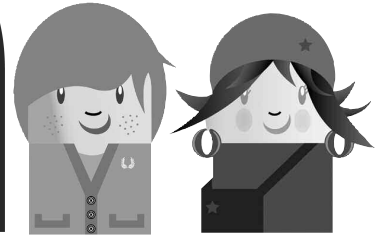


CROWN



NEW!

Online activities at
www.maryglasgowmagazines.com/activities

Dear CROWN teacher,



Welcome to issue 2 of CROWN. In this issue we read about actor Robert Pattinson's fear of fame, discuss whether or not footballers are good role models, and ask if we should put a tax on chocolate for the public's health.

For this year we've added lots of great new features to our award-winning website www.maryglasgowmagazines.com). As well as thousands of resources for teachers, the latest news and Chatter for students, our site now offers a range of online activities. These activities give students instant feedback and are linked to the magazine content – see www.maryglasgowmagazines.com/activities. Every Friday in November there's a CROWN Web Party. Students can log in between 3 and 4pm GMT (check the time in your country), and meet other CROWN readers around the world.

To see what else is online and find out how to register, look in the *How To* guide or visit www.maryglasgowmagazines.com/help.

If you have any comments on this issue of CROWN or if there are any topics you would like to read about in future issues of CROWN, please do e-mail me. I'm always interested to hear your feedback.

All the best,

Sarah sjohnson@maryglasgowmags.co.uk

LANGUAGE POINTS FOR THIS ISSUE NOVEMBER / DECEMBER 2009

Grammar: *must / mustn't / have to / don't have to*, adverbs of frequency

Vocabulary: household tasks, Halloween, prepositions *in / on / at*, bikes, road safety

Functions: discussing daily routine, household tasks, Halloween customs, America, road safety

Page	Article	Online activities	CD
Cover/ 8 & 9	CROWN STARS Robert Pattinson	✓	✓ T8
2 & 3	OUR SPACE Food, Christmas, the Mini		
4 & 5	SPORT Are football players good role models?	✓	
6 & 7	THE BIG STORY A tax on chocolate?	✓	✓ T6
10 & 11 	THE AMAZING LIFE OF ... Queen Victoria		✓ T7
12	THE GUEST EDITORS		
13	WHAT A STORY Swine flu survivor		
14	WEB WORLD		
15	MUSIC Taylor Swift		
16 	BITS AND PIECES Britain		

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How do teachers register?

- 1 Enter your teacher code. This will be sent to you on a card if you have more than 10 subscriptions.
- 2 Choose a secret password.
- 3 Enter your e-mail address.



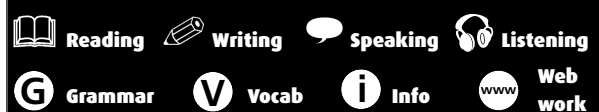
How do students register?

- 1 Enter the CROWN students' code: **greenhat**.
- 2 Enter a user name (this doesn't have to be their real name).
- 3 Choose a secret password.
- 4 Enter their e-mail address.

If you or your students registered last year, just add the new code to the old account.

See your free 'How to' web guide for full details.
 For help, e-mail: contactus@maryglasgowmags.co.uk

KEY TO ICONS



Cover / Pages 8 & 9 CROWN STARS



Background information

Robert Pattinson is a 23-year-old English actor, model and musician. His films include *Harry Potter and the Order of the Phoenix*, *Twilight* and its sequel *New Moon*.

Lead-in

Focus students on the cover. Ask: *What do you know about this man? Have you seen any of his films? Do you like them?*

Reading

Focus students on the question on the cover: *What's he afraid of?* Ask students to guess (*spiders, flying, snakes, etc.*). Students read and find the answer (*fame*).

Then answer the following true/false questions:

1. Robert does not like his job. 2. He likes people looking at him. 3. He does not feel comfortable meeting fans. 4. He started crying in New York. 5. A taxi nearly killed him in New York.

[Answers 1. False – he loves acting; 2. False – he’s afraid of fame; 3. True; 4. False – he started crying in Italy; 5. True]

Writing

Elicit things people are afraid of. Pick one and ask, e.g. *Why are people afraid of clowns? People are afraid of clowns because they look scary.* Students in pairs/small groups make posters of five things people are afraid of. They draw a picture for each one and write a sentence beginning, *People are afraid of ... because ...*

Pages 2 & 3 OUR SPACE

WE'RE NOT EATING...

Background information

Christmas Pudding is a traditional British dessert eaten on Christmas Day, made with dried fruit and nuts.

Speaking

Ask students: *What do you eat at Christmas?* Get students in pairs to think of a new Christmas dessert. Tell them they are allowed no more than ten ingredients, and should give the dessert a name. Students then vote on what they think is the most delicious (or disgusting!).

WE'RE EATING...

