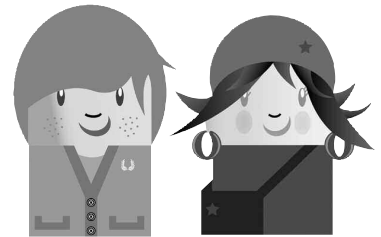


# CLICK



**NEW!**

Online activities at  
[www.maryglasgowmagazines.com/activities](http://www.maryglasgowmagazines.com/activities)

## Dear CLICK teacher,

Happy New Year! Welcome to the January / February 2010 issue of CLICK. In this issue we look at some photos of famous stars when they were ten, we read about the Winter Olympic Games and we learn about food from around the world!

Don't forget we've added lots of great new features to our award-winning website ([www.maryglasgowmagazines.com](http://www.maryglasgowmagazines.com)). As well as thousands of resources for teachers, the latest news and Chatter for students, our site also offers a range of online activities. These activities give students instant feedback and are linked to the magazine content – see [www.maryglasgowmagazines.com/activities](http://www.maryglasgowmagazines.com/activities).

To see what else is online and find out how to register, look in the *How To* guide or visit [www.maryglasgowmagazines.com/help](http://www.maryglasgowmagazines.com/help).

If you have any comments on this issue of CLICK or if there are any topics you would like to read about in future issues of CLICK, please do e-mail me. I'm always interested to hear your feedback.

All the best,

**Sarah**

[sjohnson@maryglasgowmags.co.uk](mailto:sjohnson@maryglasgowmags.co.uk)



## LANGUAGE POINTS FOR THIS ISSUE JANUARY / FEBRUARY 2010

**Grammar:** 's possessive form

**Vocabulary:** clothes, food and drink, adjectives

**Functions:** adjectives to express likes and dislikes (*horrible, great, terrible, disgusting, etc.*), ordering food and drink (*I'd like...*)

**Culture:** Food in the UK and around the world

Page	Article	Online activities	CD
Cover/ 2 - 5	NEWSDESK News and stories from around the world	✓	✓ T12 ✓ T15
6 & 7	SPORT It's the 2010 Winter Olympic Games		
8 & 9	STARS When I was ten...	✓	
10	SUPER SANDWICHES!	✓	
11	THE ENGLISH X-FACTOR		
12 & 13	WINDOW ON THE WORLD Food around the world		
14	SING IT! Australia song		✓ T14
15 	BITS OF BRITAIN Food	✓	
16	CARTOON The Adventures of David Beckham	✓	✓ T13

## KEY TO ICONS



## Cover / pages 2-5 Newsdesk



## FURNITURE NEWS

Write a list of foods on the board: *ice cream, sandwich, salad, chocolate*. Students choose one and design a bed that looks like this food. They write one or two sentences to describe the bed underneath. Display the designs in the classroom.

## DOG NEWS

Play a game of "Teacher says". Tell students you will give them some instructions. They should only do the instruction if you say "Teacher says" before the instruction. If you don't say this they should ignore you. For example: *Teacher says stand up:* students stand up. *Sit down:* students do nothing. If the students do the instruction when you don't say "Teacher says", they are out. Keep giving instructions until you have only a few students left. They are the winners!

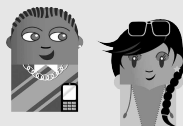


## Magazines Plus! In print, in class and online!

[www.maryglasgowmagazines.com](http://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 Choose a secret password.
- 3 Enter your e-mail address.



### How do students register?

- 1 Enter the CLICK students' code: pinkhat.
- 2 Enter a user name (this doesn't have to be their real name).
- 3 Choose 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](mailto:contactus@maryglasgowmags.co.uk)

**WEATHER NEWS**

Elicit different types of weather (e.g. *sunny, snowy, rainy, cloudy, cold, hot*, etc.) and write a list on the board. In small groups, students decide which types of weather they like and which they don't like. They put the list into order putting their favourite as number 1. Each group shares their list with the class.

