

Kids' News



Welcome to our Christmas issue of *Kids' News* – the magazine for Primary English.

In this issue, we'll explore some of London's most famous streets and your students can learn about how some zoo animals are enjoying British Christmas traditions. We also find out what Magic Mary does to avoid tidying her bedroom! These teacher's notes provide background information and suggest activities so you and your class can get the most out of the magazine.

Have a Merry Christmas and a Happy New Year from all of us at *Kids' News*!

Sarah

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SYLLABUS INFORMATION: DECEMBER 2009

Lexical sets	<p>Numbers 20-100</p> <p>House and home [<i>bedroom, bathroom, kitchen, etc.</i>]</p> <p>Furniture [<i>chair, bed, table, etc.</i>]</p>
Structures & functions	<ul style="list-style-type: none"> • Questions [<i>Where? Where do you live?</i>] • Giving your address [<i>I live at...</i>]
Grammar	<ul style="list-style-type: none"> • Have got negative + question form [<i>Have you got? Yes, I have / No I haven't. He / she / it has / hasn't</i>] • Prepositions of place [<i>on, in, under, through</i>]
Cultural content	<ul style="list-style-type: none"> • Featured Festival: Christmas • Famous Streets of London [<i>On Live from London!</i>] • Roald Dahl's 'Fantastic Mr Fox'

Page 2 True Stories

CD 1 Tracks 34-36

In each issue of *Kids' News* you'll find two pages of true stories specially selected from the news to be of interest to children of this age group and level of English.

Story 1: "Help, I'm in the washing machine!"

Info File

This story can be used after pre-teaching rooms in a house and/or furniture. It's a true story about an eleven-year-old boy called Toby from Lancashire in north-west England. One day he was playing a game and decided to hide in the washing machine. But Toby got stuck and he couldn't get out! Toby's mum and step-dad tried to rescue him but they couldn't, and Toby became very distressed. They dialed 999 for the emergency services. The fire brigade arrived and cut Toby out of the machine. The washing machine (which was just 18 months old) was ruined. Toby's mum didn't mind: "It's just metal and plastic and can be replaced. Toby can't." Toby has promised not to do it again.

USING THE PAGE

Ask students to open the page and look at the photo on page 2. Then ask these questions:

Teacher: Look at this boy. His name is Toby.

Look. Toby is in his house. Where is he? Is he in the garden? Is he in his bedroom? (No, he's in the kitchen.)

Point to the lady. Ask: Who is this? Is it Toby's father? Is it Toby's brother? (No, it's his mum/mother.)

Point to the washing machine. Ask: What's this? What goes in a washing machine? Do children go in a washing machine? (No!!)

Ask the children in L1 if they can predict what happens.

Then listen to the CD, track 34, pausing to check comprehension.

Now play the story again. As you listen to the CD the second time, mime actions to go with each sentence.

- My name is Toby. (point to yourself)
- I like to play 'hide and seek'. (mime looking)
- I go into the kitchen. (mime walking and looking)
- I climb into the washing machine. (mime opening a washing machine door and climbing in)
- Oh no! (mime trying to get out and shouting 'help!')
- Call the fire brigade. (mime calling from a mobile phone)

Now, play the CD a final time. Tell students to listen and mime the actions as they go.

