
Teaching Reading in the Multi-Level Classroom



Workbook

Development and Training
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Providing Multi-Level Instruction to an ESL/ABE/GED Class

You are teaching an evening reading class at the Anytown Career Center. The class meets on Tuesday and Thursday evenings for three hours. You have a new group of students enrolling so you will need to meet with each student to discuss test results and create individual learning plans.

Following are the major goals identified by the class members at enrollment:

- Michael B. – Improve basic skills
- Jason D. – Improve reading skills and help children with schoolwork
- Sarah J. – Get a GED and prepare for community college
- Luan K. – Improve English reading skills
- Keisha N. – Get a GED
- Jin P. – Improve reading skills
- Brian P. – Get a GED
- Kyle T. – Get a GED and a job
- Juan V. – Improve reading skills and get a better job
- Simion H. – Improve speaking and reading skills in English
- Kyle T. – Get GED and go to college

Assessment results for the members of this class are in the following table.

**Anytown Career Center
Tuesday and Thursday ABE/GED Class
Reading Component Assessment (Grade Equivalent Scores)**

Student	Decoding G.E.	Fluency G.E.	Vocabulary G.E.	Reading Comprehension G.E.
Michael B.	4.9	3.2	4.7	3.4
Jason D.	2.4	2.6	6.9	5.8
Sarah J.	12.9	2.2	8.4	6.2
Luan K.	5.5	5.4	5.6	5.4
Keisha N.	2.4	2.4	4.9	4.9
Jin P.	12.4	2.6	5.1	3.1
Brian P.	7.8	8.0	7.7	6.2
Juan V.	4.4	2.8	4.7	4.0
Simion H.	1.0	Unreliable score	1.8	1.2
Kyle T.	12.7	11.8	7.8	8.6

Activity 1: Creating an Individual Profile

Select one of the students and develop an individual profile. Include the student's strengths and needs, as well as the type of instruction that may be most effective when working with this student in each area.

Reading Component Assessment	Score	Analysis of Strengths/Weaknesses Ideas for grouping, scheduling, and activities

Activity 2: Creating a Class Profile Analysis

- Review the assessment results and look for patterns - Are their strengths or weaknesses common to all students or specific students?
- Identify the reading components - make a tentative plan for pairing or grouping individuals based on common strengths or needs.
- Document your results below and be prepared to share them with the group.

Activity 3: Creating a Schedule

- Using the class profile analysis, create a schedule of approximately 90 minutes for addressing the needed components on a regular basis.
- Include who will be included in each component, when and how much time will be spent, how the instruction will be delivered and the grouping to be used, including students' names.
- You may use the following chart or develop your own schedule format.
- Be prepared to share your ideas with the group.

Anytown Career Center Tuesday & Thursday ESL/ABE/GED Class Reading Schedule		
Component _____		
Who	When/Time	How/Grouping
Component _____		
Who	When/Time	How/Grouping

Component _____		
Who	When/Time	How/Grouping
Component _____		
Who	When/Time	How/Grouping

Activity 4: Creating a Lesson for a Multi-Level Classroom

- Use the newspaper to create a lesson for your multi-level classroom at Anytown Career Center.
- Identify one or more component of reading that you will teach.
- Identify the theme of your lesson.
- Define the objective of the lesson (be realistic on what can be taught in a short timeframe)
- Identify the reading strategies that you will use in the lesson.
- Develop an activity/activities based on the newspaper that will fill an hour of classroom instruction that includes both grouping and individualization.
- Include how the lesson goals will be evaluated.
- Be prepared to demonstrate one short activity included in your lesson plan.

You may wish to use the following template or create your own multi-level reading lesson plan.

