

TEAM

the Horizons generation magazine



NEW!

Online activities at
www.maryglasgowmagazines.com/activities

Dear TEAM/HORIZONS teacher,



Welcome to the first issue of TEAM/HORIZONS. In this issue we find out how Taylor Swift dealt with mean girls at school, what's different about the England football team's new kit, and the shocking truth about how much UK parents spend on their teenage children!

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.

To see what else is online and find out how to register, look in the *How To* guide that's included with this issue.

If you have any comments on this issue of TEAM/HORIZONS, 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 SEPTEMBER / OCTOBER 2009

Grammar: will future, comparatives and superlatives, past simple and past continuous

Functions: the future, future possibility (*I think/I'm sure/I hope/I expect*), comparing lifestyles, talking about likes and dislikes (*hate/like/enjoy + -ing*)

Vocabulary: adjectives ending in *-ed/-ing*, contrasting connectors: *but, although, however*

Skill: an informal email

| Page | Article | Online activities | CD |
|---------------------|--|-------------------|------|
| Cover/ 4 & 5 | Music Taylor Swift | ✓ | |
| 2 & 3 | Newsroom Teen Hero Saves Children; Horse in the Mud; Usain Bolt Runs a Street; Race in Manchester | ✓ | |
| 6 & 7 | Sport The All-New England Kit! | ✓ | ✓ T3 |
| 8 & 9 | Special Report Teenagers Cost £9,000 a Year | ✓ | ✓ T2 |
| 10 & 11 | The Big Debate School Food | | ✓ T5 |
| 12 | School Stories School Phobia | ✓ | |
| 13 | Culture Update The Fourth Plinth | ✓ | |
| 14 | My Story A Dancer in Russia | | |
| 15 | TEAM Calendar What's hot for September and October? | | |
| 16 | The Ad | | ✓ T4 |

Magazines Plus!
In print, in class and online!
www.maryglasgowmagazines.com

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 Enter a secret password.
- 3 Enter your e-mail address.



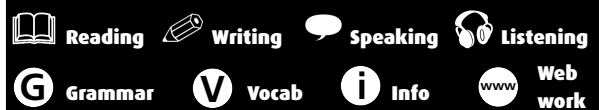
How do students register?

- 1 Enter the TEAM/HORIZONS students' code: **bluehat**.
- 2 Enter a user name (this doesn't have to be their real name).
- 3 Enter 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.

For help, e-mail: contactus@maryglasgowmags.co.uk

KEY TO ICONS



Cover and Pages 4 & 5 Music



Background information

Taylor Swift is a teenage singer-songwriter from Pennsylvania. Her style is pop country.

Lead-in

Before you give out the magazines, tell students there's a country pop singer and a footballer who plays for Chelsea and England on the cover. Who are they? Students guess.

Reading: scanning

Before students look at the article on pages 4 and 5, read out these statements about Taylor Swift. Students copy them down and predict if they are right or wrong. They then scan through the article for the answers.

1. Taylor Swift is Australian.
2. She loves eating In-N-Out burgers.
3. Everyone in her hometown loved country music.
4. Joe Jonas was Taylor's boyfriend for a while.
5. Taylor lost all her friends when she was in seventh grade.

Answers: 1. False – she's American; 2. True; 3. False – they thought it was weird that she liked country; 4. True; 5. True

Reading: comprehension

Hand out these questions for students to answer in pairs.

1. Why did a group of girls stop talking to Taylor?
2. What happened when she invited her friends to the mall?
3. What happened when she went to the mall with her mom?
4. What did other kids think was weird about Taylor?
5. How did she deal with her feelings?
6. What happened when she saw the girls a few years later?

Possible answers: 1. They decided she wasn't cool or pretty enough. 2. They said they were doing other things. 3. All her 'friends' were there. 4. That she liked country music. 5. She wrote songs about it. 6. They waited in line to say hi to her.

Grammar: past simple and past continuous

Write on the board: *I was signing autographs and I saw those girls.* Discuss why the verbs are in different tenses and what information each tense gives us. Make three columns on the board headed *1 Past simple*, *2 Connectors* and *3 Past continuous*. Elicit verbs from students and put five or six infinitive forms in columns 1 and 3. In column 2, write *and*, *but*, *because*, *when*, *while*. Students invent sentences with a past simple verb, a connector and a past continuous verb, following the example on the board.