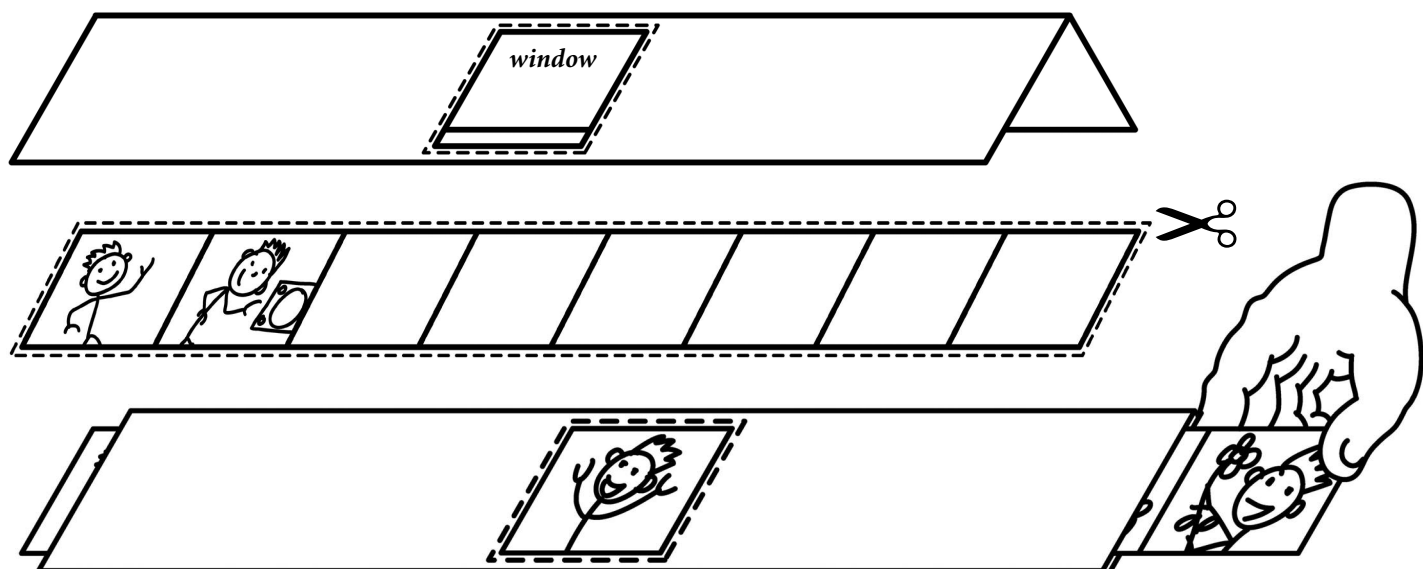
Writing: Cartoon book

Give the students strips of white paper or card. Divide the length of the card up into equal spaces or 'frames'. Get the children to turn Toby's story into a cartoon comic strip book with five frames. They should draw and write in each frame:

Frame 1 is *My name is Toby. I like to play 'hide and seek'.* **Frame 2** is *I go into the kitchen.* **Frame 3** is *I climb into the washing machine.*

Frame 4 is *Oh no!* **Frame 5** is *Call the fire brigade.*

Now add a jacket for the book and cut a window into it. The students should put their strip through the book and pull it along to tell the story.



Story 2: "A TALL Christmas Tree!"

Info File

Last year, Greig (pronounced 'Greg') Howe gave his children a Christmas to remember with this enormous tree. The 11-metre tree cost £250 (€290) and was decorated with 160 baubles (glass or plastic balls) and 2,000 lights. It took Greig and seven of his friends two days to put it up!

Culture File

The custom of decorating your house with a fir tree at Christmas is about 150 years old, and was popularised by Queen Victoria. Her husband Prince Albert first brought one over from Germany in 1841 and the tradition quickly caught on. The most famous Christmas tree in the UK is the tree in Trafalgar Square, in London. The tree is given to Britain as a present each year by Norway. It is usually over 20 metres high.

Christmas tree activity on page 4 → → →



USING THE PAGE

Ask your pupils:

Teacher: *Have you got a Christmas tree? Is it big or small? Which room is it in? What is on your tree?*

Listening

Give each of the children a Christmas tree and several different coloured pencils. Start the activity by instructing the children to *Colour the tree green*. Then choose different children to give the class instructions like *Colour number 1 blue*, or *Colour the star yellow*. At the end of the activity, the whole class should have a tree that looks the same.

Variation: Just give out the trees and get children to decorate them, then explain how they have done it:

My tree is red. My baubles are black and blue.