Lesson Plan Template:

Lesson Plan Title	
Concept / Topic/ Theme	
Reading Component(s) Addressed	
Objective	
Required Materials (include copy of newspaper articles/information used)	
Activity Procedures: Introduction of Lesson Activity Outline (include approximate times) Practice	Introduction of Lesson
	Lesson Outline/Schedule (include approximate times)

	Practice/Activities (may attach handouts)
	Evaluation
Differentiation/ Grouping Strategies Used	

Sample Schedule

Anytown Career Center Tuesday & Thursday ESL/ABE/GED Class Reading Schedule		
Decoding (Phonics Instruction)		
Who	When/Time	How/Grouping
Michael & Juan	Tuesday (20-30 minutes)	XYZ phonics program (with aide) Tutoring or pairs work
Jason, Simion, & Keisha	Thursday (20-30 minutes)	XYZ phonics program (with aide) Tutoring or pairs work
Fluency		
Who	When/Time	How/Grouping
Everyone	Tuesday & Thursday (15 minutes)	<p> Repeated oral reading – Speed-practice pairs (based on similar fluency and decoding scores):</p> <ul style="list-style-type: none"> • Jason and Keisha • Michael and Juan • Sarah and Jin • Luan and Brian • Simion and Kyle (Kyle could either act as a peer tutor with Simion or work on repeated oral reading of GED workbook selections to build speed.) <p> OR</p> <p> Repeated oral reading – Accuracy-practice pairs (decoding emphasis):</p> <ul style="list-style-type: none"> • Jason and Keisha • Luan and Brian • Michael and Juan <p> Simion would work on drill practice of basic sight words with teacher direction.</p> <p> Sarah, Jin, Kyle don't need decoding, so they could work on phrase reading, practice with books on tape, or prepare a poetry or drama performance.</p>

Comprehension-Strategies		
Who	When/Time	How/Grouping
Everyone	Tuesday & Thursday (30 minutes)	<p>Whole group & small-group activities</p> <p>Small groups:</p> <ul style="list-style-type: none"> • Jason, Sarah, Luan, Brian, Kyle • Michael, Jin, Juan, Keisha • Simion (some one-on-one with Simion due to low literacy level with appropriate individual work)
Vocabulary		
Who	When/Time	How/Grouping
Everyone	Tuesday (20 minutes)	<p>Words for the week activities</p> <p>Whole-group and small-group word study/review based on units: signal words, GED science words, GED social studies words, health words, etc.</p> <p>Word-learning strategies</p> <p>Small-group, level-appropriate practice on dictionary skills, context clues, common prefixes, etc.</p> <p>Vocabulary pairs & groups:</p> <ul style="list-style-type: none"> • Brian and Sarah • Luan, Keisha, Jin, Juan, Michael • Kyle (work independently on GED content words and signal words based on units) • Simion (work with speaking and listening skills, as well as sight vocabulary with small group when appropriate or with a tutor)

Newspaper Scavenger Hunts

Newspaper Scavenger Hunt (Grade Level 2.1)

Cut out the following from the newspaper.

1. The date of your newspaper
2. The title of your newspaper
3. A want ad.
4. Your favorite comic strip.
5. An ad for a car.
6. An ad for food.
7. A picture of an animal.
8. A weather map.

Newspaper Scavenger Hunt

(Grade Level 3.8)

See how many of the following items you can find in your local newspaper. Paste the items on a sheet of paper with the number of the item beside it. Check your score below.

1. Find the date of your newspaper.
2. Find the title of your newspaper.
3. Name three sections of the newspaper.
4. Find a want ad for an apartment.
5. Find a picture of an animal.
6. Find a picture of an important world leader.
7. Solve a puzzle or create one of your own.
8. Find out what is showing at your local movie theater.
9. Find something to buy this week that is on sale.
10. Find a picture of a male athlete and of a female athlete.
11. Cut out your favorite comic strip to share with a friend.
12. Find an article giving someone advice.
13. Find a picture of a very young, a middle-aged, and an older person.
14. Find an ad for a cell phone.
15. Find an ad for a car that will carry four people.
16. Find a weather map.
17. Find a street, city map or address.
18. Find an ad for food that is on sale.
19. Find an item on the stock market.
20. Find something that interests you.

Scoring

18 to 20 items = Excellent

15 to 17 items = Very Good

12 to 14 items = Good

9 to 11 items = Keep trying – you can do it.

