

# CROWN

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## LANGUAGE POINTS FOR ISSUE 2

November / December 2005

**Grammar:** Past Simple regular + *be / have*; relative pronouns *who / that*; Past time expressions (*last week, ago, yesterday*); Adjectives with prepositions (*good at / bad at, worried about, interested in, etc*)

**Functions / Communicative tasks:** Expressing want and desire (*I'd like / can I have?*)

### KEY

▲ Easy activities

▲▲ More advanced activities

FLAG High cultural content

**i** Background information

**CD** Article on the CD

**Speech bubble** Speaking activity

**Headphones** Listening activity


















**G** Grammar activity

**V** Vocabulary activity

**Open book** Reading activity

**Pencil** Writing activity

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### Pages 8 & 9: Music



#### Background information

The Black Eyed Peas are Will.I.Am, Apl de Ap and Fergie. They produce their own style of funky hip-hop. The group are not just another pop band. Their songs often have political or social messages, and they are actively involved in work with several charities. Their 2003 album, *Elephunk* was hugely successful, selling nine million copies and featured the hits *Where is the Love?* and *Let's Get it Started*. In May this year, they released their new album, *Monkey Business*. The first single from the album is *Don't Phunk with my Heart*.

#### Lead-in

Before students read the article, ask them to look at the cover of the magazine. *What do they know about the Black Eyed Peas? What are their songs? Where are they from? What are their names?* If your students have any of their albums you may ask them to bring it in.

#### ▲ Reading and understanding

Read the article together. After each paragraph, ask questions to check comprehension. For example:

*What is their new album called?*

*Who did they work with?*

Who did the cooking in the London house?  
 What was bad about living in London?  
 What was the most important event of 2005?  
 What did they visit?  
 Why was 2005 a difficult year?  
 What happened in Malaysia?

### ▲▲ Writing: My 2005 Memory Book

Discuss the article together. What was good and bad about 2005 for the Black Eyed Peas? Ask students to think about what has happened in their own lives this year. Give them five minutes to write down their most important moments and discuss them with their partner. Students then write a short text about their memories of the year. You could make this task more fun by giving them a booklet to write in, where they can include photos / drawings if they want. It could be called *My 2005*. Encourage students to use the past simple regular as much as possible. For example *travelled; started; watched; visited; learned;* played and demonstrate what you want them to do, *2005 was a good and a bad year for me. I visited Greece in the summer and visited two islands – it was beautiful. 2005 was bad too. My dog was ill and one of my friends moved to a new city. I miss her!*

### ▲ Speaking: Survey

Ask students to look at the activity on the page. They read the questions and then look at the answers from the different people. For each question, they write the name of the person who answers it. Go through the answers together. Ask students to copy the questions from the magazine into their exercise books. They choose four friends and write their names next to the questions, as follows:

	Marga	Lucas	Maria	Claudia
What are you proud of?				
What are you interested in?				
What are you embarrassed about?				
What are you worried about?				

They ask their friends each of the questions and report back some of the most interesting findings to the class.

## Pages 2 & 3 Hot! November / December

### DRINK IT

#### ▲ Favourite flavour

Read the article together. Ask the students if they would like to try the Christmas drinks. Then ask them to invent a new flavour party drink.

### TALK ABOUT IT

#### ▲▲ Class debate

Read the article together. Ask, *Who would like to play Bulletproof?* On the board, write the subject of the debate *Are violent video games bad for children?* Ask students to work in pairs. Give them five minutes to discuss the topic with their partners and write notes on their thoughts. Stop the activity and ask each pair to give their opinions. After everyone has spoken take a vote.

### LISTEN TO IT

#### Background information

For a young R&B singer, Amerie has an unusual background. Her father was in the army and she grew up on military bases around the USA. Her latest album, released in 2005 is called *Touch*. Amerie is also an actress. She starred in the film *First Daughter* and has plans to make more movies in the future.

### WATCH IT

#### ▲ Lead-in

Before reading the article, ask students to look at the picture. What is the animal? Do they know the story about the chicken who thought the sky was going to fall?

