

## Want to feel like a teenager again? Just dig out the books you were forced to read at school

### Level 2: Intermediate

**Article summary:** The article gives the author's opinion about a nostalgic way to remember your teenage years.

**Time:** 60 minutes

**Skills:** Reading, Speaking, Writing

**Language focus:** Simple verb tense review (present, past, future)

**Materials needed:** One copy of the worksheet per student

#### 1. Warmer

- a. This activity aims to allow students to be nostalgic about their favourite childhood or teenage books. Encourage them to recall basic information about the characters and plot for those who haven't read the same books. Then, ask them why they liked that book or why it resonated with them.

#### 2. Key words

- a. Ask students to do the exercise individually and then compare their answers in pairs or small groups. You may wish to mention that *funding* in this context probably refers to a grant, scholarship or bursary.

**Key:**

- |              |                  |
|--------------|------------------|
| 1. challenge | 7. qualification |
| 2. trend     | 8. curriculum    |
| 3. deodorant | 9. funding       |
| 4. nostalgic | 10. shock        |
| 5. union     | 11. fabric       |
| 6. stretch   | 12. medication   |

- b. Before reading the article carefully, students use some of the key words to fill the gaps in the sentences to ensure that they understand and know how the words are used in other contexts.

**Key:**

- |                  |               |
|------------------|---------------|
| 1. shocked       | 5. trends     |
| 2. qualification | 6. funding    |
| 3. challenge     | 7. union      |
| 4. curriculum    | 8. medication |

#### 3. Comprehension check

- a. Students answer the questions based on the information in the article. They may do this in different ways, e.g., in item 1, they may say, 'She said it was like looking at an old photo album' or similar.

**Key (suggested answers):**

1. looking at an old photo album
2. wearing a Punkyfish T-shirt; wearing plastic butterfly clips; smelling like her mum's deodorant; her braces cutting her mouth
3. She's been to Russia, joined a union, attended government meetings, worked on a building site, and read the rest of Orwell's books.
4. She was able to read it on a ferry trip to Dublin. It's not a long book.
5. Animal Farm
6. the view out of her English classroom on to the dinner hall, the Virginia Woolf poster on the wall, and the strange and starchy way my skirt folded under her knees
7. A Christmas Carol
8. journalist
9. The books will mean something different because of life experiences.
10. For Cat on a Hot Tin Roof: living in a small flat, having a bad boyfriend, and getting the wrong medicine. For Lord of the Flies, kids starting school, working in an office where a colleague replaces the cutlery, and being married for 12 years.

#### 4. Key language

- a. The activity allows students to conjugate verbs used in the article using the simple tenses. As an extension activity, ask students to find more examples of these or other tenses they know in the article.

**Key:**

- |                   |                   |
|-------------------|-------------------|
| 1. simple past    | 4. simple future  |
| 2. simple future  | 5. simple past    |
| 3. simple present | 6. simple present |

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### **5. Discussion**

- a. Students discuss the statements from the article and provide reasons for their opinions, referring to their own experiences whenever possible.

### **6. In your own words**

- a. Ask students to research best-selling novels for adults, teenagers, and children. Ask them to answer one or more of the questions.
- b. Students could then present their reports to the class or share in small groups. Encourage students to share their opinions, give reasons to support their answers and ask their classmates follow-up questions.