

# Kids' News



Welcome to issue 1 of *Kids' News* – the magazine for Primary English. In this issue you'll find out all about *Up*, the latest Disney film and get to know some of the world's most famous families. You'll also learn about the snack that Britain made famous – the sandwich! These Teacher's Notes provide background information and suggested activities to help you make the most of the magazines.

We're sure you'll love using *Kids' News* this year so please do get in touch if you have any feedback or comments. We're always keen to hear from our readers.

*Sarah*

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## SYLLABUS INFORMATION: SEPTEMBER 2009

<b>Lexical sets</b>	<p>Numbers [1-15]</p> <p>Greetings [<i>Hello, Goodbye</i>]</p> <p>Packed Lunch [<i>lunchbox, sandwich, etc.</i>]</p> <p>Colours [<i>red, yellow, green, etc.</i>]</p> <p>Family [<i>family, mum, dad, etc.</i>]</p>
<b>Structures &amp; functions</b>	<ul style="list-style-type: none"> <li>• <i>have got</i></li> <li>• <i>I like ...</i></li> <li>• <i>This is ...</i></li> <li>• Greetings [<i>Hello, Goodbye</i>]</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• The verb to be [<i>I'm, This is ...</i>]</li> <li>• Plurals [<i>puppy, puppies</i>]</li> </ul>
<b>Intercultural learning</b>	<ul style="list-style-type: none"> <li>• British Passports</li> <li>• Packed Lunches [<i>On Live from London!</i>]</li> <li>• London Icons [<i>red bus, telephone boxes</i>]</li> </ul>

**Page 2 True Stories****CD 1 Tracks 2-6**

In each issue of *Kids' News* you'll find two pages of true stories specially selected from the news to be of interest to children of this age group and level of English.

**Story 1: "How many?"****Info File**

The first story here tells of Button the Dalmatian, the daughter of one of the dogs who starred in the 2000 film *102 Dalmatians*. A litter of twelve puppies is very rare, with the average being eight or nine. The British are great animal lovers and many people have pets. As the Culture Fact on this page points out, there are six million (6,000,000) dogs and seven million (7,000,000) cats in the country. That's about one cat or dog for every four people!

**USING THE PAGE**

Show your pupils a photo of a dog and elicit the word. (Ideally, if you have a dog, bring a photo of your pet dog). Ask the children:

**Teacher:** *Have you got a dog?*

Explain that they're going to listen to a story about a dog that had some babies (puppies).

Ask them to follow the words with their fingers.

**True or False?**

After listening, ask the children whether the following sentences are true or false.

*Button is a dog. (T)*

*Button is thirteen years old. (F)*

*She's got eight puppies. (F)*

*She is black and white. (T)*

**Speaking: Read my mind**

After you have finished the Draw it activity, give out pictures of this puppy to each student. Get them to draw 1-15 spots on their puppy. When all have finished, tell them to take their picture and find a partner. They should not show the picture, but challenge their partner to guess how many spots their puppy has. When guessing, children should use the expression from page 2:

