

TEAM

the Horizons generation magazine



NEW!

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Dear TEAM/HORIZONS teacher,



Welcome to Issue 3 of TEAM/HORIZONS. In this issue we meet Britain's latest young music star, Pixie Lott, as well as Britain's strongest girl, weightlifter Zoe Smith. The Sport page focuses on the rivalry between tennis champions Roger Federer and Rafa Nadal. And we tackle the serious, Europe-wide issue of racism against the Roma people.

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 February there's a TEAM/HORIZONS Chatterthon. Students can log in between 3 and 4pm GMT (check the time in your country), and meet other TEAM/HORIZONS 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 TEAM/HORIZONS or if there are any topics you would like to read about in future issues of TEAM/HORIZONS, please do e-mail me. I'm always interested to hear your feedback.

All the best,

Sarah

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LANGUAGE POINTS FOR THIS ISSUE JANUARY/FEBRUARY 2010

Grammar: present perfect; relative clauses with *who / that / where*; *be allowed to*

Functions: giving safety advice; talking about illness

Vocabulary: adjectives for describing people / things / places; technology

Cultural content: racism in Northern Ireland; personal liberty in the UK; life in UK classrooms; Statue of Liberty

Page	Article	Online activities	CD
Cover/ 8 & 9 	MUSIC Pixie Lott	✓	
2 & 3	NEWSROOM Mud Race, Surviving a Lightning Strike, an African Skier		
4 & 5	SPORT Tennis: Federer vs. Nadal	✓	
6 & 7 	SPECIAL REPORT Racism against the Roma	✓	
10 & 11 	THE BIG DEBATE Personal Liberty		✓ T12
12	MY STORY Britain's Strongest Girl	✓	
13 	SCHOOL STORIES Time Wasting in UK Classrooms		
14 	CULTURE UPDATE Statue of Liberty Reopens	✓	✓ T14
15	TEAM/HORIZONS CALENDAR What's Hot for January and February?		
16 	THE AD Teenage Cancer Trust		✓ T13

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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 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

- Reading
- Writing
- Speaking
- Listening
- Grammar
- Vocab
- Info
- Web work

Cover/Pages 8 & 9 MUSIC



Background information

Pixie Lott is a teenage singer-songwriter and actor from London. Her style is pop and her first single 'Mama Do' went straight to No. 1 in the UK charts.

Lead-in

Before you give out the magazines, ask students to guess who is on the cover. Read each sentence and see if they can identify Pixie: 1. *She's 19, she's English and she's the latest*

pop sensation. 2. She wants to be an actor as well as a pop singer. 3. She writes her own songs and her first two singles were 'Mama Do' and 'Boys and Girls'.

Reading: What's the story?

Write this question on the board: *What's Pixie's problem?* Give students a few minutes to scan the interview and try to answer the question in one sentence. Elicit suggestions and work with the class to produce the best answer.

[Possible answers: Pixie wants to leave home. Pixie is fed up with her parents. Pixie wants to live in her own flat in London.]

Using the lyrics

Copy the lyrics from 'Mama Do' and blank out every 10th word. Make enough copies for the class. Play Pixie's song (try the website spotify.com or ask a student to bring in the CD). Students listen and fill in the missing words.

Pages 2 & 3 NEWSROOM



Reading: Scanning

Give students these questions based on pages 2 and 3. Who can find the answers first?

1. Find two adjectives to describe the mud in the Maldon Mud Race.
2. How old was Sophie Frost when she was struck by lightning?
3. Who gave Sophie the iPod that saved her life?
4. Which country was Kwame born in?
5. Which country is he representing at the 2010 Winter Olympics?

[Answers: 1) thick, sticky 2) 14 3) Her grandmother 4) Scotland 5) Ghana]

BRITAIN'S MUDDIEST RACE

This annual New Year race across the Blackwater river estuary started in 1973. Many of the 250 competitors wear fancy dress. They all have to have a tetanus jab before they race. You can find pictures from last year's race at www.guardian.co.uk (Type in "Maldon Mud Race").

Ask: *What wacky* sports events take place in your country?* (*wacky (adj) – unusual and a bit crazy).

"MY IPOD SAVED MY LIFE!"

Safety presentation: In pairs, students find out more information on the Internet or at the local library about staying safe in a storm. They plan a presentation to get key safety advice across to their age group. **Follow-up:**

Students turn their presentation into a poster, using dramatic illustrations to help get their point across.