Speaking

Ask *What food is famous in our country?* Then ask: *What food do you know from these countries? USA, Britain, Italy, India, China, France, Germany, Spain, Russia, Japan.*

WE'RE LOOKING AT...

Speaking

Ask *Do you think people are cruel to animals?* Give them prompts, e.g., *eating animals – I don't think it is cruel to eat animals. I love meat./I think it is cruel to eat animals. I never eat meat.* Other prompts: *keeping animals in a zoo; wearing fur coats; bullfighting.* Pre-teach *fur, bullfighting.* Students discuss these in groups.

WE'RE (STILL) DRIVING...

Vocabulary

Ask students to point/draw on the picture the following: *bonnet, windscreen, steering wheel, tyre, boot, handle.*

Pages 4 & 5 SPORT

Lead-in

Write the following definition on the board: *Someone (often famous) who always behaves well and so is a good example to others.* Write / on the board and get students to play hangman with you as the leader. The answer is *role model*.

Reading

Ask students to raise their hands if they think footballers

are bad role models. Compare their opinion with the magazine statistic.

Ask students to read the rest of the article and find bad things that the footballers have done: *Ronaldo sulked; Barton attacked a fan, punched his team mate and argued with his manager; Ballack chased and shouted at the referee.*

Speaking

Ask students to name good and bad role models in various fields, e.g. *politics, music, film, TV, sport.*

Vocabulary

Say: *Tell me some football verbs.* Write them on the board, e.g. *shoot, score, dive, hug, save, pass.* Play a miming game with these and the verbs from page 4. One student mimes the verb, others guess the word.

Grammar

Write a different regular verb on a piece of paper for each student in the class. They write a sentence e.g. *Yesterday I bought a new CD.* Encourage them to use their imagination. Students move around the room asking the question: *What did you do yesterday?* Students give their answers. Set a time limit of seven minutes. Then students try to remember as many answers as they can in pairs. Ask each pair to tell you two sentences.

Pages 6 & 7 THE BIG STORY

Lead-in

Write on the board: *dark / milk / white.* Ask students what word can follow each of these. Answer: *chocolate.* Ask students: *Which is your favourite?*

Reading

Students read the article and the choc facts. Ask *What do the following refer to: a) 1848 b) 200 c) 2.4 d) 154 e) 26*

[Answers: a) the year of the first eating chocolate; b) the number of grams some of the doctor's patients eat every day; c) grams of sugar in one piece of chocolate; d) average number of Mars bars British people eat each year; e) calories in one piece of chocolate]

Role-play

To practise *should / shouldn't* students act out a role-play between mother/father and son/daughter:

Student A (parent): *You are worried about your child's unhealthy eating habits and you find in his/her room several bars of chocolate. Speak to your child and tell him/her what he/she should/shouldn't do. You begin the conversation.*

Student B (child): *You hate your parents going in your room and looking at your things. You have several bars of chocolate in your room, which they have found. You eat some of them, but sell most of them at school to make extra money. Speak to your mother/father about the situation (use 'should/shouldn't'). They will begin.*

Page 10 & 11 THE AMAZING LIFE OF ...

Background information & Cultural content

Prince Albert, born in Germany, had a strong influence over Queen Victoria and encouraged her to take an interest in the social welfare of the people. Victoria never recovered from his premature death from typhoid.

Reading comprehension

After the students have read the cartoon, ask them *Who says these things – Victoria or Albert?* Tell them to close their magazines and read the sentences out to them:

1. *Will you marry me?*
2. *Why are you playing on the floor?*
3. *I must be more serious.*
4. *Well done.*
5. *We can use the money to build museums for everyone.*
6. *I can't live without you.*

[Answers: 1. V; 2. A; 3. V; 4. V; 5. A; 6. V]

Page 12 THE GUEST EDITORS!**Lead-in**

Ask *What's the capital of Poland? (Warsaw) Which countries surround Poland?* Bring in a map and check the country names in English (Germany, The Czech Republic, Slovakia, Ukraine, Belarus, Lithuania, Russia).

Speaking

After students have read the article, divide the class into three groups. Give each group one of the topics (music, school, sport) to discuss. Each group writes a short piece which they read back to the class. Encourage the students to prepare these to send into Mary Glasgow to become the Guest Editors!

Page 13 WHAT A STORY**Lead-in**

In pairs students ask each other the following: *How often are you ill? When was the last time you were ill? What was the illness? What do you know about swine flu?*

Reading

Students read the article and answer the following:

1. *How old is Phoebe?*
2. *What two symptoms did she have?*
3. *What messages did pupils send her?*
4. *Why does she want to go back to school?*
5. *What is she doing at home?*

[Answers: 1. 12; 2. Headache and high temperature; 3. Cruel messages (Stay at home! Die!); 4. She misses her friends; 5. Playing computer games, watching films, talking with her friends]

Writing

Tell students they are going to write a text dialogue between Phoebe and the bully. They should try to come to some agreement. Tell students: *Imagine you are Phoebe and have just received a text message saying "Die!". How do you reply?* When they have replied, students swap papers and then imagine they are the bully replying to Phoebe's message. Students swap one final time and write one more message from Phoebe.

