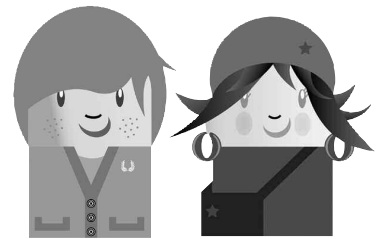


TEAM



NEW!

Online activities at
www.maryglasgowmagazines.com/activities

Dear TEAM teacher,

Welcome to Issue 4 of TEAM. In this issue there's an article about Jessica Ennis, world heptathlon champion; we ask the question *Are exams too easy?*; there's a special report on how people view disability; and you can read the story of how Jamie Neale got lost in the Blue Mountains in Australia.

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 November there's a TEAM Chatterthon. Students can log in between 3 and 4pm GMT (check the time in your country), and meet other TEAM readers around the country.

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

All the best,

Sarah

sjohnson@maryglasgowmags.co.uk



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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 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

LANGUAGE POINTS FOR THIS ISSUE

MARCH/APRIL 2010

Grammar: *used to, to have/get something done, to make + object + adjective*

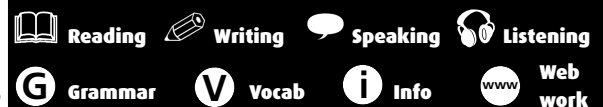
Functions: talking about looks, image and health

Vocabulary: collocations using *get/make/do/have*; compound adjectives (*good-looking, etc.*)

Cultural content: UK secondary education; British food

Page	Article	Online activities	CD
Cover/ 6 & 7 	SPORT Jessica Ennis, Heptathlon Champion	✓	✓ CD2 T2
2 & 3	NEWSROOM Squirrel becomes Internet superstar, The Beatles are back!, Britain's biggest treasure find!		
4 & 5	SCREEN Could you live by Hollywood rules?	✓	✓ CD2 T3
8 & 9	SPECIAL REPORT I lost my job because of my arm	✓	✓ CD2 T4
10 & 11 	SCHOOL STORIES Are exams too easy?		✓ CD2 T5
12	THE BIG ISSUE Are you a screenager?	✓	
13 	CULTURE UPDATE Haggis is English!	✓	
14	MY STORY Lost!		
15	TEAM CALENDAR What's hot for March and April?		
16	THE AD Hidden talent	✓	

KEY TO ICONS



Cover/Pages 6 & 7 SPORT



Background information

The outdoor version of the heptathlon is only for women in the Olympics. The men do the decathlon. Jessica Ennis was the first British heptathlete to win gold at the World Championships.

Weblink: Find more about Jessica at www.jessicaennis.net

Lead-in

Before you give out the magazines, write *heptathlon* on the

board. Tell students this is a sport. Ask: *How many sports are there in a heptathlon? (seven) Can you name them?* Write their ideas on the board and then ask them to look at page 6 to check. Ask: *Would you like to be a heptathlete? Which of the heptathlon sports would you be best at? Which would be your worst sport?*

Reading: scanning

Say: *Look at the article and find these five pieces of information as quickly as you can:*

1. What is Jessica's strongest event in the heptathlon?
2. What is her nickname?
3. What is her least favourite event in the heptathlon?
4. How much training did she do after her injury?
5. Where did she see the Beijing Olympics?

[Answers: 1. Hurdles and the high jump; 2. tadpole; 3. 800 metres; 4. 5 or 6 hours a day, 6 days a week; 5. On TV at home]

Writing and speaking

Ask students to look at the profile of Jessica on page 7. In pairs, they create a profile of another sports person. They do not write the name of the person on the profile (so miss out the web address). They then go round the class giving the information about their person and see how many groups can guess who they have written about.

Pages 2 & 3 NEWSROOM



SQUIRREL BECOMES INTERNET SUPERSTAR

Ask ten students to come to the front of the class. Put two chairs in front of them. Ask the rest of the class to arrange the students so that a nice photograph can be taken. They need to tell them precisely where to sit/stand, how to sit/stand, what to do with their arms, etc. Then finally when to smile. The students giving the instructions have to stay in their seats and cannot move the other students physically – they have to explain all the instructions.

THE BEATLES ARE BACK!

Ask: *What songs did The Beatles sing?* If possible, play some of them to the students. Ask: *Do you like the songs? Would you have any of them on your iPod?* Ask: *Can you name the members of The Beatles?* (**top:** Ringo Starr (drummer); John Lennon (singer and guitarist, shot in New York in 1980) **bottom:** Paul McCartney (singer and guitarist, now Sir Paul McCartney); George Harrison (singer and guitarist, died 2001 of lung cancer).