Pages 4 & 5 Animals**CD 1 Tracks 40-47****Culture File**

These pages introduce several well-known Christmas objects:

Christmas tree: See notes above

Christmas stocking: It's traditional to hang a stocking by the fireplace, if you have one, or somewhere else such as at the end of your bed. Presents that do not fit in the stocking are usually left under the Christmas tree, or at the end of a child's bed, sometimes in a pillowcase.

Christmas pudding: This is what is traditionally eaten after Christmas dinner. It is a kind of fruit cake that contains lots of dried fruit and alcohol. As a result, it can be made months in advance to allow the flavours to develop. It's traditional to put a small coin in the pudding when you make it. If you find the coin in your piece of pudding, it is believed you will have good luck. Nowadays, most families buy theirs rather than make them.

Christmas hat: Inside Christmas crackers (table decorations that make a small bang when pulled) there are three things: a small present, a bad joke and a hat made of thin coloured paper. British people always wear this during Christmas dinner.

Christmas dinner: The traditional Christmas dinner in Britain is eaten at lunchtime. It is turkey with a variety of winter vegetables including roast potatoes, parsnips and Brussels sprouts (Brussels sprouts are generally unpopular!). It is served with the stuffing, gravy and either cranberry sauce or bread sauce.

Mistletoe: British people all recognise bunches of mistletoe hanging from the ceiling as a sign that anyone who stands underneath it can be kissed!

USING THE PAGES

Cut out the objects in the word box on page 5 and show them to your students. Ask in L1: What is the connection? (Christmas)

Ask your students what they would like as a Christmas present.

Writing Game: 'Secret Santa'

This is a good activity to help build a sense of community in the class. Put all the class names in a stocking (or black bag if you can't get one). Get the children to pick out someone's name from the stocking (if it is their own name they should replace it). They should think of and draw a present that perfectly fits that person. When they are done, they should write a sentence on the back of the present using the following model:

This is a ball for Simone.

Get the children to fold up their pictures and return the presents to the stocking, then draw them out and give them to the children who they are intended for. Get each child to use the sentences from the article to show what they have received.

I'm Simone. What's my present? I've got a ball.

Art and Craft

Get the children to make Christmas hats for themselves. If you can, show them an example from a Christmas cracker. Get some strips of thin coloured paper or tissue paper about 10cm wide and 40-50cm long. Cut one of the long sides in zig-zags so when the strip is stuck together the upper side looks like a crown. Give each child a strip and get them to roughly fit it to their head. They can use sticky tape to stick the two ends together to complete the hat. If you're interested in a more ambitious project, it is possible to find Christmas Cracker making kits online, or look at this BBC article which includes a step-by-step guide <http://news.bbc.co.uk/1/hi/uk/2586511.stm>

Pages 6 & 7 Live from London**CD 1 Tracks 48-51****Film! Watch the film on your computer**

You can watch these films by playing the multi-format *Kids' News* CD on your computer. There are two CDs to go with the four issues of *Kids' News*. On each CD, there are two films. The films can be watched with subtitles or without subtitles and the screen can be made larger or smaller.

Info File

In this episode, we meet Ella and Jessica who visit four famous streets in the Westminster area of London. During the film, the children can see close-ups of the street signs. It might confuse them to see 'City of Westminster' rather than 'City of London' below the street names. The City of Westminster refers to an area of inner London that includes many of London's most famous landmarks. When Londoners talk of Westminster alone, they refer to the area around Parliament. The children might also notice the postcode W1 on the signs. London postcodes indicate where they are in the capital using the compass, so W1 is in the west. This is why Londoners refer to the area as 'the West End'. Other postcodes you'll see in the film are SW1 for Downing Street (south west) and WC1 (west central) for Museum Street.

Culture File

The girls visit these four streets before returning home:

Regent Street: Regent Street is famous for shopping and even has its own website <http://www.regentstreetonline.com/>. There are many famous shops here, including Hamleys, one of the world's largest toy shops. Hamleys has seven floors of toys and attracts five million visitors each year. Hamleys website is <http://www.hamleys.com/>

Gerrard Street: Gerrard Street is the main street in London's Chinatown. There are many Chinese restaurants and shops selling Chinese food. Gerrard street is the centre of Chinese New Year celebrations in London.

