

TEAM










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LANGUAGE POINTS FOR ISSUE 2









November / December 05

Grammar: Present perfect / past simple; Zero and first conditionals; *used to*; **Vocabulary:** Phrasal verbs connected with friends and family; **Functions:** Giving advice: *should / shouldn't / ought / Why don't you...?*

KEY

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

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▲ Lead-in

Give your students the following questions to discuss in pairs: *Would you like to be a football player? Why / why not? Do you think football players are good role models? Why / why not?*

▲▲ Reading for gist

Ask your students to read the main text of the article. Ask them what they think of Steven Gerrard: is he a good role model for young people?

▲▲ Culture

Ask your students to do this quiz for homework. They can use the Internet for help.

1) **Where is Liverpool?**

- a) in the north of England
- b) in central England
- c) in the south of England

2) **What's the name of the famous river in Liverpool?**

- a) The Thames
- b) The Avon
- c) The Mersey

3) **Which famous band comes from Liverpool?**

- a) The Beatles
- b) Oasis
- c) McFly

4) **Which of these football players WASN'T born in Liverpool?**

- a) Steven Gerrard
- b) David Beckham
- c) Wayne Rooney

Answers: 1)a 2)c 3)a 4)b

BRITISH KIDS ARE SHOPAHOLICS

▲ Listening

Your students can listen to this news item on the TEAM CD and follow the text in their magazines.

▲ Speaking

Ask your students to discuss the following questions in pairs. *Do you love shopping? How often do you go shopping? What did you buy on your last shopping trip? Do you ever buy things that you don't need?*

EAT HEALTHILY – GET AN IPOD!

▲▲ Discussion

Ask your students what they think about young people getting prizes for good behaviour such as eating healthily. Do they think it's a good way to motivate young people?

▲ Lead-in

Ask your students: *Do you like rap music? Why / why not? Who are your favourite rap artists? Do you think that rap artists are good role models? Why / why not?*

▲▲ Reading for Gist

Ask your students to read the article and ask them the following question: *Do you think that The Game is a good role model?* Ask them to give examples from the text that support their answer.

▲ Reading Comprehension

Ask your students to read the article about The Game and find three positive things that have happened in his life (e.g. *the birth of his son, his relationship with Dr Dre, his grandmother, his success as a rap artist*) and three negative things in his life (e.g. *his relationship with his father, growing up in a poor area, his brothers were shot, getting involved in a gang*).

▲ Phrasal Verbs

Give your students the following list of definitions and ask them to find the phrasal verbs in the article.

- 1) To develop from being a child into an adult.
- 2) To look after and influence a child until he or she is an adult.
- 3) To make someone leave a place, a job etc
- 4) To admire or respect someone.

(Answers: 1) to grow up; 2) to bring up; 3) to kick someone out; 4) to look up to)

▲ Used to / didn't use to

Ask your students to write a few sentences about The Game saying what he used to be like, e.g. *He used to be in a gang. He used to sell drugs. He used to be poor.* Then, give them the following exercise to complete.

Fill the gaps in the sentences with *used to* and *didn't use to*.

- 1) He _____ to be in a gang.
- 2) He _____ to rap with his school friends.
- 3) He _____ to be good at basketball.
- 4) He _____ to be rich.
- 5) He _____ to get on well with his father.

(Answers: 1) used 2) didn't use 3) used 4) didn't use 5) didn't use)

▲▲ Role-play

Prepare your students for this activity by asking your students the following questions:

Why do you think young people join gangs? What do gangs do? Why are they so dangerous? What activities can young people do instead of joining a gang? Then, divide your class into pairs. They are friends. One of each pair wants to join a gang. The other one is trying to persuade him / her out of it.

▲ Prediction

Write the following words from the article on the board:

mystery / bomber / fanatic / extremist / gang / plot

Ask your students to check the meanings of these words in their dictionaries. Then, explain that the words come from an article in TEAM magazine. Ask them to discuss in pairs what they think the article might be about. Get suggestions from different pairs. Get them to read the article to find out if their guesses were right. Then, ask them to close their magazines. Rub the words off the board. How many of the words can your students remember? Ask them to write them on a piece of paper, then check their answers as a class.

▲ Writing

Ask your students to write a newspaper report of an imaginary event. In their report they must include the words from the lead-in activity (*mystery / bomber / fanatic / extremist / gang / plot*). Get them to use the format of Ye Sun to guide them: headline, photo, eyewitness report etc..

▲▲ Discussion

Give your students the activity below. Ask them to discuss the options in small groups and write down some of the pros and cons of each possible solution. Feedback with the whole class.