Read the article together. Ask students to tell you whether or not they would like to go and see the film.

#### ▲▲ Writing: Newspaper story

Ask students to look at the website [www.the-sky-is-falling.com](http://www.the-sky-is-falling.com). It has some funny news stories telling us that the sky will fall. Ask students to work in pairs and write their own stories about the disaster.

## Pages 4 & 5 Sport stars



### Background information

At only 20 years old, Michael Phelps is arguably the world's greatest swimmer. He is best-known for winning eight medals at the 2004 Olympic Games in Athens. He is also a world record breaker many times over and has won 20 American titles.

Michael has great determination. He trains every day, including Christmas, New Year's Day and Thanksgiving. As well as keeping up a tough training schedule, Michael is a student at the University of Michigan.

### ▲ Predicting the text

Ask students to look at the picture of Michael Phelps. Does anyone remember Michael from the Olympic Games in 2004? Tell the class that Michael won eight medals (six gold and two bronze) at the games. Ask students to close their magazines. Discuss what students think life is like for Michael as an Olympic Swimmer. *What might he eat for breakfast? What's the worst thing about being in the water? What does he do before a race? What advice might he have for future Olympic swimmers?* Read the article around the class. How many predictions did the students get correct?

### ▲▲ What's in my bag? Grammar Game

Ask students to look at the things that Michael carries in his bag and match them with their definitions. Go through the answers together. Ask students to put their schoolbags on their desks. Put students into pairs A and B. Their bags should be shut. Student A thinks of one item from his / her bag. He / she gives clues using the pronoun *that*. Demonstrate this to your students: *This is something that I write with;* After each clue, Student B should guess what the item is. If they guess correctly, they can pick an item from their own bag and Student A must guess.

## Page 6 & 7 Being 14



### Lead-in

If you have a map of the world, invite two students to come to the front of the class and find China and Nigeria. Tell the class that they are going to read about two girls. Ibukun comes from Nigeria and Tikret comes from China. Explain to students in their own language that Tikret is the girl's chosen name. (Choosing an international name for yourself is customary in China.) Tikret's given name is shown in her profile.

### ▲▲ Skim reading

Write the following questions on the board:

- 1 *What does Ibukun like to wear?*
- 2 *How much homework does she do every day?*
- 3 *What does she like about being 14?*
- 4 *What is Tikret's favourite programme?*
- 5 *What does she like about school?*
- 6 *What doesn't she like about being 14?*

(Answers: 1 skirts and tops, traditional or national clothes; 2 One to two hours; 3 She likes having responsibilities and doing the things she likes to do; 4 *Friends*; 5 The teachers make you follow your dreams; 6 She can't have a boyfriend.)

## Pages 10 & 11 Everyone's talking about ...



### 2005 LONDON'S WEIRD WEEK

#### Lead-in

Before looking at the article, ask students to think of any important events (good or bad) that happened in their country over the last year. Discuss these events together. Now ask students if they can think of any events that happened in Britain (particularly in London) during 2005.

### ▲▲ Comprehension

Look at the article together. From the pictures, can students guess the three events it is about? Put students into groups of three. Each member of the group should read a different section of the text. They should then swap information about their event with their group members. When they have finished, put the following questions on the board. Ask students to work in their groups to answer them:

- 1 *How many people went to the Live 8 concert in Hyde Park?*
- 2 *Who organised it?*
- 3 *What was the concert about?*
- 4 *Which other countries had concerts?*
- 5 *When did London become host city for the Olympic Games?*
- 6 *When were the last Olympic Games in London?*
- 7 *Where is David Beckham from?*

- 8 What happened on July 7th?  
 9 Where did people remember the victims?  
 10 Who talked to the crowd?

