

# CLICK



**NEW!**

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

## Dear CLICK teacher,

Welcome to the November / December 2009 issue of CLICK. In this issue we read The Jonas Brothers' tour blog, we look at Christmas around the world and we play a Formula 1 Game!



For this year 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 and the latest news, 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](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 NOVEMBER / DECEMBER 2009

**Grammar:** *wh-* questions, prepositions of time (*in, on, at*)

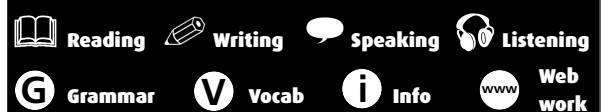
**Vocabulary:** days and dates, months, time, TV and film

**Functions:** greetings (*Happy birthday! Merry Christmas! Congratulations!*), asking for / telling the time / date (*What's the time? It's...*), Talking about your daily routine

**Culture:** The media in the UK

Page	Article	Online activities	CD
Cover/ 8 & 9	MUSIC On tour with The Jonas Brothers	✓	
2 & 5	NEWSDESK News and stories around the world	✓	✓ T7 T10
6 & 7	SPORT Jenson Button – The new F1 champion?	✓	
10 & 11	THE ENGLISH X-FACTOR		
12 & 13	WINDOW ON THE WORLD Christmas around the world	✓	
14	SING IT! Stars and stripes song		✓ T9
15	BITS OF BRITAIN Media	✓	
16	CARTOON The Adventures of David Beckham	✓	✓ T8

## KEY TO ICONS



**Magazines Plus!**  
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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 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)

## Cover / pages 8 & 9 Music



### Lead-in

Ask students to look at the Jonas Brothers on the cover. Ask them *What are their names?* [from left to right: Nick, Kevin and Joe]. *What do they do?* [They're a band].

### Reading comprehension

Before doing the Jonas Brothers Test, students read the blog and make a list of all the *countries* they write about. [Answers: France, Germany, Sweden, Denmark, Italy, Spain, Belgium, England].

### Grammar and speaking

Ask students to imagine they are going to interview the Jonas Brothers. In groups of three, they write three questions with *When*, *What* and *Where*. They can use the

'Jonas Brothers Test' to help them. Each group takes turns to be The Jonas Brothers. The other groups ask them one of their questions. Make sure each student gets a chance to ask and answer questions.

### Pages 2-5 Newsdesk



#### CHRISTMAS NEWS

Ask students *What presents would you like for Christmas?* Students make a list of seven things in pairs. They then give the list to another pair who draws pictures of the things on their list. They can then give the list to their parents. This is a good way to review vocabulary.

#### USA NEWS

Ask students *Is your family the same as The Simpsons family?* Students write a letter to The Simpsons and tell them about their family, answering these questions: *Where do you live? How many people are in your family? What are their names? When are their birthdays?* Give them a model of your family to use as an example.

#### LONDON NEWS

After reading the story, students work in small groups and choose another animal to write four facts about. They also write one 'fake fact' that isn't true. They could look on the National Geographic Kids website for ideas: <http://tinyurl.com/2ubmyq> The groups then read each other's facts and guess which one is not true.

#### BOOK NEWS

After reading the story, students work in small groups and do a class survey of what they like to read. Elicit the questions they need to ask "Do you like reading xxx?" and answers *Yes I do/No I don't*. When they have finished they can make a poster or graph to show the results.

#### CULTURE NEWS

**COMPETITION:** Students invent a new pudding and draw and write about it. So, instead of ingredients such as fruit and sugar, their pudding can be totally different. Perhaps their pudding has got strawberries and chocolate in it? Or, perhaps it's a monster pudding – made from slime, snakes and spiders? The best and most creative ideas sent to us by the deadline will receive a genuine British Christmas pudding. Send entries to:

**CLICK Christmas Pudding competition**, Mary Glasgow Magazines / Scholastic UK, Euston House, 24 Eversholt Street, LONDON, NW1 1DB, ENGLAND

Please remind your students to write their names and addresses clearly on their work. Sometimes, it's better to use your school and class address for all your students. We will send out prizes in January 2010 and we will put up the best pudding on our website.

#### CAR NEWS

Show some pictures of different types of transport from around the world. You could use the presentation here: [www.primaryresources.co.uk/geography](http://www.primaryresources.co.uk/geography). Click on *Transport around the world* to see the presentation. Write an example sentence on board *In England people travel by tube*. Students write sentences about the pictures.

