

# CLUB

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## LANGUAGE POINTS FOR THIS ISSUE























November / December 2006

Modals for certainty/probability/possibility (*present and future*), modals for ability, modals for advice and obligation; future (*predictions*), participles (e.g. *bored vs boring*), multi-word verbs, use of *they* when meaning either *he* or *she*

### 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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### Pages 2 & 3 Touchdown



#### WHAT'S THE STORY?

##### ▲ Speaking

Divide your class into pairs. Ask them to look at the pictures and discuss what they think the story could be. Elicit suggestions from around the class. Tell your students the whole story or get them to read it in the answers section of the magazine. Then, get them to discuss the following questions in pairs.

*Have you ever been left at home alone? At what age do you think young people can be trusted to be left home alone? Would you have a party / stay out late / make a mess if your parents went away? What's the worst thing you've ever done to your parents?*

### WHEN GUNS BECOME GUITARS

#### Background Information

There has been a war in Colombia for more than 40 years between the right-wing paramilitaries and the left-wing Farc guerrillas. Only recently have peace movements grown up in the country. Lopez is a member of The Battalion Of Immediate Artistic Reaction, a group of musicians who play music at the scene of any attacks in Bogotá, the capital of Colombia. Lopez obtains guns to make into guitars through an anti-land mine group. The firing components of the guns are removed so that they are no longer dangerous.

##### ▲▲ Speaking

When your students have read the article, ask them what they think of Lopez's idea to turn guns into guitars. Then ask them to make a list of the best human inventions and the worst inventions in pairs. Pool ideas as a class and make a definitive list on the board.

**▲ Warm-up exercise**

Divide your class into pairs. Write the following questions on the board for them to discuss.

*What is a reality TV show? What is your favourite reality TV show? What's the best / worst / funniest thing you've ever seen on a reality TV show? Who is your favourite character from reality TV?*

**▲ Lead-in**

On the day of your lesson, photocopy a TV schedule for that day's TV programmes - one for each of the students in your class. Get your students to discuss which programmes they might like to watch. Then ask them to find all the reality TV shows in the schedule. Ask students to shout out the names of the shows while you write them on the board. How many reality TV shows are on that day? Ask your students: *Do you think that is a lot of reality TV shows? Do you like reality TV shows? Why / why not? What different types of reality TV show are there? (e.g. 'Fly on the wall' shows such as Airport or The Osbournes; TV-generated shows such as Big Brother or I'm A Celebrity, Get Me Out of Here; shows that are a mixture of the two such as Blind Date.)*

Ask your students to look at the cover. Do they recognise any of the people or the names of the shows? Ask them to read the sentences - which of the people are winners and which are losers and why?

**▲ Reading**

Before your students read the article, write the following statements on the board.

- 1) *Anyone can get onto a reality TV show.*
- 2) *Appearing on reality TV is a good way to get on in life.*
- 3) *Reality TV shows are great fun for those who appear on them.*

Ask them to discuss these statements in pairs and decide if each sentence is true or false. Then, get them to read Myths 1 - 3. Were they right? Does anyone disagree with the writer of the article?

**▲ Scan Reading**

Then, get your students to read *The Winners* and *The Losers* to find the answers to the following questions.

Who...

- 1) *is a successful pop star?*
- 2) *is an alcoholic?*
- 3) *pretended that she was a celebrity?*
- 4) *was too young to appear on reality TV?*
- 5) *was famous for being silly?*

(Answers: 1) Will Young 2) Lesley Sanderson 3) Chantelle Houghton 4) Jade Dyer 5) Jade Goody)

**▲▲ Speaking**

Help your students make a list of attributes that they feel make a really good reality TV show. Divide your class into small groups and get each group to use this list to devise a new reality TV show. When coming up with ideas, your students should use these questions to guide them.

*Where will your show take place?*

*What types of people will be on it?*

*What will your show be called?*

*During what time of day or night do you think it should be broadcast?*

*For how many days, weeks, months should the show last?*

*What is the basic idea or storyline for your programme?*

*What makes this show different from all the other reality TV shows?*

Students should then share their reality TV show ideas with the class. The rest of the class should imagine that they are TV critics reviewing each new show that has been created. Students should give positive and negative opinions about the show.

**▲ Lead-in**

Ask your students to discuss the *Before you read* questions in pairs.

**▲ Reading Comprehension**

Ask your students to read the article and decide if the following sentences are true or false.

- 1) *Andrew and his housemates were all nurses.*
- 2) *Andrew, Hannah and Victoria were all busy.*
- 3) *Hannah and Victoria said that Andrew didn't clean the house.*
- 4) *After the row, Andrew didn't do the cleaning.*
- 5) *The girls tasted the bleach in their milk straightaway.*
- 6) *The girls thought that it was just a silly joke.*
- 7) *Andrew was very sorry for what he had done.*

(Answers: 1) False 2) True 3) True 4) False 5) True 6) False 7) True)

**▲▲ Multi-Word Verbs**

Get your students to find multi-word verbs in the article to match these definitions.

