




# CLICK

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**KEY**




-  **Background information**
-  **Article on the CD**
-  **High cultural content**

**LANGUAGE POINTS FOR THIS ISSUE**

**November / December 2006**

**Functions:** Greetings (*Happy Birthday! Merry Christmas! Congratulations!*); Asking for / telling the time / date (*What's the time? It's*);  
**Grammar:** Have got; Possessive pronouns; WH-questions; Ordinal numbers; **Vocabulary:** Family; Pets; Dates; Time; TV / Film

**IN THIS ISSUE**

Page	Content / Article	Teaching suggestions in the notes	Activity Sheets	
Cover / 14	<b>Films</b> Happy Feet	Lead-in Speaking	● <b>Pages 18 &amp; 19</b> Present simple practice Cinema time	
2 & 5	<b>Newsdesk</b> – Health Newsdesk – UK Newsdesk – School Newsdesk	Lead-in Reading		✓
6 & 7	<b>Sport</b> Sports Quiz	Lead-in Sports quiz Grammar Grammar/writing		
8 & 9	<b>Music</b> Fergie's Day	Background information Scan reading Grammar Game Homework		
10 & 11 	<b>The Class</b> A Class from the Coast	Background information Lead-in Game Scan reading		
12 & 13 	<b>The Eye</b> Famous London	Project		
15	<b>Karaoke Kids</b> Friends and Family	Lead-in Vocabulary Further practice	● <b>Page 20</b> Family tree puzzle	✓
16	<b>Cartoon</b> James Blond, 006	Lead-in Scan reading Dates Creative writing	● <b>Page 17</b> James Blond's gadgets + have got	✓

**Cover and Page 14 Films**

**Lead-in**

Show the students the cover, pointing to the two pictures of people. Tell them they are going to read about the life of a pop star on page 8 and do a quiz on page 6. But first they are going to find out about an interesting animal.

Ask pupils to look at the cover and tell you which animal they can see (a penguin). Practise the pronunciation and ask them what they know about penguins. You can elicit some information in L1 if necessary. Ask them questions such as *Where do they live? (Antarctica) What do they eat? (Fish) What colour are they? (Black and white) Can they fly? (No), etc.*

**Speaking**

Ask them if they would like to see the film. You can ask them again after they have visited the website as some of them might change their minds.

Ask them if they think it is a good film for December? Why?

**Pages 2-5 Newsdesk**



**Lead-in**

Ask the students to look at the pictures on pages 2-5. Ask them to guess which stories mention Christmas. Give them two minutes to make a decision. They can work in pairs.

**Answers:** Technology Newsdesk (p2), UK Newsdesk (p3) and Food Newsdesk (p4)

## Reading

### TECHNOLOGY NEWSDESK

Read the first article with the students. Ask how many of them have got a games console. Then ask them to complete the two questions. They can compare their answers with a partner. Find out who plays on the games console the most in a day and who plays the least.

### UK NEWSDESK

Next read the UK Newsdesk article. Ask them to look for the biggest number on the Santa T-shirts (it's 1,782). Let them practise saying the number using *and* in the correct position (one thousand, seven hundred and eighty-two). You could ask the students to practise saying the other numbers too.

### FOOD NEWSDESK

Read Food Newsdesk. Ask them to look at the picture of the Christmas dinner and say how long the plate is (4cm). Ask students to say which vegetables they can see on the plate: (potatoes, carrots and beans). Note that the true traditional British Christmas dinner does NOT include green beans and carrots. The traditional Christmas vegetables to eat with turkey are: parsnips, Brussels sprouts and roast potatoes. Finally discuss what they have for Christmas dinner and ask them to write their answers.

### SCHOOL NEWSDESK

Revise telling the time with your students, checking they understand the hours, *quarter to* and *past* and *half past*. Read the article *Bye Bye Breaktime?* (p4) with the class. Elicit what time their breaktime is. Get pupils to draw it in their magazines. If possible, ask pupils to tell you what time breaktime finishes. Discuss with the class what they do at breaktime and encourage them to complete the sentences.

