you complete the following sentence:

*Teenage magazines usually contain some or all of the following topics: Advice; Fashion; Shopping ; Horoscopes; Real Life; Entertainment (Music / Films /Books /Games); Celebrities; Food; Competitions/Puzzles.*

2. Now read the sentences below and decide which type of magazine column they belong in (write the letter next to the type of column on the next page).

Check with your group and then the answer sheet (envelope 3).

a Check out this cute printed dress

b *My sister is really popular and I wish I was more like her....*

c This is an amazing album of opera favourites

d David & Victoria Beckham recently moved to a \$10million dollar mansion in L.A.

e How can I make my face look slim?

f An old friend will be important this week

g *Look for a cropped jacket, cape or pashmina to match.*

h Photos from the 2 megapixel camera are bright and sharp.

i *Terrified, I called 999 and gave the operator our address...*

j Horizon Plaza in Aberdeen is full of discount shops.

Fashion: **a, g**

Advice: **b, e, (g)**

Horoscope: **f**

Celebrities: **d**

Gadgets: **h**

Entertainment: **c**

Real Life Stories: **i**

Shopping: **j**

3. Now look at the extracts from different columns below and decide which function each one has:

(a) advising or (b) describing?

Paint your fingernails! Try a bright colour like hot pink or orange.

**(a)**

Lily's red Miu Miu shoes are fabulous.

**(b)**

Tuesday: Things at school are a bit stressful. Find some time to relax.

**(a)**

This is a bright and colourful platform game with 3D backgrounds and graphics, giving depth and perspective and making it more interesting than many other platform games.

**(b)**

If you have a sweet tooth, try frozen yoghurt or dried fruit instead of ice-cream and chocolate to satisfy your sugar craving without the calories.

**(a)**

This facial wash has a strong but refreshing aroma. It leaves your face feeling soft and clean, removing dirt and oil without making your skin feel tight.

**(b)**

**The examples above use the following structures:**

**(a) advising = imperatives/conditionals**

**(b) describing = evaluative language such as adjectives/comparatives**

*The following activity (4) is designed for more able students who (a) have more language at their disposal and (b) will probably work through the material more quickly.*

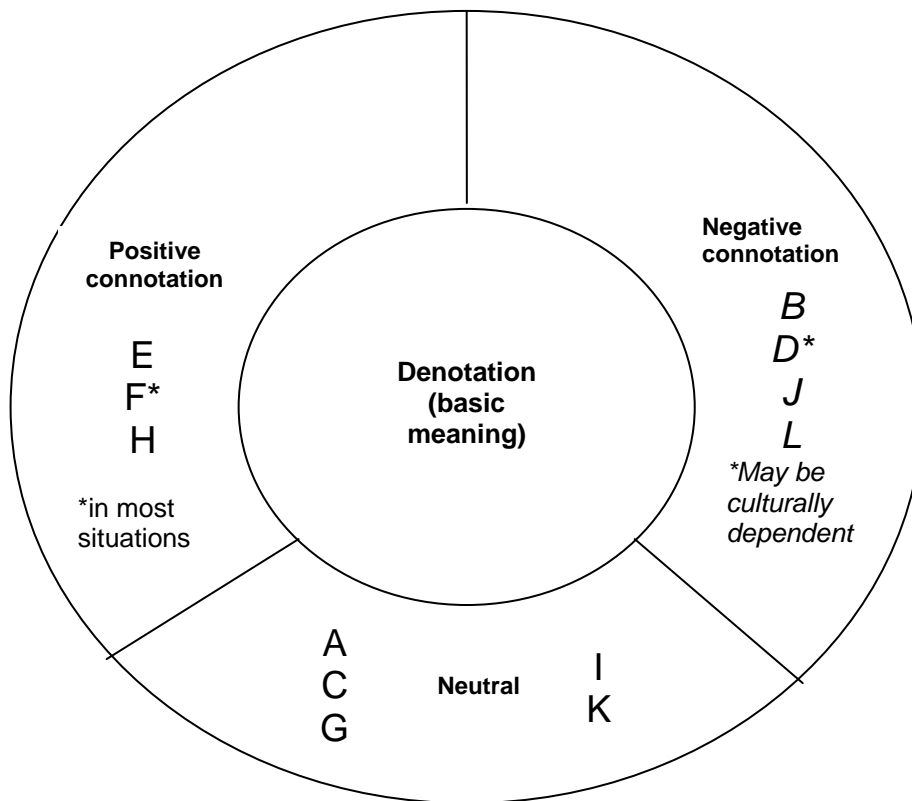
4. (a) Columns in teenage magazines often use informal language, phrasal verbs, slang and shortened forms of words. Look at the examples and match them to their meanings. Compare answers with your neighbour before checking the answer sheet.

a. lad (n.)	1. picture
b. to dump somebody (v.)	2. to be attracted to
c. to fancy somebody (v.)	3. favourite
d. chubby (adj.)	4. to be angry
e. bro (n.)	5. boy/young man
f. mates (n.pl.)	6. sunglasses
g. sunnies (n.pl.)	7. friends
h. glam (adj.)	8. moody/bad-tempered
i. fave (adj.)	9. slightly overweight
j. stroppy (adj.)	10. brother
k. piccie (n.)	11. glamorous
l. to go mad (v.)	12. to tell somebody you are ending the relationship

a	5	b	12	c	2	d	9	e	10	f	7	g	6	h	11	i	3	j	8	k	1	l	4
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(b) The previous exercise required you to think about the *denotation* of words and phrases, that is their basic meaning. However, it is also important to consider the *connotations* of words and phrases, that is thinking about whether they carry a positive or negative association. Put the above words/phrases into the correct category:



*The following activities are for all students:*

5. Take an advice-seeking letter each (from envelope 4) and read it out to the group. Match them to the correct replies (envelope 5). Try to explain to the group why you made those decisions.

**a = 2 b = 5 c = 1 d = 4 e = 3**

## Activity 4 Adverts and Commercials

Module	Popular Culture
Part 3a Activity 4	Adverts & Commercials
Timing	40 mins
Aim	<p>To raise students' awareness of simplified components parts of marketing: product + target market.</p> <p>To raise students' awareness of language used in advertising slogans and texts through analysis of a selection of advertisements.</p> <p>To enable students to use this knowledge in producing an advertisement or short filmed commercial.</p>
Outcomes/products	<p>A better understanding of advertising techniques which will help in evaluating different types of texts.</p> <p>An advertisement or commercial which can be added to students' portfolio.</p>
Materials preparation before workshop	<ul style="list-style-type: none"> <li>• Photocopy students' task sheet</li> <li>• Collect a number of adverts from magazines and separate them from their slogans (or cover them up with sticky labels). Laminate the advertising images. Type up the slogans onto strips to cut-up and laminate for matching.</li> </ul>
Focus	Groups / task

## Activity 4: Adverts & Commercials

1. Read the following definition of a *slogan*

*A slogan* is a distinctive, and usually short phrase used by groups or companies to advertise their products or activities, eg:

**'Think small'** (Volkswagen cars)

**'Go to work on an egg'** (Egg marketing board)

**'Let your fingers do the walking'** (Yellow Pages telephone directory).

What's the difference between a slogan and a logo?

Sketch a brief example of a logo in this box.

What's the **plural** form of slogan? What's the **plural** form of a logo and how do you spell it?

2. **SPEAKING** In **Envelope 2**, you will find some advertisements and slogans. Working with your group, match each advertising image with a slogan.

3. **SPEAKING & READING**

**DIRECT** or **SUBTLE**? Now look at each complete advert. Discuss your ideas with your group to decide which adverts are direct with their message and which adverts are more subtle<sup>5</sup>. *See the next page >>*

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<sup>5</sup> Subtle (pronounced 'suttle'): not obvious or direct

Place each advert on the scale below and compare answers.

# Very direct

e.g. advert c



# Very subtle

Example slogans for matching activity (a)

[Note to trainer: blow these up on A3, laminate, then cut up as sets.]

a. Hello Brains. Meet  
Beauty.

b. Please, please, please, let today be the day I bump into my ex.

c. Rock out with style!

d. Help replace the moisture your day takes away.

e. A little bit of what you  
fancy.

f. 100% TASTE 1% FAT

g. a breath of fresh air for your scalp  
and hair.

[Note to trainer: Provide answer key with matched ads]

# Create an Advert

4. You are going to create **your own advert** or commercial in groups of 2 or 3. The product you need to sell is **a new type of fruit drink**. Your target market is **teenage boys**. Think about the language and images you are going to use and create a paper-based advertisement which could be published in magazines or on billboards.



Discuss ideas with your group and write notes to help you remember the key points to consider in your advert/commercial:

Product (name?)	Target market Habits Likes/dislikes Images they identify with
Slogan	Logo

**Think about the Text**

- Are you going to use:
  - an imperative?
  - a well-known saying (complete or incomplete)?
  - an idiom?
  - scientific information?
  - repetition?
  - phrasal verbs?
  - rhyme?
  - exclamation mark/other punctuation?

**Now, get creative! Sketch out some ideas for your advert on the paper provided. State where the advertisement will be placed (type of publication/location). You may choose to include a few different suggestions and if you have time, you could also plan a commercial for the same product to be shown on TV.**

## Activity 5 Reviews (Version A)

Module	Popular Culture
Part 3a Activity 5	Reviews
Timing	40 mins
Aim	<p>For students to read and compare different review types.</p> <p>For students to create a vocabulary bank containing genre-specific vocabulary used in book, film and music reviews.</p> <p>To enable students to produce their own review of a song using scaffolding devices to assist them in their writing.</p>
Outcomes/products	<p>A better understanding of the features of book, film and music reviews.</p> <p>A bank of vocabulary relating to reviews which can be used in their own production.</p> <p>A written review which can be added to students' portfolio.</p>
Handout numbers	Student task sheets (version A)
Focus	Powerpoint/groups/pairs/task
Materials preparation prior to workshop	<p>Copy handouts (1 per WP)</p> <p>Prepare CD &amp; CD player</p> <p>Dictionaries</p>



**Activity 5: Reviews (Version A)**

1. Read the extracts from 3 different reviews and decide what each one is reviewing. Compare answers with a partner.

a) *"Inspid, unoriginal beats infect almost the entire [redacted], leaving the [redacted] with little to be excited about. Though some international production teams may have been called in to supe up this record, the whole [redacted] just sounds like really watered down R&B, with the same old vocal style and melodies that 10,000 other wannabe [redacted] stars are using."*<sup>1</sup>

(circle one)

book review

film review

computer game review

music review

b) *"Directed by Anne Fletcher, the [redacted] tells the story of Tyler (Channing Tatum), a tough kid from the wrong side of the tracks...By chance, and by tested [redacted] formula, he meets Nora (Jenna Dewan), a stunning ballet student from the right side of the tracks and an upper-class family....Tatum and Dewan's performances are fair, but no matter how much or how well they dance, they can't break free from dialogue so wooden..... Fletcher..... delivers plenty of slick dance sequences and does her best to swell the screen with as many heartthrobs as possible. [redacted] is pure entertainment- a feel-good [redacted]..."*<sup>1</sup>

(circle one)

book review

film review

computer game review

music review

c) *From [redacted] one, where we see more complex sentences and an angrier, damaged Harry, this [redacted]'s tone is completely different from the previous four: deeper and richer, with less humor and more detail. Patience is recommended while [redacted], because the pacing lags in some places while rushing in others, and the multiple plot lines take a while to mesh. Rather than take us through a mostly linear tale with a twist at the end, ..... the plotline here is built of many small incidents that come together to form the whole of the story.*<sup>1</sup>

(circle one)

book review

film review

computer game review

music review

2. Look at the blacked out words in each review. What do you think the missing words are? (*you do not need all the words below*)

listener / film / writer / book / song / movie (x2) / album / actor / (film's name) /  
 page / pop / reading / audience /

3. Underline or highlight words or phrases in each review that helped you to decide what they were reviewing. Write them in the boxes below and note whether they are positive, negative or neutral. Compare answers with a partner.

