

CROWN

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LANGUAGE POINTS FOR THIS ISSUE

November / December 2006

Grammar: Past simple regular + *be / have*; *who / that*. **Vocabulary:** Past time expressions (*last week, ago, yesterday*); Nouns and adjectives with prepositions (*good at / bad at; worried about, interested in*). **Functions / communicative tasks:** Expressing want and desire (*I'd like / Can I have, I fancy*)

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 4 & 5: Sport



Background Information

Kevin Pietersen was born on the 27th June 1980 in Pietermaritzburg, South Africa. His mother is English and his father is South African. A lack of opportunities in South Africa, partly due to the country's racial quota system frustrated him and he moved to England and started playing for Nottingham in 2001. He now plays for Hampshire and England. He was an important member of the England team that won the Ashes in 2005.

▲ Warm-up Activity

Brainstorm the names of different sports in English and write them on the board. Ask your students to discuss in pairs which sports they are good at and which sports they are bad at. Ask them which sports are popular in the U.K.

▲ Lead-in

Ask your students to look at the picture of Kevin Pietersen. Ask them: *Who is he? What sport is he playing? How does he feel? Why?*

If any of your students know Kevin Pietersen, ask them to give you some information about him.

▲▲ Vocabulary

After your students have completed the exercise about Kevin, ask them to close their magazines. Write the adjectives and prepositions from the article on the board in two columns:

<i>passionate</i>	<i>from</i>
<i>different</i>	<i>in</i>
<i>worried</i>	<i>for</i>
<i>interested</i>	<i>about</i>
<i>famous</i>	<i>about</i>

Ask your students to match the adjectives with the correct

prepositions from memory. Then get them to check their answers in the magazine.

▲▲ Reading

As a class, brainstorm the rules of cricket. Write your students' ideas on the board. Then get them to read *Understand Cricket!* and check whether their ideas were correct.

▲▲ Writing

For homework, get your students to write down the rules of a sport or game that they know very well.

Pages 2 & 3 Hot



KARATE HERO

▲ Reading Comprehension

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

- 1) A thief wanted Jake's mobile phone.
- 2) Jake was scared of the thief.
- 3) The thief had a sore nose.
- 4) Jake's mum screamed.

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

▲▲ Past tenses / Speaking

Write the past simple verbs from the story on the board.

jumped out
tried
smashed
screamed
walked

Divide your class into pairs. Ask one student in each pair to imagine that they are Jake. Using the verbs on the board, they should retell their story to their partner. Then ask them to swap roles.

Finally, ask your class if they have any stories of bravery. Help them to tell their stories in English to the whole class.

MONKEYS CELEBRATE CHRISTMAS!

▲ Vocabulary

Ask your students: *What do you usually get in your Christmas stocking?* Look at the photo in the magazine. Ask your students: *What do you think monkeys get in their Christmas stockings?* Then ask them to read the text to find out.

CHRISTMAS DINNER BY MOBILE

▲ Lead-in

Elicit from your students what British people eat for Christmas dinner - roast turkey, roast potatoes, Brussels sprouts, bacon, sausages, carrots and gravy. Ask them to compare with what people eat for Christmas dinner in their country. Which Christmas dinner do they prefer?

Pages 6 & 7: Future Stars



▲ Lead-in

Ask your class:
Is anyone in a band? What's the name of the band? What instrument do you play? What kind of music do you play?

▲▲ who / that

Copy the following words and definitions on to pieces of card or photocopy them. Divide your class into small groups. Give each of the groups one of these cards. Explain to them that on their card they have the true definition of the word but that they must write two more false definitions. Encourage them to use *who* or *that* in their definitions. Ask the first group to read aloud their word and write it on the board. They must read aloud their three definitions to the class without giving any clues as to which is the correct definition. The other teams must guess which is the correct definition for the word. The first group then reveals the correct answer. The other teams gain 1 point for a correct guess. Play moves onto the next group.

gig

a) _____

b) It's a performance that is by musicians.

c) _____

venue

a) It's a place that people use for concerts.

