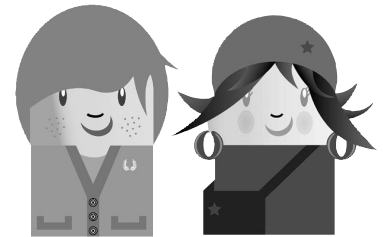


# CLICK



**NEW!**

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

## Dear CLICK teacher,

Welcome to the September / October 2009 issue of CLICK. In this issue we meet the best basketball players, we look at classrooms around the world and we read the new cartoon all about David Beckham!



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, 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](http://www.maryglasgowmagazines.com/activities).

To see what else is online and find out how to register, look in the *How To* guide that's included with this issue.

If you have any comments on this issue 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 SEPTEMBER / OCTOBER 2009

**Grammar:** Verb *to be* + some exposure to present simple verbs; *Have got*; Articles (*a/an*); Connectors (*and, or, too, but*)

**Vocabulary:** Numbers (1–100), Colours, Body parts, Family, Pets, Cities / Countries / Nationality, Jobs / Professions

**Functions:** Greetings (*Hello, Hi! Goodbye! See you later, Bye!*); Introductions; Giving personal information (age, nationality, country, job, likes and dislikes)

Page	Article	Online activities	CD
Cover/ 8 & 9	Music Selena Gomez	✓	
2 & 5	Newsdesk News and stories around the world	✓ ✓	✓ T2 ✓ T5
6 & 7	Sport The Basketball Championships	✓ ✓	
10 & 11	The English X-Factor		
12 & 13	Window on the world School Food	✓	
14 	Sing it! School Phobia		✓ T4
15	Bits of Britain Transport		
16	Cartoon The Adventures of David Beckham		✓ T3

## KEY TO ICONS



## Cover and pages 8–9 Music



### Lead-in

Ask students to look at the cover. Write the sentence *I ♥ dogs!* Ask them to say the sentence, i.e. *I love dogs*. They then write their own sentence in the same way changing the word *dogs*.

Ask the students if they have heard of Selena Gomez. Can they tell you anything about her?

### Reading comprehension

Ask students the following comprehension questions:

1. What is Selena's job?
2. What does she like most of all?
3. What TV programme is she in?
4. How many dogs has Selena got?
5. What does she do in her free time?



## 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)

[Answers: 1. She's an actress and a pop star.; 2. She likes dogs.; 3. She's in *Wizards of Waverly Place*.; 4. She's got four.; 5. She helps at a dog's home.]

### Grammar

Give students sentences about Selena in the first person which they change into the third person, e.g. *I love my dogs.* ⇒ *She loves her dogs.* Use a variety of structures that they know. Keep a good pace in this activity. Other types of sentences to use: *I've got four dogs. (She's got four dogs).* *I'm an actress. (She's an actress),* etc.

### Game

Ask pupils to work in pairs and think of a pet. Pairs come to the front of the class and begin to draw their pet on the board. They draw it part by part and the rest of the class have to guess what it is asking, e.g. *Is it a dog?* The winner comes to the front to draw their pet.

### Speaking

Ask students to interview their partner asking questions about pets. Discuss the questions they could ask, writing some on the board if necessary:

*Have you got a pet?*

*What is it?*

*What's its name?*

*How old is it?*

*What food does it like?*

*What does it like to do?*

Students take notes as they are listening to the answers to use later in the lesson. Monitor as they are working, giving help where necessary. When they have finished, ask them to speak to a different partner and tell them about the first partner, e.g. *Maria has got a pet fish.* etc.

## Pages 2-5 Newsdesk

### SCHOOL NEWS

When students have read the story write the two words *School* and *Airport* on the board. Ask students to work in pairs and write as many words as they can under each heading. Ask pairs to swap lists then ask each pair to give you words and write them up on the board. Give pairs two points if none of the other pairs have the word on the list. Otherwise, one point for each word.