Scavenger Hunt

(Grade Level 5.1)

Use a copy of a newspaper and answer the following questions. If the question is not applicable (for example, if the type of article asked about in the question does not appear on that day), write "NA."

1. How many sections are there in the newspaper? How many total pages are there?
2. What is on the front page of each section?
3. What is the most important news story? Where is it? How many columns does it take? What percentage of the page does it take up? Does it have a photo?
4. What is the second most important news story? Where is it? How many columns does it take? What percentage of the page does it take up? Does it have a photo?
5. How many news articles are there on the front page? How many of them are domestic news? international news?
6. Where is the index? What page do you find news articles on? business news? sports news?
7. On what page do you find TV and radio schedules? What else do you see on that page?
8. On what page(s) do you find comics? How many are there?
9. On what page(s) do you find classified ads? How many are there? What are they about?
10. On what page(s) do you find letters to the editor? How many are there? What are they about?
11. Where do you find international news articles? domestic news articles? How many of each are there?

Newspaper Scavenger Hunt

(Grade Level 7.1)

Quickly find the following items. Circle the item in your paper and write the section and page number below.

Find	Section/Page Number
1. News about something that happened in the county or city in which you live	
2. News about something that happened in Washington, D.C.	
3. News about something that happened in another continent	
4. A used car for sale	
5. Movies on television tonight	
6. Information about a local citizen who died recently	
7. A reader's opinion about a current event	
8. Sports Scoreboard	
9. Tomorrow's weather forecast	
10. An interesting story that is not an important news event	
11. Comics	
12. A game or puzzle	
13. A number larger than one million	
14. The name of Texas's governor	
15. An ad that has something to do with the Internet	

What do you think is the most interesting story in today's newspaper?

What is the most interesting photo?

Newspaper Scavenger Hunt

(Grade Level 9.9)

This activity is a race. It will get you around and about in the newspaper, but the prime objective is togetherness in group organization and the procedures used to get the job done. TEAMWORK is the key. Hurry, hurry! There is a prize for the winning group.

Find and cut out a newspaper example (or complete the directions) for each of the following. Make sure to number the item!

1. A number greater than a million
2. The price of an item you would like to buy
3. The high temperature in a major city
4. A face with glasses
5. An international dateline
6. An animal either pictured or mentioned
7. Illustrate a sports headline. (Stick figures are allowed. Do it quickly. This is not an art class!) Examples: "Soccer Sweeps The Nation" and "Bears Whip Tigers"
8. The price of a used car
9. The crossword puzzle
10. A letter from someone
11. A local city
12. A number smaller than one
13. Something to play with
14. A movie that starts between 7:00 and 9:00
15. A compound word
16. An angry word
17. The TV channels that broadcast a 6 o'clock news program.

As soon as you are finished, stand up and holler, "We're done!"

Rooting Out Boredom Worksheet

Boring Activities	Fun and Exciting Activities
1. _____ _____	1. _____ _____
2. _____ _____	2. _____ _____
3. _____ _____	3. _____ _____
4. _____ _____	4. _____ _____
5. _____ _____	5. _____ _____
6. _____ _____	6. _____ _____
What makes these activities boring? _____ _____ _____ _____ _____ _____ _____	What makes these activities fun and exciting? _____ _____ _____ _____ _____ _____ _____

Sample Lesson Plan for a Multi-Level Classroom Using the Jigsaw Strategy

Techniques for Multilevel Reading – A Lesson Plan

Teachers often struggle when instructing students who have different levels of literacy. The following lesson plan demonstrates how a teacher can take advantage of learners' differing abilities through a reading assignment that requires students to find the answers to specific questions about a health clinic in their community. The activity combines practice in speaking, listening, reading, and writing as students read an actual brochure and tell each other what they have learned. When doing this activity, teachers should use brochures from their community and create questions from those brochures, rather than using the sample provided.

Multilevel Reading Lesson Plan Class

Date _____

Time: 1 hour

Lesson Objective: Read a brochure about a community service.