**Pupil 1:** *This puppy has got \_\_\_ spots.*

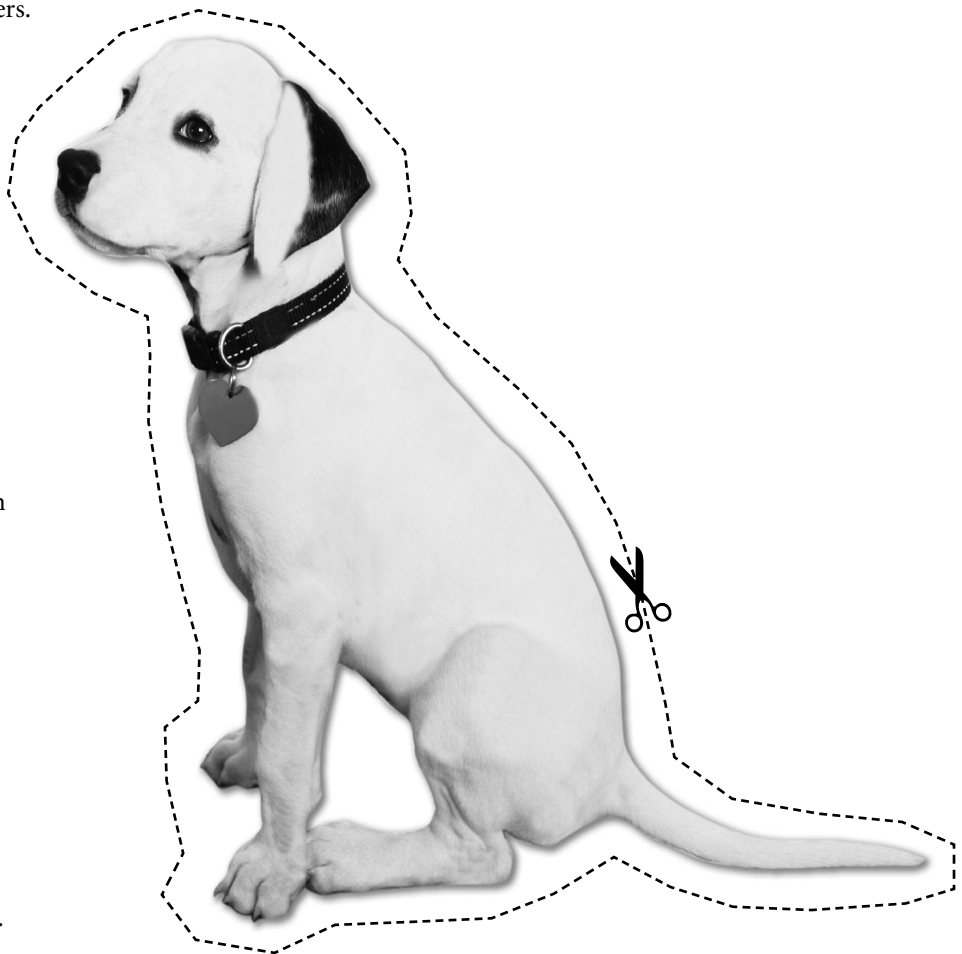
Partners can respond with:

**Pupil 2:** *Yes, it has. That's amazing!*

Or

**Pupil 2:** *Sorry, it hasn't.*

They can then change partners and try again.

**Page 3 True Stories****CD 1 Tracks 7-8****Story 2: "Monkey's Passport!"****Info File**

Bili, a three-month old Bonobo chimpanzee, was born at Twycross Zoo in England. He was rejected by his mother and hand-reared by the staff there until he was old enough to join a new group of Bonobo chimpanzees at Frankfurt Zoo. To the surprise of fellow passengers, Bili travelled to Frankfurt in his own seat, and he was also given a pretend passport. The British passport can be seen on page three. It is red and decorated with the UK coat of arms, which features a lion and a unicorn.

**USING THE PAGE**

After reading the page, ask the children in L1 if they can guess why Bili was going to Germany and why he had a passport.

**Art and craft**

After students have done the You activity, point out the photo of the passport. Explain that it's a British passport and point out the lion and the unicorn. Bring in your passport to show the students. Ask:

**Teacher:** *Have you got a passport?*

**Teacher:** *What colour is this passport?*

**Teacher:** *What is on the passport?*

Now ask your pupils to design a new passport. Ask them to try a new colour (pink, purple) and to draw something different on the cover. After, go around the class and ask the last two questions again.

**Role-Play: Passport Control**

Once children have made their passports, you can use this for a travel role-play. Get students to use their school bags (or draw suitcases on big pieces of card) as 'luggage' and to bring their 'passports'. Also bring in a stamp to the lesson. Set up a passport control area, and get the children to pass through on their way to England. Then interview them using the following dialogue:

**Passport officer:** *Hello. Passport please!*

**Pupil:** *Here you are.*

**Passport officer:** *Thank you. What's your name?*

**Pupil:** *My name is Simon.*

**Passport Officer:** *Where are you from?*

**Pupil:** *I'm from France.*

**Passport Officer (stamp the passport):** *Thank you. Enjoy your trip.*

**Language Passport:** When you have finished working with this page and the other pages, ask your students to cut and stick the pictures in their language passports. If your students prefer not to cut up the page, they can draw instead.