Grammar: love/hate + ing

Write these options on the board: *go to gigs*, *listen to your iPod*, *find new songs online*, *watch MTV*, *write your own songs*, *play the guitar*, *practise the piano*, *listen to music shows on the radio*. In pairs, students use the structure *love/hate/don't mind + -ing* to talk about themselves, e.g. *I love listening to my iPod but I hate practising the piano.*

Pages 2 & 3 Newsroom**Reading: scanning**

Write these numbers on the board. Students find them as quickly as possible and write down what each number is referring to in the news articles:

- a) 14.25 b) 12 c) 2 d) 150 e) 999 f) 4

Answers: a) The number of seconds it took Usain Bolt to run the street race. b) The age of Mayflower the pony. c) The number of children Conor saved from the burning house. d) The length in metres of Usain Bolt's race. e) The number to call for the emergency services. f) The number of times the fire brigade has come to rescue the pony.

999! HELP THIS HORSE!

Mayflower is a Shetland pony, a breed of horse with a large body and very short legs. Calls to the fire brigade have so far cost taxpayers £8,000.

Speaking

Students discuss how they would react to these situations:

1. There is a car accident outside your house. One person is seriously hurt.
2. You are on the beach. Two teenage boys are in a boat not far out to sea. They get into trouble.
3. You are walking home late from a friend's house. You see someone climbing into a house.

LIGHTNING BOLT HITS MANCHESTER!

At the Beijing Olympics in 2008, Usain Bolt won three gold medals for the 100m, 200m and 400m 4x1 relay, for Jamaica. His nickname is 'Lightning Bolt'.

Weblink: Watch Usain win in Manchester on YouTube.

Pages 6 & 7 Sport**Background information**

This article is designed like the pages of a Panini sticker book showing England football kits over the years.

Weblink: A comprehensive website at www.umbro.com includes interviews with some of the England players.

Lead-in

If there are football fans in your class, give these descriptions of national football kits and see if they can identify them: *white shirt with blue stripes down each sleeve* (Greece), *red shirt with yellow stripes down each sleeve* (Spain). Now get students to take turn describing team shirts from their domestic league, for other students to identify. Write useful vocabulary on the board, e.g. *horizontal/vertical stripes*, *V-neck*, *long/short-sleeved*.

Reading: matching headings

Photocopy the text headed 'The New-Look Kit'. Cut the headings out, mix them up and stick them around the texts. Make enough copies of the revised text for each pair of students. They match the headings to the text.

Vocabulary: football

Give definitions of football words. Students locate them on the page:

1. the clothes a footballer wears
2. the badge on your shirt that shows your team or your country
3. the person who picks the team and tells them how to play
4. people who support a football team
5. the team that your team are playing against

Answers: 1. kit 2. crest 3. coach or manager 4. the fans 5. the opposition

Grammar: comparatives and superlatives

Students write sentences comparing the kits, e.g. *Billy Wright's shorts are much longer than Gary Lineker's shorts.* *Kevin Keegan's hair is much longer than David Beckham's.*

TEAM/HORIZONS COMPETITION: Please encourage your students to enter the kit design competition – the details are on page 7. Thank you!

Pages 8 & 9 Special Report



Background information

Teenagers today expect to have a lot more expensive consumer items than teenagers a few years ago. The research presented in this article shows that teenage spending is 12 times higher in 2009 compared to 1975.

Reading comprehension

Read out these quotes from Will and Siofra (pronounced *Shofra*). They're not direct quotes, so students use the information in the article to work out who is speaking.

1. "My sister and I miss our dad."
2. "My iPod only costs about £10 a month."
3. "I'd like to get money every week."
4. "I got my laptop for Christmas." 5. "I wish I had a job."

Answers: 1. Will 2. Will 3. Siofra 4. Siofra 5. Siofra

Research

Students interview their parents or grandparents at home to find out how much their parents spent on them. They write sentences comparing their parents with themselves and present them to the class in the next lesson, for example: *My mum got less pocket money than me. I've got more shoes and clothes than she had.*

Pages 10 & 11 The Big Debate



Lead-in

Ask students to write a real or invented menu in English for today in the school or college canteen.

Discussion: will future

Talk about what is causing us to get fatter. Ask: *Will people change their eating and exercising habits? Will fast food restaurants become less popular?* Be sensitive to over- or under-weight people in the class.

Page 12 School Stories



Lead-in

Ask: *How do you feel on the first day of a new school term?*

Reading: gap fill

Photocopy page 12 and blank out about twelve words, e.g. *terrifying, excited, suffers, cause, big, allergic, sick, afraid, question, common, safe, problem.* Write the words in random order beneath the article. Make enough copies of the revised page for each student or pair of students in the class. When students have read the article, they close their magazines and complete the gap-fill exercise.

Page 13 Culture Update



Background information

Gormley's plinth artwork is called 'One and Other'. He wants us to think about the diversity and vulnerability of the individual in modern society when we look up at the ordinary people on the plinth.

