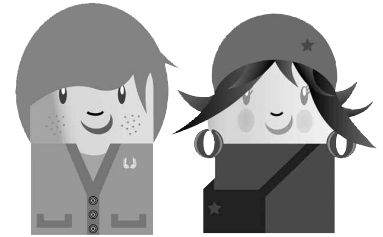


CLUB



NEW!

Online activities at
www.maryglasgowmagazines.com/activities

Dear CLUB teacher,

In this issue we check out pop star Lady GaGa's latest fashions, consider the health risks of using today's popular gadgets, and look into the issue of racism in the 21st Century. We also look at the economic crisis in the UK and review the latest film set to be the next vampire hit.



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 CLUB Chatterthon. Students can log in between 3 and 4pm GMT (check the time in your country), and meet other CLUB 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 CLUB or if there are any topics you would like to read about in future issues of CLUB, 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 JANUARY / FEBRUARY 2010

Grammar: used to v used to doing, verb + gerund, comparisons

Vocabulary: illness and injury, fashion and style, gadgets and technology, economics, adjectives for describing feelings

Page	Article	Online activities	CD
Cover / 8 & 9	THE PULSE Lady GaGa: creative or crazy?	✓	
2 & 3	UPDATE News Stories		✓ CD1 T10
4 & 5	YOUR WORLD 21st Century Ailments	✓	
6 & 7	TEEN TALES The Trouble with Tattoos		
10 & 11	THE REPORT Is racism still alive in the 21st Century?	✓	
12 & 13	SOCIAL SCRAPBOOK From 'Maggie's millions' to 'Brown's billions'	✓	✓ CD1 T11
14	HEROES "My twin sister saved my life"		✓ CD1 T12
15	THE TEST FACTOR Burns' Night <i>Cirque Du Freak – The Vampire's Assistant</i>	✓	
16	THE NEXT BIG THING Jessica Ennis	✓	

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



How do students register?

- 1 Enter the CLUB students' code: purplehat.
- 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.

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

KEY TO ICONS	Reading	Writing	Speaking	Listening
	Grammar	Vocab	Info	Web work

Cover / Pages 8 & 9 THE PULSE



Lead-in

Cover the cover image of CLUB magazine with sticky notes, with fashion vocabulary written on each note. Examples may be *fashionable, stylish, conservative, sensible, fashion conscious, sophisticated, up-to-date, old-fashioned*. Students volunteer sentences incorporating a word on a note – if the sentence makes sense, remove the sticky note. Students guess at each stage who the person on the cover is and bit by bit the image of Lady GaGa is revealed.

Ask: *Do you know Lady GaGa's music? What songs does she sing? What do you know about her music or her personality?*

Reading comprehension

Students read the article and decide if these sentences are true or false, correcting the false statements.

- 1) *Lady GaGa only makes an effort with her clothes when performing.*
- 2) *She likes to wear fur.*
- 3) *An outfit got her into some trouble in Russia.*
- 4) *Lady GaGa has always adapted her clothes to suit her tastes.*
- 5) *She gets her enthusiasm for clothes from her sister.*
- 6) *She always has sunglasses with her.*

[Answers: 1) False – she always makes an effort; 2) False – she doesn't wear fur; 3) True; 4) True; 5) False - she gets her enthusiasm from her mother; 6) True]

Writing

My style icon: students choose the person whose image they most admire and write about them using the vocabulary on page 9. Ideas to consider: *How would you describe their style? Why do you like their image? Do you think they have influence in setting trends? Do you copy any of their fashion ideas?*

Pages 2 & 3 UPDATE



GOOGLE BIKE GOES TO STONEHENGE

Go online to find your school on GoogleMaps (<http://maps.google.com/>), and see if there is a photo. Ask: *When do you, or might you, use online maps? Why are they useful? Do you think it is useful to have photos of locations?*

GRRR-REAT BRITAIN IS EUROPE'S ANGRIEST NATION!

Ask students to discuss in pairs: *What makes you angry? Feedback, then discuss: What makes you calm? How do you calm down when you're angry?*

SPOT THE ARTIST

Show students the picture of Liu's work. Ask: *What do you think motivated / inspired this creation? What message is the artist trying to send? Is it clear?*

WITCH AUDITIONS

Write *Halloween* on the board. Brainstorm vocabulary associated with Halloween e.g.: *witch, wizard, ghost, trick or treat, fancy dress, pumpkin, costume.*

Pages 4 & 5 YOUR WORLD



Lead-in

Students unscramble these words: *bmeiol hnope; SlayPttaoni; dentniNo iWi; 3PM yrelpa; dPio*
[Answers: mobile phone; PlayStation; Nintendo Wii; MP3 player; iPod].

