

KEEP ME!



TEACHERS' GUIDE

TOP 20 WAYS TO USE THE MAGAZINES

Thank you for subscribing to Mary Glasgow Magazines!

We've compiled our top 20 ideas to make the most of the magazines with teenage students.

You can find teachers' notes for your specific magazine issues online.

And don't forget there's more to your magazines! For every issue you'll find integrated audio, video, news, and language labs online – for a blended learning experience.

So, try the ideas and let us know which ones you like!

The Mary Glasgow Editors
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You can find all the material for this issue in one place:
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- ✓ **Video**
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- ✓ **YOUR DIGITAL MAGAZINE***

*Restrictions apply. See page 4 for more details.

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- 1 Go to **www.maryglasgowplus.com**
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- 3 Enter your email address and password.
The website will also ask for your code.
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- 4 Follow the instructions on the screen.
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TEACHERS' CODE:

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Using the cover

1 Warm up: Post-it Game

Before handing the magazines to your class, completely disguise the cover photo using Post-it notes.

On each of the Post-it notes, write a language point you would like to practice (for example, numbers / verbs / past participles / questions / prefixes).

Show your class the cover with the Post-it notes. Students should take turns to choose a Post-it note. To remove the Post-it note, they must answer a question about that language point.

For example, ask students to give you the past simple form of that verb on the note, or say a word with that prefix in German, make a question using that verb, etc. If students answer correctly, they can remove the Post-it to show a part of the photo. They should then guess who or what is on the cover. If they guess incorrectly then continue the game.



2 Warm up: Headline writer

Cover the headline with a strip of paper. Ask students to look at the cover photo. They write their own headline for the cover photo. Write your students' headlines on the board. Did anyone guess correctly?

3 Grammar: What's the headline?

Cover the individual words and punctuation of the headline on the cover photo with Post-its. Write numbers on the Post-its. Ask students to choose a number to reveal a word / punctuation – students then try to work out what the headline is.



Using the images

4 Speaking: In the picture

Choose an image from an article. Students imagine they are in the photo. Ask:

- What can you see / hear / smell?
- How do you feel?
- Why are you in that place? Where are you going?

If there is more than one person in the image, put students into pairs / groups to create a dialogue.

5 Vocabulary / writing: Captions / label the picture

Students write captions / labels in German for the image. If the images are of people, students can write speech bubbles / thought bubbles for each person.

6 Grammar: Photo time travel

Take a photo from the magazine. Ask students to imagine the same photo was taken in the past. For example, it could be two hours earlier, two years earlier or twenty years earlier. Students describe how the scene / person in the photo is different. *What has changed? Why?*

This activity also works using future tenses. *What will this person / situation / place look like in twenty minutes' time or in twenty years? What will be different? Why?*

Using the articles

7 Scanning: Draw it

This is a fun warm up task. Some texts in the magazines lend themselves to a drawing task. Before opening and reading the full article, students read a section of the text in silence for one minute. Then, give students one minute to draw a picture of the scene as it is described, without showing their classmates. After one minute, students compare their drawings, discussing each other's art, the topic and the vocabulary. If there is a photo of the person / place in the article, share it with your students.

8 Scan reading: Comprehension check

To find comprehension questions for specific articles, go to your Teachers' Notes for each issue online or use the Language Labs.

9 Skim reading: Multiple matching

Delete or blank out the subheadings and write them on the board. Students read and match the paragraphs to the subheadings.

10 Scan reading: Sequencing

Copy and cut up sentences or paragraphs from the article or the speech bubbles from the cartoons and jumble them up. Put students in groups and ask them to put them in order.

11 Skim reading: Jigsaw reading

Divide the class into groups. Give each group a section of the article to read. They should only read that section. For example, it could be an interviewee or one of the characters in a cartoon; or the beginning or end of the article. After they have read their sections, have one member from each group leave to form new groups. The members swap information. The new groups should have a student from every old group so that they can piece together information about the entire article together.

