

# Kids' News



Happy New Year and welcome to issue 3 of *Kids' News* – the magazine for Primary English.

In this first issue of 2010, we visit the Winter Olympic Games in Canada, we've got a preview of the latest Disney film *The Princess and the Frog* and we take an open top bus tour of London.

Use these teachers' notes to get extra information, useful resources and ideas for activities to help you make best use of *Kids' News* in your class.

Have fun!

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## SYLLABUS INFORMATION: JANUARY/FEBRUARY 2010

<b>Lexical sets</b>	<ul style="list-style-type: none"> <li>• Days of the week</li> <li>• Months of the year</li> <li>• Transport [<i>bus, train, taxi, car, etc.</i>]</li> <li>• Winter sports [<i>skiing, snowboarding, ice skating, etc.</i>]</li> </ul>
<b>Structures &amp; functions</b>	<ul style="list-style-type: none"> <li>• Telling the time</li> <li>• Weather [<i>It's sunny, It's raining, It's hot, etc.</i>]</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Can [<i>I can... / Can you ...? Yes, I can / No, I can't</i>]</li> <li>• Prepositions of place [<i>on, in, under, behind</i>]</li> </ul>
<b>Cultural content</b>	<ul style="list-style-type: none"> <li>• Songs about Britain: The Big Ben Clock</li> <li>• Famous London Landmarks [On <i>Live from London!</i>]</li> </ul>

**Page 2 True Stories****CD 2 Tracks 2-6****Story 1: "Brrr! It's cold!"****Info File**

Winter in Britain is usually considered to be in the months of December, January and February. Spring is February, March and April. Summer is June, July and August and autumn is September, October and November. This article offers an opportunity for children to learn the names for months and the words for hot and cold.

**USING THE PAGE**

Show the class the pictures of the lemurs on page 2. Ask:

**Teacher:** *What is this animal?*

**Teacher:** *How many lemurs are there on the page?*

**Teacher:** *What colours are the lemurs? What colour are their eyes?*

**Teacher:** *Look (point at the radiator) Are the lemurs hot or cold? (cold – but the radiator is hot!)*

Play the article on the CD to the children and ask them to follow the words on the page with their fingers. Pause and check comprehension with your students in their mother tongue. Play the story again – but this time your students should close the magazine. When they hear the word 'lemur' they should gesture ears with their fingers, when they hear the word 'hot' they should gesture 'hot' (for example, they should mime sweating, panting, fanning themselves) and if they hear the word 'cold' they should mime feeling cold (shivering, rubbing hands, etc.)

**Spelling: Vowel Quiz**

Put the sentences from the story on the board. Ask students to look at the story on page 2 and identify what the missing letters are:

(1) *Hr ar fiv lmrs.*

(2) *Lmrs cm frm Mdgscr.*

(3) *n Mdgscr, th wthr s ht.*

(4) *This lmrs lv n z. Th z s n Jpn.*

(5) *Bt nw n Jpn, t s cld.*

(6) *"Brrr!" sy th lmrs!*

The missing letters are vowels (a, e, i, o, u). Write these on the board and practise saying them.

Now ask your pupils to write the name of somebody in the class or an English word – taking out the vowels (a, e, i, o, u). See if their partner can guess what it is.

**Writing: Creature Feature**

Get the children to research and create their own 'creature feature' with an animal of their own choice. Give them the model in the yellow box: **Animal:**

**Country:**

**Colours:**

**Food:**

You could put these on large pieces of paper and use them for a classroom wall display, or put them on smaller cards with information on one side and a picture of the animal on the other. A good way to display double-sided work like this is to string a washing-line across your classroom and use pegs to hang the cards on it.

**Months Chant**

Drill the months of the year from January to December with your students. Try drilling in different ways to keep it interesting for your students – i.e. fast-slow, loud-quiet. Recycle the months by asking your students these questions:

**Teacher:** *When is it your birthday?*

**Teacher:** *When is it Christmas?*

**Teacher:** *When is it the holidays?*

Then show them the activity on page 2 ('You'). Ask students to draw a sun next to the months when it's hot and a snowflake when it is cold in their country. Then chant the months again – but this time – when it's a month that's cold in their country, your students should do an appropriate gesture for 'cold' and do the same for 'hot' months.

