

# TEAM

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## LANGUAGE POINTS FOR THIS ISSUE

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**Grammar:** present perfect/past simple contrast; zero and first conditionals; *used to*; **Vocabulary:** phrasal verbs related to friends and family; **Functions:** giving advice: *should, shouldn't, ought to, Why don't you...?*

### 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 12 & 13: School Shockers

#### Background information

Obesity among young people is increasing in the UK and it is a big issue in the media. A recent National Healthy Survey in England showed that 27% of girls aged 11 to 15 and 24% of boys aged 11 to 15 are obese. Changes in diet (the arrival of junk food) and lifestyle (in 1970, 90% of children walked to school; in 2006, only 10% walk to school) are blamed. So from September 2006 and partly in response to celebrity chef Jamie Oliver's campaign for healthier school meals, many UK schools have banned sweets, crisps and fizzy drinks from vending machines and reduced the amount of fatty, fried junk food served in school canteens.

#### ▲ Lead-in: predicting

1 Students look at the cover of the magazine and predict what the story will be about. Check meanings of *banned* and *fight back*.

2 Students look at the headline and the pictures on pages 12 and 13 and predict the content of the article from these features. They note down their ideas.

#### ▲ Reading for information

1 Read out these questions to the class and ask them to note the answers as they read the article (answers in brackets).

- 1 Who persuaded the UK government to introduce healthier school food? (*Jamie Oliver*)
- 2 Who doesn't think fizzy drinks affect how hard students work? (*Pete*)
- 3 Who looks in students' lunchboxes to see if they have brought sweets or fizzy drinks? (*the teachers*)
- 4 Who smuggles junk food into Katie's school? (*three boys*)
- 5 Where does Pete go at lunchtime? (*McDonald's & Subway*)

2 Students check the predictions they noted down in the lead-in activity. Were they right? Go over the answers to the questions.

### ▲ Junk Food diary and survey

How much junk food do your students have in their diets? Ask them to keep a diary for a week. They count how many fizzy drinks, chocolate bars, etc. they consume. Get students to compare their completed diaries in small groups. They can collate the class information and produce a set of statistics on class consumption of junk food. Are the results good or bad? How do they compare with the UK?

## Pages 2 & 3: Newsroom/Go Google

### ▲ Reading: find the grammar items

1 Students read the news articles and find the following: a first conditional (*If someone gives you Stilton No. 5 for Xmas, what will you do?*), an expression for making a suggestion (*Let's ... , Why don't you ...?*), a phrasal verb (*to take care of*), a word joke (*eggstraordinary, eggcellent*).

2 Explain the concept of a 'pun' or word joke: people who write newspaper headlines often use puns combining the subject of the article (here, *eggs*) and the sound of the word (*ex-* sounds like *eggs*).

### ▲ Discussion

Discuss with the class what items might be looked up most by students' own country/ies. Before the next lesson, students can look on Google Trends to see if they were right and report back to the class.

### ▲ Pairwork: find the vocabulary items

Students work in pairs. They scan through the magazine to find six things in the *Go Google* article that are featured in the magazine. They write the country that looks each item up most and the page where it is featured. Give an example: *Keane - Ireland - page 4*.

Answers: cheeseburgers (junk food) - USA - page 12; James Bond - UK - page 15; Olympics - New Zealand - page 14; junk food - Australia - page 12; cannabis - France - page 6; Airbus - France - page 8.

## Pages 4 & 5: Music

### Background information

The UK rock band Keane come from Battle, a small town on the south coast of England, where the famous Battle of Hastings took place in 1066. This was the last time Britain was invaded (the Normans came over from France, led by William the Conqueror).

### ▲ Lead-in

The article focuses on the stormy friendship between the lead singer and the songwriter of the band Keane. They're not typical rockers - they're sensitive and moody and their lyrics reflect this. Ask students if they know Keane. What do they know about them? Do they like their music?

### ▲ Listening: lyrics

A few days before you do this with the class, ask if any of them have the CD with the track *Is It Any Wonder?* which they could bring in. Check the meaning of the title (It means '*Are you surprised?*') and the lyrics in the magazine before playing the song. As a listening activity, you could choose to gap-fill some of the rhyming words in the song.

### ▲▲ Reading for information

When students have read the article, ask some comprehension questions:

*How did Tim's character change at school? (He became quiet and shy because he was no good at sport.)*

*Why did Tim let Tom join the band? (Because he had an amazing voice.)*

*How does songwriting help Tim? (He puts things in songs that he finds hard to say.)*

### Role-play: Tim and Tom

In the article, Tim invites Tom for a chat in the hotel about his behaviour and the atmosphere in the band. After your class has worked with the article, divide them into pairs - one is Tim and one is Tom. Then, all the 'Tims' should group together and all the 'Toms' should group together and have five minutes to prepare what they are going to say. They should then get back together to have the conversation.

