

LearnEnglish Teens magazine section

Topic

Fashion, music and trends in the UK

Aims

- To develop students' reading skills, specifically reading authentic texts
- To develop students' speaking skills
- To develop students' writing skills
- To help students learn about up-to-date trends in the UK

Age group

Teenagers/ young adults

Level

B2+

Time

60-90 minutes

Materials

1. The magazine section on LearnEnglish Teens
<http://learnenglishteens.britishcouncil.org/magazine>
2. Internet access for students to look at the above website in small groups.

Introduction

The magazine section on LearnEnglish Teens provides a great source of authentic ungraded reading texts. These blog style articles on the latest fashion, music and trends are written by young adults from the UK and the comments posted on the website responding to the articles offer ideas from teenagers of a wide range of cultures around the world. For this lesson you need students to work in groups sharing computers with internet access or using mobile devices.

Procedure

Task 1: Quiz (10-15 minutes)

- Display the LearnEnglish Teens magazine section on the IWB or screen. Ask the students if they've seen this section of the website before. Ask what they know about it or what they would expect it to contain. Tell them that they are going to look at the section and its content this lesson.
- Dictate (or write up on the board) the following questions:
 - 1 How many pages are there in the magazine section?
 - 2 How many sub sections are there?
 - 3 What are the sub sections called?
 - 4 Which sub section has the most articles?
 - 5 Where are the writers from?
 - 6 How old are the writers?
- In small groups (or pairs), students look at the magazine section of LearnEnglish Teens <http://learnenglishteens.britishcouncil.org/magazine> and answer the questions. Monitor and help groups to navigate around the website.
- *Answers: This section is continually updated so some of the answers vary from week to week. 1 – check this before class, 2 – 7, 3 - Books, Entertainment, Fashion, Life around the world, Music, Science and technology, Sport, 4 – check this before class 5 – Britain, 6 - They are young adults*

Task 2: Choose a sub section (10-15 minutes)

- Students work in the same groups. Allocate a sub section from the magazine section to each group. There are 7 sections, so depending on class size some groups could look at the same sub section or you could give groups two each with a very small class.
- Ask the groups to look through their sub section and decide which article has the most interesting photo. Set a time limit of 2 minutes. Emphasize that students should look only at the photos now so you want them to scroll down the page and not click on any articles yet - they'll be able to look at these in a moment.
- Ask students to look at the photo and the title of the article (they shouldn't read the article yet). Can they guess what the article is about? (They are going to read it in a moment – but now you want them just to predict content.)
- Ask some of the groups to give feedback to the class. Volunteers could describe their photo, read out the title and say what they think the article will be about.

Task 3: Read an article (10-20 minutes)

- Tell the students that in a moment they are going to read their chosen article.
- Write the following questions on the board:
 - A) *What is the main topic of the article?*
 - B) *Is the article serious or light hearted?*
 - C) *What did you find interesting in the article?*
 - D) *What do you agree or disagree with in the article?*
- Set a time limit of 5 minutes, for all students to read the article and make notes to answer the questions on the board. In the same groups students compare their notes (they don't need to agree with each other). Ask a couple of students to tell the class whether their article is serious or lighthearted.
- Tell students that each group can choose a maximum of 5 new words from the text that they would like to know the meaning of. Group members need to negotiate with each other to decide on the 5 words.
- Hand out dictionaries or students use an online dictionary such as <http://www.macmillandictionary.com/> to look up the new words. Get students to record the new words plus an example sentence in their notebooks or vocabulary records.
- Arrange the groups so that they are now sitting with one other group (have one set of 3 groups if necessary). Each group should tell the other about the article they have read using their notes on questions A to D above. Elicit or feed in some useful expressions before they begin talking, eg *It's about...*, *The main theme/topic is...*, *The writer says/thinks...*, *We foundinteresting*, *We totally/more or less/don't really agree with him/her because...*
- Any groups that finish quickly can compare their lists of new words.
- Monitor the group discussions and note any common errors. Have a quick error correction session by writing the common errors on the board for class correction.

Task 4: Read comments (10-15 minutes)	<ul style="list-style-type: none"> • Ask students to look at the comments posted under the article they have just read. Ask <i>How many comments are there?</i> (The speech bubble icon at the top of the article shows the number of comments.) Ask for a show of hands for more than 5/10/20 etc. • Ask students to find the question that the comments are responding to (it's directly under the article). • Students work with their group to select and read 3 (or more) of the comments. Do they agree or disagree with the comments? Why/Why not? Set a time limit of 5 minutes. • Ask for volunteers (or choose a 'volunteer') to paraphrase one or two of the comments for the class and give their own opinions.
Task 5: Write a comment (15 – 20 minutes)	<ul style="list-style-type: none"> • Students work either individually to write a comment, in their notebook, responding to the question under their chosen article. • Students swap their comment with a classmate from their group. Students read the comment and underline (and correct if possible) any errors they see. They then return the comment to the writer. • Now students can write a second draft of their comment. Help with writing as necessary. • EITHER - make a wall display using the students' comments. You could use screen shots of some of the images from the magazine section to decorate a poster. OR - students could post their comment on LearnEnglish Teens. To post comments on the website your learners first need to register. 13-17 year olds can sign up for a free account on LearnEnglish Teens here: http://learnenglishteens.britishcouncil.org/user/register • Early finishers can read another article from the magazine section or play a game from the free time section http://learnenglishteens.britishcouncil.org/freetime/games

Contributed by

Sally Trowbridge