**Art and Craft: Masks**

You could make masks for the lemurs (a blank lemur mask can be found on these two websites:

<http://pbskids.org/zoo/mysteryanimal/eyespy/zooof.html>; [www.tiergarten-heidelberg.de/.../Masken/Masks%20-%20know-how.doc](http://www.tiergarten-heidelberg.de/.../Masken/Masks%20-%20know-how.doc)). Students can decorate the masks for homework.

## Story 2: "I'm a bus driver and I'm TEN years old!"

## Info File

Joshua Middleton lives near Brighton and loves buses so much that his dad, an electrician, took nine months to build him a real one. The bus is powered by a small motorbike engine and has working indicators and lights. This story can be used to introduce transport vocabulary and the days of the week.

## USING THE PAGE

Show your students the main photo and discuss it with your class:

**Teacher:** Look at this boy. His name is Joshua.

**Teacher:** (point to the bus) What's this?

**Teacher:** What colour is the bus? What colour are the buses in our town / city?

**Teacher:** What number is the bus?

**Teacher:** Where is the bus going?

**Teacher:** What is the number plate on the bus – can you read it?

What is the number plate on your mum's / dad's car? Do you know it?

Play the story on the *Kids' News* CD and ask your students to follow the story on the page. Then, play the CD a second time and pause at the end of each sentence. Ask:

**Sentence 1 > Teacher:** What's his name?

**Sentence 2 > Teacher:** How old is he? How old are you?

**Sentence 3 > Teacher:** What does he like? What do you like?

**Sentence 4 > Teacher:** When does Josh go on a bus? When do you travel on a bus?

**Sentence 5 > Teacher:** What can Josh do? Can you drive? Can your dad/ mum drive?

## Maths Link: Data and Bar Charts

Get the children to do the diary of the transport they use in a week. At the end of the week, compare the results. Ask students to bring in their transport diaries. Put your students into groups of three. They should add up how many ticks the bus has, how many ticks the car has and so on for their team. The teams should report back to you. Then add up the class totals for each form of transport together. For example: *Bus* = 23 ticks *Car* = 35 ticks

Now ask students to use the results to make a bar graph. Which form of transport was the most popular?

## Pronunciation Game: Singular / Plural 'Slap the Sound'



Put these letters on the board: s z iz

Photocopy the transport photographs three times. Cut them out and stick them on the board so you have 1 bus and 2 buses, etc. Say the words in singular and plural. Ask the class which of the three sounds on the board they hear at the end of *buses* [busiz]. Repeat this with the other two words and their final sound.

Divide the class into two or three teams and ask them to stand in lines in front of the board. Say a noun that the children know in the plural. The players at the front of the line race to touch the correct final sound. The first person to touch the correct one gets a point for their team. All the first players go to the back of their lines, allowing the next player to take their place. The race is repeated with the new players and a different word until all players have had a go. The team with the most points wins. Use any nouns you have been studying recently. Here are some from this issue of the magazine:

[s] *bikes, skates, tickets, sports, Olympics, clocks, mascots*

[z] *Kids, News, pads, lemurs, years, pigeons, sums, actors, cinemas, characters*

[iz] *buses, watches, princesses, classes*

**Song: The Wheels on the Bus**

This is a popular young children’s song with gestures and sound effects. There are detailed lyrics, gestures and free activity sheets on the following website: <http://www.kididdles.com/lyrics/b014.html>

**Pages 4 & 5 Sport** **CD 2 Tracks 11-14**

**Info File**

These pages introduce the Winter Olympic Games being held this year in Vancouver, Canada from 12th–28th February. The official website (<http://www.vancouver2010.com/>) provides information on all the events, the mascots, the results and a variety of multimedia resources like photos and video.

**USING THE PAGES**

Ask the children:

*Do you like winter sports? Can you do any winter sports? How many Winter Olympic sports do you know?*

Pre-teach the winter sports words using the photos on page five as flashcards – alternatively mime the sports and get the students to join in, saying the words as they do the actions.