## Pages 6 & 7: Special Report

### ▲▲ Reading for information

Students read the Question and Answer section in pairs, discussing the information as they go. Afterwards, give students these statements and they correct them:

*Cannabis is a kind of tobacco. (It's mixed with tobacco for smoking.)*

*Cannabis has no long-term effects. (It can cause mental problems, make asthma worse and cause lung cancer.)*

*Most young people who try cannabis take it many times. (They try it just once.)*

*British schools don't know what to do. (Some schools have introduced drug testing and that's worked.)*

*Cannabis is legal in the UK. (It's illegal.)*

*If you are under 18, the police won't arrest you. (They will arrest you.)*

### ▲ Discussion

Students discuss the *What really makes teens feel good?* panel in small groups. Do they agree on what makes them feel good? Ask them to compare answers across the class.

### ▲▲ Roleplay

Students use the completed speech bubbles on Activity Sheet page 17 and the Teen True Story on page 7 to role play a radio interview in pairs, practising *used to* in questions and answers. One is the radio presenter, the other is David. Do some example exchanges with a student:

- *Where did you use to smoke cannabis?*

- *I used to smoke it at my friends' houses.*

## Pages 8 & 9: Teen Jury

### Background information

The main causes of greenhouse gases are burning coal and petrol, cutting down the rainforest and other forests, and methane from animal waste. Greenhouse gases cause global warming. By the time a baby born today is 80 years old, scientists believe the world will be 6.5°C warmer than it is today. Aviation (burning petrol) causes 4% of global carbon dioxide emissions - this can only get worse as more and more people want to fly.

### ▲▲ Listening: Track 8

Play CD Track 8. Students listen to the radio show discussion and complete the Listening activity (see page 4 of these notes and the CD insert). Discuss with the class what arguments the teen jury members use. Students work in pairs. They write the arguments using conditional sentences.

### ▲▲ Debate: Is it OK to fly?

Divide the class in two. One half is FOR air travel. The other half is AGAINST. Each half chooses a spokesperson. They read the article on pages 8 and 9 and prepare their arguments. Speaker 1 presents the arguments FOR air travel. Every student on the AGAINST side asks the FOR speaker a question. Speaker 2 presents the arguments AGAINST air travel. Each member of the FOR side asks a question. At the end, take a class vote.

## Competition

Encourage your class to enter the TEAM competition. They can choose any topic they have strong views about to debate (see page 15 of TEAM for details).

## Pages 10 & 11: The Best and Worst

### Background information

Christmas is a religious festival and you may want to discuss this side of the Christmas celebrations with your class. Churches and schools around the UK hold carol services and other special services over the Christmas period. They display Nativity scenes showing the birth of Jesus Christ in the stable in Bethlehem. Children perform Nativity plays in schools, although in today's multicultural society, some schools prefer not to celebrate Christian festivals.

### ▲ Reading for information

Students close their magazines. Write these Christmas vocabulary items (with numbers 1 to 7) on the board: 1 Christmas stocking 2 Christmas pudding 3 Christmas tree 4 Brussels sprout 5 Christmas jumper 6 Christmas party 7 Christmas lights. Read out these seven quotations. Students write down the number of the word that each quotation is about. Afterwards, read them out again and get students to call out the vocabulary item.

- A "It's small. It's green. It's soft. It's horrible!" (4)  
B "We played lots of silly games and ate and drank a lot." (6)  
C "I am NEVER going to wear this!" (5)  
D "I put this on the end of my bed on Christmas Eve. In the morning it's full of presents!" (1)  
E "We decorate this on Christmas Eve with lights and shiny balls." (3)  
F "I feel so full after eating this at Christmas lunch." (2)  
G "I saw one house that had more lights than Oxford Street." (7)

### ▲▲ Speaking: presenting or comparing

If you have students from different countries in your class, ask them to present two or three traditions to the class and say if they like them or not. If everyone is from the same country, students choose the best and worst in small groups. They present their choices to the class and compare with other groups. Can the class agree on the best and worst?

## Competition

Encourage your students to send TEAM a Christmas letter (see pages 11 and 15 for details).

## Page 14: Sport

### ▲▲ Lead-in

This story is about young gymnasts being pushed hard in China. Either discuss the Before you read questions with the class or students talk in pairs. Is this an issue that affects them?

### ▲ Advice

Students give their reactions both to the picture and the story. Then, ask them to give advice to the children, the government and the parents. Encourage them to use *should/shouldn't/ought to*.