12 Skim reading: Read and recall

Ask students to read a short news article or section of an article in two minutes. They must not write anything down. After two minutes, ask students to close their magazines. What can they remember? *Key characters? Places? Numbers or statistics? Result?*

13 Scanning: Running dictation

Choose a short piece of text from an article and make several copies. Put the copies up around the walls of the classroom. Put the students in pairs. One of the students in each pair should walk (or run!) to read the text on the wall, remember what they can of the text and go back to their partner. They quietly dictate what they remember to their partner, who writes it down. They then swap roles. Over several turns, pairs will build up the complete passage. This means they have to run back and forth because students will only remember a few words / lines at a time. The winning pair is the team that finishes first, although check their text for spelling and punctuation. If there are mistakes, students must keep running to check their text!

Note: We suggest you pre-teach German punctuation marks beforehand.

14 Scanning / grammar / writing: Half text test

Divide your class into A and B. Take a paragraph of the article and cut it down the middle, completely blanking out the other side. Give one half of the text to the A team and the second to the Bs. The students should try to complete the text by writing and finishing the lines / sentences.

15 Creative writing: New ending

Remove or cover the last paragraph of text in an article, a first-person story, or the last frame in the cartoon. Then, ask students to invent and write their own ending. Artistic students may prefer to draw the last frame. Students then compare to the original text.

16 Grammar: Grammar haul

The syllabus for each magazine issue is online. The language focus / grammar practiced in each article is indicated in the yellow bar at the top of each article.

After working on an article, ask students to identify and circle examples of grammar in the text in 60 seconds, and write them on paper. Who has the most? Are they all correct?

17 Listening: Voice recorder dictation

Look for the **Listen along** symbol. Articles with this symbol are read loud so students can listen, read, and follow – useful for pronunciation, word stress and intonation.

As a follow up, try this activity. It can be done using the audio, or your own voice. Draw these audio symbols on the board:

Abspielen	▶	Pause	
Rücklauf	◀◀	Schneller Vorlauf	▶▶

First, elicit the German words for these instructions. Tell students that you are the audio player. Students must listen and write what you say – they can control the dictation by shouting out instructions, such as 'pause' or 'rewind' to repeat a section or 'fast forward' to the end.

Using the wordwise

Students won't understand every word in the magazine. To help students gain confidence and read freely through the text without breaking to check words, you'll see wordwise boxes at the end of each article. In the lower levels, you'll find translations and at the higher level you'll find a monolingual glossary.

18 Vocabulary: Peer teaching

Give students a square of paper each. Students should find a word, phrase, or idiom in the text that they didn't know and write it on the paper. They should then look up that word. They should find out:

- Its meaning (in the context)
- Its part of speech (is it a verb, noun?)
- And write a sentence using that new word.

They should then take their word and mingle around the class, teaching their word to another member of the class, describing it to their classmates and using their example sentence.

19 Vocabulary: Bash the board

Write 20 words from the magazine/article that you wish to review on the board. Put your class into two teams. They stand in two lines, 2-3 metres away from the board. Give each team a ruler or rolled up piece of paper. Then, describe or mime one of the words. The first two students in the teams run to the board and then 'bash' the word you are describing. The first student to hit the correct word gets a point for their team. They go to the back of their line and then repeat with the next two students. This activity can be adapted and used outside by sticking words on the playground floor. Instead, students jump onto the correct words.

20 Record of achievement: Super store

Students keep a record of their favorite articles from the issue they have read, including the weekly news stories on the website. Encourage students to make notes about the articles they choose:

Das Thema des Artikels ist ... / In diesem Artikel geht es um ...

Ich habe diesen Artikel gewählt, weil ...

Am Anfang des Artikels fühlte ich/ dachte ich ...

Am Ende des Artikels fühlte ich/ dachte ich ...

Es hat mich überrascht, dass ...

Eine neue Vokabel, die ich gelernt habe, ist ...

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To get started, open and use the arrow to view the magazine. When an article is open, you see a black tool bar at the top:



- Search for keywords or vocabulary in the whole magazine.
- Look at the archive of magazines.
- Customize view and scale of the magazine.
- Bookmark
- View the contents of the magazine as thumbnails. Click on an article to go directly to that page.
- View the magazine in fullscreen
- The clipping tool: Isolate and copy sections of text.
- The selection tool:
 - Use this to highlight a section of text/ words in different colors.
 - Make notes on vocabulary and the text.
 - Copy and paste text into a Word document to create language exercises, or highlight a specific language point.