BRITAIN'S BIGGEST TREASURE FIND!

Write the words *treasure* on the board. Students work in groups of four and write down as many related words as they can. Words could include: *pirates, island, gold, jewels, jewellery, chest, map, hunt, silver, valuable objects, coins.*

Pages 4 & 5 SCREEN



Lead-in

Ask: *Would you like to be a young actor/actress in Hollywood? What would you like about it? What wouldn't you like?*

Reading: true or false?

Write up these sentences. Students write true or false.

1. Film studios aren't strict with young stars.
2. Robert Pattinson's bosses wanted him to get a haircut

before filming New Moon.

3. Zac Zefron doesn't work for Disney more.
4. A teen star might lose a job if he has too many spots.
5. Emma Watson is not very fond of parties.
6. Daniel Radcliffe and Rupert Grint don't have the same opinion as Emma.

[Answers: 3, 4, and 5 are true. Answers: 1, 2 and 6 are false.]

Grammar: have something done

Copy this list for students:

1. repair my computer
2. decorate my room
3. cut my hair
4. wash my hair
5. wash my clothes
6. mend my bicycle tyre

In pairs, students discuss whether they can do these things themselves or if they have to get someone else to do it. They should have conversations like: *I can't repair my computer myself. I have it repaired at a special shop. What about you?*

Pages 8 & 9 SPECIAL REPORT



Lead-in

Students work in small groups to discuss this situation: *Imagine you go for an interview in a clothes shop. The boss tells you at the interview that if you don't look perfect, he will sack you. You have to wear fashionable clothes, you can't be overweight or have spots, your hair must be well-cut and clean at all times.*

Do you think this is reasonable? Would you take the job?

Vocabulary: word building

Write the following on the board: *Riam was confident about her appearance. Her confidence didn't last long.* Ask: *Which underlined word is a noun (confidence) and which an adjective (confident)?* Point out that sometimes the noun ends in *-ence* and sometimes *-ance* but there is no rule. Give this list of adjectives and verbs to the class who write the nouns, spelling them correctly: *independent, perform, insure, different, important, excellent, appear, assistant, absent, disobedient.*

[Answers: independence, performance, insurance, difference, importance, excellence, appearance, assistance, absence, disobedience]

Pages 10 & 11 SCHOOL STORIES



Background information

GCSE exams in the UK are marked from A* to G, although employers are only interested in A* to C grades.

Lead-in

Ask students: *Why do you do exams?* Elicit possible answers, e.g. *to show you have learned something, to show an employer what you know, to help you get into university.* Explain that in the UK the students are getting better and better results but that some people are worried about this. Ask student to read the article on page 10 to find out why.

Reading and discussion

Ask students to find the answer to your question in the lead-in (*Some people think the exams are getting too easy.*)

Ask the following open questions:

1. Why might students be getting better results?
2. Why do you need to learn 'to think for yourself'?
3. Do you get taught how to pass exams? Do you think that

is important?

4. Do newspapers in your country write similar articles?
5. Do you think you have too many exams?

Grammar: make + object + adjective

Write the following sentence on the board: *I was determined to get good marks to make my parents happy.* Ask: *What do you do to make your parents happy?* Check the structure with a few students. Then give the following questions:

1. What could you do to make the world a better place?
2. What could you do to make yourself healthier?
3. Has a friend ever made you sad or angry? How?
4. What makes you feel sick?
5. If you were in a foreign country where you didn't speak the language, how would you make yourself understood?

Page 12 THE BIG ISSUE



Background information

Essex University in the UK has recently done fitness tests on 10-year-olds in the UK and found that their fitness level is much lower than of ten-year-old children ten years ago. They have concluded that children now spend too much time watching a screen and not enough time playing or doing activities outside.

Lead-in

Before students look at the magazine, write the word 'screenager' on the board. Ask the students: *What two words do you think make up this new word (screen + teenager). What do you think it means? Are you one?* Students read the article.

Writing

Ask students to write some sentences about their pie chart. Brainstorm the words and expressions to describe graphs they may find useful, e.g. *1 in 10 students own an iPod. 90 per cent of them use it more than two hours a day. Students spend three hours a day on the computer. Most students spend more than an hour playing games every day.*

Discussion

Discuss as a class: *Are you spending too much time watching a screen? What could you do instead? Do you think watching a screen for too long is bad for your health? In what ways?* (They could mention eyesight, concentration, sitting indoors too much, sitting for too long with bad posture, listening to music which is very loud on earphones, etc.)