	Music	Film	Book
+			
-			
?			

5. Now read a review of another CD and working in pairs use two different colours to highlight
- i. any descriptive words or phrases
  - ii. words that are specific to a music review

Justin Lo returns with his highly anticipated new album. The new generation Canto pop star, who studied graphic design in the US and previously landed a smash hit with "Good Guy", is back accompanied with his second CD *No Protection*. Justin's skyrocketing career began after he appeared as a guest performer in one of Leo Ku's concerts last year. Also possessing a solid track record as songwriter for top artists including Kelly Chen, Andy Hui, and Leon Lai, there simply seems to be *No Protection* against Justin's addictive rhythms!

Recently Justin Lo appeared in the new Miriam Yeung movie *2 Become 1*, and the film's theme song *You'll Shine Again* with Justin Lo's enchanting voice is also included on *No Protection*.

Is the review generally positive or negative?

b) Listen to this artist's recent song (CD track no. 4) and make notes using the writing frame below to help you.

Name of song/singer	
General thoughts about the song (positive/negative?)	
Song lyrics	
Theme of song/emotions shown	
Singer's voice/talent	
Musical style	<i>Circle one</i> <b>a) ballad/love song</b> <b>b) rock</b> <b>c) classical music</b>
Other points	

c) Write your own review for readers of 'Young Post' using any of the useful vocabulary you have found. To help you plan your review first decide if you want to write a positive or negative review. Don't forget to think about using an appropriate style for your readers.

**Activity 5    Reviews (Version B - Simplified)**

1. Read the 3 different reviews.

a)

*"...unoriginal beats...leaving the listener with nothing to be excited about... the whole album just sounds like really boring R&B, with the same old vocal style and melodies that 10,000 other pop stars are using."*

b)

*"Directed by Anne Fletcher, the film tells the story of Tyler (Channing Tatum), a tough kid... He meets Nora (Jenna Dewan), a beautiful ballet student ....Tatum and Dewan's performances are good and they dance well..... Step Up is pure entertainment- a feel-good movie..."*

c)

"From page one, where we see more complex sentences, this book is completely different from the previous four. Patience is needed while reading, because the story is slow sometimes, and the different plot lines are difficult to understand."

Which review is about a film? \_\_\_\_\_

Which review is about a book? \_\_\_\_\_

Which review is about a CD? \_\_\_\_\_

Check with a partner. Do you agree?

2. Underline or highlight words or phrases in each review that are about  
 a) music, b) films, c) books.

Are they positive (+), negative (-) or neutral (N)?

Write them in the boxes below. Check with your group.

	+	-	N
<b>Music</b>			e.g. <i>beats</i>
<b>Film</b>	e.g. <i>a feel-good movie</i>		
<b>Book</b>		e.g. <i>slow</i>	

3. a) Now read a review of another CD and working in pairs highlight any more adjectives or words and phrases that can be useful for a music review. Add them to the box above.

Justin Lo returns with his new album. The Canto pop star previously had a smash hit with "Good Guy" and is back with his second CD No Protection. Justin's career began after he appeared as a guest performer in one of Leo Ku's concerts last year. Also as songwriter for top artists including Kelly Chen, Andy Hui, and Leon Lai, there simply seems to be No Protection against Justin's addictive rhythms! Justin Lo appeared in the new Miriam Yeung movie 2 Become 1, and the film's theme song You'll Shine Again, with Justin Lo's enchanting voice, is also on No Protection.

- b) Listen to another song ('Kong': CD track no. 4) and write notes in the boxes.

What is the song's name?	
Who is the singer?	
Do you like the song? Why/ why not?	
What kind of music is it? (e.g. rock/ classical)	
What is the song about?	
Can you write down any of the lyrics (words)?	
What does the singer's voice sound like? (e.g. strong? high?)	
Can you name any musical instruments used in the song?	
Other comments/thoughts	

Write a review for readers of 'Young Post' using some of the useful vocabulary from exercises 2 and 3.

Before you start planning, answer these questions:

- Do you want to write a positive or negative review?
- Who is going to read the review? What style should you use (formal/informal)?

You can use these sentence starters to help you:

This song is \_\_\_\_\_.

I think \_\_\_\_\_ because

\_\_\_\_\_.

His voice sounds like \_\_\_\_\_.

It makes me feel \_\_\_\_\_.



## Activity 6 Comic Strips (Version A)

Module	Popular Culture
Part 3a Activity 6	Comic Strips
Timing	40 mins
Aim	<p>For students to analyse images and language used in cartoons in order to better understand the features of a cartoon or comic strip.</p> <p>For students to compare and contrast cartoon strips and to focus on mini-plot structures and dialogue used.</p> <p>To enable students to produce their own cartoon narrative and dialogue.</p>
Outcomes/products	<p>A better understanding of features of cartoons and comic strips which will help in evaluating different types of texts.</p> <p>A comic strip with dialogue which can be added to students' portfolio.</p>
Handout numbers	<p>6 x copies of blanked out Calvin &amp; Hobbes strip (snow)</p> <p>Laminated 'Bless you' (1 blank; 1 with caption)</p> <p>Laminated Calvin &amp; Hobbes strip (school play)</p> <p>Laminated Garfield strip</p>
Focus	Powerpoint/groups/pairs/task

## Activity 6: Comic Strips (Version A)

### 1. Look at the cartoon in **Envelope 1**.

Tell a partner your answers to these questions:

- a) Where do the men live?
- b) What is wrong with the man's nose?
- c) How has this happened?
  
- d) Write a one-line caption to accompany the cartoon:

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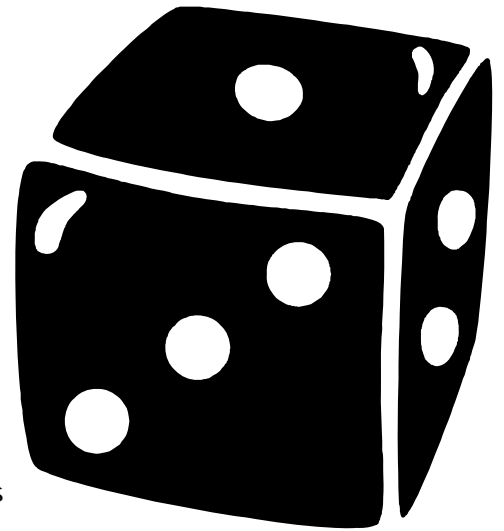
Compare with your group and explain why you chose your caption. Now look at the answer in **Envelope 2**.

- d) How did you respond to the cartoon?
- e) Why might people find this cartoon funny?
- f) What elements of the image are amusing?
- g) How long is the caption?
  
- h) What can you say about the use of captions and images in cartoons after analysing this one? Decide if the following are true (T) or false (F):
  - i. Cartoon images tend to be simplified or stylised.
  - ii. Captions have more impact if they are long and complex.
  - iii. Using unusual or unexpected situations and events can provide humour.
  - iv. The message needs to be conveyed as directly as possible.
  - v. Captions can sometimes depend on cultural stereotypes.
  - vi. The humour is conveyed by the image only.

2. SPEAKING Now look at two other cartoons (**Envelope 3**) and compare them with cartoon 1. What are some differences between the 3 cartoons?

Throw the dice to decide which question each person in the group is going to discuss.

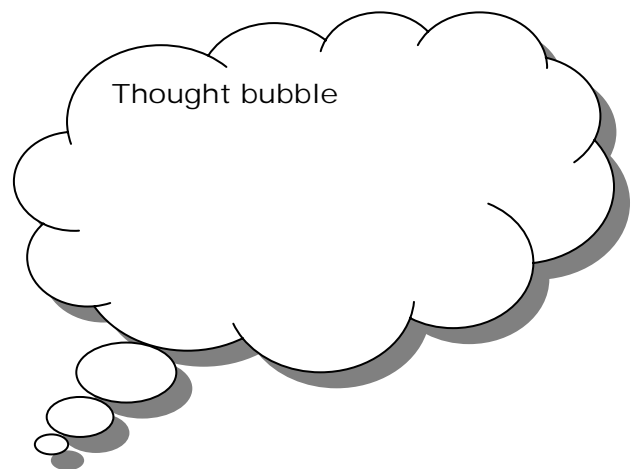
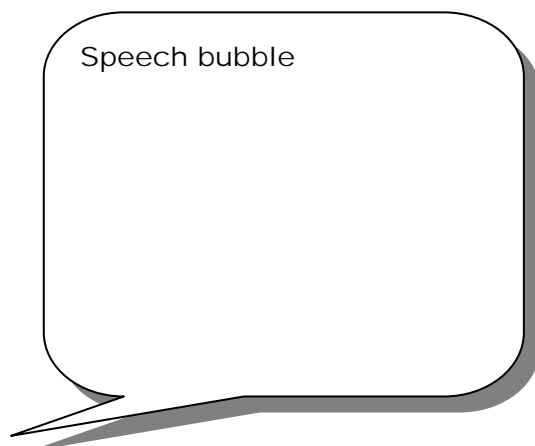
- 1) What do you notice about the use of dialogue in cartoons 2 & 3?
- 2) About how many words are usually used in each speech bubble? **Why?**
- 3) What do you notice about the use of images in cartoons 2 & 3?
- 4) Look at the last frame of cartoons 2 & 3. Did the cartoon end as you expected?
- 5) How does the cartoon show you the development of the relationship between the characters?
- 6) Is there any special use made of punctuation in the cartoons? Where is it and why do you think it's used?



