

**Level:** Pre-intermediate – Intermediate / A2–B1

**Age:** Teenagers

**Time:** This lesson can be divided up in various ways to suit the time you have with your students. Below are two options which you can choose from depending on the length of your class. However, these are just suggestions and there are plenty of other ways you could divide the lesson up.

60 minutes – Complete all activities in Celebrity gossip and Creating a sensationalist news story.

45 minutes – Complete all activities in Celebrity gossip and Creating a sensationalist news story but describing the stories instead of writing them.

**Note:** These activities can be spread over more than one lesson.

**Summary:** This lesson is divided into two sections: Celebrity gossip and Creating a sensationalist news story. In this lesson, students will:

1. exchange celebrity gossip;
2. talk about celebrity magazines;
3. make their own magazine.

**Key skill:** writing, speaking

**Subskills:** using sensationalist language; writing magazine articles

**Materials:** one copy of Celebrity gossip per student; one copy of Creating a sensationalist news story per pair; scissors, glue and plain paper for each group

## CELEBRITY GOSSIP

1. Ask the students for the best piece of celebrity gossip they have heard recently. Let them briefly exchange some stories. Then ask them if they read celebrity magazines. If so, why? Make sure the following pieces of vocabulary come up, and write them on the board as they do:

story, celebrity, news, gossip

Ask them if they know the names of any English-language celebrity magazines. The most famous ones are *Heat*, *Closer* and *Hello*.

2. Ask the class what kinds of stories the magazines tend to publish. Write their suggestions on the board (*possible answers: celebrity breakups, affairs, marriages; celebrity babies, holidays, homes; celebrities caught in embarrassing situations; celebrities' new looks, new hairdos*). Talk about how celebrity magazines aim to shock their readers, and are guilty of exaggeration and sensationalism.

3. Hand out the Celebrity gossip worksheet and read through the examples of sensationalist language with the students. Can they use any of the language in the Phrasebook to talk about the celebrity gossip they shared with you at the beginning of the class?

## CREATING A SENSATIONALIST NEWS STORY

1. Give out copies of the Creating a sensationalist news story worksheet and get students to look at both worksheets at once. Explain that they are going to create the content for a fictitious magazine called *Cheat*. Ask if they know what *cheat* means (*to behave dishonestly; to have an affair with someone who is not your husband, wife or partner*), and why they think the magazine has this name (*possible answers: The magazine has this name because it arrives at its stories by dishonest means, such as snapping pictures of celebrities in uncompromising situations using telephoto lenses; The magazine has this name because it reveals instances of celebrity infidelity*).

2. Now, draw their attention to the incomplete titles on the worksheet. Get them to read over these, and deal with any unfamiliar vocabulary.

3. Put students in groups and tell them to complete at least four of the titles, either about real celebrities, or imagining that they are celebrities. The stories the titles refer to can be completely fictitious.

4. Pairs within each group should take responsibility for writing one or more of the stories for the titles they have just created. These can be short, and, once again, can contain information that is completely fictitious.

## ARTS AND MEDIA &gt;&gt;&gt; MAGAZINES

Remind them that the language on the Celebrity gossip worksheet is there to help them create articles that are as sensational as possible.

5. When the stories are written, the group becomes an editorial team. They cut out the completed headlines and place them above the stories. Group members then read the stories and decide on the order they should appear in the magazine. Once they have decided, students stick the stories onto blank sheets of paper to create the magazine pages. If you are doing this over more than one class, you might want your students to try and find photos of the celebrities or of themselves to bring to the next class to add to the pages and make the magazine look more real.

6. The final job is to complete the front cover. Once again, the group should decide which stories from the inside pages to include on the front cover, and write punchy titles for these. Students could also find photos to add interest. The magazine can now be put together.

7. The finished magazines should be displayed on a table at the front of the class. Groups then take a magazine to read together. When they have read each other's magazines, hold a class vote on which one they enjoyed most.

### HOMEWORK TASK

For homework, students search the internet, or gossip magazines if they have access to them, for a juicy bit of celebrity gossip. The following lesson, they report back on what they found out, using as much sensational language as they can.



CELEBRITY GOSSIP

PHRASEBOOK



Writing a sensationalist news story

• **Introducing your news story**

Well, here's a shocker!

We never would have believed it but ...

Well, here is something you never thought you would hear!

• **Making the beginning of a news story sound exciting using the present perfect**

... has just announced ...

... has been spotted ...

... has denied ...

... has admitted ...

... have split up.

• **Describing people**

insanely gorgeous

stupidly talented

megastar

the luckiest girl / boy in the world

the love of his / her life

an emotional wreck

completely devastated

absolutely heartbroken

CREATING A SENSATIONALIST NEWS STORY

# This week's hottest celebrity news

# cheat

Hot stories.....

[ ] spotted in [ ] !

**EXCLUSIVE!**

**IT'S OFFICIAL!**

Fact or fiction? We reveal the truth about [ ] and [ ]

Are [ ] and [ ] an item?

[ ] talks about split

**BREAKING NEWS**

The truth about [ ]

[ ] to marry [ ] !



We speak to [ ] about [ ]

We focus on the style of [ ]