### HEALTH NEWSDESK

Ask students to read the last article about the fat cat. Elicit from the students how much he weighs (15kg). Ask them what a cat usually eats (fish, cat food). Explain that this cat doesn't like fish and only eats meat.

In pairs or groups ask the students to do a small project on pets and how to look after them. Each group should agree on three pets they want to find out about. Then they should find out the following information:

- *what they eat*
- *how long they live*
- *how big they are*
- *where they live* (e.g. a cage, a tank, etc.)

They can present their information on a large piece of poster paper with pictures to decorate it.

## Pages 6 & 7 Sport

### Lead-in

Before students look at these pages, ask them to tell you their favourite sports stars. Elicit some information about them using *He's/She's got ...*, e.g. *He's got long black hair. He's got two children.* etc. Choose a sports star that they will know and give some information about him/her without saying the name. The students have to listen and guess the person.

### Sports Quiz

Students read the information and write down the name of the sports person. They can do this in pairs. Ask them to name the sports they play too.

If they don't know all the answers, they can ask another pair, saying: *Can you tell us the answer for number XX, please?*

### Grammar: Who is it? game

Ask students to open the sports pages again. This time, ask them questions with *Who*. They will have to scan the information on the pages to find the answers. Make this more competitive by dividing your class into pairs. The first pair to answer correctly gets a point. Here are some questions:

*Who's got three children? (Beckham)*

*Who's got a strange nickname? (Rossi)*

*Who's got black hair? (Bryant)*

*Who's got big hands? (Buffon)*

*Who's got long blonde hair? (Sharapova)*

*Who's got an earring? (Rossi and Ronaldinho)*

*Who lives in Spain? (Ronaldinho and Beckham - also Nadal!)*

Put the construction *Who has got.....? [who's got.....?]* on the board and drill the structure with your class. Then start the game of *who's got* again, but this time, the subjects are your class. For example: *Who's got a red jumper? (Mario) Who's got a green jacket? (Phillip)*. Then, give each pair a chance to ask a question. Continue until every pair has asked a question before counting the points and finding a winner.

### Grammar / writing

In pairs or groups, ask students to think of another famous person (doesn't have to be a sports star). They need to write at least three sentences about the person using *has got*. Check their sentences as they are writing.

## Pages 8 & 9 Music

### Background information

Fergie (real name Stacy Ferguson) is a singer and dancer with the pop group The Black Eyed Peas. Now Fergie has become so popular that she has her own solo CD called *The Dutchess*. The first song from the CD is called *London Bridge*. The video for the song made many Londoners laugh as in her video she is standing outside Tower Bridge when she is singing a song about London Bridge. Many tourists get the two bridges confused!

### Lead-in

Play a game of *I Spy* with the class. Ask them to look at pages 8 & 9 (Fergie's Day) and choose pictures on the page to play with. You can start by saying *I spy with my little eye something beginning with 'p'*. Elicit *pizza* from the students (there's a pizza on page 9). Other suggestions are: bed, clock, hat, earrings, Tom Cruise.

### Scan reading and transformation

Let the students tell you what they know about the Black-Eyed Peas and Fergie in English. Ask them to read through the Fergie Facts on page 8. Then, write incorrect facts about Fergie and ask your students to correct them. For example:

*Her real name is Ann Stacy Ferguson.* > *Her real name is Stacy Ann Ferguson.*

*She's got a brother.* > *She's got a sister.*

*She hasn't got lots of clothes.* > *She has got lots of clothes.*

*She hates Italian food.* > *She loves Italian food.*

*Her favourite actor is Brad Pitt.* > *Her favourite actor is Tom Cruise.*

### Game

Play *Time Bingo!* with your class. Ask them to draw a 3 square by 2 square grid in their exercise books. They draw six clocks on them. Tell them to put a different time on each clock. Depending on what they know, either they choose six times from between two o'clock and three o'clock (i.e. 2.05, 2.10, 2.15, etc.) or give them a list of o'clock and half past times to choose from (about 12 in total). You read out the times, making a note of what you have said. The first student to put a cross through all their times is the winner.