- a) *When people mention or discuss a subject.*
- b) *Think carefully about the possible results of something.*
- c) *Push something out of your mouth.*

(Answers: a) come up b) think through c) spit out)

**▲ Roleplay**

Divide your class into pairs and ask them to roleplay the situation on their cards.

**Student A**

You share a house with Student B. Student B is very lazy and he / she never does any cleaning. You are sick and tired of doing all the housework. Explain to Student B that you are fed up and tell him / her what you would like him / her to do to help out.

**Student B**

You share a house with Student A. Student A is always nagging you to do more housework and you are sick of it. You think that you do your fair share and that Student A has unrealistically high standards of cleanliness. You think that if Student A wants the house to be so clean, he / she should do it him / herself.

**▲ Vocabulary**

Give this vocabulary exercise to students as a follow-up activity. Put them into pairs and for each list of words ask them to discuss the differences between the meanings. Ask them to make notes of their answers so that they can feedback to the class.

- 1) *broom / mop / Hoover*
- 2) *scrub / polish / dust*
- 3) *dishwasher tablet / washing up liquid / washing powder / bleach*
- 4) *duster / sponge / cloth / tea towel*
- 5) *clean up / clear out / wipe up*
- 6) *ironing / washing / washing up*

**▲ Lead-in**

Ask your students to discuss the *Before you read* questions in pairs. Then ask if anyone has seen or read anything about the immigration debate that has been going on in the U.S.

**▲ Jigsaw Reading**

Divide your class into pairs. Get Student As to read Michael's Story and Student Bs to read Luincys' Story. Then get them to tell each other about what they read. Ask them: *Who feels the most positive about living in the U.S.? Why?*

Then get them to read again and write *M* for *Michael*, *L* for *Luincys* or *B* for both. Which people...

- a) *talk about clothes?*
- b) *talk about food?*
- c) *found it difficult to learn the language?*
- d) *prefer life in America?*

(Answers: a) L b) B c) L d) M)

**▲▲ Writing / Modals of Obligation**

When your students have completed the exercise *Modals of*

**Obligation**, get them to design and write a leaflet for immigrants to their country giving them advice on what life is like there. Write the following categories on the board: *Customs / Transport / Finding a Job / Finding a house / Being polite. Encourage them to use ought to, have to and should wherever possible.*

### ▲ Discussion

Divide your class into small groups and ask them to discuss the following questions.

*Is there a lot of immigration to your country? Or do a lot of people from your country emigrate elsewhere? Do you think that immigration / emigration causes problems? What problems does it cause? Do you think immigration is good? What is good about it?*

### ▲▲ Use of they for he or she

Give your students the following exercise.

Replace the *he / she / him / her* with *they / their* etc.

- 1) If an immigrant to the U.S. learns English, he / she can enjoy America more.
- 2) A teenager in China doesn't expect his / her life to be extraordinary.
- 3) An American teenager expects his / her dreams to come true.
- 4) When someone leaves their country, he / she can struggle to adapt to their new life.
- 5) When an immigrant arrives at your school, you should make him / her feel welcome.

### ▲▲ Writing

Ask your students to write a magazine article entitled *The Immigration Debate* explaining about the problem in the U.S. and the possible solutions.

### ▲ Reading

Ask your students to read about the stars in the article. For each one they should find out:

*Why did they disappear?*

*How have they changed?*

### ▲ Speaking

Ask your students to discuss the following question:

*Are there any bands that you would like to see make a comeback? Why?*

### ▲▲ Discussion

Divide your class into small groups. Tell your students that they work for a record company. They must plan a comeback for The Spice Girls. Ask them to plan: a new image, the type of music, the type of concerts that they will play. Then get each group to present their plans to the class.

### ▲ Future Predictions

When your students have made their predictions for the bands, get them to make predictions about their own lives by completing the following sentences. Then, get them to compare with a partner.

*In a month's time I ..* \_\_\_\_\_

*In six months' time I ...* \_\_\_\_\_

*In a year's time I ...* \_\_\_\_\_

*In five years' time I ...* \_\_\_\_\_

*In ten years' time I ...* \_\_\_\_\_

*In twenty years' time I ...* \_\_\_\_\_

## Pages 10 & 11: The 1950s

### ▲ Lead-in

Ask your students to name some events, idols and fashions of the 1950s. Write them on the board. Then, get them to read the article and find out if their suggestions appear in the text.

### ▲ Reading Comprehension

Ask your students to read the interview and decide if the following sentences are true or false.

- 1) *Dan was a confident teenager.*
- 2) *Stanley Matthews was a well-behaved football player.*
- 3) *Dan didn't like spending his money on records.*
- 4) *Dan wasn't into the Teddy Boy fashion.*

(Answers: 1) False 2) True 3) True 4) True)

### ▲ Role play

Divide your students into pairs. Get them to role play the interview with Dan with one student being the interviewer and the other being Dan. When they've finished get them to swap roles.