Downing Street: 10 Downing Street is one of London's most famous addresses as it is the home and office of the Prime Minister (currently Gordon Brown). This is where his cabinet meets and visitors are welcomed. The Prime Minister lives on the second floor. Downing Street is not open to tourists but you can take a virtual tour here <http://www.number10.gov.uk/tour/>

Museum Street: As you might expect, this street is home to the British Museum which has been there since 1753. <http://www.britishmuseum.org/>

USING THE PAGE

Make half the class Ella, and half Jessica. Get your students to repeat what their character says. Ask questions as you go along.

Pause 1 [Intro Frame]

Teacher: *These are two London girls. What are their names?*

Pause 2 [Frame 1]

Teacher: *Where are they?* [London] *What's this?* [It's a book would be a good answer – in fact it's an A-Z map of London. All Londoners are familiar with A-Z maps that list all the streets in the capital in alphabetical order]

Pause 3 [Frame 2]

Teacher: *Where are they now?* [Regent Street]

Pause 5 [Frame 3]

Teacher: *What's the name of this shop?* [Hamleys] *What does it sell? Do you like toy shops? Do you want to go to Hamleys? Who are the girls talking to?* [A clown. These people work for Hamleys]

Pause 6 [Frame 5]

Point to the Chinese writing on the street sign.

Teacher: *What country does this come from? Do you like Chinese*

food? Point to the street sign What can you see on the street sign?

[The street name in English, the postcode, W1, the street name in Chinese writing and City of Westminster].

Pause 7 [Frame 7]

Teacher: *What's the name of this street?* [Downing Street] *Why is there a policeman here?* [because the Prime Minister lives here] *Do you know the name of the British Prime Minister?* [Gordon Brown]. *Who's the Prime Minister / President of our country?*

Pause 8 [Frame 8]

Where are they now? What is this building? [the British museum] *Do you like museums? What famous museums do we have in our country?*

Pause 9 [Frame 9]

How is Jessica feeling? [tired]

Pause 10 [Frame 9]

Why are they in Marshall Street? [Ella lives here]

Project: My town

Get the children to introduce well-known streets from their own town, or simply their favourite street. This could be done as a multimedia project with the children using cameras or even video cameras to create a 'Live from Our Town' feature.

Alternatively, bring a large map of your home town / city to the lesson and bring some coloured pins in, enough for each student. Ask students to mark where they live on the map – with a pin (or a dot-sticker). When you have all the pins/dots on your map, ask students to come to the front of the class and point and say where they live:

I live in _____ Street or This is my street. It's _____ Street.

Cross-curricular: Reading a map of London

For this activity, you will need to find a map of central London. Google Maps (www.maps.google.com) is useful as you can also see photos of the streets too – just type in 'London, UK', alternatively there is www.streetmap.co.uk. Print off maps from these sites and photocopy them.

Put students into pairs or small groups. Give each group a photocopy of a map of central London. First, ask them to find the four streets from the story (Regent Street, Gerrard Street, Downing Street and Museum street). When they have found the streets, tell students to go back to the *Live from London* story in the magazine, or replay the film. What order do Ellie and Jessica visit the streets in? Mark 1-4 on your map. (1 = Regent Street). Then, ask the children to suggest the route the girls take and draw the route on their map.

Page 8 Magic Mary

CD 1 Tracks 52-53

Info File

Magic Mary is the new cartoon for readers of *Kids' News*. This episode can be used to revise colours and clothes and to teach rooms in a house (bedroom) and furniture (bedroom).

USING THE PAGE

Show your students this picture of Mary.

Teacher: *What's her name?* [Mary]

Now draw a house shape on the board. Ask: *What's this?* [a house]

Now put Mary in the house, upstairs: *Where's Mary? Is she in the garden? The toilet?* [the bedroom]

Have you got a bedroom? What's in it?

Now ask students to open their *Kids' News* magazines on page 8.