What can we do to stop terrorism?

- a) Hunt down the terrorists.
- b) Attack people who help terrorists.
- c) Prevent attacks with better security.
- d) Talk to people from terrorist organisations.

▲ Grammar Hunt

When your students have read the vox pops, ask them to read the text again and find:

- a) one sentence containing a zero conditional
- b) three present perfect sentences
- c) one sentence containing a first conditional

(Answers: a) When I'm on the train, I look around at people's bags and stuff. b) I've been a Londoner for three years. It's the first time I've been back on the underground today. I haven't changed my lifestyle. c) If we all stop using public transport or going out, the terrorists will win.)

▲ Design a T-shirt

For homework ask your students to design an anti-war T-shirt. Display their designs on your classroom wall.

▲ Speaking

When they have read the article and fact files, ask your class who they would prefer to be friends with, George or Kareem?

▲ Dialogue writing

Ask your class to imagine that George and Kareem have an argument about the band. Ask the class to make suggestions about what they might argue about, for example, Kareem wants his girlfriend to join the band but George thinks she has no musical talent, George has written a song that Kareem doesn't like or Kareem's cousin wants them to play at his wedding but George doesn't think the gig is cool enough. Divide your class into pairs and ask them to choose one of the suggested arguments or invent a new one. They must write the argument between George and Kareem and perform it in front of the class.

▲ Phrasal verbs for friends

Using the phrasal verbs in Real English Zone, get your students to write four sentences about their best mate.

▲ Reading for gist

Ask your students to read the text quickly and answer the question: *What is a supervolcano?*

▲▲ Reading Comprehension

Give your students the following comprehension activity to do while they read the text.

True or False?

- 1) A supervolcano will be worse than the Asian tsunami.
- 2) Visitors to Yellowstone National Park feel very frightened.
- 3) Professor Stephen Self thinks that talk of a supervolcano is sensationalist.
- 4) The bubbling mud pools are signs of a supervolcano under the earth.
- 5) Scientists want governments to make emergency plans for the eruption of a supervolcano.
- 6) The last supervolcano erupted in Tokyo.

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

▲▲ Vocabulary

Get your students to match these words to their definitions.

- a) landslide b) volcanic eruption c) drought d) flood
e) tsunami f) earthquake g) tornado

- 1) A long period of dry weather when there is not enough water for plants and animals to live.
- 2) A sudden shaking of the earth's surface that often causes a lot of damage.
- 3) When a volcano explodes and sends smoke, fire and rock into the sky.
- 4) A sudden fall of a lot of earth or rocks down a hill, cliff etc...
- 5) A very large amount of water that covers an area that is usually dry.
- 6) A very large ocean wave that flows over the land and destroys things.
- 7) An extremely violent storm of air that spins very quickly and causes a lot of damage.

Answers: 1c) 2f) 3b) 4a) 5d) 6e) 7g)

▲▲ Lead-in

Find out if any of your students have ever visited Britain. Ask them: *Did you find any of the customs strange? Did you have any ideas about the British before you went that you found weren't actually true?*

▲▲ Culture / Discussion

Can your students think of any customs in their country that are disappearing? What are they? Why do they think they are changing? Do they think it is a good thing or a bad thing?

▲ Reading Comprehension

Before your students read the page, tell them that they are going to read a review of a film, an exhibition and a computer game. However, they only have enough money to see / buy one of these things. Ask them to read the reviews and decide which one they would prefer to do and why.

▲▲ Role-play

With a show of hands, find out from your students who has chosen the film, who has chosen the game and who has chosen the exhibition. Now, pair together students who have chosen different activities. Explain to them that they are friends who want to spend the afternoon together. They should try and persuade their friend to do the activity that they have chosen. Use the following phrases: *why don't we?; ought to; should.*

▲ Lead-in

Before you look at the advert with your class, find out if any of your students would like to work as mechanics when they leave school. Are any of these future mechanics girls?

▲ Game: What's My Job?

This is a mime game using non-traditional jobs. Print and cut up the jobs below. Have two containers and mark them BOYS and GIRLS. Put the jobs in the Girls' list below in the container marked GIRLS and put the jobs in the Boys' list below in the container marked BOYS. A student draws a job at random (boys and girls from their own container) and performs a short mime of that job. The rest of the class ask questions that can only be answered with a 'Yes' or 'No'. Decide on a set number of questions for the class to ask before they can guess what the mystery job is.