Reading comprehension

Students read the article and fill the gaps:

- 1) *Mobile phones carry a lot of _____, more than a toilet seat!*
- 2) *Talking on your mobile could give you long-term _____ to your hands and wrists.*
- 3) *Playing PlayStation can make your _____ red and sore.*
- 4) *Sharing earphones might cause ear _____.*

- 5) _____ can cause discomfort in your hands from pressing small buttons.
- 6) *Keeping fit using the Wii can cause pain and injuries to your _____.*

[Answers: 1) bacteria; 2) injuries; 3) hands; 4) infections; 5) Texting; 6) knees]

Speaking

In groups, students discuss the following questions: *Which of these gadgets do you have? Have you ever experienced pain from using any of your gadgets? How much do you use them? Do you think you ever use them too much?*

Writing

Poster campaign – in groups, students create posters to warn other teenagers about the possible health problems caused by using gadgets. They can pick one of the items mentioned on pages 4 & 5, come up with one of their own or do an overview of more than one. When finished, they present their poster to the rest of the class.

Pages 6 & 7 TEEN TALES



Lead-in

Play 'hangman' with the class to elicit the word 'tattoo'. Ask: *Do you know what this is? What is the definition of a tattoo? [making a permanent marking on the skin by pricking and staining with ink] What do you think of tattoos? What are the risks of having a tattoo?* Show students the picture of Kimberley on page 6. Ask: *What's your reaction to her face?*

Comprehension

Write the following numbers on the board. Students read the article to find the significance of the numbers:

£55 56 £9,000 18 80-150 33

[Answers: £55 – the amount Kimberley paid for her tattoo; 56 – the number of star tattoos Kimberley has; £9,000 – the amount Kimberley's family demanded to remove the tattoos; 18 – Kimberley's age; 80-150 – the number of times a needle pierces the skin per second when getting a tattoo; 33 – the percentage of people who regret having a tattoo]

Pages 10 & 11 THE REPORT



Lead-in

Write *racism, prejudice, stereotypes* on the board. Ask: *What images do these words bring to mind? Can you define them? Can you think of any examples of prejudiced behaviour?*

Reading comprehension

Students answer the following questions in pairs:

- 1) *Why was Natasha different? Why did the boy pick on her?*
- 2) *How did Natasha's behaviour change because of the bullying? Find two examples.*
- 3) *What did Natasha do to end the situation?*
- 4) *Why wasn't Natasha happy with the boy's punishment?*

[Answers: 1) Natasha was the only mixed-race pupil in her school; 2) She became depressed, started spending a lot of time in her room, stopped eating properly, fell behind with her schoolwork; 3) She tried to kill herself; 4) He hasn't paid the price for what he has put her through.]

Speaking

After reading the views on page 11, students discuss the following ideas in small groups: *Have you ever not been chosen because you're a boy / girl,*

had a bad experience because of your nationality / skin colour / religion / accent? Do you think there is racism in your country? What could be done to help stop prejudice in your school / town / country?

Writing

Students respond to the question *Is racism still alive in the 21st Century?* They can write about their own experiences / opinions, or write a story about the topic. Send them in to CLUB magazine (clubnews@maryglasgowmags.co.uk) and their stories could be published on the website!

Page 12 & 13 SOCIAL SCRAPBOOK

Lead-in

Write *economy* on the board. Elicit related vocabulary: *recession, money, jobs, banks, spend, save, rich, poor.*

Reading comprehension

Students read the text and answer the following questions:

- 1) Who is Margaret Thatcher?
- 2) How many people were unemployed in 1982?
- 3) How many people were unemployed in July 2009?
- 4) Who is Gordon Brown?
- 5) Which government party does he represent?

[Answers: 1) Leader of the Conservative Party in 1979; 2) 3 million; 3) 2.3 million; 4) UK Prime Minister; 5) Labour Party]

Vocabulary

Students match the words and the definitions:

[Answers: 1) d; 2) f; 3) h; 4) g; 5) b; 6) e; 7) a; 8) c]

1	unemployment	a	to take something from somebody on a temporary basis
2	election	b	to stop working as a form of protest
3	salary	c	connected to money
4	recession	d	the state of not having a job
5	strike	e	to give something to somebody on a temporary basis
6	lend	f	a system used to choose a leader by public vote
7	borrow	g	a period of time when many people do not have jobs and the economy is slow
8	financial	h	the money received each year for doing a job

Page 14 HEROES

Lead-in

Write this definition on the board to elicit the answer 'twins': *Two babies that are born at the same time to the same mother.* Ask: *What word is this a definition of? Do you know any twins?* Explain that 'twins' means 'a pair of twins'. A common mistake is to say 'two twins', which actually means two sets of twins = four people!

