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LANGUAGE POINTS FOR ISSUE 2





November / December 2005

Functions: Greetings (*Happy Birthday, Merry Christmas, Happy New Year, Congratulations*); Asking for/telling the time; Asking/giving information about daily routine; **Grammar:** Present Simple; **Vocabulary:** Days of the week; Months; Dates

KEY

-  Background information
-  Article on the CD
-  High cultural content
-  Speaking activity
-  Listening activity
-  Grammar activity
-  Vocabulary activity
-  Reading activity
-  Writing activity

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Cover / Pages 8 & 9 - Snow Monkeys



Background Information

Snow monkeys are also known as Macaque monkeys. They live in the Wild Monkey Park in the Nagano mountains in northern Japan. It may be the only place in the world where wild monkeys can be observed bathing in their own natural hot spring. There are about

250 Japanese Macaques there. They live further north than any other primates apart from human beings. Another unusual fact about macaque monkeys is that they wash their food and make snowballs!

▲ Lead-in

Before you distribute the magazines, stick one copy on the board. Hide the cover picture with post-it notes. Write a number on each Post-it notes. You could use numbers 1-10 or the tens (10, 20, 30,

40 etc) and the teens (13, 14, 15, etc) to practise pronunciation differences (i.e. 50 and 15). Your class must call out the number of the Post-it they want you to remove. As the Post-its disappear, your students will gradually be able to guess what is on the cover. One by one take off the Post-it notes and see who is the first person in your class to guess what it is. Then, elicit reactions to the picture. *Do you find the picture sweet? What has the monkey got? Do you like monkeys? What do you know about monkeys? Do you think that monkeys like snow?*

▲▲ Project

For homework, ask your students to find out some information about a different type of monkey. *What does it look like? What does it eat? Where does it sleep?*

Pages 2 & 3: Right Now!

WHAT IS IT?

Background Information

A range of fashion clothing for chickens has been launched by a group of designers in Austria and Japan. The chicken suits come in various sizes and had their first presentation in Japan.

▲ Animal Fashion Show

Organise an animal fashion show. Divide your class into pairs and allocate each pair a different animal. Ask each pair to design clothes for their animal and to draw pictures of their designs. When everyone has finished, ask one person from each pair to introduce their clothes as if the animals are appearing on a catwalk e.g. *The cat is wearing a blue hat, red shoes and a white coat.*

▲ Speaking

Ask your students: *Do you think people want to buy clothes for their animals?*

IN THE NEWS: MONOPOLY IS 70!

▲ Lead-in

Explain that many British people like to play board games at Christmas. Ask your students: *What games do you play at Christmas?*

▲▲ Invent a board game

Pre-teach useful group work phrases e.g. *You draw and I'll write. That's a good idea. / Can we draw / write about / put this picture here?* Working in groups of three or four, students choose a theme or topic and make their own board game. Encourage them to be as inventive as possible! They should do a rough plan on A3 paper before doing the final version. Make sure they use numbers correctly and teach them some typical board game phrases, e.g. *Your turn / Miss a go / Take a card / Roll the dice / Start here.* When they have finished, they can exchange games with another group and play.

FACT

▲ Speaking

If your students have a stocking at Christmas, ask them what they usually find in it.

Pages 4 & 5: Sport

▲ Sports vocabulary

Get your class to brainstorm the names of winter sports e.g. *skiing, snowboarding, ice hockey, luge, ice-skating.* Write their suggestions on the board.

▲ Discussion

Can your students think of any strange winter sports? Get them to turn to pages 4 & 5. Find out what they think of reindeer racing. Is it fun, silly or cool? Would they like to try it themselves? Do they know about any other strange sports?

Pages 6 & 7: Stars

Background Information

Daniel Radcliffe comes from London. In 2001 he was spotted by a film producer when he was watching a play at the theatre with his parents. The film producer suggested he audition for the part of Harry Potter in the first film, *Harry Potter and the Philosopher's Stone*. Daniel has starred in the next four Harry Potter films. He is soon to appear in another film called *December Boys*.

▲ Listening

Ask your students to close their magazines. Write the questions from the Daniel Radcliffe interview on the board in a mixed-up order. Then, slowly read each of Daniel's answers to your class. Ask them to decide which question he was asked each time. Finally, ask them to guess which actor is in the magazine.

▲ Writing

Ask your students to write down three questions that you would like to ask Daniel Radcliffe, the actor who plays Harry Potter. Then, ask them to swap papers with another student. For homework, they should try and find the answers to their partner's questions using the Internet.

▲▲ Speaking

Ask your students if they have seen the new Harry Potter film. Find out if they like Harry Potter, if they have read the books and if so which are their favourite books and characters in the books. If they have seen the film, ask them about their favourite scene and find out what was new about the film.