3. You are going to create your own story for a comic strip. First, look at the pictures in **Envelope 4** and discuss the following questions about it.

- What can you see happening?
- How does Calvin feel in each frame?
- Does Calvin like snow? Does he want it to snow? What's he pulling in frames 3 and 4?
- What phrase does Calvin use to ask for snow?
- What does Calvin think to himself when it starts to snow?
- Is it really snowing?
- How do you know? What is Hobbes doing in the last frame?
- What will Calvin find out later? Will he be happy?
- Describe the kind of relationship might Calvin and Hobbes have based on this comic strip.

**Task** Decide what each character could be saying in each frame and write your dialogue in the blank speech/thought bubbles.



**Activity 6 Comic Strips (Version B – Simplified)**

1. Look at the cartoon in envelope 1. Tell a partner your answers to these questions:

- a) Where do the men live?
- b) What is wrong with the man's nose?
- c) How has this happened?

2. Choose the best caption for this cartoon.

- a) A: 'A snowball hit my nose'. B: 'It shows.'
- b) A: 'Have you got a match?' B: 'No, sorry.'
- c) A: 'A-choo!' B: 'Bless you!'

3. Why is the cartoon funny?

- a) Did *you* find the cartoon and caption funny?
- b) Have you ever imagined what might happen if you sneeze in a cold climate?

4. Decide what you can say about cartoons. Choose from the following boxes. One is extra.

Cartoons show simple stories.	Cartoon captions need to be short.	Cartoon captions work by showing something unusual about the picture.
Funny cartoons sometimes depend on stereotypes (cultural, based on age or gender).	Cartoons show all actions leading up to a moment in time.	Cartoons can show relationships between people.

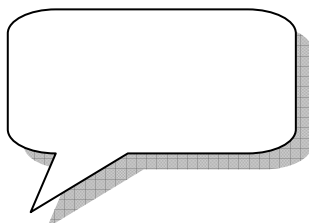
5. a) Now look at one other cartoon (envelope 3) and compare it with cartoon 1. What are some differences between the cartoons?
- b) What do you notice about the use of dialogue in the second cartoon?
- c) About how many words are usually used in each speech bubble?
- d) What do you notice about the use of images in the cartoons?
3. You are going to create your own story for a comic strip. First, look at the pictures and discuss with your partner what you think may be happening.

How does Calvin feel in each frame? *Happy; sad; excited; angry?*

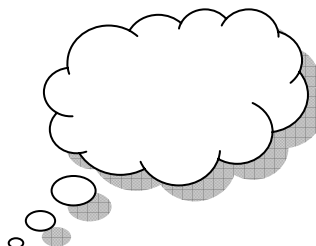
What is Hobbes doing in the last frame? *Throwing...?*

What kind of relationship might Calvin and Hobbes have? *A bad one – they are enemies; a good one - where they can play tricks on each other and laugh.*

Write a simple dialogue for the two characters to help show (a) the story you see in the pictures; (b) the relationship between the characters (remember they are good friends). Remember to write your dialogue in the speech/thought bubbles:



A **speech** bubble



A **thought** bubble

## Part 3b Teacher reflection tasks

### Principles of selection

Module	Popular Culture
Part 3b	Noticing Activities
Timing	20 mins.
Aim	<p>To enable WPs to discuss the theories and methodology behind the activities previously experienced.</p> <p>To enable teachers to apply these ideas to their own teaching situations.</p>
Outcomes/products	A better understanding of how to design tasks, select materials and language tasks, and ways of adapting materials and tasks for mixed ability classes.
Handout numbers	
Focus	Group discussion

## Photo Captions & Film Trailers

By the end of this task, you will have considered principles for selection of materials, language tasks and practical activities by reflecting on the practical activity you have just completed.

Discuss the following questions in groups

### 1 Procedures

a) Describe the procedures you used for the photo captions/ film trailers activity.

What skills (listening, reading, speaking, writing) and systems (grammar, vocabulary, phonology) were used in the activity?

b) How did you use the photos/ film trailer images?

c) In view of what you have learnt about selection, editing and marketing techniques used by newspapers, magazines and film companies, decide if the following are true or false:

	True	False
i. It is important to be aware of techniques used to influence the messages we receive through the media.		
ii. Newspaper and magazine images should be approached with care as they may not show the whole picture.		
iii. Film trailers and newspaper images are used only to summarise the film or article, there is no hidden agenda.		
iv. Images may be cropped <sup>6</sup> or edited in order to convey a particular message.		
v. It is easy to decipher the messages conveyed by the media.		

d) Could you use these procedures with your own classes? How would you have to adapt them?

<sup>6</sup> To crop a picture: to cut or remove part of the image



## 2 Appropriacy of topic/theme

- a) Discuss the photographs/film trailers used in the previous activity. What topics or themes did they involve? Do you think they would be appropriate materials for use with your own classes? Why/Why not?
- b) Look at the following issues, which might be relevant when dealing with newspaper and magazine stories and articles in class. Which ones are most important to consider when selecting materials for use with your own students?

Items / issues	Rank the items from 1-5 (1 = most important)
a) Use of graphic images, eg, images of war/terrorism/hardship	
b) Use of provocative language, eg, political language involving belief systems	
c) Use of bad language, eg, when quoting a pop star, even if it is asterisked ***	
d) Reference to acts of violence, eg, bullying, suicide, domestic violence	
e) Items/issues which might have a negative impact particularly on adolescent students, eg, anorexia; drug use.	

## 3 Read the following statement. Do you agree or disagree? Why?\

Today's young people live in a world which gives them total access to all manner of information, through television, the Internet, newspapers and so on. We can neither protect young people nor hide controversial topics from them. It is far better to discuss such matters in the classroom, allow students to air their opinions freely and hopefully give some kind of perspective.

4 It is important to consider the pre-existing conditions in your classroom before introducing a controversial subject. The following conditions may be warning signs to indicate that the class is not yet ready to handle such topics:

- cliques<sup>7</sup>
- immaturity
- if the class is new to you
- personal problems known to you (eg, if you know a young person is going through a stressful time)
- personal problems between individual class members that have not yet been resolved

Can you think of any other conditions or situations in which you should be careful about introducing controversial topics?

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<sup>7</sup> a clique (pronounced 'kleek') is a small group of people who think that they are special and do not let other people join them. They are often very judgemental.

## Principles of Design

### Columns & Adverts

By the end of this task, you will have considered principles for designing language tasks and practical activities by reflecting on the practical activity you have just completed.

#### 1 Procedure

- a) How many main stages were there in your activity? Can you identify what the purpose of each stage was?
- b) Which of the following skills were involved?
  - Productive skills (speaking; writing)
  - Receptive skills (listening; reading)
  - Specific reading skills (skimming; scanning; reading for detail)
  - Specific listening skills (listening for gist; listening for detail)
  - Interpersonal skills (discussion; groupwork; co-operation; critical thinking; creativity; problem-solving)
- c) In what order did those skills occur? Why were they organised in this way?

In general receptive skills tend to be developed before productive skills. This may mean that students need more time to listen before they speak, and more time to read before they write. Also, aural-oral skills tend to develop before literacy skills. This may mean the receptive-productive pair, listening-speaking, develops before the receptive-productive pair, reading-writing. This arrangement of skills can be depicted as follows:

	Aural-Oral Skills		
Receptive Skills	<b>Listening</b>	<b>Speaking</b>	Productive Skills
	<b>Reading</b>	<b>Writing</b>	
	Literacy Skills		

The previous tasks encouraged the use of receptive skills (reading) initially and activated schemata (students' existing knowledge of a subject) through an introductory activity which didn't require any production from the students. This helps to set the scene for the following activities and starts them thinking about the topic. It can also give them ideas for their own production later on. The productive skills tasks come later so that students have had the opportunity to look at some examples of language and texts relating to the specified topic, which can provide a framework (or at least an inspiration) for their own pieces of work. It is generally unrealistic to expect students to be able to produce their own texts at the beginning without having provided any background or scaffolding for them to work around.

- d) Look at exercise 7/8 (Columns group) or exercise 3 (Adverts group) from the previous stage. How did the use of a writing frame or bullet point headings help you to plan your article/advert? Which items in the following list are beneficial in terms of lesson design (a) for the students, and (b) for the teacher? Mark the items with 'T' (teacher) or 'S' (student).

A writing frame:

- focuses the students on particular content
- limits what students produce
- helps the teacher focus on learning outcomes for that session
- makes students include the most relevant ideas
- helps pace the class
- provides a structured basis for pre- and post-task discussion

(Extra task for Activity 3: Columns only)

- e) Refer to exercise 5 from the previous stage. What did you do when reading the reply letters?
- i. Read every word/the whole text?
  - ii. Try to find key words (which are probably in the first sentence)?

If you chose (i) you did detailed reading, probably unnecessary for the task. Students often use a 'tunnel reading' strategy and get stuck on unknown words which hinders their understanding of the text as a whole.

If you chose (ii) you used synonyms, repetition and lexical chains<sup>8</sup> to identify the link between the letters and replies. Being aware of these links helps to understand the gist of texts and improves reading fluency.

What are the implications of this for you when designing tasks and selecting suitable texts for your students?

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<sup>8</sup> A lexical chain is when words within a text refer to the same topic

## 2 Interaction

The Electives modules provide extensive opportunities for students to work on aural-oral skills, and reading skills with some focus on writing. There is also a strong focus on providing the opportunities for students to learn (a) experientially (reflecting on what they experience and how they feel and think about it) and (b) interpersonally (having opportunities to relate to others, share, negotiate, lead and follow, create, shape, improve, evaluate constructively and supportively and produce something collectively). These are vital skills to develop for the adult world they are preparing for.

- a) Look back at the stages of the previous activities and note how you were required to work. Was it individual, pairwork or groupwork? Why do you think this was?

Look at the following list, which shows advantages of different types of classroom organisation, and match them to each diagram.