#### CLICK CALENDAR

Put up a calendar in your classroom. Ask the students to copy the events from the CLICK Calendar onto this each month. They can also add any other events they find out

about that are related to the themes from the magazine or that you are covering in your classes. They could also add school events and birthdays. Nominate a group of students to be responsible for reminding the class of upcoming events. Change the group each month.

### Pages 6 & 7 Sport



#### Lead-in

Draw or show a picture of a Formula 1 racing car. Elicit what it is and some adjectives to describe it, e.g. *fast, noisy, dangerous*, etc.

#### Grammar

Before the class reads these pages, write the questions from the 'Formula 1 Q&A' (page 6) on the board but scramble the words for each one, e.g. *'many races there are how?'* Underline the first word to help them. Ask them to work in pairs or small groups and put the words in the right order. They can check their answers with the questions in the magazine.

#### Game

Take your class somewhere where there is lots of space. Divide the class into groups of at least seven students. Give each group 12 pieces of paper. Ask them to write the numbers 1–12 on them and then arrange them into a 'clock' on the ground. They arrange themselves into two lines (e.g. five students in one line, two students in the other), one long and one short. These will be the two 'hands' of the clock. Call out times and ask them to arrange themselves to show the time on the clock. The first group to do it correctly gets a point. Continue for several rounds.

### Page 10 & 11 The English X-Factor



#### Lead-in

Before the students look at these pages, ask them what they can remember about *The English X Factor* from last month. If they haven't seen that issue, ask them what they know about the television programme *The X-Factor*. Elicit that there are contestants and they have to do something to show their talent (in this case answer some questions). Then three judges give comments and scores.

#### Vocabulary

Elicit the names of the four seasons *winter, spring, summer, autumn*. Divide the class into four groups (or eight if you have a large class). Tell groups whether they should think about summer or winter. Ask them to brainstorm three things they can do in that season (e.g. summer: eat ice-cream, go to the beach, go swimming). After a few minutes, ask each group to take turns miming the activities they have written down. The other groups should try to guess each one. The group that guesses correctly gets a point. Continue until all the groups have had a turn. The group with the most points at the end is the winner.

#### Writing

Play a spelling game with the months of the year. Divide

the class into groups of ten or a minimum of two groups. They stand in a line with their group. Tell them to work together to spell out the words you give them. Ask the first group to spell 'March'. The first student says the first letter 'M', the second says the second letter 'a' and so on. If they make a mistake the word goes to the next group who have to start at the beginning. The group that spells the word correctly gets a point. For each round, all the teams should move the first person to the end of the line so that everyone gets a chance to begin spelling the word. Remember that each person should only say one letter. Keep going until you have done all the months of the year.

## Page 12 & 13 Window on the world



### Lead-in

Elicit the dates of Christmas Eve and Christmas Day. Write these on the board. Ask the students to work in pairs and tell each other what they normally do on Christmas Day. Ask a few of the students to tell the whole class.

### Vocabulary game

Write this list of words on the board  
*Roast turkey; A paper hat; A cracker; Roast potatoes; A glass of wine; Chopsticks; A candle; A guitar; Biscuits.*

Ask the students to find all these things in the photos (some are labelled already). Divide the class into four teams. Ask someone from one of the teams to choose one of the things from the list and draw it on the board. The first person who guesses it correctly, gets a point for their team. Ask someone from the second team to choose another word and draw it. Continue for several rounds.

### Spelling game

Ask students to work in small groups. Ask them to write sentences about what they do on Christmas Day beginning like this: *In the morning... In the afternoon... In the evening...* They can then enter the competition on page 13. They will need to send their paragraph and a photo to: [CLICKnews@maryglasgowmags.co.uk](mailto:CLICKnews@maryglasgowmags.co.uk)

## Page 14 Sing it ?

### Lead-in

Draw your country's flag on the board. Elicit the word *flag* and discuss the different parts of it, e.g. *It's got stripes, stars, a picture of..., it's red, etc.*

### Game

Students work in pairs and choose one of the countries from the 'Flag Fun' activity. They choose three pictures to represent the country on the board. The other students guess the country.