- Language Skills: Reading (decoding, fluency, comprehension), speaking, listening, writing
- Life Skills : Access community services

Materials

- Brochure from local service agency
- KWL transparency
- Copies of brochure text divided into four reading
- Questions on each section of the reading

Stages of the Lesson

Warm Up/Review (10 minutes)

Review health problems (e.g., fever, flu, broken leg) as well as when and where to go for help.

Introduction

"Today we are going to read about a place to go for medical help at the local clinic."

Presentation (Pre-reading activity) (15minutes)

1. Using the KWL transparency, brainstorm what students already know about the clinic and what they want to know about it (schema activation).
1. Show students the brochure.
2. Prepare a jigsaw reading activity:
 - Divide the students into heterogeneous groups of four (i.e., groups of mixed reading abilities) and let the students name their group.
 - Assign each student a letter (A, B, C, or D): A for highest level readers and D for lowest level readers.
 - Regroup the students so that all the As are together, all the Bs, etc.

- Hand out the reading sections from the brochure. (A is the most difficult, so this would be given to the students with the best English literacy and proficiency skills. D is the easiest, so this would be given to students with the least proficiency and literacy in English.) The accompanying questions would also be handed out at this time.

Practice (35-45 minutes)

Have each group read their section and answer the questions. Have them make sure that each member of the group writes down and understands the answer to the questions.

When they have completed their questions, have the students return to their original heterogeneous groups of four. Hand out complete copies of the brochure text and all the questions. In their groups, have the students share the answers to their reading section.

Evaluation (10 minutes)

Put up the KWL transparency and ask the students what they have learned about the clinic.

Extension Activity

To assist in transfer of learning, have students research community medical services in their respective areas and share them with the class. Students may wish to present their information through brochures or flyers that they have created, a short report, an advertisement, or a short oral presentation. Allow students different choices on how to share information based on their learning styles, reading skills, and personal preferences.

Sample Brochure Information: Anytown Free Clinic

Group A

New Free Clinic Offers Medical Care History

In 1991, physicians with the Anytown County Medical Society were increasingly aware that the number of people needing free or low-cost medical care was growing. It was estimated that approximately 10% of the county's population of 185,000 people were low-income and without health insurance. Through the efforts of these physicians, a Steering Committee was formed in 1993 to evaluate the possibility of establishing a free clinic in Anytown.

At that time, Anystate had 20 free clinics in other communities around the state. It now has 29 clinics and each is designed with the specific needs of its community in mind. All are staffed by volunteer physicians, nurses, pharmacists, and other community volunteers.

The Anytown Free Clinic opened its doors at Upper Valley Middle School on January 11, 1994, treating people on that cold, wintry night. The Upper Valley Clinic site opened independently as a result of a grassroots community effort in November 1995 and became part of the Anytown Free Clinic in the fall of 1996.

The Free Clinic now treats approximately 75 people each week in its four clinics:

General Medical at Anytown
General Medical at Upper Valley

Women's Health at Anytown
Chronic Care at Anytown

Group B

New Free Clinic Offers Medical Care Mission

Operated primarily by volunteers, the Anytown Free Clinic provides free medical services to low-income, uninsured Anytown County residents.

Volunteers

Nearly 50 volunteers work each week in the clinics including physicians, nurse practitioners, nurses, physician's assistants, pharmacists, lab personnel and other non-medical people who act as receptionists, screeners and translators. Please call the Clinic if you are interested in becoming a volunteer.

Group C

New Free Clinic Offers Medical Care Services

- General medical care for adults and children
- Specialized screening services for women
- Lab tests and X-rays as ordered by physicians
- Medications
- Education and treatment for persons with chronic illnesses

The Anytown Free Clinic does not provide any services which are available at the Department of Human Resources. Referrals will be made for those services. Clinic services are available to low-income residents of Anytown County. Patients must bring documentation regarding residency and income level.