(Answers: 1 Two hundred thousand; 2 Bob Geldof; 3 Helping African countries 4 France, Germany, Italy, the USA, Canada, Japan, South Africa and Russia; 5 On July 6th; 7 In 1948; 8 There was a terrorist attack in London (Four bombs exploded.); 9 In Trafalgar Square; 10 The London mayor)

### ▲▲ When did it happen?

Ask the students to look at the exercise on the page. They complete the sentences with the correct time expressions. Go through the answers together. Now ask the students to think about five important events that happened in their own lives. For example: *When were they born? When did they start school?* etc.

Students write three sentences about their own lives, using *ago*, or *last year / summer / August*.

## Page 12 Stars



### Background information

Daniel Radcliffe was just 11 when he won the part of Harry Potter in the first of the series of films, *The Philosopher's Stone*. For the young actor, it was a dream come true, yet despite acting in the first four Harry Potter films, Daniel wants more from his acting career. He has already starred in a West End play and he has just started filming *The December Boys*. Harry Potter fans needn't worry, though. Daniel has agreed to act in the fifth film *The Order of the Phoenix*.

### ▲ Predicting the text

Ask the class if they can tell you which character Daniel is famous for playing. Tell students they are going to read an interview with Daniel. Give them the CROWN interview questions and ask them to imagine how he answers. They discuss their ideas with their partners, making notes, if necessary. Listen to different students' ideas before you look at the article. Ask students to read the article. Were any of their answers right?

### ▲ Who is it?

Ask students to work in pairs. They choose a famous person and write a list of questions that they would like to ask them. Students practise a role-play in which one person is an interviewer and the other is the famous person. When they have finished, ask them to perform their role-plays to the class (without saying who the famous person is). The rest of the class must guess who is being interviewed.

### ▲▲ Past simple sentences

Ask the class to look at the gapped sentences about Daniel. They complete them with the correct form of the verb in brackets. Go through the answers. For homework, ask students to research the life of a person they are interested in. (They could be famous, but they don't have to be). They write sentences about the person, similar to the ones in the article, using past simple regular verbs.

## Page 13 CROWN News



### Lead-in

Ask students to look at the pictures. What is Alicia doing in the first one? (She's pulling her sleigh along the ice.) Who is with her in the second picture? (Her dad. Students will read that he is an arctic explorer, too.)

Ask the class *Would you like to go to the North Pole?* Encourage students to give reasons for their answers.

### Reading and listening

Play the CROWN CD and ask students to follow the story in their magazines. Play a second time if necessary. Ask the students to look at the activity on the page. They read the sentences and decide whether Alicia or her dad says them.

### ▲ Vocabulary Game

Put students into pairs. Ask students to imagine that they are going on a trip to the North Pole. Give them two minutes to write a list of things they need to take in English. Example: *Torch; blanket; sunglasses; gloves; hat; water; rucksack; tent; sleeping bag; tent; mobile phone; map*. If there's something they don't know the word for in English they should draw it on the board at the end. Say that you will only tell them the word if they describe what the item is needed for using a relative pronoun. For example: *It's something that you sleep in* (sleeping bag). Continue until your students have a full list.

## Page 14 How to... have a green Christmas



### Lead-in

Pre-teach the word *waste* to the class. Ask them what different kinds of things we waste at Christmas. How do we waste them? Ask if anyone does anything to avoid waste at Christmas (for example, recycling Christmas cards, planting the Christmas tree etc.)

### ▲▲ Poster: Have a Green Christmas

Ask students to work in pairs or small groups to make a list of rules for a green Christmas. They can use ideas from the text, but they should try to think of their own ideas, too. Then ask students to make a poster of their ideas, decorating it with drawing or pictures from magazines.

## Page 15 Culture Busters



### Lead-in

Ask the class to tell you what they know about Bonfire Night and how it is celebrated. Look at the pictures together. Can students tell you the name of the man and what he's doing? (He's Guy Fawkes and he's taking gunpowder into the Houses of Parliament.)

### ▲ Comprehension check

Ask students to look at the fact file and read the information about Guy Fawkes. *What was Guy Fawkes' plan?*

### ▲ Bust the myths

Ask students to read the myths and the facts about Bonfire night silently. When they have finished, answer questions and go through anything that they didn't understand.

