

Mary Glasgow Magazines in the New Zealand Curriculum guidelines for French, German and Spanish

Please find below an introductory outline of how Mary Glasgow Foreign Language Magazines address the New Zealand Curriculum guidelines for French, German and Spanish. This is not an exhaustive list, but is intended to demonstrate the depth and breadth of the content, structure and features of the magazines – and show what an invaluable too they are for any French, German or Spanish classroom.

It does not go into the specific achievement objectives for each level of each language, as this will vary from year to year (dependent on the topics & content of each new magazine), but if you have any questions about this, please contact Di Riepsamen, the Education Manager on (09) 968 9840.

The New Zealand Curriculum for French and German (and in a variation, Spanish) states:	How Mary Glasgow Magazines address and/or provide this:
<p>Communicative language teaching is teaching that encourages learners to engage in meaningful communication in the target language – communication that has a function over and above that of language learning itself (p. 16)</p>	<ul style="list-style-type: none"> • The articles, puzzles and games in each magazine are about topics teenagers are REALLY interested in – topics they are reading about, listening to and discussing already in English. E.g. current movies; sporting, music, television and other celebrities; world events and issues relevant to teens • Activities centre around these topics of interest – students are solving puzzles, answering questions and finding further information about people and events of interest. • Articles and information about other teenagers around the world – this is always a source of fascination. What are kids my age doing in France? Germany? London? Etc.
<p>The communicative movement recognizes that language learning involves much more than control of language forms. It involves:</p> <ul style="list-style-type: none"> • Fluency as well as accuracy • Listening and speaking, as well as reading and writing • Sensitivity to what is culturally and linguistically appropriate in different contexts • Awareness of how conversations progress and how different types of text (for example personal letters and instruction manuals) are constructed. (p. 16) 	<ul style="list-style-type: none"> • Audio CDs are available for each magazine and contain conversations, dialogue, interviews etc. • CDs feature a range of voices designed to provide listening mileage, broaden students’ listening capabilities, model correct pronunciation, fluency, extend vocabulary etc. • Follow-up activities involve students in using and practicing phrases, structures, vocabulary and pronunciation • Each magazine and audio-CD models a range of genres, dialogue and text types – from interviews to reports to comic strips, phone conversations and much more • The articles, interviews, reports, comic strips etc all lend themselves to being read aloud – providing students with opportunities to practice fluency and accuracy, as well as

	<p>develop their sight vocabulary, pronunciation and decoding skills.</p> <ul style="list-style-type: none"> • Each magazine includes puzzles, questions, cloze, comprehension quizzes and more within the articles/features. These are also supported by blackline masters and other written and oral activities.
<p>Students reach higher levels of competence in French (or German or Spanish) when they are actively engaged in the language, that is, when they are taking part in activities that involve listening, speaking, reading and writing about subjects that they find genuinely interesting and relevant (p. 16)</p>	<ul style="list-style-type: none"> • The magazines are published throughout the year. There is an ongoing cycle of researching, writing and publishing the magazines, to ensure content is up-to-date. • A mix of content and activity types are used in each magazine
<p>Students should be given opportunities to work together in pairs and groups to share information and solve problems (p. 17)</p> <p>To facilitate the development of language learning teachers need to: plan activities where students work together in pairs and groups as well as individual and class activities (p. 14)</p>	<ul style="list-style-type: none"> • A combination of individual, partner, small-group and whole-class activities. • Individual activities involve reading; answering questions; researching; completing written grammar, spelling and vocabulary activities; writing paragraphs and reports in the new language etc. • Paired activities involve reading dialogues aloud, practising modeled dialogues, using learnt structures to conduct own dialogues, conducting interviews, writing scripts etc • Group activities involve writing scripts, performing dialogues and scripts, researching, presenting information, discussions, asking and answering questions • Whole class activities centred around magazine content – listening and reading comprehension, discussion
<p>Students should be given opportunities to discuss topics of genuine interest to them (p.17)</p>	<ul style="list-style-type: none"> • The articles, puzzles, quizzes, interviews, advertisements, reports are about teenage topics – from celebrities to sporting events to environmental issues relevant to teens. • The whole content of the magazine is specifically written to cover topics teenagers will want to read about and discuss – providing a real motivation for them to “decode” and “comprehend” the new language they are learning. • The magazines are published throughout the year – each one aiming to cover current and up-to-date news and topics. • The content of every magazine will inspire spontaneous discussion amongst students; but also lends itself to more formal or structured discussion.

	<ul style="list-style-type: none"> • Activities within each magazine centre around discussion of the hot topics in that magazine.
Teachers should make sure that interactive, learner-centred activities are central to the programme (p.17)	<ul style="list-style-type: none"> • The magazines mimic the format and content of teenage magazines that students are already reading (in English) – but now they have the opportunity to read that same content in a new language. • Each page of the magazine invites a response and interaction from students – from puzzles, to questionnaires, to finding out more, to reading, to using and practising structures and dialogues, to writing questions for a friend, to completing grammatical and spelling activities linked to the magazine content.
Teachers should make sure that language structures are introduced and practiced in meaningful contexts (p.17)	<ul style="list-style-type: none"> • Language structures are explicitly modeled AND embedded within the content of the magazines. • Often the written structure is paired with an audio recording on the CD. • Conversations, dialogues and articles are supported with fun activities within the magazine and follow up blackline master activities (plus teacher notes for the teacher)
Teachers should make sure that students develop strategies for interpreting messages that include some unfamiliar language (p.17)	<ul style="list-style-type: none"> • Article content and vocabulary is designed to stretch students and continually expose them to more complex structures and vocabulary, with the support of familiar content and vocabulary – providing teachers with the perfect resource for teaching comprehension strategies. • As well as providing students with the opportunity to discover and develop strategies themselves.

**Page numbers refer to the French and German Curriculum Documents; these guidelines can also be found in the Spanish curriculum in a slightly varying format. Language curriculum documents for all languages can be found at <http://www.minedu.govt.nz/educationSectors/Schools/CurriculumAndNCEA/NationalCurriculum/LanguageAndLanguages.aspx>*