Group D

New Free Clinic Offers Medical Care Hours by Appointment

General Clinic at Anytown

Open Tuesdays 6-9 PM
Appointments made Fridays at
10:00 AM
Call 111-522-3733

General Clinic at Upper Valley

Open Wednesdays 6-9 PM
Appointments made Fridays at
10:00 AM
Call 111-522-3733

Women's Health Clinic at Anytown

Open 2nd & 4th Thursdays 6-9 PM
Appointments made anytime
Call 111-522-3733

Chronic Care at Anytown

Open 3rd Thursday 6-9 PM
By referral only

K W L

What do you <i>Know</i> about the Anytown Free Clinic?	What do you <i>Want to Know</i> about the Anytown Free Clinic?	What did you <i>Learn</i> about the Anytown Free Clinic?	How will you <i>Use</i> this information in the future?

Sample Worksheet: Jigsaw Reading Handout
(For use with Sample Anytown Free Clinic Brochures)

A. (History)

1. When did The Anytown Free Clinic open at Upper Valley Middle School?
2. When did the Upper Valley Clinic open?
3. What are the three clinics at Anytown?

B. (The Mission)

4. What does the Anytown Free Clinic do?
5. Who works at the clinics?
6. Do the people who work at the clinic get a salary?

C. (Services)

7. What kind of medical care do they have for adults and children?
8. I have a chronic illness. How does The Anytown Free Clinic help me?
9. Can I get lab tests and x-rays ordered?
10. What do I need to bring with me to the clinic?

D. (Hours by Appointment)

11. How many different clinics are offered by Anytown?
12. What telephone number do I call to make an appointment?
13. When is the General Clinic at Upper Valley open?
14. When is the General Clinic at Anytown open?

Food Companies Targeting Kids Online

THE ARTICLE

Ever-greedy corporate marketers have found a new means of ensnaring children into the net of consumerism. Not content with bombarding kids on TV, in the streets and at schools, marketing executives are utilizing Internet games to tout their wares to unsuspecting children. The latest insidious and pernicious ploy of more than eighty percent of the world's chocolate and snack food companies has been brought to light in a new report, entitled "It's Child's Play: Advergaming and the Online Marketing of Food to Children". It is "the first comprehensive analysis of the nature and scope of online food advertising to children". The research was commissioned by America's Kaiser Family Foundation and exposes the questionable tactics of companies such as Mars, Hersheys and McDonalds in targeting children to promote their products. The latter company, in particular, focuses its ads more on enticing kids with cheap, giveaway toys than food.

The report sadly increases the likelihood of a new word entering the English vocabulary – the "advergame" – an immoral and callous technique to get kids hooked while having online fun. In addition, a variety of other advertising and marketing tactics designed to lure kids into spending an unlimited amount of online time being blitzed with corporate logos are employed on these sites. These include viral marketing (encouraging children to contact their peers about a specific product or brand, found on 64% of sites); sweepstakes and promotions (65%); memberships (25%); on-demand access to TV ads (53%); and incentives for product purchase (38%). Kaiser's William Dietz said the scale of this advertising was an "eye opener". It raises ethical concerns about the role food advertising plays in childhood obesity. Kaiser vice president Vicky Rideout warned the reach of online advertising is much deeper than that of television.

WARM-UPS

1. GAMES: Walk around the class and talk to other students about computer games and the dangers to children. Ask what kind of games food companies might put online for children. Share your findings with new partners.

2. CHAT: In pairs / groups, decide which of these topics or words from the article are most interesting and which are most boring.

Greed / consumerism / marketing / ploys / chocolate companies / tactics / nutrition / vocabulary / immorality / logos / peers / promotions / eye openers / obesity

Have a chat about the topics you liked. For more conversation, change topics and partners frequently.

3. MARKETING: Ask your partner(s) about which of these products it is OK for companies to target children using ads. Write down from what age it is OK to target children. Share your thoughts with new partners.

_____ Hamburgers

_____ Music CDs

_____ Cola

_____ Computer games

_____ Sportswear

_____ Cosmetics

_____ Condoms

_____ Mobile phones

4. QUICK DEBATE: Students A believe there is nothing wrong with food companies targeting children. Students B food companies that target children are the lowest of the low. Debate this with your partners. Change partners often.

5. ADVERTISING: With your partner(s), talk about the advertising of the following (or similar) companies. Rate whether or not the advertising techniques used by the companies are bad for kids (10 = shockingly bad / 1 = not at all bad).