**Listening**

Play the CD and listen to the Olympic mascots, Quatchi and Miga doing five Olympic sports. (It is very sweet!) Check that students understand the concept of *can* for ability. Show them an example by miming: I *can* ski; I *can't* ski. Then ask them to mime *can* and *can't* for other simple activities. I *can* swim. I *can't* swim. Then make enough photocopies of pages 4 & 5 so you have enough for pairs or groups of three. Before the lesson, cut out the speech bubbles and the pictures of Miga and Quatchi doing the activities. Students should then read the bubbles and match them to the correct pictures. Students can then listen to check. If you have more advanced students, photocopy the page and blank out key words in the speech bubbles (for example, all the ‘cans’, or the winter sports words), before photocopying it enough times for your students. Making sure that the students can’t see their magazines, ask students to listen and write in the words.

**Can you...? Bingo**

After your students have done the ‘You’ activity on page 5, where they tick what they can and can’t do – get them to do a class survey. Extend the number of activities if you wish, checking comprehension beforehand.

ski	snowboard	touch your toes
touch your nose with your tongue	play ice hockey	cross your eyes
skate	slide on a luge	juggle

Give out copies of the Bingo sheet. Tell the children that they have to interview each other. They ask only one question to each person. They find a partner, choose a question from the grid and ask it. If the person they ask **can** do what they asked, they need to get their signature in the box by asking, *Can you sign here, please?* However, if the person they asked **can't** do it, they say *Thanks*, and find another partner. To win they need to get three signatures in a vertical, horizontal or diagonal line.

**Guided Writing: Poster**

Get the children to make a poster for the Olympic Games in Vancouver. Encourage them to use the expression *You can ...*. For example: *You can watch ice hockey! You can meet Miga and Quatchi! You can ski!*

**Speaking: Puppets**

For this activity you will need enough medium to large envelopes for each of your students. Put the children in pairs and give each an envelope. The children should be able to put their hands in the envelope as a glove puppet. They glue on Miga or Quatchi. Tell the pairs to create a conversation between the two characters. Demonstrate this with a strong student before you start.



**Pages 6 & 7 Live from London****CD 2 Tracks 15-18**

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**

Open top bus tours of London are a very popular tourist activity. The original bus tour (<http://www.theoriginaltour.com/>) featured in the photostory has several routes around London.

**Culture File**

The boys visit three important London landmarks:

**Piccadilly Circus:** Piccadilly Circus is in central London. It is famous for its large neon signs and what is popularly (but mistakenly) known as the statue of Eros. The statue actually represents Eros' brother Anteros, the god of selfless love, and commemorates the 7th Earl of Shaftesbury, who selflessly worked for the poor of the city in the 19th century.

**Trafalgar Square:** Trafalgar Square is named after the Battle of Trafalgar, a naval battle in 1805 at which the English Navy defeated the combined naval fleets of France and Spain led by Napoleon. There is a large column with a statue of Nelson, the admiral who commanded the English ships. Trafalgar Square is famous for pigeons and as being the site of the National Gallery (<http://www.nationalgallery.org.uk/>) which houses one of the best collections of art in the world.

**Big Ben:** For information on Big Ben, see the notes accompanying the song on the back cover.

**USING THE PAGE**

Watch the CD by playing it through on your computer – first with subtitles. Pause the film and ask questions as you go along.

**|| Pause 1 [Frame 1]**

**Teacher:** *These are two English boys. Where is James from in England?*

**|| Pause 2 [Frame 2]**

**Teacher:** *What have they got in their hand?* [Maps of London]  
*Imagine you're in London for one day. Where would you like to go?*

**|| Pause 3 [Frame 2]**

**Teacher:** *What does James want to see?*

**|| Pause 4 [Frame 4]**

**Teacher:** *Where are they?* [They're outside a tourist information centre that sells bus tickets.]

**|| Pause 5 [Frame 5]**

**Teacher:** *What does the woman give them?* [She gives them tickets.]

**|| Pause 6 [Frame 7]**

**Teacher:** *Can we hear the tour in our language?*

**|| Pause 7 [Frame 8]**

**Teacher:** *What's the name of the statue? Does James like the statue?*  
[No, he says *Yuck!*]

**|| Pause 8 [Frame 9]**

**Teacher:** *Where are they now?* [Trafalgar Square]

**|| Pause 9 [Frame 10]**

**Teacher:** [Point at Big Ben] *What's this? What time is it?* [Big Ben – it's a clock. It's two o'clock.]

**|| Pause 10 [Frame 11]**

**Teacher:** *Does James like London?* [Yes – James says *Fantastic!*]

Now play the film again. Make half the class Ryan, and half James. Get your students to repeat what their character says.