b) _____

c) _____

demo

a) _____

b) _____

c) It's an example of music that you send to a record company.

lyrics

a) They are the words that you write for a song.

b) _____

c) _____

producer

a) _____

b) It is the person who organizes the recording of a CD.

c) _____

bassist

a) It is the person who plays the bass guitar in a band.

b) _____

c) _____

▲ Vocabulary

Ask your students to scan read the interview with Lauren and find all the words connected with music e.g. *violin, piano, clarinet, bass guitar, bass player, singer, lyrics, rock school, studio, gig, audience, venue, demo.*

▲ Role Play

Divide your class into pairs. Ask them to role play the interview with Lauren with one student playing Lauren and the other playing the interviewer. When they have finished, get them to swap roles.

▲▲ Discussion

Brainstorm as a class the advantages and disadvantages of being a rock star e.g. *advantages*: make lots of money, fun job, loved by fans / *disadvantages*: always travelling to do concerts, very difficult to get success, no privacy.

Then ask your students to discuss the following question in pairs:
Would you like to be a rock star? Why / why not?

Pages 8 & 9: Music



Background Information

Matt Willis was one of the members of the British pop group Busted, alongside Charlie Simpson and James Bourne. The band split up and Matt has gone solo. He has had hits with *Up All Night* and *Hey Kid*. He was born on 8th May 1983 in London.

▲ Lead-in

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

▲ Scan Reading

Ask your students to read the interview and answer the following question: Is Matt Willis in the right career? Why / why not?

▲ Role play

Give out the following role cards and ask your students to role play a visit to the careers advisor in pairs.

Student A

You are a careers advisor. Student B wants some advice about a good career for him / her. Ask him / her questions: e.g. What are you good at? What are you bad at? What are you interested in? What are you most proud of? Then, give him / her some advice on some good careers.

Student B

You have no idea what career you would like to do. You visit the careers advisor (Student A) who will ask you lots of questions about yourself.

▲ Speaking: Survey

Ask your students to copy the questions below into their exercise books. They choose four friends and write their names next to the questions as shown below.

	Emily	Pete	Simon	Francesca
What are you good at?				
What are you bad at?				
What are you worried about?				
What are you interested in?				

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

Pages 10 & 11: Everyone's Talking About...

▲ Lead-in

Ask your students the following questions: How much time do you spend on the Internet? Do you ever visit the sites Bebo, Faceparty or MySpace? What kinds of sites are they?

▲ Prediction

Write the questions from the article on the board. Put students in pairs and ask them to write what they think the answers to these questions are. Feedback with the whole class. Then, get them to read the text. Were any of their suggestions correct?

▲ Designing a Homepage

Ask your students to design their own homepage, on paper, following the rules for safety given in the article. They can look on other websites to give them an idea what to include: e.g. a nickname, hobbies, likes / dislikes / nicknames for friends. Display the homepages on your classroom walls.

Page 12: On Screen

▲ Lead-in

Get your students to discuss the *Before you read* questions.

▲ Scan Reading

Ask your students to read the article and decide which film they would like to see. Ask them: What kind of films do you prefer? (e.g. comedies, romances, thrillers.)

Page 13: True Teens

▲ Reading and Listening

Play the CROWN CD and ask students to follow the story in their magazines. Play it a second time if necessary. Ask the students to

look at the activity on the page. They look back through the text to find the past simple regular verbs.

▲ Reading Comprehension

As they read the article, ask your students to write answers to the following questions:

- 1) Why did Dashenka travel to China?
- 2) What did her agent want her to do there?
- 3) In which part of her body did the tiger bite her?
- 4) What did her mum do?
- 5) How did she feel when she saw her leg?
- 6) How long did it take her to recover?
- 7) How does she feel about the tiger?

(Answers: 1) for a summer holiday visiting her mum's family; 2) to take some photos; 3) in her left leg; 4) She carried her to the hospital. 5) She was shocked because it looked so awful; 6) Eleven months; 7) She doesn't blame the tiger and she is happy to be alive.)