_____ McDonalds

_____ Baskin Robbins (ice cream)

_____ Coca Cola / Pepsi Cola

_____ Pizza Hut

_____ Snickers

_____ Dunkin' Donuts

_____ Wrigley's Gum

_____ Other _____

6. CONSUMERISM: Spend one minute writing down all of the different words you associate with consumerism. Share your words with your partner(s) and talk about them. Together, put the words into different categories.

BEFORE READING / LISTENING

1. TRUE / FALSE: Look at the article's headline and guess whether these sentences are true (T) or false (F):

- | | |
|--|-------|
| a. Marketeers have found a way of protecting kids from consumerism. | T / F |
| b. Some kids are bombarded with advertising at school. | T / F |
| c. Over 80% of food companies use the Internet to target kids. | T / F |
| d. McDonalds ads for kids focus heavily on its burgers and healthy food. | T / F |
| e. "Advergame" may become a new English word. | T / F |
| f. "Viral marketing" is all about making children aware of bugs. | T / F |
| g. A report spokesperson said the findings were not so interesting. | T / F |
| h. Advertising to kids on TV reaches deeper than advertising online. | T / F |

2. SYNONYM MATCH: Match the following synonyms from the article:

- | | |
|---------------|----------------|
| a. greedy | impact |
| b. bombarding | peddle |
| c. tout | induce |
| d. Insidious | uncaring |
| e. enticing | money-grabbing |

- | | | |
|----|------------|----------------|
| f. | callous | contemporaries |
| g. | lure | sly |
| h. | peers | encouragement |
| i. | incentives | inundating |
| j. | reach | tempting |

3. **PHRASE MATCH:** Match the following phrases from the article (sometimes more than one combination is possible):

- | | | |
|----|------------------------------------|--------------------------------------|
| a. | ensnaring children | pernicious ploy |
| b. | tout | much deeper than that of television |
| c. | The latest insidious and | and scope of online food advertising |
| d. | analysis of the nature | ethical concerns |
| e. | exposes the questionable | into the net of consumerism |
| f. | increases | tactics of companies |
| g. | being blitzed | to contact their peers |
| h. | encouraging children | their wares |
| i. | It raises | the likelihood of |
| j. | the reach of online advertising is | with corporate logos |

WHILE READING / LISTENING

GAP FILL: Put the words in the column on the right into the gaps in the text.

Food companies targeting kids online

_____ -greedy corporate marketers have found a new means of ensnaring children into the net of consumerism. Not _____ with bombarding kids on TV, in the streets and at schools, marketing executives are utilizing Internet games to _____ their wares to unsuspecting children. The latest insidious and pernicious _____ of more than eighty percent of the world's chocolate and snack food companies has been brought to _____ in a new report, entitled "It's Child's Play: Advergaming and the Online Marketing of Food to Children". It is "the first comprehensive analysis of the nature and _____ of online food advertising to children". The research was commissioned by America's Kaiser Family Foundation and exposes the questionable _____ of companies such as Mars, Hersheys and McDonalds in targeting children to promote their products. The latter company, in particular, focuses its ads more on enticing kids with cheap _____ toys than food.

*light
content
giveaway
ploy
ever
tactics
tout
scope*

The report _____ increases the likelihood of a new word entering the English vocabulary – the "advergame" – an immoral and callous technique to get kids _____ while having online fun. In addition, a variety of other advertising and marketing

*reach
unlimited
access
hooked*

tactics designed to lure kids into spending an _____ amount of online time being _____ with corporate logos are employed on these sites. These include viral marketing (encouraging children to contact their _____ about a specific product or brand, found on 64% of sites); sweepstakes and promotions (65%); memberships (25%); on-demand _____ to TV ads (53%); and incentives for product purchase (38%). Kaiser's William Dietz said the scale of this advertising was an "eye opener". It _____ ethical concerns about the role food advertising plays in childhood obesity. Kaiser vice president Vicky Rideout warned the _____ of online advertising is much deeper than that of television.

peers
raises
sadly
blitzed

LISTENING

Listen and fill in the spaces.