- i. Easy to maintain discipline
- ii. Useful for comparing answers to activities
- iii. Provides the opportunity for quiet and calm
- iv. Increases learner autonomy
- v. Useful for checking progress of individuals
- vi. Enables all students to have the opportunity to speak
- vii. Useful for class discussion
- viii. Enables the teacher to present new work easily
- ix. Useful for games and student participation
- x. Useful for paired language practice

Diagram a: Teacher (static) to whole group

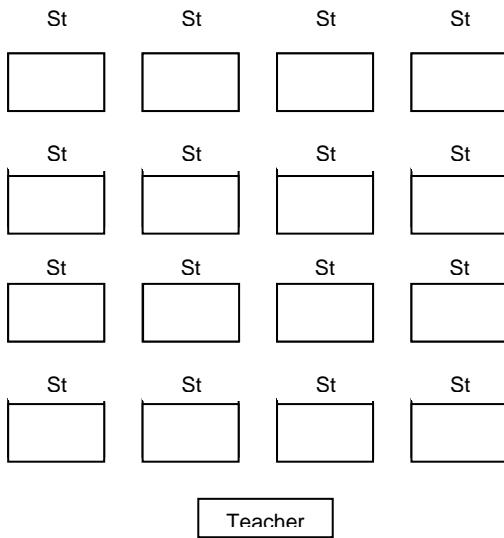


Diagram b: Pair to pair

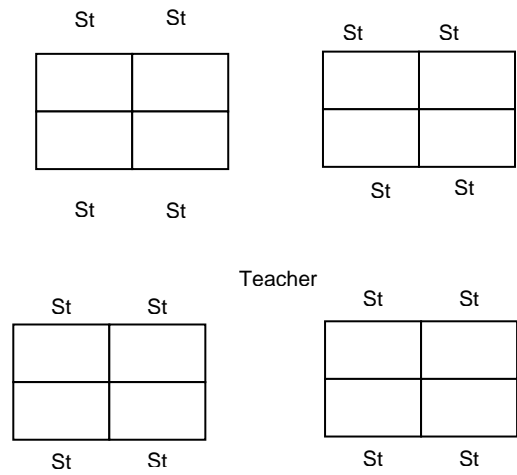


Diagram 3: Individual work (teacher monitoring)

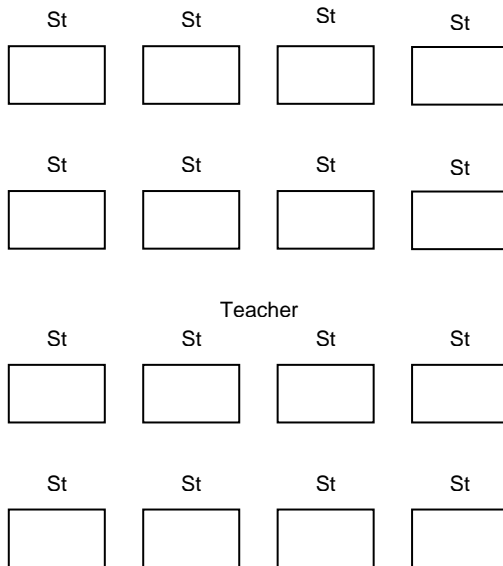


Diagram 4: Pairwork

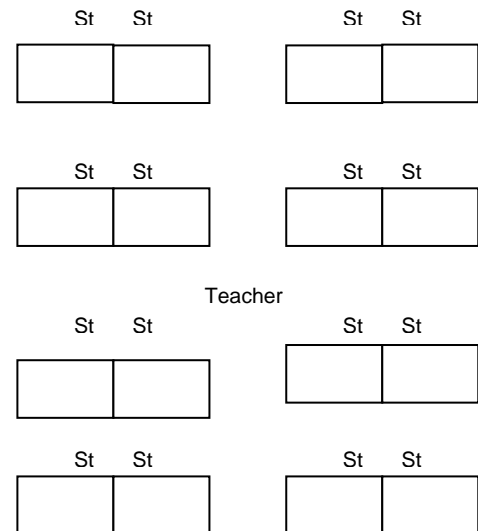


Diagram 5: Small groups

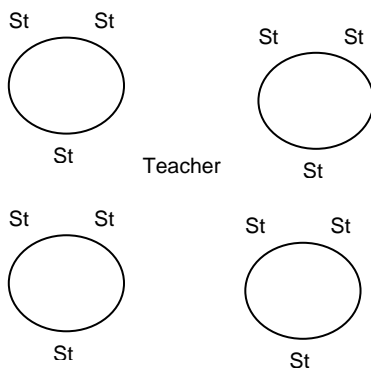
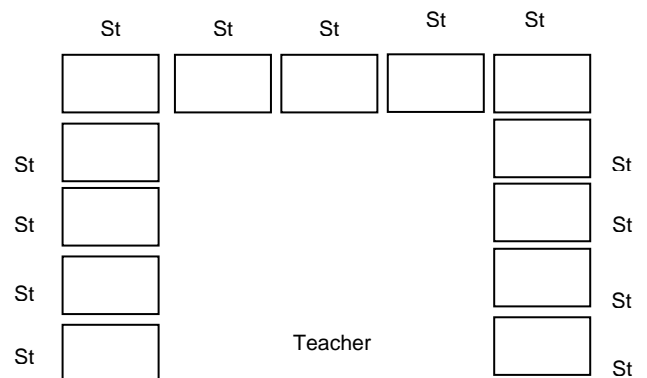


Diagram 6: Horseshoe



Although you may have physical restrictions on how much it is possible to rearrange your classroom, trying to vary the organisation of your class for different activities will impact the dynamics of the group and have a fundamental effect on classroom atmosphere. This, in turn can affect motivation, discipline and teacher authority.<sup>9</sup>

- b) How would you set the previous activities up with your classes? Is it practical to ask them to work in pairs/groups? What alternative interaction patterns would you use for each stage and why?
- c) Again, look back at the previous activities and note how much time was spent on each stage. What happened between each stage?
- Did you physically change position?
  - Did you have to change your focus from individual to group work?
  - Were you provided with a variety of source materials and presentation methods?

How did the changes in focus or pace affect your levels of concentration and interest in the task?

Research has shown that varying the focus and pace of activities in the classroom can have a huge impact on levels of motivation and concentration. 'Brain Gym'<sup>10</sup> is based upon the idea that engaging the whole brain through movement and specific activities can enable students to access different parts of the brain, thus improving their concentration levels, academic skills, creativity, self-awareness and behaviour. Which of the following would give students a 'brain break' between stages of a lesson or activity?

- Doing a grammar cloze exercise
- Stretching
- Drinking water
- Sleeping
- Walking around the classroom
- Reading a book
- Taking some deep breaths
- Co-ordination exercises (e.g. pat head and rub stomach simultaneously)

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<sup>9</sup> p. 23, English Teaching Professional, Issue 28, July 2003

<sup>10</sup> Brain Gym, Paul E. Dennison & Gail Dennison, 1986, Edu-Kinesthetics Inc., California



## Principles of Adaptation

### Reviews & Cartoons

By the end of this task, you will have considered principles for adapting language tasks and practical activities by reflecting on the practical activity you have just completed.

#### 1 Procedure

- a) You are going to compare the two versions of the same task and consider ways in which they were adapted for students who need more help and students who need less help. First look at the activity you did (activity 5 or 6). Would you be able to use these tasks with your students? Tick any of the following statements which apply to your classes.

The activity is too long for my students to complete in the allocated time	
The vocabulary used is too difficult for my students	
Most of my students would not understand the texts	
My students would enjoy the topic	
The instructions would need to be simplified for my classes	

- b) Now look at Version B of your activity. Compare version A and Version B and put the sentences below in the correct column.
- i. Uses a more limited number of tasks in total.
  - ii. Includes challenging vocabulary.
  - iii. Instructions are given using complex sentences.
  - iv. Simplified grammatical structures for instructions (usually present simple tense).
  - v. Original unmodified texts used for reading tasks.
  - vi. Clear examples are given for guidance (e.g. in exercise 2).
  - vii. Direct Yes/No questions are used.
  - viii. Wh- and open-ended question forms and prompts are more used.
  - ix. Texts are simplified in respect to grammatical structures, lexis, content and length (see information box below).

- x. Encourages consideration of advanced features such as register and appropriacy of language.
- xi. Focuses on simple sentence structure and vocabulary in the productive task.
- xii. Sentence stems are provided to assist in writing.
- xiii. Uses more ‘red herrings’<sup>11</sup> or similar items to encourage discrimination.

Version A	Version B

An example of a more complex structure from activity 5 (review b) is *but no matter how much or how well they dance*.

An example of a simplified structure from activity 5 (Version B: review b) is *they dance well*.

More challenging lexis from activity 5 (Justin review) includes: *highly anticipated; skyrocketing career; addictive rhythms*.

Simpler lexis includes: *new album; top artists; film’s theme song*.

**Which items would you choose to use or need to simplify for your own students?**

<sup>11</sup> A ‘distractor’ or item which is there to divert attention away from the correct answer.

## Part 4 Assessment Activities

In Part 4, you will consider and discuss questions for formative assessment.

The sets of questions will be different:-

- (a) for **self** reflection
- (b) for reflecting on a **peer's** work
- (c) to provide formative **teacher** feedback to help students reflect and improve

### (a) Self assessment for formative learning

#### Film Trailers

By the end of this task, you will have:-

- considered different question frames to enable a student to  
(a) assess her/his own work; and (b) plan for the next piece of work.

#### TASK

Consider the following sets of question frames and select which ones would be most suitable for your own students in terms of helping them:-

- (a) to reflect on their own work
- (b) to plan and resource a new piece of work

What would you need to modify in order to tailor the questions for your own students?

Remember, this set of questions is designed for a student to **SELF ASSESS**.

Questions start on the next page

## Film Trailers Self-Assessment (for the student)

These questions will help you to:-

- 1 analyse your understanding of film trailers
- 2 improve upon your first film trailer voice-over script
- 3 talk to others about your film trailer voice-over script.

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### 1 What you have learnt about film trailers

- 1 What do you know about film trailers and voice-overs? (*Tick the true statements and correct the false ones*)

Film trailers:

- a) are used by film companies to encourage people to watch their film
- b) tell us the whole story of the film
- c) are usually about 10 minutes or longer
- d) often show the most exciting parts of the film
- e) should make the audience want to know more about the film

The voice-over in a film trailer:

- a) is a name for the dialogue between two actors on-screen
- b) is spoken by a person off-screen who we don't see
- c) gives us a summary of the film
- d) is often spoken by a man with a deep and mysterious voice
- e) usually stresses the most important words by repeating them or having them at the end of a line

- 2 What limitations might there be when writing a voice-over script for a film trailer? (*Choose any that you agree with*)

It is usually just a few minutes long	The words must correspond to events on screen as they happen	It should not give away the whole story
It needs to include the names of all the people involved in the film	It should use quite simple language in short sentences to have an impact	It must 'sell' the film so that people want to go and see it

**2 What can you say about your own voice-over script and the language you used?**

- 1 Language features

(a) Did your film trailer voice-over include typical features?

Look at your voice-over script and answer these questions:

- i. Did you repeat any important words? Write them here.