**FOOD NEWS**

In small groups students choose one type of food, e.g. *vegetables, fruit, fast food, breakfast foods*, etc. They make a list of seven or eight examples of that type of food. Students do a survey and ask each other which one on the list is their favourite. Elicit the question: "What is your favourite...?" and the answer "My favourite... is..." When they have finished each group tells the class the results of their survey or makes a poster or graph.

**SCHOOL NEWS**

Put students into groups of girls or boys. The groups of boys design a uniform for the girls. The girls design a new school uniform for the boys. They should draw it and label the different items of clothing. Display the designs and ask students to vote for their favourite.

**LONDON NEWS**

Elicit different types of sports from the students. Write them on the board. Divide the class into four groups. Each group has one adjective: *exciting, boring, dangerous* or *safe*. They look at the list of sports on the board and decide which ones fit their adjective. Students then share their list with the class.

**CLICK CALENDAR**

Ask the students to copy the events from the Click Calendar onto your classroom calendar. Try to do some related activities on the days there are events listed. For example, you could save the 'Australia Song' on page 14 to do on Australia day, and on Shrove Tuesday you could write a simple pancake recipe together.

**Pages 6 & 7 Sport****Lead-in**

Ask students *Which winter sports do you know?* Make a list together on the board. Tell students they are going to read about the Winter Olympic Games.

**Reading race**

Before the class read the pages, write these questions on slips of paper (one question per slip). Make enough sets so there is one per group of 3–4 students. 1. *Where are the 2010 Winter Olympic Games?* 2. *Where does ice-skating come from?* 3. *What equipment do you need for bobsleighbing?* 4. *What colour is an easy ski run?* 5. *What are 'grommets'?* Put students into groups. You keep the sets of questions to hand out. Each group has a runner. The runner comes and collects one question from you and takes it back to his/her group. Together they read the text and write the answer on the slip of paper. The runner returns the slip to you. If it's correct, they get the next question. If it's wrong they try again. The first group to answer all the questions correctly is the winner!

[Answers: 1. Vancouver; 2. Sweden; 3. a bobsleigh and a helmet; 4. green 5. small, young snowboarders]

**Grammar**

Collect one item from ten students in the class (e.g. their pencil case, a shoe, a notebook, etc.). Put all the items on a desk so everyone can see them. The students ask each other questions to find out who the things belong to and write sentences using the possessive 's' form. For example: *Is that your notebook? Yes it is/No it isn't. It's Ana's notebook.* Model the questions and answers first.

**Pages 8 & 9 Stars****Lead-in**

Write the list of stars from page 8 on the board. Ask students *Do you know who they are?* Elicit some information about them. Ask students *How old are they?* Students guess their ages and then read the text on page 8 to check their answers (this practices the skill of reading for specific information).

**Speaking**

Put students into pairs. Ask them to read the text on page 8. They should discuss their answers to the questions written in the text. For example, Rihanna asks *Do you like my pink lipstick?* Next, ask them to read the text on page 9. Ask them to discuss these questions: *Which photo on page 9 is your favourite? Why? Which photo don't you like? Why?*

**Vocabulary**

Get eight large pieces of paper. Write one adjective from the list on page 9 at the top of each. Stick the pieces of paper up around the room. In pairs, students walk around the room and write one thing that matches the adjective on each piece of paper. For example, *Horrible: Going to the dentist* or *Smelly feet*. Go over everyone's answers as a class. Do they agree?

**Page 10 Super sandwiches****Lead-in**

Ask students *What do you eat for lunch?* Write their answers on the board. Read out the list one by one. Ask students to stand up if they sometimes eat the food you say for lunch and sit down if they don't.

**Writing and grammar**

Ask students to look at the website [www.funkylunch.com](http://www.funkylunch.com) or the photos on page 10. They choose a sandwich and write sentences about what it's made of. Give them an example: *The sheep's hair is bread. The sheep's eyes are cucumber.* This practices possessive 's' and food vocabulary.