**Pages 4 & 5 Sport****CD 1 Tracks 9-14****Info File**

Over the summer, Cristiano Ronaldo signed for Real Madrid from Manchester United (known as 'Man U' by British people) for a record £80 million (€95 million). Ronaldo had been with Manchester United since 2003 and was voted the world's best player in 2008.

**USING THE PAGES**

Show the children the picture of Ronaldo and this Information Card. See if they can spot the mistakes.

<p><b>Name:</b> Christopher Ronaldo  <b>From:</b> Spain  <b>Job:</b> Football player  <b>Team:</b> Manchester United</p>
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**Speaking: Role-play**

After you have finished the Do it activity with 'hello' or 'goodbye' on page 4, put students into groups of 2-3. Tell them in their own language to think of a situation/time when people say 'hello' or 'goodbye.' Here are some ideas: *arriving at school, answering a phone, leaving on a train/bus/plane, running away from a policeman, mum bringing home a new baby, etc.*

Ask students to act out the situation in front of the class. They must use 'hello' or 'goodbye' in their sketch.

**Art and Craft: Our City**

Tell the children that they are going to make a poster for their own town or city. What would it include? What landmark would they include a picture of? What food best represents the city? Can they find their city on a map of the country? If your town or city is a popular tourist destination, tourist information offices can provide useful resources. Even if you live in a tiny village, encourage the children to be creative, for example, they can take their own photos.

**Pages 6 & 7 Live from London****CD 1 Tracks 15-19**

**Film! Watch the film on your computer. Put the CD in your computer. You can choose to have subtitles or not and change the size of the frame.**

You can watch these films by playing the multi-format *Kids' News* CD on your computer. There are two CDs to go with the four issues of *Kids' News*. On each CD, there are two films. The films can be watched with subtitles or without subtitles and the screen can be made larger or smaller.

**Info File**

The *Live from London* pages are video diaries by real London children. These films will give your students a unique taste of life in London through the eyes of children their own age. In each episode, two children will introduce your students to an aspect of London life as it is today. These mini-films are like 'homemade' video diaries; we use real London kids – not actors. You will also notice that the film is shot in the style of a home video. The film story works together with the photos and story on pages 6 & 7, so you can use it without the film if you do not have computer facilities.

In this episode, we meet Marcus and Paul who are making sandwiches for their school packed lunches.

**Culture File**

**Packed Lunches:** School dinners are only free in Britain for children from low income families, so many primary school children bring packed lunches from home. Parents usually make packed lunches for their children, but some children make their own. Apart from sandwiches, packed lunches contain things like crisps, fruit and vegetable sticks, biscuits or yoghurt as well as water or a drink of some kind. Some schools are worried about the amount of junk food some children bring to school and so they ban certain items, such as chocolate and fizzy drinks, from packed lunches.

**Sandwich:** Eating bread with different fillings has a long history, but the sandwich was named after the Earl of Sandwich, an 18th century nobleman who apparently wanted a snack he could eat with one hand while playing cards!

**USING THE PAGE**

Before you start the page, tell your students that the film is about two boys making their school lunch. Ask your pupils in L1 what they do for school lunch. Do they go home or eat at school? Do they have a school lunch or bring it from home? In England, children often have sandwiches. What's your favourite sandwich? Give children two minutes to talk to a partner and write down some of the words they think they might hear. Then play the film, through the computer (with subtitles) and pause at each frame (frames are marked on the page). Get your students to repeat what the characters say. Ask questions as you go along.