\_\_\_\_\_

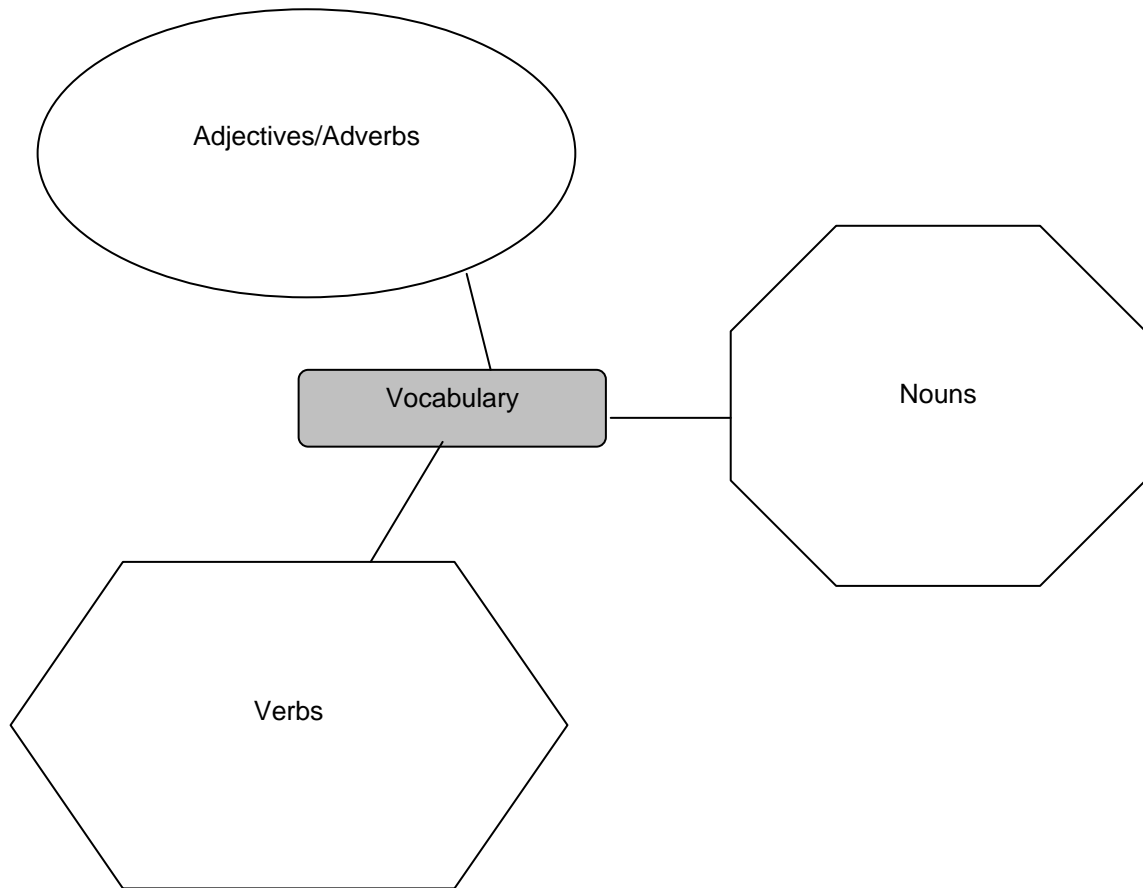
- ii. Did you use rhyme or words with similar sounds at the ends of lines? Write them here.

\_\_\_\_\_

- iii. Which words do you think have the most impact? Write them here.

\_\_\_\_\_

- (b) Think about the type of language you used in your voice-over. Fill in the boxes to show the vocabulary you used. Which kind of words are most useful and have the most impact when writing a film trailer voice-over?

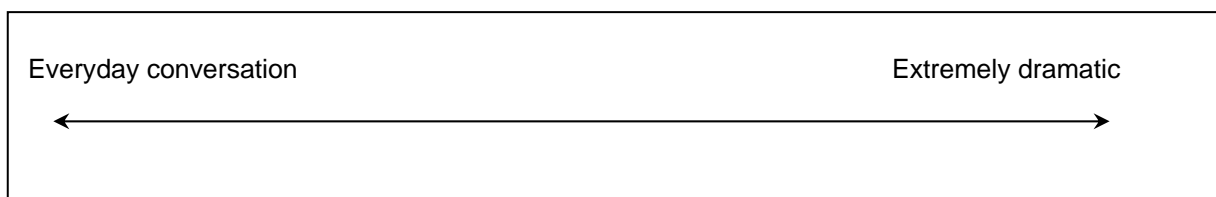


## 2 Evaluation of film trailer voice-over

### a) Intonation, pitch, and pacing

Use the continuum to show how *dramatic* your voice-over was. Drama can be conveyed by extreme differences in tone, extreme fast and slow changes in speed, and use of very low or very high pitch in your voice.

**Continuum for dramatic effect** (mark with an 'X')



Why did you place your 'X' here? Write down any notes next to the ideas in the box below to explain your choice.

<b>Pitch (high/low tone in your voice)</b>	
<b>Pausing (using silence)</b>	
<b>Pacing (saying things very fast or slow)</b>	
<b>Stress on key words (nouns, verbs or adverbs, eg, 'very, very')</b>	

b) Which phrases or words in your voice-over evaluate the film as eg, *positive, exciting, thrilling, scary, mysterious, romantic*. Write down the key words that help the listener make an association with your film.

<b>Word/phrase</b>	<b>Feeling in listener</b>

c) How suitable do you think your voice-over is for a film? (Tick a box)

Perfect	Quite suitable	Not ideal	Totally unsuitable
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Could you really use it on a Hong Kong film?

It's good enough to use.	We would need to make <b>minor</b> changes, eg:	We would need to make <b>major</b> changes, eg:	We couldn't use it because:

### 3 How you can get better next time

Make a plan to help you get better next time you create a voice-over for a trailer.

- a) What did you learn from looking at and writing film trailers that will help you next time?

Structure and language features? (e.g. use of intonation and pitch):

Length and speed of language?

- b) How did your English improve while creating the voice-over?

e.g. I used the minimum amount of language for the maximum effect so I chose my adverbs ('extremely') and adjectives ('adventurous') very carefully.



c) What do you need to organise in order to improve next time? Tick the ideas you think will help you and tell a partner two more ideas of your own.

- **Organisation (resources and time):** I need to make sure I have enough time between my first and second attempts at the voice-over making sure people listen to them and give feedback.
- **Input/experience:** I need to see 3 or 4 examples of the trailer I want to write before I start writing.
- **Self-analysis:** I need to increase my confidence to record and listen to myself more so that I can accept what I am good at, and improve what I am not so good at.
- **Audience:** I need to understand what appeals to my audience before I start the next trailer. I also need to identify a *target* audience.
- **Technical aspects:** I need to work on (a) word stress; (b) intonation and stress in sentences and phrases; (c) clear pronunciation.
- **Technical aspects:** I need to work on timing so that my language fits in with the action on the screen.
- **Language work:** I need to increase my knowledge of language for evaluation (positive/negative).

## Formative Assessment Activities for Self-Assessment

### Photo Captions

By the end of this task, you will have:-

- considered different question frames to enable a student to  
(a) assess her/his own work; and (b) plan for the next piece of work.

### TASK

Consider the following sets of question frames and select which ones would be most suitable for your own students in terms of helping them:-

- (a) to reflect on their own work
- (b) to plan and resource a new piece of work

What would you need to modify in order to tailor the questions for your own students?

Remember, this set of questions is designed for a student to SELF ASSESS.

Questions start on the next page

## Photo captions Self-Assessment (for the student)

These questions will help you to:

- 1 analyse your understanding of photo captions
- 2 improve upon your first photo caption
- 3 talk to others about your photo caption.

### 1 What you have learnt about photo captions

- 1 What do you know about photo captions in magazines and newspapers?

Photo captions are:

- a) usually quite long TRUE/FALSE?
- b) a summary of what is in the picture TRUE/FALSE?
- c) usually written in the present simple tense TRUE/FALSE?

- 2 What does the limitation in length force you to do when you write a caption?

- 3 What is the main function of photo captions in magazines and newspapers?

To give a factual description	To ask a question	To make a criticism or comment
To tell a joke	To give a narrative account of events (tell a story)	To make a prediction

## 2 What can you say about your own caption and the language you used?

Write your caption in the boxes below (one word in each box)

e.g.	Five	year	old	Zeki	is	forced	to	pose	for
------	------	------	-----	------	----	--------	----	------	-----

photos	by	American	journalists.				
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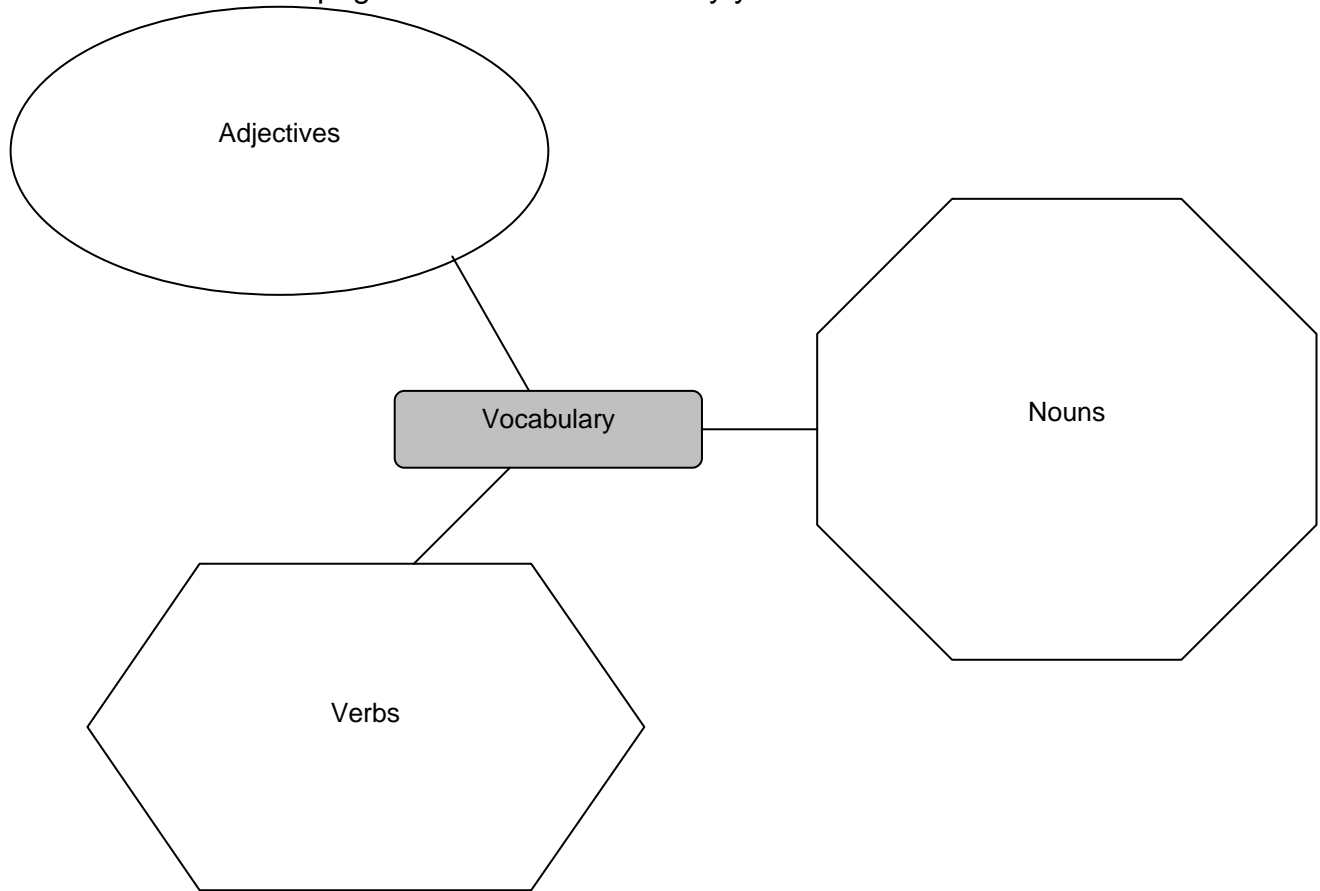
## 4 Language features

(c) Did your photo caption include typical features?