Page 13 CULTURE UPDATE



Lead-in

Ask: *Has anyone been to Scotland? What is Scotland famous for?* Elicit ideas from the class before reading the article.

Grammar: speculating

Before students do the exercise *Where are they really from?*, go over some language for speculation. Do the first one as a class. Ask different pupils to complete these sentences: *It can't be from; It might be from; It must be from* Encourage them to give reasons for their answers if they can. Let them work in pairs to complete the exercise and then check their answers as a class.

Page 14 MY STORY



Lead-in

Ask students: *Have you ever been mountain climbing? What should you do before you go?* Elicit the idea that you should tell somebody where you are going in case you have an accident or get lost.

Reading: Jigsaw reading

Divide the class into five groups. Photocopy the page. Cut into five paragraphs, numbering each 1-5. Give each group one paragraph to read. (You may need more than one copy depending on the size of the groups.) Ask each group to read their section, making sure they understand the vocabulary. Then rearrange the groups so there is a student from each group in the new groups. The student from group one starts telling the story and the others follow on until they have told the whole story. Encourage them to ask each other questions to help understanding.

Page 15 TEAM CALENDAR



PROJECT: MAKE AN EVENTS CALENDAR

Students can continue the calendar they did for the last magazine, showing events and special days that are coming up – the calendar can include birthdays, school sports matches or music concerts, films or even regular TV shows. They write a sentence for each event, making it sound fun and exciting!

TEAM CHATTERTHON

Every Friday in April, for one hour between 3pm and 4pm GMT, TEAM readers from around the world are invited to take part in the TEAM Chatterthon online at MagazinesPlus. Our English coach will be online to get students talking to each other and to moderate. We hope lots of our readers will take part – it's a great opportunity for speaking English to real people! Please check what time 3pm GMT is in your country!

Page 16 THE AD



Lead-in

Ask: *How many languages can you speak? Do you think it's important to speak another language? Why?/Why not?*

Discussion

The article says that *British people are famous for speaking foreign languages badly.* Ask students to work in groups and suggest what other Europeans are famous for, e.g. *The French are famous for their food and wine.*

ANSWERS

LISTENING ACTIVITIES

- Track 2: a) Oliver b) Katie c) Connor d) Oliver e) Ellie
 Track 3: a) 17 > 16 b) is > isn't c) nose > ear d) piercing > tattoo e) no > some
 Track 4: 1 (b) 2 (a) 3 (a) 4 (b) 5 (a) 6 (b)
 Track 5:

Grades	A*	A	B	C	D
Lewis	5	3	2		
Emma		1	3	5	2

TEAM LISTENING ACTIVITIES

CD 2 2010

Name: _____

Age: _____

Date: _____

Track 2: Sport

Listen to four teens at the athletics track. What event(s) do they do? Write the correct name on the correct picture.

Choose from:

Connor (C)

Oliver (O)

Katie (K)

Ellie (E)



(a) _____



(b) _____



(c) _____



(d) _____



(e) _____

Track 3: Screen

Listen to the speakers. Circle the **WRONG** word in each of these sentences. Write the correct word in the space.

1. Evan, aged 17, is not allowed out on weekday evenings. _____
2. Lauren is allowed to wear very high heels and short skirts. _____
3. John can't get his nose pierced until he's 18. _____
4. James wasn't allowed to get a piercing when he was 16. _____
5. Alicia wishes she had no rules. _____



Track 4: Special Report

Listen to Toby Boyd. Which sentence is correct in each pair? Tick the boxes.

1. a) Toby is 18.
b) Toby is 19.
2. a) Toby is at drama school.
b) Toby is a TV actor.
3. a) Toby went to his local school.
b) Toby went to a special school.
4. a) Toby always got the main part in the school play.
b) Toby only got small parts in the plays at school.
5. a) Toby played Jacob in *Twilight*.
b) Toby played Jacob's dad.
6. a) Toby got a part in a soap opera.
b) Another actor in a wheelchair has got a part in a soap opera.

David Proud, actor, is in Britain's top TV soap opera, *Eastenders*.



Track 5: School Stories

Listen and write Lewis's and Emma's exam results in the table.

Who got better grades – Lewis or Emma? _____

Grades	A*	A	B	C	D
Lewis					
Emma					