### Speaking, reading and writing

In groups, students discuss and design a flag for their class. When they have finished, they write two or three sentences to describe their flag on a separate piece of paper. Number the flags and put them up around the room. Put up the descriptions on the opposite wall. Ask the students to read and match the descriptions to the flags.

## Page 15 Bits of Britain



### Lead-in

Ask students the questions below. They stand up if their answer is 'yes' and sit down if their answer is 'no'. *Do you watch TV in English? Do you read books in English? Do you read comics in English? Do you watch films in English?*

### Grammar and speaking

Students choose a famous person from the UK (e.g. David Beckham, Keira Knightley, The Queen). In groups, they write three questions to ask him/her using *wh*-words. Write their questions up on the board and error correct. Students work in pairs. One should be the interviewer and the other the famous person. They should roleplay an interview using the questions on the board. Ask some of the pairs to do their roleplay for the whole class.

## Page 16 The Adventures of David Beckham



### Lead-in

Draw three clocks on the board showing 'twelve o'clock', 'six o'clock' and 'three o'clock'. Elicit the times.

[Answers: Clock 1 – twelve o'clock, midnight, midday Clock 2 – six o'clock in the morning, six o'clock in the evening Clock 3 – three o'clock in the morning, three o'clock in the afternoon]

### 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 country is David in?*
2. *What time does David go to the airport?*
3. *What does David eat at the airport?*
4. *Why does David wait for a long time?*
5. *What time does Victoria arrive at the airport?*

[Answers: 1. Italy; 2. Midday; 3. Chocolates; 4. because he got the time wrong; 5. midnight]

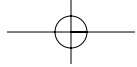
### Writing and speaking

Students draw a table in their notebooks with three columns and label them 'In the morning', 'In the afternoon' and 'In the evening'. They then write three or four things that they do everyday during those parts of the day, e.g. *In the morning – I go to school, I eat breakfast, I wake up.* Help students as needed. Ask them to stand up and move around the class. When you clap your hands they should stop and speak to the person nearest to them. They should tell each other one thing on their list and the other person says if it happens in the morning, afternoon or evening. e.g. Student A *I wake up* Student B *You wake up in the morning.*

## ANSWERS

### LISTENING ACTIVITIES

ACTIVITY 1: Fiona – Kim possible; Scott – Ben 10; Andrew – Everything  
ACTIVITY 2: 1. 10 o'clock; 2. 12 o'clock; 3. 1 o'clock; 4. 4 o'clock; 5. 6 o'clock; 6. 12 o'clock  
ACTIVITY 3: 1. b; 2. a; 3. c; 4. B  
ACTIVITY 4: Anna – chocolate pudding; David – ice cream; Jessica – trifle; Ben – Christmas pudding  
Anna doesn't like Christmas pudding but she likes chocolate pudding.  
Jessica doesn't like Christmas pudding but she likes trifle.  
David doesn't like Christmas pudding but he likes ice cream.  
Ben likes Christmas pudding.



# CLICK LISTENING ACTIVITIES

CD 1 2009

Name:

Age:

Date:

**Track 7: Newsdesk**

Draw a line between the child and the cartoon they like.



Andrew



Fiona



Scott



**Track 8: The Adventures of David Beckham**

Listen and put the clocks in order, 1-6.














**Track 9: Sing it!**

Listen to the rap and answer the questions.

1. Where can you see the flag?

- a) On the Eiffel tower
- b) At the White House
- c) At Buckingham Palace

3. What colour is the flag?

- a) red, white and green
- b) green, white and blue
- c) red, white and blue

2. How many stripes are there on the flag?

- a) 13
- b) 3
- c) 30





4. Where is the flag from?

- a) UK
- b) USA
- c) France



**Track 10: Newsdesk**

What do Anna, David and Jessica and Ben like? Tick (✓) the boxes:

				
<b>Anna</b>				
<b>David</b>				
<b>Jessica</b>				
<b>Ben</b>				

Finish the sentences with a name and these words: *likes, doesn't like, she, he.*

1. \_\_\_\_\_ Christmas pudding but \_\_\_\_\_ chocolate pudding.
2. \_\_\_\_\_ Christmas pudding but \_\_\_\_\_ trifle.
3. \_\_\_\_\_ Christmas pudding but \_\_\_\_\_ ice cream.
4. \_\_\_\_\_ Christmas pudding.