Looking at your words in the boxes answer these questions about your photo caption

- i. Does it start with a noun or noun phrase e.g. 'a homeless man'?
- ii. Did you use present simple tense?
- iii. Is it between 15-30 words long?
- iv. Does it include many adjectives?
- v. Does it include many adverbs?

(d) Think about the type of language you used in your caption. Fill in the boxes on the next page to show the vocabulary you used.



**5 Bias & Reader's Response**

d) What point of view did you convey in your photo captions? Put a cross (x) somewhere on the line to show this.

Photo caption 1

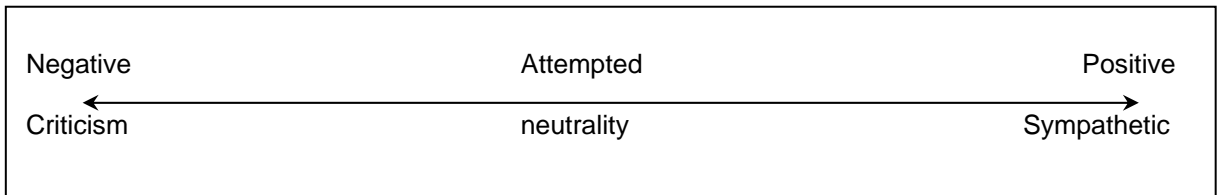
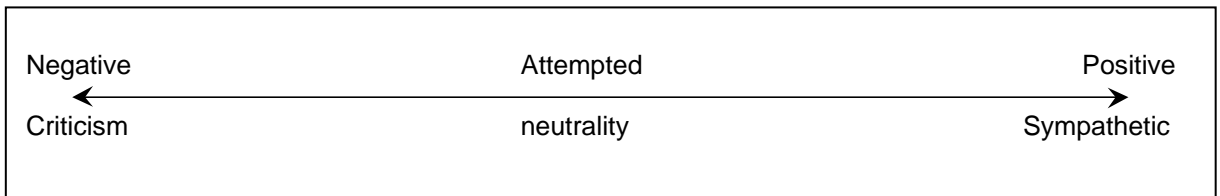


Photo caption 2





b) How did your English improve while writing the photo caption?

e.g. I used new vocabulary to describe the picture.

e.g. I used present simple tense in this caption because it gives the events in the picture a sense of immediacy.

c) What do you need to organise in order to improve next time? Tick the ideas you think will help you and tell a partner two more ideas of your own.

- **Organisation (resources and time):** I need to collect a selection of pictures to choose from, and make sure I have enough time between my first and second drafts.
- **Input/experience:** I need to see 3 or 4 examples of the type of caption I want to write before I start writing.
- **World Knowledge:** I need to understand the issues in the following areas:

e.g. Hong Kong Politics

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- **Technical aspects:** I need to know what different kinds of language to use when I'm being neutral, supportive or critical.
- **Language work:** I need to find ways in which to limit the main points I want to express by being selective about language.
- **Language work:** I need to become more aware of the differences between facts and description or opinion, for example:  
David Beckham scores the winning goal for Real Madrid (fact).  
The amazing footballer David Beckham was the best player of the match as we can see in this photo (opinion/description).

- **Language work:** I need to work on noun phrases and how they can be modified (e.g. with adjectives)
- **Audience response:** I need to think more about my reader and audience and
  - a) what information I want to give them, and
  - b) what my point of view is.
- **Drafting:** I need more people to read and comment on my first and second attempts before I do a final draft.



## Part 4 Assessment Activities

In Part 4, you will consider and discuss questions for formative assessment.

The sets of questions will be different:

- (a) for **self** reflection
- (b) for reflecting on a **peer's** work
- (c) to provide formative **teacher** feedback to help students reflect and improve

### (b) Peer assessment for formative learning

#### Columns

By the end of this task, you will have:

- considered different question frames to enable a student to (a) assess a peer's work; and (b) help a peer plan for the next piece of work.

#### TASK

As a teacher, consider the ways in which the following tasks help a student to assist a peer in terms of assessment of his/her work.

Some of the activities are controlled with limited, closed answers. Some of them are more open-ended.

How would you select and sequence these activities over the course?

Which activities would you choose for students who need more support?

Remember, this set of questions is designed for a student to PEER ASSESS.

*The school-based assessment that you eventually run as teachers will 'focus on the ability of the candidates to reflect on, make use of, and speak about the knowledge, skills and experience gained in the Electives Module(s)... and will be based on the student's oral performance'.*

**This peer assessment activity will help students develop confidence and ability to reflect on what they have learnt and express this in English.**

Questions start on the next page

## Informal Peer-Assessment of Columns

These questions will help you to:

- 1 give feedback on your partner's understanding of the style and content of magazine columns.
- 2 give feedback on your partner's ability to talk about technical language features.
- 3 help your partner talk about her/his development, structuring and production of a magazine column.

*NB. Remember, you are not assessing the written work, you are assessing your partner's oral ability to explain and describe what s/he has learnt about the text-type*

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## What your partner has learnt

### (a) Interview 1 – Guided interview for details

1. Ask your partner what s/he has learnt about *Columns*. Use detailed questions such as those shown below. Take about 6 minutes.

<p><i>A typical magazine contents page</i></p> <p><b>1. What items could you see listed on the contents page of a magazine aimed at teenagers (i.e. which items might be included in the magazine)? Say 'True' or 'False' to each one.</b></p> <p>(Read the list on the right to your partner slowly but don't tell them the answers yet!)</p>	<p><i>True or False?</i></p> <ul style="list-style-type: none"> <li>• Political news (F)</li> <li>• Horoscopes (T)</li> <li>• Readers' Letters (T)</li> <li>• Weather information (F)</li> <li>• International news (F)</li> <li>• Shopping (T)</li> <li>• Music reviews (T)</li> <li>• Fashion/Beauty (T)</li> <li>• Cars (F)</li> <li>• Computer games (T)</li> <li>• Real life stories (T)</li> </ul>
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<p><i>Language features of the genre</i></p> <p><b>2. What features are commonly used in magazine columns?</b></p>	<p>Tick any that your partner mentions:</p> <ul style="list-style-type: none"> <li>a) informal vocabulary</li> <li>b) contractions</li> <li>c) shortened forms of words</li> <li>d) conversational language</li> <li>e) phrasal verbs</li> <li>f) slang</li> </ul>
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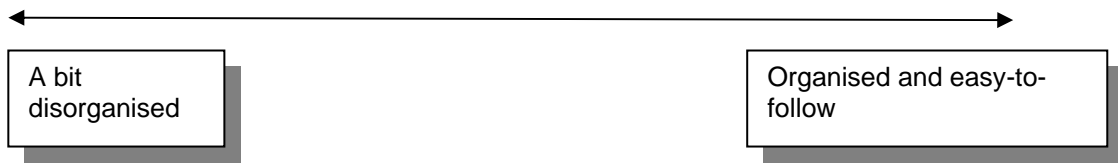
<p><i>Structure of problem page letters/replies</i></p> <p><b>3. What are the 6 main parts of a letter asking for advice?</b></p> <p><b>4. Can you put the parts of a problem page reply in the correct order?</b> (Read them out to your partner or show them). You can check the answers on the worksheets from the previous task.</p>	<p><i>Circle the ones your partner can remember</i></p> <ul style="list-style-type: none"> <li>a) Introduction/background to problem</li> <li>b) Writer's feelings</li> <li>c) Details of problem</li> <li>d) Conclusion</li> <li>e) Request for advice/help</li> <li>f) False signature</li> </ul> <p><i>(These are <b>not</b> in the correct order)</i></p> <ul style="list-style-type: none"> <li>-Description/summary of problem</li> <li>-Signing off in a friendly way</li> <li>-Instruction using an imperative</li> <li>-Suggestion using a modal verb</li> <li>-Conclusion &amp; explanation of advice given</li> <li>-Reassuring comment/information</li> </ul>
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<p><i>Considering your reader</i></p> <p><b>4. When writing a problem-page reply, what kind of language does the 'Agony Aunt' use- for example are they formal and sounding like a parent?</b></p>	<p>Make notes on the answer your partner gives you and decide if you think his/her language choice was suitable for the reader.</p>
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<p><i>Overall summary</i></p> <p><b>4. Can you summarise what you know about problem page letters and how to write one?</b></p>	<p>Make notes on what your partner says so you can give him/her feedback.</p>
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- How easy was it to follow? (This is about his/her **organisation**).



- How often did your partner use **examples** and **details** to illustrate a point?

(This is the ways s/he shows his/her detailed **knowledge**).



3. Which area could your partner **improve** upon? *Circle one* and discuss.

<b>Organisation</b>	<b>Range</b>	<b>Knowledge</b>
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**(c) Feedback**

Give your partner practical ideas for how to improve for next time using the boxes below. Some useful language you might want to use is listed below.

Organisation and sequencing of ideas and information	Using typical magazine language, e.g. shortened forms; contractions	Explaining the structure and grammatical features of magazine columns clearly
Talking about a range of ideas, not just one.	Supporting ideas with specific examples, eg, from the problem page letters	Considering the reader and formality of language

**Language to support someone and give advice:**

- Think about the way you use...
- Perhaps pay more attention to ...
- How about working on...?
- It might be better if you...
- Would you feel happier if you...?
- Have you considered (using/doing)...?

In Part 4, you will consider and discuss questions for formative assessment.

The sets of questions will be different:-

- (a) for **self** reflection
- (b) for reflecting on a **peer's** work
- (c) to provide formative **teacher** feedback to help students reflect and improve



## (c) Teacher assessment for formative learning

### Cartoon Captions

By the end of this task, you will have:

- considered different question frames to  
(a) assess a student's work; and (b) help the student reflect on areas of strength and areas to work on; (c) help the student prepare for the next piece of work.