Food companies targeting kids online

Ever-greedy _____ marketers have found a new means of ensnaring children into the net of consumerism. Not content with _____ kids on TV, in the streets and at schools, marketing executives are utilizing Internet games to _____ their wares to unsuspecting children. The latest insidious and pernicious ploy of more than eighty percent of the world's chocolate and snack food companies has been brought to _____ in a new report, entitled "It's Child's Play: Advergaming and the Online Marketing of Food to Children". It is "the first comprehensive analysis of the nature and _____ of online food advertising to children". The research was commissioned by America's Kaiser Family Foundation and exposes the _____ tactics of companies such as Mars, Hersheys and McDonalds in targeting children to promote their products. The latter company, in particular, focuses its ads more on enticing kids with cheap _____ toys than food.

The report sadly increases the _____ of a new word entering the English vocabulary – the "advergame" – an immoral and callous technique to get kids _____ while having online fun. In addition, a variety of other advertising and marketing tactics designed to _____ kids into spending an unlimited amount of online time being blitzed with corporate logos are employed on these sites. These include _____ marketing (encouraging children to contact their peers about a specific product or brand, found on 64% of sites); sweepstakes and promotions (65%); memberships (25%); on-demand access to TV ads (53%); and incentives for product purchase (38%). Kaiser's William Dietz said the scale of this advertising was an "_____". It raises ethical concerns about the role food advertising plays in childhood obesity. Kaiser vice president Vicky Rideout warned the _____ of online advertising is much deeper than that of television.

AFTER READING / LISTENING

1. WORD SEARCH: Look in your dictionaries / computer to find collocates, other meanings, information, synonyms ... for the words 'lure' and 'hook'.

- Share your findings with your partners.
- Make questions using the words you found.
- Ask your partner / group your questions.

2. ARTICLE QUESTIONS: Look back at the article and write down some questions you would like to ask the class about the text.

- Share your questions with other classmates / groups.
- Ask your partner / group your questions.

3. GAP FILL: In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning...?

4. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

5. STUDENT "ADVERGAME" SURVEY: In pairs / groups, write down questions about the ethics of food companies using Internet games to tout their wares to children.

- Ask other classmates your questions and note down their answers.
- Go back to your original partner / group and compare your findings.
- Make mini-presentations to other groups on your findings.

6. TEST EACH OTHER: Look at the words below. With your partner, try to recall exactly how these were used in the text:

- | | |
|-----------|----------|
| • means | • sadly |
| • wares | • lure |
| • ploy | • viral |
| • scope | • access |
| • tactics | • scale |
| • latter | • reach |

DISCUSSION

STUDENT A's QUESTIONS (Do not show these to student B)

- Did the headline make you want to read the article?
- Have you heard of advergames before?
- Do you think it is just a sign of the times that food companies are targeting kids and nothing to worry about?

- d. Do you think the executives designing games to lure children to their products have bad morals?
- e. What kind of laws do you think should be placed on advergaming?
- f. Do you think kids are sensible enough to know food companies are trying to manipulate them?
- g. What do you think of food companies placing advertisements in schools?
- h. Are you concerned that McDonald's ads that target kids focus on cheap, giveaway toys and not food?
- i. Would you allow your child to play online games that encourage children to buy hamburgers and soft drinks?
- j. What do you think of the word 'advergame'?

STUDENT B's QUESTIONS (Do not show these to student A)

- a. Did you like reading this article?
- b. What do you think about what you read – was it an eye opener?
- c. What do you think of the technique of viral marketing whereby kids mail their friends to recommend a new product?
- d. Is it OK for junk food companies to tell kids they can get extra powers in games by buying products that contain special codes?
- e. Is television advertising or online advertising more dangerous?
- f. Do you like Ronald McDonald?
- g. Do you think the advergaming could be good for kids?
- h. Games tell kids they can view TV ads online "over and over right now" instead of having to wait for them to be on TV. Is this OK?
- i. Would you like your child to have a McDonalds screensaver?
- j. Did you like this discussion?