### Homework: Guided writing

Show your students the layout of Fergie's Day on the page, with Fergie in the middle and the clocks around her. For homework, your students should write 'Their Day'. They should use the same layout with the same times and draw a picture of themselves in the middle or have a photo, just like Fergie has.

## Page 10 & 11 The Class

### Background information

This issue features a school in Brighton.

Brighton is one of the three most famous seaside towns in the UK (the others are Blackpool and Southend-on-Sea). Brighton is famous for its stony beach and pier. On the pier there is a fun fair and places to eat and drink. Brighton is sometimes nicknamed 'London-on-Sea' because many Londoners travel down to the beach for day-trips. For more information on Brighton go to [www.visitbrighton.com](http://www.visitbrighton.com)

### Lead-in

Ask your students to look at the main photo. Tell them that this is a class from Brighton and that this is their classroom. Now ask:

- How many pupils are there?* (ten)
- What's the name of the teacher?* (Mr Baker)
- What colour chairs have they got?* (red)
- What colour school uniform have they got?* (white, black and red)
- What have they got on their desks?* (water bottles)
- What have they got on the class walls?* (photos and their schoolwork)

### Game

This article practises days and months. You can recycle the days of the week by this simple warm up activity. Before class, write the days of the week on strips of card and attach them to the backs of seven member of your class. The other members of the class must move the students with the days on their backs in order from Monday to Sunday. Then try the game with months but using different students to do the ordering. When you have the students in the correct order, take off the pieces of card and drill pronunciation, paying attention to Wednesday and Thursday (often the most problematic for learners)

Now ask your students about their favourite days. Which is the most popular day in your class? See if you can elicit reasons why they like these days (even if they have to use L1).

### Scan reading

Ask students to take two coloured pens. With one colour pen, ask your students to scan read the speech bubbles in the article and identify all of the days of the week and mark them. Then with the other pen, they should identify and mark all the months they can find.

Then ask them to write the days of the week and months that they have found on the board. Now ask your students to identify the days and months that are missing. (nobody says Sunday or February, March, April, June, August, October or November.)

Then ask your pupils to pick three students to read about from the photo. They should read about their chosen student. Then ask them comprehension questions. Example:

**Teacher:** *Who has Ryan?*

**Katie:** *I have Ryan!*

**Teacher:** *What's is Ryan's favourite day, Katie?*

**Katie:** *It's Friday.*

**Teacher:** *Why Friday?*

**Katie:** *He plays sport.*

Finally, ask your pupils to write the personalisation questions on page 10.

*sister, uncle - aunt, son - daughter.* Ask them for the relative word which can be male or female (*cousin*).

### Vocabulary

Ask students to identify rhyming pairs in the rap. Ask them to look at the spelling of the same sounds. They should try to think of other words which rhyme with these sounds. The rhyming words are: *witty-pretty; brother-mother; guy-shy; sweet-neat; one-fun; bright-polite; agree-me.*

### Further practice

Students should get into pairs. Students draw a family tree of their partner's family. The partner has to describe their family saying, *I've got one grandmother and two grandfathers.*

## Page 16 Cartoon



### Scan reading

Explain that it is James' birthday. Ask what people say to you on your birthday. Elicit *Happy Birthday*. Ask for suggestions about what presents a young spy might get for his birthday. Students read the cartoon quickly to check if they were correct.