Play the CD, track 52, pausing to check comprehension. Use these questions:

Frame 1: *Where's Mary?* [in her bedroom]

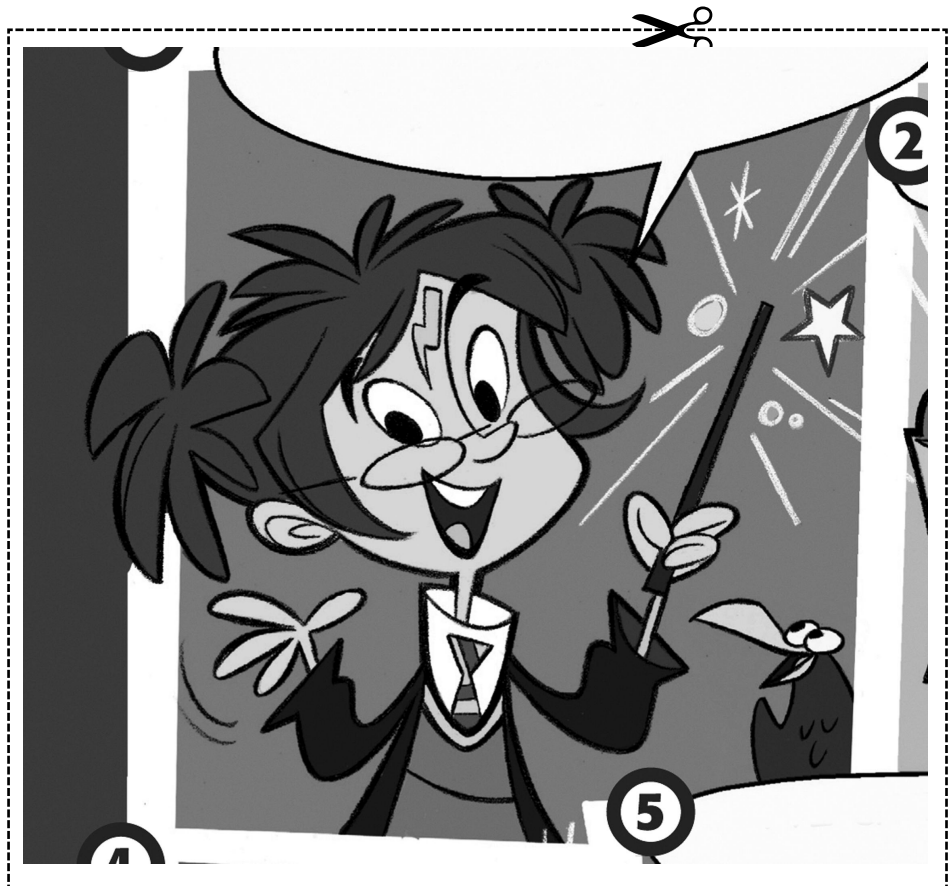
Frame 1: *What's Mary's favourite colour?* [black] *What is your favourite colour?*

Frame 2: *What colour is Mary's jacket?* [black]

Frame 3: *What IS under Mary's bed?* [a mouse]

Frame 5: *Is her mother happy?* [no] *Is your wardrobe like this?*

Then play the CD again, without interruptions and ask students to follow the story with their fingers.



Speaking: Where is it?

Draw a simple outline of a bedroom. Add in a bed, a desk, a wardrobe. Photocopy this enough times for each of your students. Put pupils into A/B pairs and give each child a picture of the room. Ask them to draw a jacket in pencil somewhere in the room, either *on*, *in* or *under* one of the pieces of furniture. They mustn't show their partner.

Children sit facing their partner with their picture hidden from sight. The object of the game is to find where their partner has hidden the jacket by asking questions. Taking turns, partners quiz each other using this modal:

Student A: *Is the jacket in/on/under the wardrobe?* **Student B:** *Yes, it is or No, it isn't.*

The person who discovers their partner's jacket first is the winner.