Grammar: conditional would

Ask: *What would you do if you were on the fourth plinth?* Students think of ideas e.g. *I would sit down and write a poem about all the people walking past. I would pretend to be a statue and try not to move for an hour.*

Weblink: <http://www.london.gov.uk/fourthplinth/plinth/index.jsp>

TEAM/HORIZONS ONLINE COMPETITION: Please encourage your students to send their best ideas in to TEAM/HORIZONS Competition. Thank you!

Page 14 My Story



Vocabulary: find the adjectives

Students work in pairs. Tell them to find ten different adjectives in Isabella's diary as fast as they can.

Choose from: *excited, tough, nice, good, sore, alone, warm, positive, difficult, freezing, cosy, ordinary, depressing, lucky.*

Writing: project: My diary

If students are starting something new this school year, e.g. a new musical instrument, a new sport, in or out of school, they can keep a diary like Isabella's. They write a few lines maybe once a week, describing how they are progressing, the ups and downs of learning, if they are doing enough practise, and so on. They can show you their diary every month or so for checking.

Page 15 TEAM/HORIZONS Chatterthon



Every Friday in October, for one hour between 3pm and 4pm GMT, TEAM readers from around the world are invited to take part in the TEAM Chatterthon online at MagazinesPlus. Our English coach team will be online to get students talking to each other and to moderate. We hope lots of our readers will take part – it's a great opportunity for speaking real English to real people! Please check what time 3pm GMT will be in your country!

Page 16 The Ad

Background information

At the time of going to press, Swine Flu had been declared a pandemic by the World Health Organisation (11 June 2009), advising governments to prepare for a long battle against an unstoppable new flu virus. The Swine Flu ad provides important health advice for students.

ANSWERS

LISTENING ACTIVITIES

ACTIVITY 1: 1) Yes 2) occasionally 3) £10 4) nothing 5) £35 6) No

ACTIVITY 2:

| | Billy Wright | Bobby Moore | Kevin Keegan | Gary Lineker | New kit |
|----------|--------------|-------------|--------------|--------------|---------|
| Jess | | ✓ | | | |
| Sam | | x | x | | x |
| Rochelle | | | ✓ | ✓ | ✓ |
| Freddie | ✓ | | | x | ✓ |

ACTIVITY 3: 1. The correct order is: B, D, E, A, C. 2. 0800-1-513-513

ACTIVITY 4: Lizzie: No!; Joe: No!; Eddie: Yes!; Yousuf: Yes

TEAM/NEW HORIZONS GENERATION MAGAZINE LISTENING ACTIVITIES

Name: _____

Age: _____

Date: _____

ACTIVITY 1: SPECIAL REPORT  **Track 2**

Listen to Mia and Adam and choose the correct answers.

- | | |
|--|---|
| 1) Does Mia have an MP3 player and a mobile phone? <input type="checkbox"/> Yes <input type="checkbox"/> No | 4) How much weekly pocket money does Adam get? <input type="checkbox"/> nothing <input type="checkbox"/> £5 <input type="checkbox"/> £10 |
| 2) How often does she get haircuts? <input type="checkbox"/> often <input type="checkbox"/> never <input type="checkbox"/> occasionally | 5) How much does Adam earn per week? <input type="checkbox"/> £10 <input type="checkbox"/> £20 <input type="checkbox"/> £35 |
| 3) How much is her weekly allowance? <input type="checkbox"/> nothing <input type="checkbox"/> £5 <input type="checkbox"/> £10 | 6) Do Adam's parents earn a lot of money? <input type="checkbox"/> Yes <input type="checkbox"/> No |

ACTIVITY 2: SPORT  **Track 3**

Myles is interviewing 4 England fans about the old and new England kits. What do the fans think? Put a tick (✓) for a positive opinion and a cross (✗) for a negative opinion.

| | Billy Wright | Bobby Moore | Kevin Keegan | Gary Lineker | New kit |
|----------|--------------|-------------|--------------|--------------|---------|
| Jess | | ✓ | | | |
| Sam | | ✗ | | | |
| Rochelle | | | | | |
| Freddie | | | | | |



ACTIVITY 3: THE AD  **Track 4**

Listen to the government advice.

1. Put these pieces of advice in the order you hear them.

- A) Throw the tissue away.
- B) Flu viruses can live for hours.
- C) Wash your hands.
- D) When you sneeze or cough, remember ...
- E) Trap the germs in a tissue.

2. What number should you call for more information?
0800 - -



ACTIVITY 4: TEAM PHONE-IN  **Track 5**

Should the government make us eat liver and spinach? Listen to the texters and callers. Write 'Yes!' or 'No!' in the boxes next to the names.

- Lizzie _____
- Joe _____
- Eddie _____
- Yousuf _____