Test comprehension (and memory) by giving a myth about Bonfire Night and inviting students to tell you the facts. They should try to do this without looking back at the article.

## Page 16 Pop Academy



### ▲ A Christmas treat

Play the CD and ask students to follow the story in their books. Discuss the story with the class. Teach the work *treat*. Ask *What was Professor Jagger's treat for the class?* (He said they could make a pop video.) *Did they want the treat?* (No!)

Students work in pairs. Ask them to think about what treat they would like before Christmas. They write their ideas down. Invite each pair to tell the class about their ideas. If appropriate, you could choose a treat for the class to do.

## ANSWERS

### ACTIVITY SHEETS

Page 17 1 Marilyn, 2 Britney, 3 Green, 4 50 Pence, 5 Avril, 6 Professor Jagger  
 Page 18 1 started, 2 travelled, 3 trained, 4 talked, 5 stopped, 6 called, 7 arrived  
 Page 19 1 scared of, 2 happy about, 3 proud of, 4 worried about, 5 interested in  
 Page 20 A=1, B=6, C=5, D=2, E=3, F=4

### LISTENING ACTIVITIES

#### ACTIVITY 4

1 cooking, 2 album, 3 the dark, 4 knitting, 5 drawing

#### ACTIVITY 5

Film	When?	What's it about?
The Goblet of Fire	18th November	Harry Potter
King Kong	14th December	A big monkey

#### ACTIVITY 6

a 4, b 6, c 7, d 2, e 5, f 1, g 3

#### ACTIVITY 7

	Jess	Lucas
Verb 1: finished	✓	
Verb 2: arrived	✓	
Verb 3: packed		✓
Verb 4: waited	✓	
Verb 5: talked		✓
The winner is Jess.		



# CROWN 2 LISTENING ACTIVITIES



Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

## ACTIVITY 4 Track 7

Language focus: adjective + preposition

Listen to the interview and complete the sentences.

- 1 Fifty Pence is good at \_\_\_\_\_
- 2 Avril is proud of her new \_\_\_\_\_
- 3 Marilyn is afraid of \_\_\_\_\_
- 4 Green is interested in \_\_\_\_\_
- 5 Britney is bad at \_\_\_\_\_



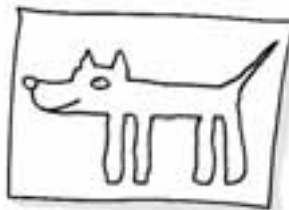
knitting



cooking



the dark



drawing



CD

## ACTIVITY 5 Track 8

Film review

Listen to the film review and complete the chart.

Film	When?	What's it about?
The Goblet of Fire		
Film	When?	What's it about?
King Kong		

## ACTIVITY 6 Track 10

Language focus: past simple regular

Listen to Alicia's diary and put the events in the correct order [1-7]

- |   |  |
|---|--|
| a) She phoned her dad. <input type="checkbox"/>             | e) Her mobile phone stopped working. <input type="checkbox"/>          |
| b) She finished her journey. <input type="checkbox"/>       | f) She packed for her journey <input type="checkbox"/>                 |
| c) She talked to some journalists. <input type="checkbox"/> | g) She walked across frozen rivers and lakes. <input type="checkbox"/> |
| d) She arrived in Baffin Island. <input type="checkbox"/>   |  |

## ACTIVITY 7 Track 11

Language focus: pronunciation

Tick the person who gets the pronunciation right for each verb.

	Jess	Lucas		Jess	Lucas
Verb 1: finished	<input type="checkbox"/>	<input type="checkbox"/>	Verb 4: waited	<input type="checkbox"/>	<input type="checkbox"/>
Verb 2: arrived	<input type="checkbox"/>	<input type="checkbox"/>	Verb 5: talked	<input type="checkbox"/>	<input type="checkbox"/>
Verb 3: packed	<input type="checkbox"/>	<input type="checkbox"/>	Who is the winner?	_____	