### Dates

Ask students when James' birthday is - 12th December. Revise ordinal numbers to 31 with the class. Write the ordinal numbers on the board and then ask your class to write the cardinal numbers from which they come. To make this more challenging, tell your students that the numbers will not be in order. For example:

Ordinal numbers	Cardinal numbers
1st (first)	one
10th (tenth)	
4th (fourth)	
6th (sixth)	
8th (eighth)	
2nd (second)	
5th (fifth)	
7th (seventh)	
9th (ninth)	
3rd (third)	

When you have finished this, ask students to stand up and mingle around the class. They should ask each other: *When is your birthday?* If students have a birthday in the same month they should stick together and form a group. They should then continue to go around asking others.

Ask students to tell you the birthdays of others in their group.

### Creative Writing

For homework, students design their own Robopet. Students should draw their new Robopet and write three things that it does.

For example:

*This is Roborabbit.*

*It has got two eyes, two ears and a tail.*

*It does my homework, it plays music and it is a computer.*

## Page 12 & 13 The Eye

### Project

Students find a picture of their capital city or where they live and label it in the same way as this picture of London, giving information about different buildings or landmarks. The finished posters can be put up on the wall for everyone to see.

## Page 15 Karaoke Kids



### Lead-in

Write a table on the board.

Male	Female
<i>father</i>	<i>mother</i>

Ask students to complete the table with relatives, e.g. *father - mother*. Others can include: *grandfather - grandmother, brother -*

## ANSWERS

### ACTIVITY SHEETS

**Page 17** James Blond's gadgets: 1 has got, 2 has got, hasn't got, 3 hasn't got, has got, 4 have got, 5 haven't got

**Page 18** Happy Feet: 1 live, 2 are, 3 has, 4 stay, 5 find

**Page 19** Cinema Time: 1 Date 12.12.06 Time 18.00, 2 Date 30.11.06 Time 16.00, 3 Date 23.12.06 Time 17.30 4 Date 5.1.07 Time 15.15

**Page 20** Amy's Family Tree: 1 brother, 2 father, 3 sister, 4 grandmother, 5 mother, 6 aunt, 7 cousin, 8 uncle The name of the town is Brighton.

### LISTENING ACTIVITIES

**Track 7:** a-Z, b-H, c-F, d-Z, e-H, f-H, g-Z

**Track 8:** 1 sister, 2 pretty 3 mother, 4 shy, 5 aunt, 6 neat, 7 cousin, 8 fun

**Track 10:** 1F, 2T, 3T, 4T, 5F



# CLICK LISTENING ACTIVITIES



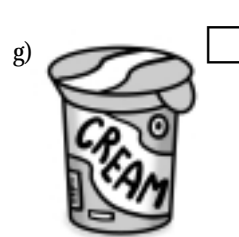
Name: \_\_\_\_\_

Age: \_\_\_\_\_

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

## ACTIVITY 4 Track 7

Who eats this food? Write Z for Ziggy, F for Frodo or H for Hopper.



## ACTIVITY 5 Track 8

Fill in the blanks. Listen to the rap to check the answers.

This is my father

He's funny and witty

This is my \_\_\_\_\_

She's tall, slim and \_\_\_\_\_

This is my brother

A serious guy

This is my \_\_\_\_\_

She's clever and \_\_\_\_\_

This is my uncle

He's grumpy but sweet

This is my \_\_\_\_\_

She's calm, kind and \_\_\_\_\_

This is my grandma

She's a hundred and one

This is my \_\_\_\_\_

He's friendly and \_\_\_\_\_

## ACTIVITY 6 Track 10

Listen and write True (T) or False (F).

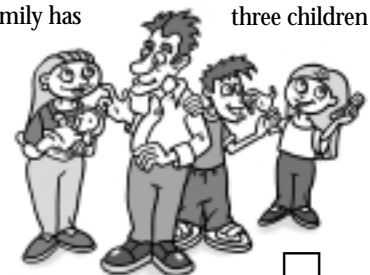
1 The dog likes



3 Andy's toy is a



4 The family has three children



mother father

2 The monster has small?



5 This shark likes



Now correct the false sentences and read them out loud.