### SPORTS NEWS

Cut some pictures of new sports people from newspapers. Show them to the class and ask: *Which new sports people do you like? Which sports people do you think will be very good? Do you want to be a sports person? Which sport do you want to play? Why do you want to be a sports person?*

### TV NEWS

Ask students to tell you about other cartoons that they have enjoyed. Ask: *Which is your favourite cartoon? Why?* Elicit sentences from the students, e.g. *I like XXX because it is funny/clever; I don't like XXX because it is boring/stupid.* Take a vote on the most popular cartoons in the class. Students could make a wall display entitled 'Our favourite cartoon.' They can draw pictures of the characters, name them and write a sentence about each one.

### ANIMAL NEWS

Ask the students *What do you recycle? Do we recycle at school? What can we recycle at school?* If your school does

not recycle, perhaps your students could make a poster to encourage the school to think about it. If you do recycle, students make a poster reminding students to recycle.

### NATURE NEWS

Play *Bingo!* with the class. Write 20-30 numbers on the board which you wish to practise, e.g. 17, 70, 77, 770 etc. Ask pupils to draw a grid in their exercise books 3x3. They then choose nine numbers from the board and write a number in each box. You then read the numbers aloud and play *Bingo!* in the normal way.

### CULTURE NEWS

Write the names of some famous buildings in your country in a circle on the board. Write the ages of them in another circle – not in the same order. The students work in pairs to match the buildings and the ages. Elicit sentences from them, e.g. *Big Ben is 150 years old.*

### CLICK CALENDAR

Ask students to tell you about any important dates they have in September and October.

## Pages 6-7 Sport

### Lead-in

Ask students some questions about basketball, e.g. *Do you like playing basketball? Have you got a favourite team? Tell me some basketball teams. Are basketball players tall or short? How many players are in a basketball team?* If your students know a lot about basketball ask *Who will win the basketball World Cup?*

### Reading comprehension

After the class has read through the information about the players, ask them some questions, e.g. Who ...

- 1 *is German?*
- 2 *is 29 years old?*
- 3 *is 2.06 metres tall?*
- 4 *plays for Toronto Raptors?*
- 5 *wears red, white and blue trainers?*
- 6 *has number 14? etc.*

[Answers: 1 Dirk Nowitzki 2 Jiri Welsch 3 Luol Deng 4 Andrea Bargnani 5 Tony Parker 6 Dirk Nowitzki]

Ask students to make up six questions to ask a partner.

### Vocabulary

Get a large map of Europe. Cover the names of the countries the students know with pieces of paper. The class works in two teams. They tell you the name of the countries you have covered in English (ask them to spell the words for absolute clarity). Give them a point if they are correct. For an extra point, ask them to tell you the word for the nationality. Teams take turn about. If one team gets something wrong, offer it to the other team for a point.

## Pages 10-11 The English X-factor

### Background information

*The X-factor* is a British television music talent show. There are auditions for huge numbers of contestants and the best appear in the actual contest. It is extremely popular in the UK.

**Reading**

Ask students questions about the contestants' answers:

1. What do the Jonas Brothers do?
2. Who is Kaká?
3. Where does Lukas Podolski live?
4. What does Rihanna do?
5. Who sings 'We are the champions'?

[Answers: 1. They sing. 2. He is a footballer. 3. He lives in Germany. 4. She's a singer. 5. Queen]

Please encourage the students to write in to us with their answers. Thank you!

**Pages 12–13 Window on the world****Lead-in**

Bring a map of the world into class and show students where the UK, Pakistan, Malawi and Iraq are. Ask them to tell you anything they know about these countries, e.g. the continent they are in, the capital city, etc.

**Game**

Teach some other vocabulary for classroom items, e.g., exercise book, crayon, pencil sharpener, ruler, etc. Write the words on the board and practise spelling them. Rub out some of the letters and ask pupils to write them in. Then rub the words off the board. Play *Hangman* with the words you have taught and the words in the magazine.

**Writing**

Ask students to write a factfile about their own country and school. Encourage them to take some photos and send them into the magazine along with their writing.

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

Ask students: *What do you usually eat for breakfast?* Teach any new vocabulary.

**The rap**

Ask the students to listen to the rap without looking at the page and write down any food that they hear. Finally they listen and read to check their answers. Students can sing the rap together or perform it for the class in their groups.

**Writing**

On the board, write *Breakfast, Lunch, Dinner*. Students work in small groups and create a healthy menu for a day. They write the menus pieces of paper. Stick the pieces of paper on the classroom walls for all the students to read. They vote for which they think is the healthiest menu. You could talk to the students about why some foods are healthy or not (a fried English breakfast is not healthy!).