- | | |
|---------------|-----------------|
| Girls: | Boys: |
| Builder | Nurse |
| Scientist | Ballet dancer |
| Firefighter | House-husband |
| Soldier | Florist |
| Boxer | Hairdresser |
| Bus driver | Nursery teacher |
| Racing driver | Midwife |
| Footballer | |

▲▲ Discussion

Find out from your class how many of the boys and how many of the girls would be interested in doing non-traditional jobs. Ask them what jobs they would like to do. Ask your students to discuss the following question in small groups: *How can parents, teachers and employers encourage young people to try non-traditional work?*

▲▲ Role-play

Divide your class into pairs and ask them to act out an interview for a young person applying to go on the *Kwik-Fit Apprenticeship Scheme*.

Student A: You work for Kwik-Fit. You are interviewing young people who want to join the *Kwik-Fit Apprenticeship Scheme*. You must ask questions to find out if they are suitable for the scheme and explain the benefits of the scheme. Ask the candidate about their hobbies, what they're good at and their career ambitions.

Student B: You really want to join the *Kwik-Fit Apprenticeship Scheme*. You love cars and you go karting in your spare time. You love mending things. You are good at practical subjects at school like woodwork and metal work. Your ambition is to own your own garage or to become a racing car driver!!

ANSWERS

ACTIVITY SHEETS

Page 19: 1d; 2c; 3a; 4e; 5b

Page 20: 1) was born 2) has lived 3) has been 4) was born 5) reported 6) offered 7) both are possible 8) has won.
Steven's daughter is called *Lilly-Ella*.

LISTENING ACTIVITIES

Activity 1: Sentences 1, 3 & 4. Well, like, what should I ask them about?

Activity 2: 1) False 2) False 3) True 4) False 5) False 6) True

Activity 3: Police found Guy Fawkes with **twenty six (thirty six)** barrels of gunpowder **outside the police station (under the House of Lords)**. Police have no idea if he was working alone **or with one other man (in a gang)**. On the streets of London people are celebrating with **fireworks (bonfires)**. One woman said, "We're **unhappy (happy)** that King James is safe. Guy Fawkes is **a good (an evil)** man. What a **clever (terrible)** thing to do!" The crowds celebrating on the streets tonight are **foreigners (Protestants)**. The feeling is that life is going to become much harder for Catholics in **France (England)** after today.

Activity 4: 1a) 2b) 3b) 4a)



TEAM 2 LISTENING ACTIVITIES



Name: _____

Age: _____

Date: _____

ACTIVITY 1: PROBLEM PHONE-IN



Track 5

In TEAM 2 you read about the problems in The Game's life. Here is a radio phone-in for teenagers with family problems. In the programme Len Utley, a teenage problem expert gives advice to Liz. Tick the advice that he gives.

- 1) You should tell your parents where you are and who you're with.
- 2) You ought to allow your parents in your room whenever they like.
- 3) Your mum shouldn't read your diary.
- 4) Why don't you ask your parents' advice sometimes?
- 5) You should shut your parents out of your life.

Listen again. Can you hear a sentence asking for advice? _____

ACTIVITY 2: TEEN LIFE: GEORGE & KAREEM



Track 6

Listen to George and Kareem talking about their band and decide if the following sentences are True or False.



- 1) Their band is called United Nations.
- 2) George started the band.
- 3) There are eight band members.
- 4) They play hip hop music.
- 5) Once they played at a wedding.
- 6) United Vibrations is the second band they've been in.

ACTIVITY 3: HISTORICAL NEWS: GUY FAWKES



Track 7

Listen to the radio news report and correct the 10 mistakes in this newspaper report.



5th November 1605

GUY FAWKES ARRESTED OVER GUN FIND

Police found Guy Fawkes with twenty-six barrels of gunpowder outside the police station.

Police have no idea if he was working alone or with one other man. On the streets of London people are celebrating with fireworks. One woman said, "We're

unhappy that King James is safe. Guy Fawkes is a good man. What a clever thing to do!" The crowds celebrating on the streets tonight are foreigners.

The feeling is that life is going to become much harder for Catholics in France after today.

ACTIVITY 4: ADVERT



Track 8

Listen to the advert and answer the questions.

1) What's the dog's name?

- a) Brandy
- b) Sandy
- c) Flossie

3) What do staff at the dog's home believe?

- a) That the dog didn't get a Christmas present.
- b) That the dog was a Christmas present.
- c) That the dog is very tired.

2) What happened to the dog?

- a) Her owner hit her.
- b) She was left in a box.
- c) She ran away from home.

4) What is the message of this advert?

- a) Don't buy a dog as a Christmas present for someone.
- b) Buy a dog as a Christmas present.
- c) Puppies are sweet.