Pages 10 & 11: Isobel's Secret Diary

▲ Lead-in / vocabulary

Write the following vocabulary items that appear in Isobel's diary on the board. What do your students think that Isobel is writing about in this issue? (the answer = school)
uniform / homework / packed lunch

▲ Culture

Ask your students to read *Isobel's Secret Diary*. How many similarities can they find between Isobel's school day and their own school day? How many differences can they find? Which school day do they prefer, their own or Isobel's?

▲ Present Simple for routine

Give your students the following chart to complete for themselves. Then, get them to complete it for a partner by asking present simple questions.

What do you usually do at the weekend? What do you usually do on school days?

	School day	Weekend
1 get up before 7am		
2 go to bed late		
3 go shopping		
4 do homework		
5 watch lots of TV		
6 visit friends		

▲ Information Gap

Divide your class into pairs. Divide each pair into Student A and Student B. Give each student an information gap card. Explain to your students that this is Isobel's school timetable on a Wednesday but that some of the information is missing. Tell them that they must complete the timetable on their card by asking their partner questions e.g. *What lesson does Isobel have at 9.45?*

Student A	Student B
Wednesday	Wednesday
9.00 Maths	9.00 _____
9.45 _____	9.45 Geography
10.40 <i>Break</i>	10.40 <i>Break</i>
10.50 English	10.50 _____
12.30 <i>Lunchtime</i>	12.30 <i>Lunchtime</i>
1.30 _____	1.30 History
2.30 French	2.30 _____

▲ School subjects

Get your students to write a timetable for their ideal school day.

Pages 12 & 13: New York City People

▲▲ Writing

When your students have read the article, ask your students to write about the people that you can find in your city or town. Students could draw or cut out photos from magazines and write a short paragraph of text. Display their work on your classroom walls.

▲ Personality Quiz

Give your students the following personality quiz.

Are you a New York person? Do you love cities or do you like the countryside? Do our quiz to find out:

I like I don't like crowds.
 I like I don't like going to the cinema.
 I like I don't like going to concerts.
 I like I don't like shopping.
 I like I don't like travelling on underground trains.
 I like I don't like skyscrapers
 I like I don't like museums
 I like I don't like eating foods from different countries

Mostly I like: You are a New York person. You like big cities. You like noise and excitement. You like culture.

Mostly I don't like: You aren't a New York person. You like the countryside. You prefer quiet places.

▲▲ Role-play

Divide your class into pairs. Ask each pair to choose one of the following situations:

- a) taxi driver and customer b) shopper and shop assistant
 c) hot dog seller and customer d) policeman and criminal

They should write a dialogue for their situation. Give them the following phrases to help:

- a) *I want to go to...*
 b) *How much is... / Would you like to try it / them on?*
 c) *Would you like mustard / ketchup / onions?*
 d) *Hands up! / Stop! / Police!*

Get them to act out their dialogues in front of the class.

Page 14: You Ask We Tell

▲ Reading

Ask your students to read the text and do the following activity:

Kelly or Steven?

Write K for Kelly, S for Steven or K & S for both of them.

- 1) Who watch(es) football?
 2) Who play(s) football?
 3) Who work(s) hard?
 4) Who doesn't see his / her family very often?

Answers: 1) K & S 2) S 3) K & S 4) K

▲ Class Vote

After your students have read this page, get them to discuss the following questions:

What's your favourite sport? What sport / sportspeople are most popular in your country?

Feedback with the whole class and write a list on the board of the sportspeople mentioned. Have a class vote to find the most popular sportsperson of all.

Page 15: Raps

▲ Lead-in / Present simple for routine

Ask your students the following questions:

What's your favourite music / music star / band? When do you listen to music? (in the morning / afternoon / evening / night) Where do you listen to music? (in the shower / bathroom / in your bedroom / in the sitting room) How often do you listen to music? (everyday etc)

▲ Vocabulary

When your students have listened to the rap, get them to look back at the words and find any vocabulary related to music, for example, *listen to, radio, DJ, rap, MP3 player, CD, charts.*

Page 16: Magic Mary

MAGIC MARY'S SCHOOL TIMETABLE

Find track 13 on your CLICK CD. Get your students to complete the following activity. Listen to Magic Mary and her friends talk about their school timetable. Write the missing school subjects in the correct places.

	Monday	Tuesday	Wednesday	Thursday	Friday
French for Witches				Enchanting Chemistry	History of Magic
Black Art				Spells science	
AM 9	Cauldron	_____	Magical Maths	Abacadbra	_____
	Cooking	_____		Algebra	_____
11	_____	Black Cat		_____	Broomstick
		Training		_____	Practice
PM 1	Wand	Bugs Biology	_____	Hocus Pocus	Magic
	Witchcraft			Hockey	Sports
3	Computer Magic				

Activity 4: Monday: Black Art; Tuesday: French for Witches; Wednesday: History of Magic; Thursday: Enchanting Chemistry; Friday: Spells Science.