▲ Grammar Activity

Ask them to look back through the article again and find all the regular past simple verbs. Ask them to say the verbs and decide if the ending is pronounced /t/ or /d/. They can listen to the CD again to check their answers.

(Answers: /t/: attacked, liked, wrapped, carried, looked. /d/: happened, explained, screamed, pulled, freed, changed, returned, stayed, travelled)

Pages 14 & 15: Culture Detective

▲ Lead-in

Ask students: What's Harrods? Where is it?

▲ Role play

When your students have completed the puzzle, divide them into pairs. Ask each pair to look back at the Harrods floor plan and choose a department that they would most like to visit. Then ask them to write a dialogue between themselves and the shop assistant using *I'd like / Can I have / I fancy*. Get pairs to perform their dialogue in front of the class with one person playing the shop assistant and the other playing the customer.

Page 16: Big Brother

▲ Reading Comprehension

Play the CD and ask students to follow the story in their books. Discuss the story with the class. Ask: What was Big Brother's task for the housemates? (Cleaning the toilet) Did they want to do the task? (No!)

▲ Speaking

Ask your students: Imagine you are a Big Brother housemate. What tasks are you good at? What tasks are you bad at?

▲▲ Writing

Ask your students to imagine that they are Big Brother. Get them to write a task for the Big Brother housemates. Ask them to share their tasks with the class. Which is the most difficult task? Which is the easiest?

ANSWERS

ACTIVITY SHEETS

Page 17: 1) lived 2) loved 3) hated 4) started 5) realised 6) was 7) advertised 8) joined.

Page 18: Unsafe: 1, 2, 3, 4, 5, 9. Safe: 6, 7, 8.

Page 20: 1) c 2) d 3) a 4) b

LISTENING ACTIVITIES

Track 7: 1) Helen says a). She's right. 2) Mark says b). He's right. 3) Helen says b). She's right. 4) Mark says a). He's right. 5) Helen says b). She's right. 6) Mark says b). He's NOT right. Helen is the winner.

Track 8: 1) walking boots, puppy 2) puzzle book, football kit 3) dress, skateboard 4) jumper, personal organiser 5) computer game.

Track 10: Caller 1: a) c); Caller 2: d) f); Caller 3: b) e)



CROWN LISTENING ACTIVITIES



Name: _____

Age: _____

Date: _____

ON SCREEN: Track 7

1) What's the name of James Bond's boss?

- a) M b) N

What do you think? _____

What does Helen say? _____

Is she right? Yes No

2) What's the name of M's secretary?

- a) Miss Muchmoney b) Miss Money Penny

What do you think? _____

What does Mark say? _____

Is he right? Yes No

3) What does the double '0' in 007 mean?

- a) Top Secret b) Licensed to Kill

What do you think? _____

What does Helen say? _____

Is she right? Yes No

4) What's the name of the actor who plays James Bond in *Casino Royale*?

- a) Daniel Craig b) Sean Connery

What do you think? _____

What does Mark say? _____

Is he right? Yes No



5) What is James Bond's favourite drink?

- a) White wine b) Vodka Martini

What do you think? _____

What does Helen say? _____

Is she right? Yes No

6) What was the first ever James Bond film?

- a) *Doctor No* b) *Goldfinger*

What do you think? _____

What does Mark say? _____

Is he right? Yes No

Who is the winner? _____

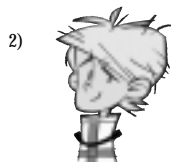
BIG BROTHER: Track 8

CHRISTMAS PRESENTS

The Big Brother housemates are talking about their best and worst ever Christmas presents. Listen and match the presents to the correct people.



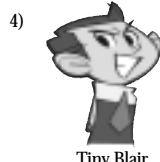
London Hilton



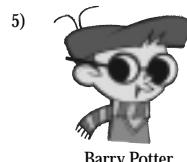
David Peckham



Purple



Tiny Blair



Barry Potter



TRUE TEENS: Track 10

LUCKY ESCAPES

There's a phone-in about lucky escapes. Match each caller to two pictures.

Caller 1: Charlie

Caller 2: Rachel

Caller 3: Eloise