### ▲ Writing

Give your students a choice of writing assignments for homework:  
*A: Write a diary entry for Dan. You could choose an ordinary day in his life (e.g. a day at the bank, then hanging out at a coffee bar) or an extraordinary one (e.g. the coronation of Queen Elizabeth II).*

*Or*

*B: Look back at Teen Time Machine in the October issue of CLUB. Compare life for young people in the 1940s with life in the 1950s. How had things changed in the 1950s? Which decade would you have preferred to be a teenager in and why?*

## Pages 12-14: Comeback Kings And Queens

### ▲▲ Lead-in

Before they read, ask students to discuss the following questions.  
*Can you think of any stars / bands who have disappeared from the music scene and then returned?*

## Page 16: Hot Property

### Background Information

Jack Black was born on the 28th of August, 1969, and spent his early life at Hermosa Beach, south-west Los Angeles. His father and mother were both rocket scientists. His parents divorced when he was 10. Jack discovered his love of acting when he first appeared in a performance of *The Wizard of Oz* at the age of eight. He studied theatre at university. His big break came with the film *The School of Rock* (2003). Jack and his wife Tanja had a baby boy in June 2006.

### ▲ Lead-in

Ask your students what they know about Jack Black. Can they remember the names of any of his films?

### ▲ Speaking

Ask your students:

*Do you think Jack Black will be a good father? Why/why not?*

## ANSWERS

### ACTIVITY SHEETS

**Page 17:** 1) they don't 2) their 3) them 4) their 5) their

**Page 18:** 1) turn them into 2) drop out of 3) get on 4) end up 5) pull off 6) going out with

**Page 19:** **Up:** to be on a roll / my career is taking off / climbing high / on the rise / high flier / up and coming / going up in the world

**Down:** take a nosedive / to be on the ropes / hit rock bottom / a washout / to be a low / a loser

**Page 20:** 1) amazing 2) bored 3) frustrating 4) shocked 5) amusing 6) interesting

### LISTENING ACTIVITIES

**Track 5:** 1)c 2)b 3)a 4)d

**Track 6:** A) Daisy - tidy, Mye - untidy, Amelia - tidy, George - tidy. B) 1) Daisy's 2) George's

3) Nye's 4) Amelia's

**Track 7:** 1) F 2) F 3) T 4) F 5) T

**Track 8:** A) 1) c 2) a 3) d 4) B) 1a) 2d) 3c) 4b)

**Track 9:** E 2) D 3) A 4) C 5) B



# CLUB LISTENING ACTIVITIES



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

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

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

## IN THE HEADLINES: Track 6

### PHONE-IN

You will hear a phone-in about tidying up.

A. Which callers are tidy and which callers are untidy? Tick the correct column.

	Tidy	Untidy
Daisy	<input type="checkbox"/>	<input type="checkbox"/>
Nye	<input type="checkbox"/>	<input type="checkbox"/>
Amelia	<input type="checkbox"/>	<input type="checkbox"/>
George	<input type="checkbox"/>	<input type="checkbox"/>

B. Listen again. Whose parents:

- started a rota? \_\_\_\_\_
- have given up asking him to tidy up? \_\_\_\_\_
- get angry about the mess? \_\_\_\_\_
- don't need to ask her to tidy up? \_\_\_\_\_



## IN THE HEADLINES: Track 7

### EXPERT ADVICE

You will hear Rhiannon Hughes giving advice on how to keep your room tidy.

Listen and decide if the following sentences are true (T) or false (F).

True or False?

- Rhiannon thinks that tidying up is a waste of time.
- Ben's girlfriend was angry because he wore a dirty shirt.
- Rhiannon suggests clearing out some things.
- Rhiannon says you should put your CDs and socks on the same shelf.
- Rhiannon thinks that having a tidy room is good practice for when you leave home.

## HOT PROPERTY: Track 8

### FILM CLUB

You will hear film reviewer Jonathan Boss talking about the latest films.

A. Listen and put the films in the order in which he mentions them.

- Casino Royale
- Happy Feet
- Tenacious D in the Pick of Destiny
- Sunshine

B. Listen again and match what these people say to the correct film.



1) I didn't like the actor who played James Bond. James Bond has dark hair. This guy had blonde hair.

2) I hate sci-fi movies so I found it really boring. I only went because my boyfriend wanted to see it! I'm really not interested in people flying through space.

3) It was so funny. I loved the bit when the band fell off the stage.

4) I love cartoons and this one was funny. The penguins were really cute and the story was good too.

## TOUCHDOWN: Track 9

### CLUB NEWS

You will hear a news report about recycling Christmas waste.

Put these pictures in the order that they are mentioned.



## TOUCHDOWN: Track 10

### STREET INTERVIEWS

Listen to the teenagers giving their opinions about recycling.

Teen 1    Teen 2    Teen 3

- recycles the most?
- is too busy to recycle?
- is disappointed in their parents?
- has parents who are good at recycling?
- tries to get their friends to recycle?