**Speaking: Bus role-play**

This is a popular role-play activity I have used with my classes for teaching simple dialogues such as buying a ticket. Before the class, collect some old bus tickets (even better if you have any from England) to use as realia. Then, make a 'bus' in your class by moving the chairs into the seating arrangement of a bus – with a chair at the front for the driver – and a table as a bus stop. One student is the driver, one student is the bus conductor and the rest of the students are passengers.

**Teacher:** *This is a bus.*

**Teacher:** *Paulo, you are the bus driver. Sit here, please.*

**Teacher:** *Carla, you are the bus conductor. Here are the tickets.*

**Teacher:** *This is the bus stop. Federico, Giovanna and Franco, stand here, please!*

**Teacher:** *Stop the bus.* (In England, you stop the bus, by putting out your arm – demonstrate this.)

**Teacher:** *Get on the bus and buy a ticket.*

Demonstrate the dialogue with the conductor:

**Passenger:** *One ticket, please!*

**Conductor:** *Here you are.*

**Passenger:** *Thank you!*

Students should get on and ask for a ticket. When students are sitting, passengers can ring an imaginary bell and say: *Stop the bus!* They can then get off the bus. They should say *Thank you driver*, as they leave the bus.

**Project: Tour Bus**

There is a map on the London Tour Bus website <http://www.theoriginaltour.com/files/TourMap2009.pdf> which you can download. Get the children to start at Trafalgar Square and follow the yellow route. What famous places do they see?

As an extension activity, give each pair of students a photocopy of a basic map of the children's home-town. Tell your students to plan a tour bus route through your town for tourists.

*What places can you see on your tour?* Each pair plans their route and draws a line of the route – they can then make posters and guide books for their tour.

Give them this model on the board:

Tour of \_\_\_\_\_ [name of town/city] !

You can see \_\_\_\_\_, you can see \_\_\_\_\_ and you can see \_\_\_\_\_ !

This is the map:

This tour is fantastic!

Tickets cost £ \_\_\_\_\_

**Page 8 Film****CD 2 Tracks 19-21****Info File**

This article introduces Disney's new animated film of the *Princess and the Frog*, an alternative version of Grimm's fairy tale, *The Frog Prince*. In the original, a frog, which is really a prince, has been changed into a frog by a witch. He can only be a prince again by the kiss of a princess. The Disney film is a bit different: the story is set in New Orleans, the witch is a voodoo doctor (Dr Facilier) and the girl is not a princess! The website is <http://disney.go.com/disneypictures/princessandthefrog/>

**Game: Days of the week**

This is a lively game, so make sure you have enough space. Put the chairs in a circle. Go round the class giving each child a day of the week. Remove one chair so there is a child standing in the centre of the circle. This child says any day of the week they like. All the children with that day must stand up and find a different chair as quickly as possible. Whilst they are moving, the child in the centre should also try to find a seat. The person left in the centre of the circle calls the next day. After a few goes, tell the children they can also call *Weekdays* (Monday, Tuesday, Wednesday, Thursday and Friday all change places), *Weekend* (Saturday and Sunday change places) and *Days of the Week* (everyone changes places). You could also introduce calls specific to your school or culture like *Days we come to school*, *Days we study English*, *Days the shops are closed*, etc.

**Game: Leapfrog**

This is a traditional playground game (see <http://www.wikihow.com/Play-Leapfrog>). Take the class into the playground or gym. Line them up in groups of seven, a metre or two apart. The first in the line is Monday, the second Tuesday and so on. Everyone bends over and puts their hands on their knees. When you call a day, that person stands up, and vaults over the people after them in the week shouting out the days until they get back to their space.

**Teacher:** *Wednesday!*

**Wednesday child:** *Thursday!* (vaults over Thursday) *Friday!* (vaults over Friday) *Saturday!* (vaults over Saturday) *Sunday!* (vaults over Sunday) *Monday!* (vaults over Monday) *Tuesday!* (vaults over Tuesday, runs back to his place and bends over again).

**Page 9 Magic Mary****CD 2 Tracks 22-24****Info File**

In this episode, Mary uses her magic to try to make her Maths lesson go faster. She tries to change the times of the clock in the class. This cartoon can be used to revise times.