ANSWERS

ACTIVITY SHEETS

Page 17: 1a) 2b) (Washington DC) 3b) 4a) 5b)

The famous New York food is a bagel.

Page 20: Harry Potter – 31/07/90; Hermione Granger – 19/09/89; Ron Weasley – 01/03/90

1c) 2b) 3a) 4d)

LISTENING ACTIVITIES

Activity 1: 1g 2e 3b 4h 5a 6f 7d 8c

Activity 2: 1) False 2) True 3) False

Activity 3: 1c 2a 3d 4b



CLICK 2 LISTENING ACTIVITIES



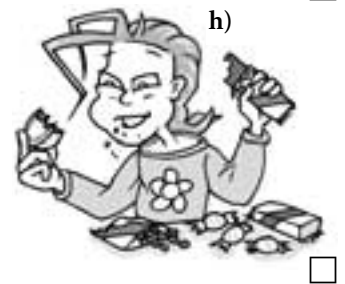
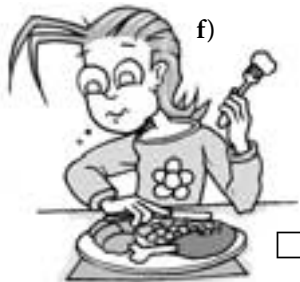
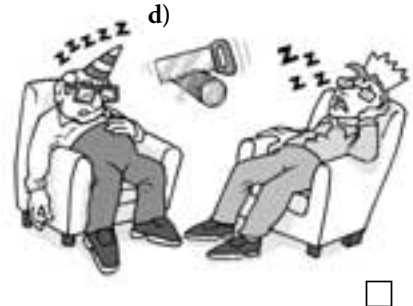
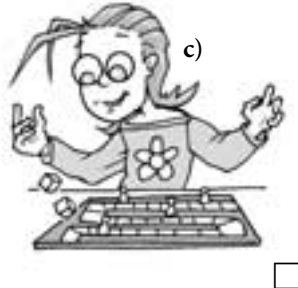
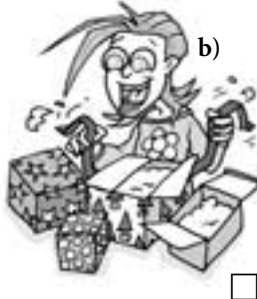
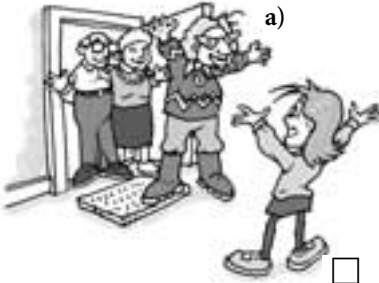
Name: _____

Age: _____

Date: _____

ACTIVITY 1: ISOBEL'S WORLD: CHRISTMAS Track 9

Listen and put the pictures of Isobel in the correct order.



ACTIVITY 2: ISOBEL ANSWERS QUESTIONS Track 10

Listen to the CLICK radio listeners asking Isobel some questions. Are these sentences true or false?

- | | True | False |
|---|--------------------------|--------------------------|
| 1) Isobel's favourite music is pop music. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2) Isobel likes funny films. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3) Isobel never eats mashed potato. | <input type="checkbox"/> | <input type="checkbox"/> |

ACTIVITY 3: CLICK NEWS: CHRISTMAS STOCKINGS Track 11

Listen to the CLICK radio news report. Match the correct Christmas stocking to each child.



Bradley
1



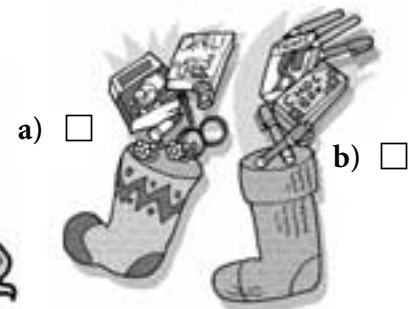
Sonia
2



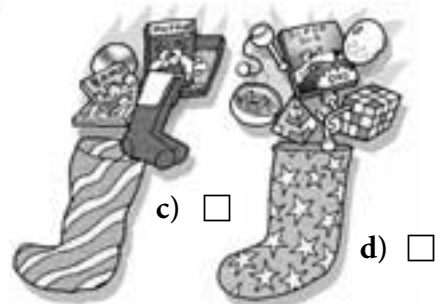
Thomas
3



Eve
4



b)



d)