Creative Writing Competition: Give students the title "My Mobile Phone Saved My Life!" They write a story in 50–100 words. Read out the best ones. Send them to us at magazinesplus.com!

"I'M A NATURAL!"

Sports Reporters: The 2010 Winter Olympics take place in Vancouver, Canada, from 12th to 28th February. With the class, find out what the official sports are at www.vancouver2010.com. Students choose a sport in pairs and follow the progress of their event during the Games. They report back to the class at the end of the Games on winners, losers, high points, low points.

Pages 4 & 5 SPORT



Background information

Roger Federer and Rafael Nadal have dominated men's tennis for the last five years. However, there are now new young players such as Juan Martín del Potro, Andy Murray and Novak Djokovic challenging them.

Lead-in

Say: *The Australian Open is a tennis 'Grand Slam'. Can you name the other three Grand Slam events?*

[Answer: The French Open at Roland Garros, Wimbledon, the U.S. Open at Flushing Meadows.]

Grammar: present perfect

Students write five sentences about themselves and tennis or any other sport, using the present perfect. Give some examples that are true for you: *I have never beaten my sister at tennis. I have just joined my local tennis club. I haven't played tennis since I was 14.*

Speaking: Sports commentary

Students work in pairs. They imagine they are two sports commentators watching a sporting event. They write and rehearse a one-minute section of commentary from the event and then perform it for the class. Example: *Here we are at Juventus against Inter Milan. Inter manager Jose Mourinho is walking up and down his technical area. The score is 4-4 and there is one minute left to play.*

Weblinks: For men's tennis: www.atpworldtour.com, and for women's news: www.sonyericssonwtatour.com.

Pages 6 & 7 SPECIAL REPORT



Background information

Belfast is the capital of Northern Ireland. Ireland is divided into Northern Ireland (which is in the United Kingdom, along with England, Scotland and Wales) and Eire or Ireland (an independent country).

Using the article in class: Racism tends to increase during an economic recession. Racism against the Roma people is a big issue in many European countries. Students may feel very strongly about it. The topic of racism needs sensitive handling, but maybe talking about the problem is one way of overcoming it. Use the information in the Roma profile box to introduce the topic. You may prefer to get students to talk about the *Stop and Think/Discuss!* questions in small groups rather than as a whole class.

News update: One hundred Roma families fled Belfast after these attacks. Since then, about 30 Roma have returned, mainly men. They make their living in Belfast selling newspapers and washing cars. They hope their families will be able to return too.

Reading comprehension

1. Which country is Belfast in?
2. What happened to the church where the Roma were staying?
3. Who did the police arrest for the attacks?
4. How did most of the neighbours react to the families?
5. What may be the answer to the problem?

[Answers: 1) Northern Ireland / the United Kingdom. 2) The windows were smashed. 3) Two teenagers from a poor area. 4) They gave their support to the Roma. 5) Better education and integration in local communities.]

Weblinks: For further information: www.romani.org; www.amnesty.org.

Pages 10 & 11 THE BIG DEBATE

Lead-in

Ask: *How many CCTV cameras film you on your way to school? When you send a text message, who is reading it? Who can read your profile page (on your social networking site)?*

Speaking: Class debate

The motion: "We believe that personal privacy is important." Divide the class in two – A (against the motion) and B (in favour of the motion). Each half chooses two speakers and works together to produce their best arguments. Team A present their case. Team B ask Team A questions. Team B present their case. Team A ask Team B questions. Finish with a secret vote: *Yes or No*.

Page 12 MY STORY

Jigsaw reading

Make one copy of TEAM/HORIZONS' interview with Zoe. Cut out the questions and answers. Paste all the questions in random order on a new sheet of paper (A). Paste the answers on a second sheet (B). Copy enough A sheets for half the class, and enough B sheets for the other half. Students work in A/B pairs and try to match up the questions and answers. They put them in the best order. They then compare their reconstructed interview with the actual interview.

Speaking

Zoe loves competing in weightlifting competitions. "It gives me a rush of adrenaline," she says. Students say what sports/activities have given them a rush of adrenaline.

Weblink: Go to www.team-2012.com to read Zoe's blog 'Life as a Young Athlete'.

Page 13 SCHOOL STORIES

Lead-in

Describe an example of bad behaviour that you saw in a classroom when you were a pupil. Ask students: *Have you ever seen bad behaviour in your classroom? What happened?*

Grammar: defining relative clauses

Explain that defining relative clauses give you specific information about the subject. We use them to narrow down what we're talking about. Ask students to find example sentences in the article using defining relative clauses with *who*, *that* and *where*.