AFTER DISCUSSION: Join another partner / group and tell them what you talked about.

- a. What was the most interesting thing you heard?
- b. Was there a question you didn't like?
- c. Was there something you totally disagreed with?
- d. What did you like talking about?
- e. Which was the most difficult question?

SPEAKING

ADVERLIFE: Imagine you are a marketing executive for a junk food company. With your marketing partner(s), write down some strategies for the areas below to entice children into getting hooked on your products:

	Strategies
School	
Internet	

Place of worship	
Hospital	
Library	
Playground	

- Change partners and share your ideas.
- Discuss whether each of your ideas are ethical or not.
- Are there any companies doing these things now?
- Do you think the ideas you thought of above will be commonplace in the future?

HOMEWORK

- VOCABULARY EXTENSION:** Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.
- INTERNET:** Search the Internet and find information about advergaming. Talk about what you discover with your partner(s) in the next lesson.
- SURVEY:** Conduct a survey of your family and friends. Find out their opinions on advergaming. Share what you wrote to your classmates in the next lesson.
- LETTER:** Write a letter to the advertising executives designing new tactics to get children to be consumers. Ask them three questions. Which letter did you like best and why? Your partner(s) will answer your questions in the next lesson.

ANSWERS

TRUE / FALSE:

- a. F b. T c. T d. F e. T f. F g. F h. F

SYNONYM MATCH:

- | | |
|---------------|----------------|
| a. greedy | money-grabbing |
| b. bombarding | inundating |
| c. tout | peddle |
| d. insidious | sly |
| e. enticing | tempting |
| f. callous | uncaring |
| g. lure | induce |
| h. peers | contemporaries |
| i. incentives | encouragement |

j. reach impact

PHRASE MATCH:

- | | | |
|----|------------------------------------|--------------------------------------|
| a. | ensnaring children | into the net of consumerism |
| b. | tout | their wares |
| c. | The latest insidious and | pernicious ploy |
| d. | analysis of the nature | and scope of online food advertising |
| e. | exposes the questionable | tactics of companies |
| f. | increases | the likelihood of |
| g. | being blitzed | with corporate logos |
| h. | encouraging children | to contact their peers |
| i. | It raises | ethical concerns |
| j. | the reach of online advertising is | much deeper than that of television |

GAP FILL:

Food companies targeting kids online

Ever-greedy corporate marketeers have found a new means of ensnaring children into the net of consumerism. Not **content** with bombarding kids on TV, in the streets and at schools, marketing executives are utilizing Internet games to **tout** their wares to unsuspecting children. The latest insidious and pernicious **ploy** of more than eighty percent of the world's chocolate and snack food companies has been brought to **light** in a new report, entitled "It's Child's Play: Advergaming and the Online Marketing of Food to Children". It is "the first comprehensive analysis of the nature and **scope** of online food advertising to children". The research was commissioned by America's Kaiser Family Foundation and exposes the questionable **tactics** of companies such as Mars, Hersheys and McDonalds in targeting children to promote their products. The latter company, in particular, focuses its ads more on enticing kids with cheap, **giveaway** toys than food.

The report **sadly** increases the likelihood of a new word entering the English vocabulary – the "advergame" – an immoral and callous technique to get kids **hooked** while having online fun. In addition, a variety of other advertising and marketing tactics designed to lure kids into spending an **unlimited** amount of online time being **blitzed** with corporate logos are employed on these sites. These include viral marketing (encouraging children to contact their **peers** about a specific product or brand, found on 64% of sites); sweepstakes and promotions (65%); memberships (25%); on-demand **access** to TV ads (53%); and incentives for product purchase (38%). Kaiser's William Dietz said the scale of this advertising was an "eye opener". It **raises** ethical concerns about the role food advertising plays in childhood obesity. Kaiser vice president Vicky Rideout warned the **reach** of online advertising is much deeper than that of television.

Breaking News English.com. Ready-to-use ESL/EFL Lessons. Retrieved from the World Wide Web on 01/04/07 at: <http://www.breakingnewsenglish.com/0607/060724-advergames.html>.