**Page 11 The English X-Factor****Lead-in**

Write two of the questions from "The English Factor Questions" box on the board with the words jumbled up e.g. *your favourite what's food?* In pairs, students unscramble the words and write the questions correctly.

**Speaking**

Put students into pairs. Write all the questions from “The English Factor Questions” box on the board. Ask students to interview each other and write down their partner’s answers. Students tell the class what their partner said.

**Page 12 & 13 Window on the world****Lead-in**

Ask students *What food do you like to eat?* Write some of these on the board. Now ask them *Which country does this food come from?* for each of the items you have written on the board. Ask them *Can you think of some more food from other countries?* Write their answers on the board.

**Reading and writing**

In pairs, students read the text. They write two sentences about what they have read, one true, the other false. For example: *The traditional food in Tibet is fish and chips. People drink coffee in Saudi Arabia.* Students read their sentences to the class who say if the sentences are true or false.

**Writing**

Each student chooses one meal from either their own country or another one. They draw a picture of it or find a photo of it on the internet. Underneath this they write a short description of the meal and a list of the main ingredients used to make it. Give them a model to use as an example. For example, *This is sushi. It's from Japan. The ingredients are: rice, fish, seaweed and vegetables.*

**Page 14 Sing it****Lead-in**

Draw a table on the board with three columns. Write the headings *Animals*, *Food*, and *Places*. The students come up to the board and write down anything they know about Australia under the three headings.

**Vocabulary game**

Write these words on separate pieces of paper: *beach*, *swim*, *kangaroo*, *sausage*, *sea*, *shrimp*. Divide the class into two teams. Call one person from each group. Show them one of the words. They mustn’t say the word. They draw a picture to represent the word on the board. The first team to guess it correctly wins a point. Call two new students to draw and continue until all the words have been drawn.

**Speaking and writing**

Write the first verse of the song on the board with blanks for some of the words, like this: \_\_\_\_\_ in the \_\_\_\_\_, \_\_\_\_\_ in the \_\_\_\_\_; The \_\_\_\_\_ in [name of your country]... is the place to be! Put students into groups. Ask them to fill in the gaps with words to make a song about their country. Ask them to share what they have written with the rest of the class.

**Page 15 Bits of Britain****Lead-in**

Write the words *Yes*, *No* and *I don't know* in large letters on

three pieces of paper. Stick them in three corners of the room. Tell students to listen to the questions and go to the corner which has their answer. Ask: *Do you like Marmite? Do you like sausages? Do you like sandwiches? Do you like chocolate? Do you like beans on toast? Do you like crisps? Do you like fish and chips? Do you like tea?*

**Game**

Put the students into groups of four. Draw a table on the board with four columns and label them: *Fruit or vegetable*, *Junk food*, *Other food or drink*, *Adjective*. Check students understand these words. Ask the groups to copy this table onto a piece of paper – one per group. Tell them that you will give them a letter and they should try to think of one food for each column that starts with this letter. For example, ‘L’: *Fruit or vegetable: lemon*, *Junk food: lollipop*, *Other food or drink: lemonade*, *Adjective: lovely*. The first team to finish writing something in each column gets a point. They can’t write the same word twice! Check answers before doing another letter. Use these letters: *c, b, s*.

**Page 16 The Adventures of David Beckham****Lead-in**

Ask students *What do you eat for breakfast?* They discuss in pairs then as a class.

**Reading comprehension**

Ask the students to read the comic and then write these questions on the board for them to answer in pairs:

1. What time does David go to the café?
2. What does David want for breakfast? Does he get it?
3. Why doesn’t David like the tea?
4. How many cups of coffee does David have?
5. Why is David so fast at the football match?

[Answers: 1.7 o'clock 2. an English breakfast; no 3. it has lemon in it 4. five 5. because of the coffee!]