**USING THE PAGE**

Put the children in pairs, then play the CD. Pause at each frame and check comprehension with these questions:

1. Frame 2: *Does Mary like Maths? Do you like Maths?*
2. Frame 2: *What time is break time? What do you do at break time?*
3. Frames 1 & 3: *Look at the sum. What is the answer? Does Mary know the answer?*
4. Frame 3: *Is the teacher happy?*
5. Frame 9: *What time is it?*

**Writing: My Story Ending**

Photocopy the story and blank out the last two frames (8 & 9) Can the children suggest a different way for the comic to end? Get them to draw their own ending and write the dialogue.

**Grammar: Matching Time**

Make a set of the cards below. Mix them up and see if the children can find the matching digital clock, analogue clock and time in words.

It's half past eight.	It's eight o'clock.	It's quarter past eight.	It's quarter to eight.	It's half past seven.	It's quarter to seven.

**Maths in English**

Give the children a Maths test in English. You might need to pre-teach some basic Maths vocabulary:

- (minus, take away)
- + (plus, add)
- x (times)
- = (equals, is)

Select sums which are suitable for the level of your class but which they would find comfortable in their own language. If you are not familiar with how to say sums in English here is an example:

700 + 145 = (What is seven hundred plus one hundred and forty-five?)



**Pages 10-11 Stars** **CD 2 Tracks 25-30**

**Info File**

The article recycles the vocabulary for weather – but we have used some of our readers' favourite actors. They are:

- Demi Lovato: *Star of Disney Channel's Camp Rock*
- Vanessa Hudgens: *Star of High School Musical*
- Jim Carrey: Comedian and actor star of many films including *Mask*. Most recently he voiced Scrooge in the film, *A Christmas Carol*.
- Miley Cyrus: *Star of Disney Channel's Hannah Montana* and a pop star
- Zac Efron: *Star of High School Musical*

**USING THE PAGE**

Look at the photos on pages 10 & 11. Ask your students to tell you about them in English. Prompt them:

**Teacher:** *Who's this? Do you like \_\_\_\_\_? What film is he / she in? Can she sing? Look at Demi Lovato. What's the weather like in her photo? Is it sunny?* Play the CD and ask the students to follow. They, can then do the 'Do it' activity on page 11.

**Four Corners Weather**

Take the class to the gym or outside to the playground. Designate one corner *It's raining*, another *It's sunny*, another *It's snowing* and the other *It's windy*. Get the children to stand in the centre. First, to familiarise them with the corners, simply say one of the types of weather

and get them to run to the appropriate corner. Once they are all sure which corner is which, give them different clues for which corner to run to. Here are some ideas:

**Clothes:** *I'm wearing gloves / a waterproof jacket / a T-shirt.*

**Shoes:** *I'm wearing Wellington boots / sandals.*

**Objects:** *I've got an umbrella / a snowball / a surfboard / a kite.*

### Weather Forecasts

Give your students an outline of Britain with the cities marked on. Give them the weather forecast for the cities and ask students to draw on the weather.

Then give out extra photocopies and put students into pairs. Student A draws on the weather and should then give the forecast to their partner – who draws on the correct weather. If you have more time, prepare this activity:

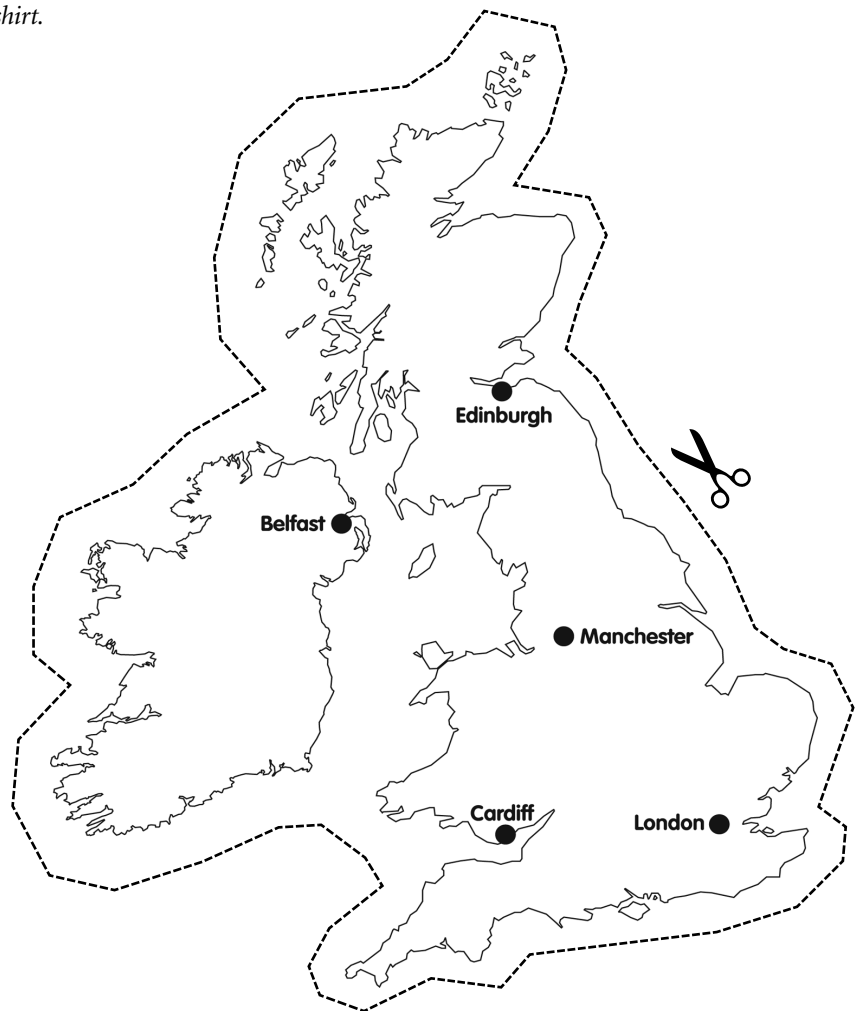
Prepare two sets of cards. One set should have weather types on (photocopy the weather pictures in the Wordbox) and the other set should have with the names of various countries (Britain, France, USA, Australia, etc.) You should have a weather card and a country name for all of your class.

Put a large world map at the front of the class. Give each student a country and a weather picture. Each child comes to the front, sticks their card on the correct country and says what the weather is like:

**Student 1:** *In Spain, it's hot and sunny.*

**Student 2:** *In Poland, it's snowing.*

The rest of the class should check the country and the weather.



## Page 12 Songs About Britain

## CD 2 Tracks 31-32

### Info File

This song practises time and daily routines as well as introducing Big Ben, England's most famous clock. Although most British people refer to the Clock Tower, the Great Clock and the Great Bell collectively as Big Ben, it is actually the nickname of the bell. In 2009, Big Ben celebrated its 150th anniversary. Information about Big Ben, games and even a downloadable sound file of the famous chime are available here: [http://www.parliament.uk/about/livingheritage/building/big\\_ben.cfm](http://www.parliament.uk/about/livingheritage/building/big_ben.cfm)

### USING THE SONG

Get the children to listen to the song once, then make two teams. Tell half the class to listen for the word *time* and half the class to listen for the word *clock*. Play the song again. Whenever the *time* team hear their word, they stand up and gesture as if looking at a watch on their wrist. Whenever the *clock* team hear their word, they stand up and use their arms to gesture as if they are a large clock. At the end of the song, the teams switch words and listen to the song again.

### Game: What's the time, Mr Wolf?

This is a variation of a popular children's game and is best played in a large space like a playground or gym. One child stands several metres away from the rest of the class with their back turned. They are Mr Wolf. In chorus, the children shout out the question "What's the time Mr Wolf?" Mr Wolf replies by saying "It's one / two / three / four / five / six / seven / eight / nine / ten / eleven / twelve o'clock." The other children must then take that many steps towards Mr Wolf, counting the numbers out loud as they walk. The children continue to ask the question and advance in this way until Mr Wolf says "It's lunch time!" and chases after the children to 'eat' them. If Mr Wolf catches someone, they become the new wolf. For this version, you could also get Mr Wolf to use the expressions from the song (*It's home time!* / *It's school time!*).

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**Picture credits:** Page 3: E. Bree/MGM; Hemera; E. Bree/MGM. Page 4: Vancouver 2010. Page 7: M. Tupy/iStockphoto.