Page 14 WEB WORLD**Lead-in**

Ask students *Have you used the CROWN magazine website?* Encourage them to use it today if possible and report back to the class in the next lesson.

Reading comprehension

Give students a few minutes to read the page, then ask the following quick-fire questions:

1. *Who is the most popular singer with CROWN readers?*
2. *Where is the CROWN web party?*
3. *Where is Tina from?*
4. *What books does she love?*
5. *What singer does she love?*
6. *What does Sarah B do?*
7. *What team does she support?*
8. *Apart from English, what language can she speak?*

[Answers: 1. Rihanna; 2. Chatter; 3. Slovenia; 4. *Harry Potter*; 5. Lady Gaga; 6. Web Editor; 7. Manchester United; 8. Spanish]

Page 15 MUSIC**Background information**

Taylor Swift is a 19-year-old American country-pop singer-songwriter. Go to www.lastfm.com to watch and listen to Taylor Swift's music. Lyrics can be found on www.azlyrics.com.

Lead-in

Ask: *Do you know this person? Where is she from? What does she do? What songs do you know of hers?*

Writing and speaking

Get students to write questions about Christmas, which they will then ask each other in pairs/small groups. Tell them to begin their questions in the following way: *When...; How many...; Do...; Where...; What... .* e.g. *When do you get up on Christmas day?*

Page 16 BITS AND PIECES**Lead-in**

Draw a rough map of Britain on the board for students to copy, then ask them to draw arrows coming out from it with words associated with Great Britain, e.g. *Tea, Manchester United, the Queen*, etc. Compare with their partners after a few minutes.

Speaking

Ask: *Have you been to the UK? How is it similar to/different from (your country)? Would you like to live there?*

Grammar

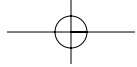
To practise *who* and *that*, get students to give you 15–20 celebrity names and write them on the board. Do the same with things you might find in a home (*bed, TV, freezer*, etc). Put students into teams and get them to write five descriptions of the people/things on the board using *who* and *that*, for the other teams to answer, e.g. *It's a thing that you sleep in* (answer: bed).

ANSWERS**LISTENING ACTIVITIES**

ACTIVITY 1: 1. Lily; 2. Craig; 3. Kate; 4. Don't

ACTIVITY 2: 1. bedroom; 2. cousin; 3. queen; 4. money; 5. died; 6. dead

ACTIVITY 3: The callers mention 1, 3, 4 and 6. They don't mention 2 or 5.



CROWN LISTENING ACTIVITIES



CD 1 2009

Name: _____

Age: _____

Date: _____

Track 6: On the Streets

CROWN reporter Myles is in London. He's asking some teens, "How much chocolate do you eat?" Listen and write the names.

1. _____ eats seven bars of chocolate a week.
2. _____ eats chocolate once a week.
3. _____ needs chocolate to help with homework and tests.



Lily



Craig



Kate

Choose the best word in *italics* in this sentence.

4. Lily, Kate and Craig *do/don't* want a tax on chocolate.

What about you?

I eat _____ a week/a month.

I *think/don't think* a tax on chocolate is a good idea.



Track 7: The Amazing Life of Queen Victoria

Listen to the story of Queen Victoria's life. Write one word to finish each headline.

1. 1837
LAST WEEK THE NEW QUEEN MOVED INTO HER OWN _____.

4. 1851
THIS SUMMER'S GREAT EXHIBITION EARNED A LOT OF _____ FOR BRITAIN.

2. 1839
Yesterday Queen Victoria asked her _____ to marry her.

5. 1861
PRINCE ALBERT _____ LAST NIGHT

3. 1840
LAST NIGHT A MAN WITH A GUN TRIED TO SHOOT THE _____.

6. 1901
Queen Victoria is _____.

Track 8: CROWN Phone-In

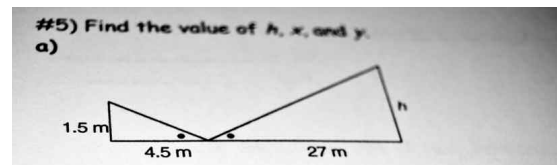
On this month's CROWN Phone-In, Ben asks "What are you afraid of?" Which things do the callers and texters mention? Listen and tick the boxes.



1. vampires 2. spiders 3. pigeons 4. clowns



5. the dark



6. exams

What are you afraid of? List your Top 3 terrors:

1. _____
2. _____
3. _____