Grammar

Be used to doing expresses habitual action; *used to do* expresses a habit in the past. Students read the following sentences and choose the correct expression to fill the gap.

- 1) Twins **are often used to feeling / often used to feel** pain when the other gets hurt.

- 2) Identical twins **are usually used to being / usually used to be** mistaken for one another.
- 3) My twin sisters **are used to fighting / used to fight** all the time, but now they're best friends.
- 4) Some people think that twins are **used to communicating / used to communicate** telepathically.
- 5) We **are used to wearing / used to wear** identical clothes, but now we have our own styles.

[Answers: 1) are often used to feeling; 2) are usually used to being; 3) used to fight; 4) are used to communicating; 5) used to wear]

Page 15 THE TEST FACTOR

THE EVENT: BURNS' NIGHT

Students write about a local / national holiday or festival in their country, thinking about the following ideas: *What happens? When? What do people eat / wear / do? What is their opinion of the holiday / festival?*

THE FILM: CIRQUE DU FREAK – THE VAMPIRE'S ASSISTANT

Students watch the trailer for the film on YouTube (<http://tinyurl.com/pn3dtx>). Ask: *Would you like to watch this film? Why / Why not? Who do you think would be your favourite character? Do you like the special effects? What themes do you think the film covers?*

Page 16 THE NEXT BIG THING

Background

The heptathlon includes: 100 metres hurdles, high jump, shot put, 200 metres, long jump, javelin, 800 metres.

Lead-in

In groups, students brainstorm different Olympic sports. Ask: *Do you know which city will host the next Olympic Games in 2012?*

Reading

Students read the article and answer the following:

- 1) Why is Jessica called 'the Tadpole'?
- 2) How did her injury change her as an athlete?
- 3) Where did she win the World Championships?
- 4) How does she feel before competing in the 800 metres?
- 5) Where does she want to 'make Sheffield proud'?

[Answers: 1) She's only 1.62m tall; 2) She learnt a lot and became tougher; 3) Berlin; 4) Sick with nerves; 5) London 2012]

Writing – research

Each student does research on the Olympic competitor of their choice. They write a profile for the person they've selected like the one for Jessica on page 16. They can include facts about their life, personality, medals, sport and hopes for the next Olympics.

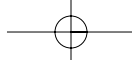
ANSWERS

LISTENING ACTIVITIES

Track 10: The opinions that you hear are: 1 (Steven), 2 (Steven), 4 (Holly), 5 (Holly), 7 (James)

Track 11: Ask your students to check their answers against the tapescript.

Track 12: 1) TRUE 2) FALSE. 15% 3) FALSE. He dreamt about a red car, then his twin had a car accident. 4) FALSE. They coincidentally wrote similar answers and the teacher *thought* they were cheating. 5) TRUE 6) TRUE



CLUB LISTENING ACTIVITIES CD 1 2010

Name: _____

Age: _____

Date: _____

Track 10: What makes you angry?

Listen to Steven, Holly, James and Alex talking about what makes them angry. Tick all the things that they find annoying, then write who said them.

- 1. Call centres _____
- 2. Being put on hold _____
- 3. Friends who don't reply to your text messages _____
- 4. People who check their phones when you're talking to them _____
- 5. Shop assistants who don't pay attention to you _____
- 6. Teenagers who shoplift _____
- 7. People who talk loudly on their phone on public transport _____

Track 11: Student life

Listen to Jane and Claire talking about student life in the 1970s and the 2000s. Make notes on what they say about protests, music and fashion.

	Protests	Music	Fashion
Jane (70s)			
Claire (00s)			

Track 12: Twins

Listen to the psychologists talking about telepathic experiences and say whether these facts are true or false.

- 1. In study, 39% of twins said they might have had a telepathic experience.
- 2. In the same study, 18% of twins said they had definitely had a telepathic experience.
- 3. One boy dreamt he was going to have a car accident, then he did have one.
- 4. One set of twins used telepathy to cheat in an exam.
- 5. Close friends or a mother and son are just as likely as twins to have 'telepathic' experience.
- 6. There's no scientific proof that twins are telepathic.