**|| Pause 1 [Intro Frame and film only]**

**Teacher:** *These are two London boys. What are their names? [Marcus and Paul]*

**|| Pause 2 [Frame 1]**

**Teacher:** *What colour is the lunch box? [blue] Have you got a lunch box? What colour is it?*

**|| Pause 3 [Frame 2]**

Point to the bread.

**Teacher:** *What are they making? [a sandwich] What's this? [bread]*

**|| Pause 4 [Frame 3]**

**Teacher:** *What is in his sandwich? [butter, ham, cheese and two tomatoes]*

**|| Pause 5 [Frame 6]**

**Teacher (point to ketchup):**

*What's this? [ketchup] Do you like ketchup? What do you eat with ketchup? [chips, hamburgers] Do you like this sandwich? Is it yum or yuck?*

**|| Pause 6 [Frame 7]**

**Teacher:** *This is their school uniform. Do you like it?*

**|| Pause 7 [Frame 8]**

**Teacher:** *What's in Marcus' lunchbox? [A drink, an apple and a mega sandwich]*

**|| Pause 8 [Frame 9]**

*Is Marcus happy? [No, he has got a tummy ache.]*

**|| Pause 9 [Film only]**

**Teacher:** *Look! Paul is eating the sandwich!*

**Teacher:** *Does Paul like the sandwich? [Yes!]*

**Vocabulary building**

Play the section of the film that shows the sandwich being made (002.15). This section is deliberately sped up. Ask your students to shout out the name of the food as soon as they see it.

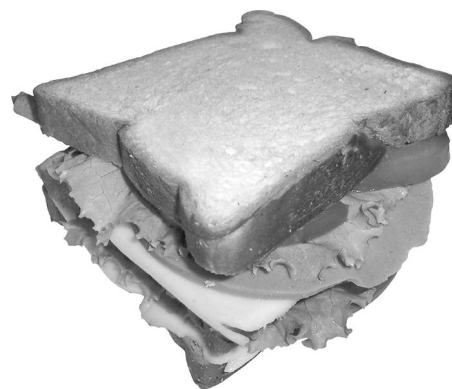
[Answer: Tomatoes! Bread! Cheese! Bread! Ham! Honey! Bread! Jam! Tomato! Bread! Jam! Tomato! Bread! Bread and ketchup!]

**Speaking: My favourite sandwich**

Get your children to draw and label their favourite sandwich. They can then present them to the class using the model on the page:

**Pupil 1:** *I've got butter, ham, cheese and two tomatoes.*

Get the class to vote for the most delicious-looking sandwich.



**Speaking: Sandwich survey**

Get children to find out what the most popular sandwich in the class is.

Model the language to your students before (or they won't do this in English!)

**Pupil 1:** *Do you like ham sandwiches?*

**Pupil 2:** *Yes / No*

**Pupil 1:** *Do you like cheese sandwiches?*

**Pupil 2:** *Yes / No*

Students tick off the answers in the table. ✓ = yes and ✗ = no

	Maria	Clara	Paulo	Federico	Gennaro
Ham sandwich					
Cheese sandwich					
Chicken sandwich					
Jam sandwich					

**The Most Disgusting Sandwich**

Get children to draw and label their own 'mega sandwich'. Get them to make it as disgusting as they can. Show them an example before – perhaps with worms and spiders in it. Help students with vocabulary. Get children to present it to the class:

*This is my sandwich. It's got \_\_\_\_\_ and \_\_\_\_\_ in it!*

Get the audience to say 'Yuck' when they see a sandwich they think is disgusting. The winning sandwich is the one with the most/loudest 'Yucks'!

**Page 8 Magic Mary** **CD 1 Tracks 20-21**

**Info File**

Magic Mary is the new cartoon for readers of *Kids' News*. Mary is a witch at a Hogwarts style school of magic.

**USING THE PAGE**

Photocopy the story and cut it into frames. Blank out the frame numbers and speech bubbles. Get the children to listen to the CD and put the frames in order. Then get them to check whether the order is correct by referring to page 8.