### TASK

As a teacher, consider the ways in which the following tasks help raise a student's awareness of what s/he is learning, and help develop learner training skills (self-management skills).

Some of the activities are controlled with limited, closed answers. Some of them are more open-ended.

How would you select and sequence these activities over the course?

Which activities would you choose for students who need more support?

Remember, this set of questions is designed for a TEACHER to provide feedback for the purposes of learning.

Note on assessment: *The school-based assessment that you eventually run as teachers will 'focus on the ability of the candidates to reflect on, make use of, and speak about the knowledge, skills and experience gained in the Electives Module(s)... and will be based on the student's oral performance'.*

Questions start on the next page

## Formative Teacher Assessment of Cartoon Captions

These questions will help you to:

- 1 find out to what extent your students have understood the structure and features and use of images and dialogue in cartoon captions
- 2 find out how well your students can use language selectively to convey a narrative or humorous message in a limited number of words
- 3 give feedback on which areas the student has done well in and areas for students to focus their development on.

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## Process Writing and Drafting

Providing students with opportunities for process writing and drafting is a key feature of the Electives Modules. In general, process writing is used for the following purposes:

- to provide students with more than one chance to produce a piece of work
- to provide time and opportunity for self-reflection, peer comment and sometimes comparison, and for teacher comment
- to provide opportunities for students to consider their work and improve upon it developing further drafts before the final version

- How far is this the same or different from how you currently work?

Look at the first draft of a cartoon caption that a student might submit for formative feedback from the teacher. *Note: This first draft is provided in the full comic strip format at the end of this document.*

Calvin was walking outside one day. He really wanted to play on his sledge but he felt bored because he was alone. He screamed out for his friends and suddenly it started to snow. Calvin was very excited and ran to find his friends. "It's snowing!" he said. Then it stopped snowing because the tiger called Hobbes had been playing a trick on him and it wasn't really snowing.

Consider the following questions about the (a) **technical** and (b) **creative** aspects of the cartoon caption.

What type of feedback would you need to give to a student who needed more support, and one who needed less?

1. **Achievement** What has the student managed to achieve? Is her dialogue recognisable as a series of captions? Note down one achievement you can see.

--

2. **Areas to improve upon** What can you say about the overall length of the student's work? How long are cartoon captions usually?

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3. What is the usual visual feature of dialogue in cartoon strips and how much does the story rely on dialogue? What comments can you make about the student's use of dialogue in her cartoon strip?

--	--

4. How well does the student's caption relate to the visual imagery of the cartoon?

--

5. Think about the student's cartoon caption's overall structure. Does it end with a surprise?

6. Has the student thought about the content of the story in terms of what could actually be happening and the relationship between the two characters?

7. What does the student need to do to improve upon this first draft in terms of:

- Selectiveness of language and length
- Use of dialogue
- Use of visual clues
- Overall structure and ending?

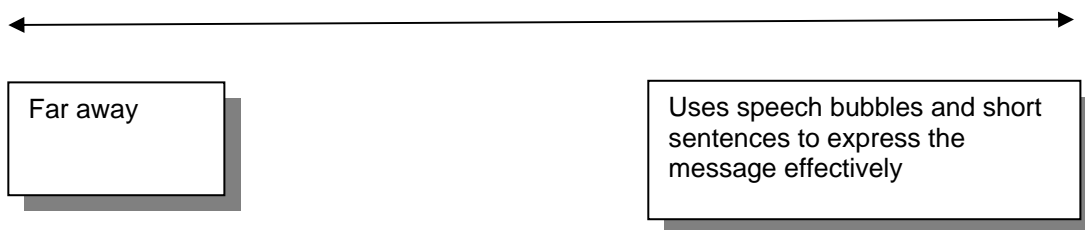
How would you show that there are technical aspects that need to be improved upon to your student? Would you:

- ask her/him the same questions you have been asked here;
- refer to a previous example of a good cartoon caption;
- give a new example;
- make specific suggestions for changing the caption?

8. Consider the following ways of giving feedback, which are different from giving grades and percentages:

(a) Using a **continuum** (plural – *continuum*), eg

- How close to a typical cartoon caption style is yours? (Technical skill).



(b) Using **skill boxes** to circle to give an area for the student to focus on, eg

Think about working on the following area:- (*teacher will circle one*)

<b>Use of dialogue</b> e.g. in speech bubbles	<b>Summarising the story</b>	<b>Overall structure</b> e.g. using a surprise in the last frame
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(c) Using **progress boxes** for a second draft of work, where questions are used for the first draft and comments on progress are used for the second:

	<b>Dialogue</b>	<b>Story</b>	<b>Structure</b>
First draft	<i>Did you use speech bubbles and direct speech for characters' dialogue?</i>	<i>Could you make your storyline link to the images more?</i>	<i>How about giving the reader a surprise in the last frame?</i>
Second draft	Good work. The dialogue is short and snappy and we can see who is speaking through your use of speech bubbles.	Well done. The story reflects what is happening in the pictures.	Excellent: it was a real surprise to find that Hobbes was dropping marshmallows on him!

### Feedback

Now, using some of the ideas above, assess the cartoon caption that your partner created in Part 3 of the day and give her/him some ideas for improvement.

Creativity, imagination	Structure	Relevance of storyline to pictures
Use of dialogue & speech bubbles	Use of humour	Brevity of language (keeping it short and simple)

## Formative Assessment Activities for Teacher Assessment

### Reviews

By the end of this task, you will have:

- considered different question frames to (a) assess a student's work; (b) help the student reflect on areas of strength and areas to work on; and (c) help the student prepare for the next piece of work.

### TASK

As a teacher, consider the ways in which the following tasks help raise a student's awareness of what s/he is learning, and help develop learner training skills (self-management skills).

Some of the activities are controlled with limited, closed answers. Some of them are more open-ended.

How would you select and sequence these activities over the course?

Which activities would you choose for students who need more support?

Remember, this set of questions is designed for a TEACHER to provide feedback for the purposes of learning.

Note on assessment: *The school-based assessment that you eventually run as teachers will 'focus on the ability of the candidates to reflect on, make use of, and speak about the knowledge, skills and experience gained in the Electives Module(s)... and will be based on the student's oral performance'.*

Questions start on the next page

## Formative Teacher Assessment of Reviews

These questions will help you to:

- 1 find out to what extent your students have understood the structure and features of reviews.
- 2 find out how well your students can understand the negative or positive connotations of vocabulary and use these to convey their own opinions.
- 3 give feedback on which areas the student has done well in and areas for students to focus their development on.

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## Process Writing and Drafting

Providing students with opportunities for process writing and drafting is a key feature of the Electives Modules. In general, process writing is used for the following purposes:

- to provide students with more than one chance to produce a piece of work
- to provide time and opportunity for self-reflection, peer comment and sometimes comparison, and for teacher comment
- to provide opportunities for students to consider their work and improve upon it, developing further drafts before the final version

- How far is this the same or different from how you currently work?

Look at the first draft of a film review that a student might submit for formative feedback from the teacher.

### SCMP Young Post Film Review

*I think this film was OK. The actors were good, but the story wasn't good. I like the music and the part with the man and the car driving very quickly. The story wasn't good because it was so boring. The man actor was terrible. He was funny and skilful. I watched this film because my teacher told us to watch it. I don't recommend it.*



Consider the following questions about the (a) **technical** and (b) **creative** aspects of the review.

What type of feedback would you need to give to a student who needed more support, and one who needed less?

1. **Achievement**

What has the student managed to achieve? Is her text recognisable as a film review? Note down one achievement you can see.

2. **Areas to improve upon**

Think about the overall structure of the student's review. What is the usual organisational structure of a film review? What comments can you make about the student's use of sequencing and linking in her film review?

3. What factual information is usually included in film reviews? Has the student given any of this information?

4. Look at the vocabulary used by this student. Does she use a suitable range of vocabulary? Is the vocabulary consistent in its positive or negative evaluations related to the opinions expressed?

5. How personal or subjective can film reviews generally be? Does the student's review make sufficient use of personal comments and opinions?

6. What examples of typical language structures for expressing opinions can you think of? Has the student used any of these to express her opinions?

7. What is the purpose of a film review? Has the student thought about her reader and whether this review will be helpful to him/her? (bear in mind the type of publication reviews might be in and the rubric this student was given).

8. What does the student need to do to improve upon this first draft in terms of:

- Structure and organisation of ideas
- Use of vocabulary
- Inclusion of factual information
- Expression of opinions
- Considering the reader?

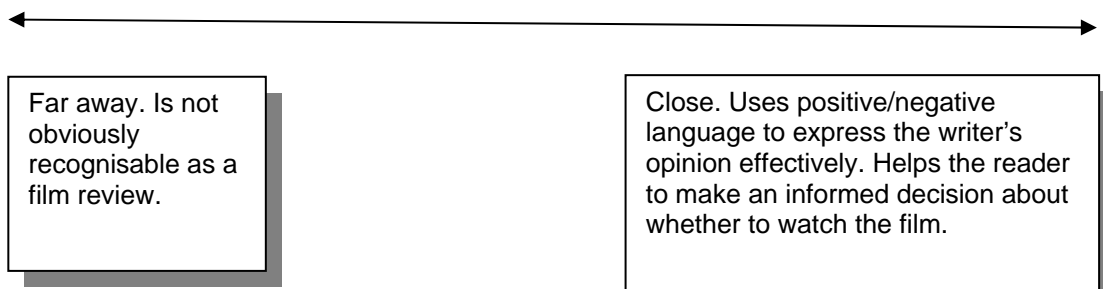
9. How would you show that there are technical aspects that need to be improved upon to your student? Would you:

- ask her/him the same questions you have been asked here;
- refer to a previous example of a good film review;
- give a new example;
- make specific suggestions for changing the review?

8. Consider the following ways of giving feedback, which are different from giving grades and percentages:

(a) Using a **continuum** (plural – *continuum*), eg

How close to a typical film review style is yours? (Technical skill).