**Speaking**

Set up the classroom so it looks like a café. Ask the students to write short menus to put on the tables. Divide the class into two groups. One group will be the waiters/waitresses and the other the customers. Practise the phrases: *What would you like?*, *I'd like...*, *Here you are* and *Enjoy your meal*. Ask students to act out being in a café, ordering and serving food. Ask small groups of students to do this while the others watch. Then they change places.

**ANSWERS****LISTENING ACTIVITIES**

**Track 12:** Matt – blue jumper, black trousers, white shirt, tie is blue with black and white stripes.

Emma – a purple jumper, a purple shirt, grey trousers and skirt

Marie – pink trousers and skirt, pink jumper, white shirt, pink tie

**Track 13:** 1. a; 2. b; 3. b; 4. a.

**Track 14:** Do NOT tick: koala bear, chips, hamburger

**Track 15:** a. Oliver, Robert; b. Robert; c. Oliver; d. Robert; e. Lucy; f. Nobody

# CLICK LISTENING ACTIVITIES

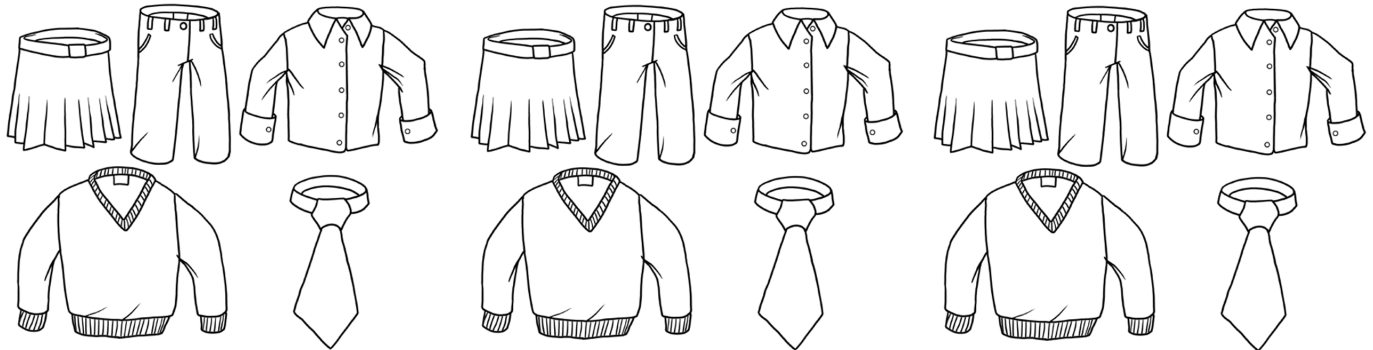
CD 1 2010

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Date: \_\_\_\_\_

**Track 12: Newsdesk**  
Colour the three uniforms:



Matt

Emma

Marie

Complete the sentence with *Matt's*, *Emma's* or *Marie's*. My favourite uniform is \_\_\_\_\_.

**Track 13: The Adventures of David Beckham**  
Listen to the story. Tick (✓) the correct answer: a or b.

- |                     |                     |                          |                         |                          |
|---------------------|---------------------|--------------------------|-------------------------|--------------------------|
| 1. David is in ...  | a) A café           | <input type="checkbox"/> | b) The airport          | <input type="checkbox"/> |
| 2. David wants ...  | a) Fish and chips   | <input type="checkbox"/> | b) An English breakfast | <input type="checkbox"/> |
| 3. David likes ...  | a) Tea with lemon   | <input type="checkbox"/> | b) Tea with milk        | <input type="checkbox"/> |
| 4. David drinks ... | a) 5 cups of coffee | <input type="checkbox"/> | b) 4 cups of coffee     | <input type="checkbox"/> |

**Track 14: Sing it!**

Listen and tick (✓) the things you hear.



**Track 15: Newsdesk**  
Who eats these sweets –  
Oliver (O),  
Lucy (L),  
Robert (R)  
or Nobody (N)?

What are your favourite sweets?  
Write and draw:

I like \_\_\_\_\_