**Slap the card**

Make pairs and give each pair one set of the cut up and blanked out frames from the activity above. Get them to spread the pictures on one desk so they are both able to reach all the pictures easily. Call out sentences from the comic like: *I've got my wand.*

The children race to touch the correct picture as quickly as they can. The person who touches the correct card first gets a point. Leave all the cards where they are, then say another sentence and continue until one player has five points.

**Speaking: What's in my school bag?**

Get children to show their school bag and introduce three items from it in front of the class. Demonstrate, using your own bag and this language model:

**Teacher:** *This is my bag. I've got a pen. I've got a book. And I've got your homework!*

**Speaking game: Lost Property**

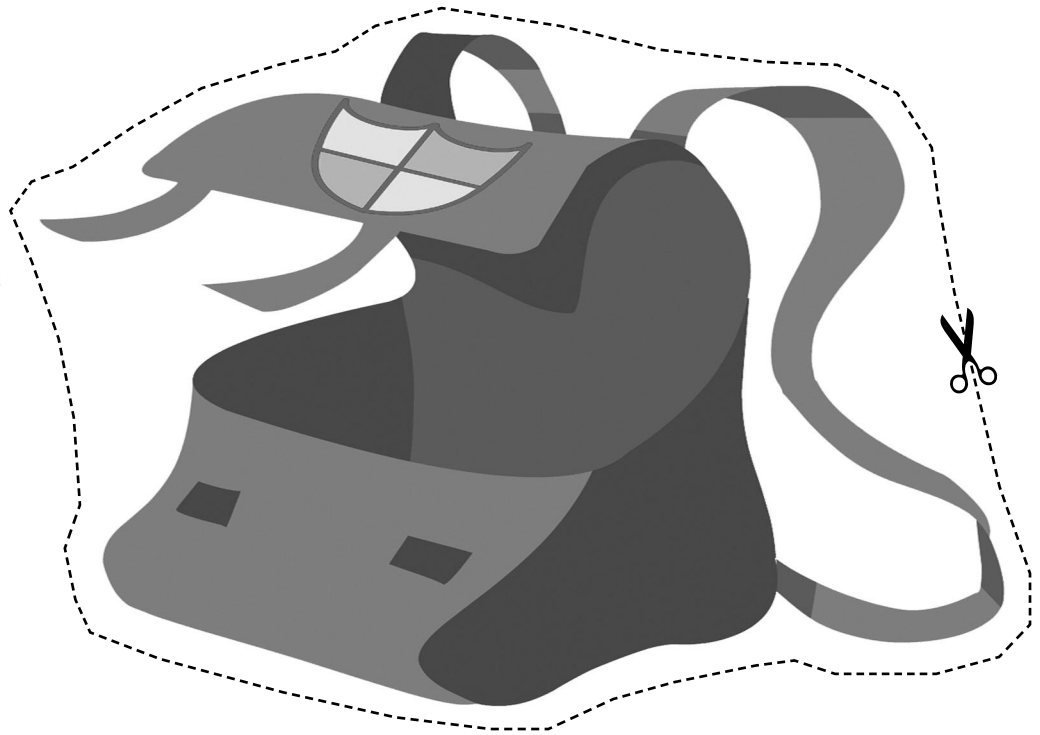
Put children in pairs and make enough blank bag outlines for each pair to have one. On one side of the bag, write the name of the 'owner'. Choose people that the children will all be familiar with. Here are some ideas:

*Cristiano Ronaldo*  
*The head teacher of your school*  
*Hannah Montana*  
*Harry Potter*  
*Barack Obama*

Give one blank bag outline to each pair. Tell the pairs to look at who the owner is, then discuss what items that person would have in it. The items should give clues to the person's identity. Then, on the side of the paper without the name written on it, they should draw and label those items. When everyone has finished, display the bags in 'Lost Property' on the blackboard and see if the other class members can guess whose bag is whose.