## Page 15: Review It!

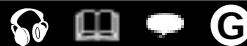
### ▲ Speaking

Students give their opinion of the Bond film and the Mercedes bike. Does anyone have any other film, book or gadget to recommend to the class?

### ▲ Writing

Students use the two reviews as models and write their own review of something they have seen, read or played recently.

## Page 16: Media World



### Background information

This press and radio campaign is aimed at supporting teenagers who want to say no to things that their friends might be doing - for example, smoking, drinking alcohol, wearing particular clothes, not going to school, and so on. It's about being strong and resisting the pressure from your friends. The CD contains a radio version of this advert and interviews with two teens who came under pressure to behave in a particular way.

It's an American campaign and uses the American English phrase: *They're gonna pull on you ...* (British English: *They're going to pull you ...*) It also uses the phrases *above the influence* (to reject peer pressure) and *under the influence* (to give in to peer pressure).

### ▲▲ Listening and reacting

Students look at the advert and listen to the radio version on TEAM CD 1 (Track 11). Focus on the picture of the girl with elongated arms. What does her expression say? Do they ever feel like this? Ask how they think the picture was made. In pairs, get them to think of other ways of illustrating peer pressure.

### ▲▲ Grammar focus

Students find examples of present perfect questions (*What has happened ...?*, *Have people pulled ...?*, *Have you ever ...?*) and examples of present simple questions (*What happened?*, *What did you ...?*) Discuss why we use each tense here (we use the present perfect to ask about a past period of time that continues up to the present moment; we use the present simple to ask about specific events that happened in the past and are now over).

### ▲▲ Speaking

Discuss with the class what the adverts in the magazine and on the CD are about (ask for concrete examples, e.g. wearing clothes you don't like, smoking cigarettes, drinking alcohol) and what choices the adverts suggest (doing what you want, not what other people want).

### ▲ Role-play

Divide your students into A/ B pairs and give them these situations to create dialogues and act out.

1. You are at a party. All your friends are smoking. A good-looking girl / boy offers you a cigarette. Act out the situation.
2. You are shopping with your friends. All your friends are buying hair dye to colour their hair. You like your brown hair, but everybody is having fun and you don't want to look boring. What do you do? Act out the situation.
3. You are out with your friends. You have to be back home by 8pm but your friends can be back by 10pm. They all want you to stay. What do you do?

## ANSWERS

### LISTENING ACTIVITIES

**Activity 1:** They support 1, 3 and 5. Their verdict is Yes, Case Passed!

**Activity 2:** Good things: opening stockings on Christmas morning; two weeks off school, eating too much, watching too much TV, spending too much money, Christmas music, going to the sales

Bad things: starts too early, finishes too early

**Activity 3:** 1 Sam's friends 2 Anna 3 Sam 4 Sam 5 Sam 6 Anna's friends

### ACTIVITY SHEETS

**Page 17:** 1 I used to smoke cannabis at friends' houses. 2 I used to miss lessons at school. 3 I used to steal from my parents and brothers. 4 I used to sleep in shop doorways. 5 I didn't use to eat properly.

**Page 18:** 1 've tried, feel 2 have banned, am 3 have behaved, threw out 4 have persuaded

**Page 19:** Phrasal verbs: to split up, to get over, to fall out, to make up

**Page 20:** Sample answers

1 Why don't you give up some of your activities? 2 You should say no. 3 You ought to stop doing extra maths and English lessons. 4 You shouldn't worry about it. You're only 15 - you've got plenty of time!



# TEAM LISTENING ACTIVITIES



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

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

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

## ACTIVITY 1: TEEN JURY Track 8

Listen to the Team teen jury. Which of these arguments do they support?  
Tick the boxes.

- 1 stop flying completely
- 2 carry on flying as much as we like
- 3 put a big tax on air fuel
- 4 limit people to two flights a year
- 5 make train travel cheaper

Do the teens think there should be a limit? What's their verdict?

Tick the correct box.

Yes. Case passed!  No. Case dismissed!



## ACTIVITY 2: THE BEST AND WORST OF A BRITISH CHRISTMAS Track 10

What good things and bad things do the shoppers in Oxford Street mention about a UK Xmas?



GOOD THINGS	BAD THINGS
	starts too early

## ACTIVITY 3: ARE YOU UNDER PRESSURE? Track 11

Who says these things? Is it Anna, Sam, Anna's friends or Sam's friends?

1 "You want to hang around with us, you have to bunk off too."

2 "I was sick in the flowerbed."

3 "I did badly in my summer exams."

4 "I've got new mates now."

5 "They got into trouble a lot but I thought they were cool."

6 "You look really cool when you smoke."