[Answers:

Para 2 line 14: "The people who want to learn don't get to learn."

Para 4 line 4: "... there is lots of behaviour that is not acceptable."

Para 4: line 6: "... behaviour teams will go into schools where the teachers need help."]

Give students these prompts to make sentences following the same patterns:

1. *students/who/work hard/good grades*
2. *anti-social behaviour/that/hate/dropping litter*
3. *city/where/would most like to live/...*

[Possible answers: 1. Students who work hard usually get good grades. 2. The anti-social behaviour that I hate most is people dropping litter. 3. The city where I would most like to live is Chicago.]

Speaking: Discussion

The problem: low level bad behaviour is disrupting classrooms. What's the answer? Ask students to discuss the issue in small groups and come up with at least two pieces of advice – one for teachers and one for pupils.

Page 14 CULTURE UPDATE

Vocabulary: Find 10 adjectives

Give students a few minutes to find at least ten adjectives.

[Answers: Choose from: scared, small, first, narrow, famous, spiral, long, hot, afraid, high, American, lucky, breathtaking, symbolic, magnificent, inspiring, moving.]

Research and write: A guide to the Statue of Liberty

Ask students to find answers in the library or on the Internet to these questions about the Statue of Liberty: *Which country gave the Statue of Liberty as a present to the USA? When and how did she arrive in New York? What is she made of and how tall is she? Who designed her?*

They use their answers to create a Guide for Visitors to the Statue, adding any other information they can find.

Weblink: www.statueofliberty.org.

Page 15 CALENDAR

TEAM/HORIZONS Chatterthon!

Every Friday in February, the English coach will be online between 3pm and 4pm at www.magazinesplus.com to monitor the TEAM/HORIZONS Chatterthon.

Page 16 THE AD

Background information

Until recently, teenagers in the UK with cancer found themselves in hospital wards either designed for young children or much older people. The aim of the Teenage Cancer Trust has been to create special units where teenagers can be treated with other teenagers. The units help teenage patients build their self esteem, realise they are not alone and face their lives more positively.

Speaking: Discussion

Ask: *What do you think of the ad? Does it make you want to donate money? Does it make you feel differently about teenagers with cancer?*

Weblink: For teenagers' personal stories and the latest news from the charity, go to www.teenagecancertrust.org.

ANSWERS

LISTENING ACTIVITIES

ACTIVITY 1: 1B, 2E, 3D, 4C, 5A

ACTIVITY 2: (Possible answers)

Name: Lucy, Age: 16, Loves: eighties music, Pets: 2 rats, Hates: text talk, having cancer, Campaigns for: Teenage Cancer Trust

ACTIVITY 3: 1) pupils > teachers 2) 5,000 > 10,000 3) is really bad > isn't that bad 4) no > some 5) bad > good 6) funny > scary



TEAM/HORIZONS LISTENING ACTIVITIES



CD 1 2010

Name: _____

Age: _____

Date: _____

ACTIVITY 1: TEAM PHONE-IN



Track 12

This month's Phone-In is about privacy. There are 4 callers and texters. Listen and draw lines to match the names to the speech bubbles.

- | | |
|-------------------|--|
| 1. The government | A "You'd better start writing letters." |
| 2. Elsa | B "Terrorists and criminals are using new technologies." |
| 3. Laurie | C "The London bombers used mobiles in 2005." |
| 4. Christina | D "My emails are private! Keep Out!" |
| 5. Dwight | E "I'm not bothered." |

facebook

ACTIVITY 2: THE AD



Track 13

Nicky is talking to Lucy, who has cancer. Listen and complete Lucy's profile.

Name: _____

Age: _____

Loves: _____

Pets: _____

Hates: _____

Campaigns for: _____



ACTIVITY 3: SCHOOL STORIES



Track 14

Ben is talking to 3 teens about bad behaviour in Britain's classrooms. Listen and circle the mistake in these sentences.

- 1) Pupils spend five weeks a year controlling classes.
- 2) The survey asked 5,000 teachers about discipline.
- 3) Mia thinks the behaviour in her class is really bad.
- 4) Khalid thinks there are no disruptive pupils in his class.
- 5) Adam thinks the discipline in his class is bad.
- 6) The head teacher is really funny at Adam's school.