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

Ask students: *Have you been to London? How did you travel around?* If they haven't been to London, ask them to think about how they would travel around.

**Vocabulary**

Read some sentences aloud to the students. They tell you if they are right or wrong, e.g. *Look at D. This is a bus.* (*Wrong. This is a car.*)

**Speaking**

Ask students questions about colour: *What colour are buses/taxis/planes/police uniforms/passports in our country?*

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

Find a picture of David Beckham off the internet or in a magazine or newspaper. Show it to the students and pretend you don't know who he is. Tell them *Look at this picture. Do you know who this is? Is he a teacher? Is he Italian? Is he married? Is he famous?* Elicit as much information about Beckham as you can from the students. Students read the cartoon.

**Grammar Game**

Ask students to think of pairs of things, e.g. *socks and shoes*. Write them up on the board. The list could include: *bread and butter; pen and paper; salt and pepper; fish and chips; brother and sister; mother and father; black and white; arm and leg; strawberries and cream; knife and fork*. Write each word on a separate piece of paper (you will need one for each member of your class). Give each student a piece of paper and tell them not to show anyone. They then look at their piece of paper and decide what their partner should have, e.g. if they have *bread*, their partner needs to have *butter*. They have to ask each other the question *Have you got (butter)?* The other student replies *Yes, I have/No, I haven't*. If they find their partner, they should sit down. Check the partners when everyone has finished, asking *Who has got bread and butter?* Students reply *We have*.

**Speaking**

Ask pupils to help you write a colour quiz. Give them some examples of questions, e.g. *What colour is the American flag? What colour is Manchester United's football strip? What colour are David Beckham's eyes?* etc. Students work in small groups and write five questions each. Take in all the questions and then read them out. Each group chooses one student to write the answers to the questions. Read a question, give them ten seconds to discuss, read it again and ask them to write the answer. When you have finished, ask them to swap answers. Go over the questions. The winners get to go home first or similar prize!

**ANSWERS****LISTENING ACTIVITIES**

Track 2: 1. a, 2. a, 3. b, 4. b

Track 3: 1. David, 2. David, 3. David, 4. Victoria, 5. David

Track 4: Do NOT tick: croissant, cheese, coffee, orange juice

Track 5: Terry – blue shirt and shorts, white socks; number 26. Torres – red shirt, shorts and socks; number 9. Rooney – red shirt, white shorts and black socks; number 10; Beckham – white shirt, shorts and socks; number 17.

# CLICK LISTENING ACTIVITIES CD 1 2009

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

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

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

**Track 2: Newsdesk**  
Circle the correct answers:

1. How many stamps has Tim got?  
a) 350      b) 315
2. How many of Tim's stamps are from Britain?  
a) 200      b) 220
3. How many erasers has Kate got?  
a) 67        b) 76
4. How many football cards has Steve got?  
a) 112      b) 120



**Track 3: The Adventures of David Beckham**  
Who says these sentences – David or Victoria? Tick (✓) David or Victoria.

<p>1. I'm in Milan.</p> <p>David <input type="checkbox"/>  Victoria <input type="checkbox"/> </p>	<p>2. I've got my sunglasses.</p> <p>David <input type="checkbox"/>  Victoria <input type="checkbox"/> </p>
<p>3. Have you got my Milan football kit?</p> <p>David <input type="checkbox"/>  Victoria <input type="checkbox"/> </p>	<p>4. What colour is it?</p> <p>David <input type="checkbox"/>  Victoria <input type="checkbox"/> </p>
<p>5. This isn't Milan's kit.</p> <p>David <input type="checkbox"/>  Victoria <input type="checkbox"/> </p>	

**Track 4: Sing it!**  
Tick (✓) the things you hear.

 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>

**Now draw and write what you have for breakfast.**  
 For breakfast, I have \_\_\_\_\_,  
 and \_\_\_\_\_.  
 To drink, I have a glass of \_\_\_\_\_ and a mug of \_\_\_\_\_.

**Track 5: Newsdesk**  
Colour the kits. Write the numbers on the shirts.