Show and Tell: My room

Get children to draw their own rooms. They can then present this to the class using expressions from the comic: *I've got a wardrobe. My wardrobe is black.*

Page 9 Film

Info File

Fantastic Mr Fox is a new film based on a novel by Roald Dahl, who is Britain's best-known and most-loved children's author. Dahl got the idea while he was out walking in woods near his home and saw a fox. The story is about Mr Fox, who by night steals chickens from three mean farmers called Boggis, Bunce and Bean. The film adaptation stars George Clooney as the voice of Mr Fox, Meryl Streep as Mrs Fox and Bill Murray as the badger.

USING THE PAGE

Cut out the photo of Mr Fox or use the cover of *Kids' News*, to introduce the character and discuss foxes. Ask:

Teacher: *What animal is this? Is he a dog? Is he a cat?* (he's a fox. His name is Mr Fox)

Teacher: *What colour is he?* (red-brown-orange)

Teacher: *Where does he live?* (under the ground / in a 'den')

Teacher: *What does he eat?* (chicken, insects, anything!)

Teacher: *What time does he come out?* (at night)

Teacher: *Do you see foxes? Where?*

Creative Writing: WANTED poster

The farmers in the story try to find Mr Fox. After you have read the story, ask the students to make a 'wanted' poster, filling in the information and drawing a picture.

WANTED!

Name: _____

Description: *He is* _____

Crime: *He takes* _____

**IF YOU SEE HIM, TELEPHONE MR BEAN
THE FARMER ON 9273565647**



Competition

We have some fantastic competition prizes, so encourage your students to send in their competition entries, including the form on the page by the end of January. Make sure they write their name and either school or home address clearly. Our address is:

Kids' News: Fantastic Mr Fox competition

Mary Glasgow Magazines, Euston House, 24, Eversholt Street, LONDON NW1 1DB. England

Page 10-11 Stars**CD 1 Tracks 54-56****Info File**

This article introduces Selena Gomez, star of Disney's hit TV series, *The Wizards of Waverly Place*. The programme follows the Russo children, Alex, Justin, and Max, who appear to be completely normal, but who share a secret: they are all training to be wizards. They use their powers to do all kinds of things from washing the dishes to making dinner. Although they all study magic, once they turn 18, only one of them will get to keep their powers. <http://tv.disney.go.com/disneychannel/wizardsofwaverlyplace/>

USING THE PAGE

Ask the class if they have ever seen *The Wizards of Waverly Place*. Ask them *What is your favourite TV programme?* Bring in TV guides or magazines. These should feature pictures of popular programmes. Get the children to introduce their favourite programme using the patterns on page 10.

*The Wizards of Waverly Place is a television show.
It's got Selena Gomez in it.*

As a follow up, the children can create a survey to find out which TV programme is most popular.

My house

Give the children large pieces of paper and get them to draw and label a floor plan of their house. If you do these pages after using pages 2-3 (which feature vocabulary about kitchen appliances) and the Magic Mary comic which features vocabulary for furniture, your class should be able to make quite a detailed plan of their house.

Page 12 Songs About Britain**CD 1 Track 57****Info File**

In each issue of *Kids' News* there is a song on the back page. Each song is about an aspect of British culture.

Culture File

This song introduces lollipop ladies, women who stand on zebra crossings near schools in the mornings and afternoons. They make sure that children are safe from traffic when crossing the road. They are called 'lollipop ladies' because their signs look like lollipops.

USING THE SONG

Get the children to listen to the song, and then sing along. Teach gestures for the key words *lollipop* [lick a lollipop], *stop* [hand up], *cross the road* [look left, then right – English style! – then walk] and *go* [walk on the spot]. When these words come up in the song, get the children to make the correct gesture. Why not also use these words as a playground game or warm-up for PE lessons by making the children *stop*, *go* and *cross* the (imaginary) road.

Hold it up! Listening game

lollipop	go
stop	cross

Use the above to make enough word cards for all the children in your class. If there are 28 children in your class, give 7 lollipop, 7 stop, 7 go and 7 cross.

Play the song and get them to raise their card every time they hear the word on it. Get the children to change cards so they have a different word, then play the song again.

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