(b) Using **skill boxes** to circle to give an area for the student to focus on, eg

Think about working on the following area: (*teacher will circle one*)

<b>Use of vocabulary</b> <b>e.g. positive/negative;</b> <b>extreme adjectives to</b> <b>express emotions</b>	<b>Use of opinions and</b> <b>comments and</b> <b>language for</b> <b>expressing them e.g.</b> <b>‘In my opinion’;</b> <b>‘Personally’</b>	<b>Overall structure</b> <b>e.g. identifying the</b> <b>film, its genre and</b> <b>main events or</b> <b>characters;</b> <b>commenting on the</b> <b>actors or other</b> <b>technical aspects</b>
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(c) Using **progress boxes** for a second draft of work, where questions are used for the first draft and comments on progress are used for the second:

	<b>Dialogue</b>	<b>Story</b>	<b>Structure</b>
First draft	<i>Did you use a range of positive or negative vocabulary ?</i>	<i>Could you make your review more personal so that the reader has a good idea of your opinion?</i>	<i>How about structuring your review into clear sections e.g. regarding the plot, the actors, music/special effects and your overall opinion/ recommendation?</i>
Second draft	Good work. The vocabulary you have used is far more interesting and varied this time. I especially like the word ‘hilarious’!	Well done. The review has some clear opinions and we can tell that you really enjoyed the film.	Excellent: it was much easier to read as you had concentrated on one main aspect of the film in each paragraph.

## Feedback

Now, using some of the ideas above, assess the song review that your partner created in Part 3 of the day and give her/him some ideas for improvement. (The ideas you have just looked at can be applied to any type of review: film, music, book etc.).

Expression of opinions	Structure	Use of vocabulary
Factual information included	Use of personal comments	Considering the reader and informing him/her effectively

## Part 5 Resourcing the Module

<b>General websites for Popular Culture</b>	
<a href="http://www.pbs.org/wgbh/pages/frontline/shows/cool/view/">www.pbs.org/wgbh/pages/frontline/shows/cool/view/</a>	A site focusing on the ways in which trends are identified, including a TV programme, which could be used to introduce pop culture.
<a href="http://www.bbc.co.uk/cbbcnews">www.bbc.co.uk/cbbcnews</a>	The children's section of the BBC site, containing games, quizzes, interviews and articles on thought-provoking topics. The main site also contains topic based articles which could be used for reading and discussion activities, such as the 'relationships' section.
<a href="http://www.hkedcity.net/english/">www.hkedcity.net/english/</a>	Excellent resource for Hong Kong teachers of English which includes films for use in class.
<a href="http://bagnewsnotes.typepad.com">http://bagnewsnotes.typepad.com</a>	Interesting blog with discussion about media issues, including the Dove Real Beauty campaign. Extensive links section for media/advertising related sites.
<a href="http://www.teachingenglish.org/think/methodology">www.teachingenglish.org/think/methodology</a>	A British Council site with many interesting and useful articles on teaching methodology, lesson ideas and discussion forums.
<b>Photo captions</b>	
<a href="http://www.littlegreenfootballs.com">www.littlegreenfootballs.com</a>	A blog with lots of examples of manipulated media images, also media links. Quite specific so maybe more useful for media studies.
<a href="http://www.captionmachine.com/">http://www.captionmachine.com/</a>	A site where you can upload your own photos and add captions or add captions to other people's photos. * Care needed as some examples may use inappropriate language.
<a href="http://captionbubble.com/">http://captionbubble.com/</a>	Another site where you can upload your own photos and add captions.
<a href="http://www.bbc.co.uk/cbbc/presspack/skillsroom/tellingastory_photos.shtml">http://www.bbc.co.uk/cbbc/presspack/skillsroom/tellingastory_photos.shtml</a>	A great interactive website with a tutorial which guides students through the process of making a photo story by ordering the images and adding captions. There is also a quiz to test their knowledge of photo stories.
<b>Comic Strips</b>	
<a href="http://www.youtube.com/watch?v=u2ruXrTfrN8">http://www.youtube.com/watch?v=u2ruXrTfrN8</a>	'How an Extra-Life comic is made' is a short film with a cartoonist describing and showing the steps he goes through to create a comic strip. * Check first as you might feel the finished product may contain unsuitable language in the punchline for your students (you could choose to just show an extract without the end wording)

<a href="http://www.kiddonet.com/">http://www.kiddonet.com/</a>	Go to 'Comics Center' on the drop-down menu for various activities including a very clear student-friendly reference about the Language of Comics and 'My Comic Strip' where they can create their own strip and post it online.
<a href="http://www.comics.com/">http://www.comics.com/</a>	A vast database of all sorts of comic strips. Very good for providing examples for students.
<b>Magazine Columns</b>	
<a href="http://www.ellegirl.com/fashion.html">http://www.ellegirl.com/fashion.html</a>	Has short sections on fashion items for young women. Can be used as a good resource for showing how to mix image and words. (American)
<a href="http://www.teenmag.com/advice/fashion/">http://www.teenmag.com/advice/fashion/</a>	The following link has one fashion question followed by a suggestion with links each issues. A good place to start for fashion advice. (American)
<a href="http://www.mizz.com/obj/horoscopes.php">http://www.mizz.com/obj/horoscopes.php</a>	UK teenage girls' magazine site containing horoscopes as well as fashion, advice etc.
<a href="http://www.blissmag.co.uk/">http://www.blissmag.co.uk/</a>	Another UK magazine aimed at teenage girls containing horoscopes, fashion, advice and more.
<a href="http://www.teachingenglish.org.uk/try/resource/try/magazines.shtml">http://www.teachingenglish.org.uk/try/resource/try/magazines.shtml</a>	A site with lots of practical ideas based on magazines for teachers to try out in the classroom.
<a href="http://www.yip.scmp.com/">http://www.yip.scmp.com/</a>	The Website for the Young Post section of The South China Morning Post which has a variety of columns and articles, plus a forum. *Needs registration for access.
<b>Film Trailers</b>	
<a href="http://www.apple.com/trailers/">www.apple.com/trailers/</a>	Many movie trailers available for streaming / download, plus plot summaries, cast information etc.
<a href="http://www.comingsoon.net/trailers/">http://www.comingsoon.net/trailers/</a>	Movie trailers and clips.
<a href="http://www.filmeducation.org/secondary/StudyGuides/index.html">http://www.filmeducation.org/secondary/StudyGuides/index.html</a>  <a href="http://www.filmeducation.org/secondary/StudyGuides/teachingtrailers.pdf">www.filmeducation.org/secondary/StudyGuides/teachingtrailers.pdf</a>	Downloadable guides for teaching many areas related to film, including 'Storyboards'. Aimed at native speakers so quite high level. Ideas for exploiting film trailers in class.
<b>Advertisements</b>	
<a href="http://www.mediaworkshop.org">www.mediaworkshop.org</a>	Lesson plans for analysing advertising – useful but quite in-depth so may need some tailoring to suit Ss' needs.
<a href="http://www.adslogans.co.uk/general/students.html">http://www.adslogans.co.uk/general/students.html</a>	A free resource giving information about advertising slogans and tips on slogan writing. *For native speakers so quite high-level language / concepts involved.
<a href="http://www.visit4info.com">www.visit4info.com</a>	Contains many examples of TV / cinema advertising, some of which you have to sign-in and pay for, but many are freely available. *Care needed as some adverts' subject matter is adult in nature.

<a href="http://www.thecoca-colacompany.com/brands/index.html">http://www.thecoca-colacompany.com/brands/index.html</a>  <a href="http://www.virtualvender.coca-cola.com/vm/Vending.jsp">http://www.virtualvender.coca-cola.com/vm/Vending.jsp</a>	Coca-cola's corporate site with lots of examples of brand / product descriptions which could be used as examples for students' own advertising work. The 'virtual vender' is a more fun interactive site that allows them to search for products by country / type.
<a href="http://www.yourpointofview.com/hsbcads_airport.aspx">http://www.yourpointofview.com/hsbcads_airport.aspx</a>	Examples of HSBC adverts which use cultural comparisons
<a href="http://mediaknowall.com/gcse/advertising/analysis.html">http://mediaknowall.com/gcse/advertising/analysis.html</a>	Very clear student-friendly site with information about lines of appeal, advertising strategies, common advertising words etc.
<b>Reviews</b>	
<a href="http://www.hkedcity.net/english/watch/film/review/">http://www.hkedcity.net/english/watch/film/review/</a>	Step-by-step guide on how to write film reviews with good clear accompanying tasks. Students can add their writing to the forum and read other people's work.
<a href="http://www.imdb.com">www.imdb.com</a>	A comprehensive site containing trailers, plot summaries, cast information etc. for current and old films.
<a href="http://uk.rottentomatoes.com/">http://uk.rottentomatoes.com/</a>	A site containing dozens of movie reviews, plus trailers and photos. *Can be a little confusing to navigate due to the amount of content.
<a href="http://www.metacritic.com/">http://www.metacritic.com/</a>	Contains reviews of films, DVDs, music, games, books and TV which are searchable by category / release date / name. The reviews are ordered according to scores awarded.



## Books

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### General background reading for teachers:

<p><b>Popular Culture in the Classroom</b> by Donna Alvermann, Jennifer Moon &amp; Margaret Hagood (ISBN 0-87207-245-2)</p>	<p>A fairly theoretical but interesting background reading book addressing issues involved in teaching critical media literacy. Case studies of teachers' lessons are included along with commentaries.</p>
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<p><b>Trading Cards to Comic Strips: Popular Culture Texts and Literacy Learning in Grades K-8</b> by Shelley Hong Xu with Perkins &amp; Zunich (ISBN 0-87207-570-2)</p>	<p>A research-based book about teachers' experiences using Popular Culture in the Literacy Curriculum. It is written from an American perspective and is based on teaching younger students but it contains some very useful background information about what Popular Culture is and ideas for teaching that can be adapted to a local context.</p>
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### Comics:

<p><b>The Language of Comics</b> by Mario Saraceni (ISBN-10: 041521422X)</p>	<p>Not written for language teachers, but full of fascinating analysis and description of comic strip conventions and their uses.</p>
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<p><b>Comic-Strip Grammar: 40 Reproducible Cartoons with Engaging Practice Exercises That Make Learning Grammar Fun</b> by Dan Greenberg (ISBN-10: 0439086817)</p>	<p>Designed for English first-language speakers. Has well-structured and exemplified activities.</p>
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### Magazines / Newspapers:

<p><b>The Language of Magazines</b> by Linda McLoughlin (ISBN X0415214246)</p>	<p>A thorough analytical approach to magazines, this book is aimed at UK A-Level students, therefore contain some adult themes and challenging language / concepts, but you may find it useful as a background resource.</p>
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<p><b>Newspapers</b> by Peter Grundy - Oxford Resource Books for Teachers series (ISBN 0-19-437192-1)</p>	<p>A 'recipe' book with generic activities and lesson ideas for using all parts of newspapers including horoscopes, advice columns, classifieds and photos, arranged with level, time, materials, skills and procedures clearly indicated.</p>
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### Film:

<p><b>Film</b> by Susan Stempleski &amp; Barry Tomalin - Oxford Resource Books for Teachers series (ISBN 0-19-437231-6)</p>	<p>A 'recipe' book with generic activities and lesson ideas / projects for using films / clips in class, including reviews, arranged with level, time, materials, skills and procedures clearly indicated.</p>
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