**Pupil:** *Is it Barack Obama's bag?*

**Pupil 2:** *Yes, it is!*



## Page 9 Film

CD 1 Tracks 22-24

### Info File

*Up* is a new animated film from Disney about a grumpy 78-year-old man who ties balloons to his house and flies away without realising there is an eight-year-old boy in the house with him. You can find the trailer on the official website:

<http://disney.go.com/disneypictures/up/>

### USING THE PAGE

First, get the children to look at the picture on page 9. Introduce the characters:

*This is Carl Fredricksen. He's 78 years old. This is Russell. He's eight years old. Is he happy? Ask the children: How old are you?*

Then show the trailer and ask the children what they think the story of the film is and whether they'd like to see it.

### Cross-curricular Link: Geography

Tell the children that Carl's house is travelling to different places. Listen to Carl's descriptions and see if they can work out where the house is.

1. *It's very hot and sandy. I see pyramids.* (Egypt)
2. *It's a big city. I see the Eiffel tower.* (Paris)
3. *It's a big city. I see Big Ben.* (London)

Can they think of any others?

### Listening: Colouring by numbers

After the children have coloured in Kevin the bird, draw five balloons on your whiteboard with different written numbers on them in English. Divide the students into teams and get them to line up behind each other, in front of the board. Give each team the same coloured whiteboard pens. Read instructions to the children. **Teacher:** *Colour number ten red.*

The two front students must race to the board and colour the correct balloon, the correct colour. Repeat with the next pair. Change the numbers in the balloons during the game and keep a note of the points.

## Pages 10-11 Stars

CD 1 Tracks 25-31

### USING THE PAGE

Ask the children how many people there are in their family (we only usually count parents and siblings). Ask them if they know any of the families on pages 10-11. Ask:

**Teacher:** *How many people are there in these families?*

## Info File

This article introduces four star families:

**The Jonas Family:** The Jonas Brothers (Joe, Kevin and Nick) shot to stardom through Disney Channel's *Camp Rock*. Recently they sang the voices of the cupids in *Night at the Museum 2*. Their favourite food is steak.

**The Shrek Family:** Shrek and Fiona have three ogre triplets whose names are not known. They live in a swamp. Their favourite food is slug juice.

**The Obama Family:** Barack Obama is the 44th president of the U.S.A. He is 48 years old and his wife is 45. His daughter Malia is 10 and Sasha is 7. They live in the White House. Malia's hobbies include soccer, dance and drama and Sasha likes gymnastics, tap dancing and tennis.

**The Cyrus Family:** Miley Cyrus is famous for being Hannah Montana, but her on-screen and real-life father, Billy Ray Cyrus, was a well-known country music singer and actor long before anyone had ever heard of his daughter.

## Listening: Colour/Number Quiz

Ask the children to use the pictures to answer these questions:

1. How many girls are there in Miley's family? [4]
2. How many boys are there in the Jonas family? [4]
3. How many girls are there in the Obama family? [2]
4. What colour are the Shrek family? [green]
5. What colour is Braison's T-shirt? [blue]
6. What colour is the Obama's dog? [black]

## Show and Tell: My family

Get the children to bring in pictures of their families and use the language models on pages 10–11 to describe their family.

Hi, I'm \_\_\_\_\_ and this is my family photo...

## Page 12 Songs About Britain

## CD 1 Track 32

## Info File

In each issue of *Kids' News* there is a song on the back page. Each song will focus on something to do with British culture. This song introduces some well-known icons of London that are all red.

## Culture File

**London buses:** All London Buses are red, including the famous double-decker buses.



**London postboxes:** Red became the standard colour for postboxes in the 19th century, and although there are a variety of designs, most are cylindrical. On the front of postboxes you can find a crown and the initials of the monarch ruling the country at the time they were made as well as a sign telling the time of the next post collection.



**London telephone boxes:** Although there has been a reduction in the number of traditional red telephone booths in London, they are still a common sight on the streets of the capital.



### Using the song

Get the children to listen to the song, and then sing along. Teach gestures for the key words *post*, *ride* and *phone*. When these words come up in the song, get the children to make the correct gesture.

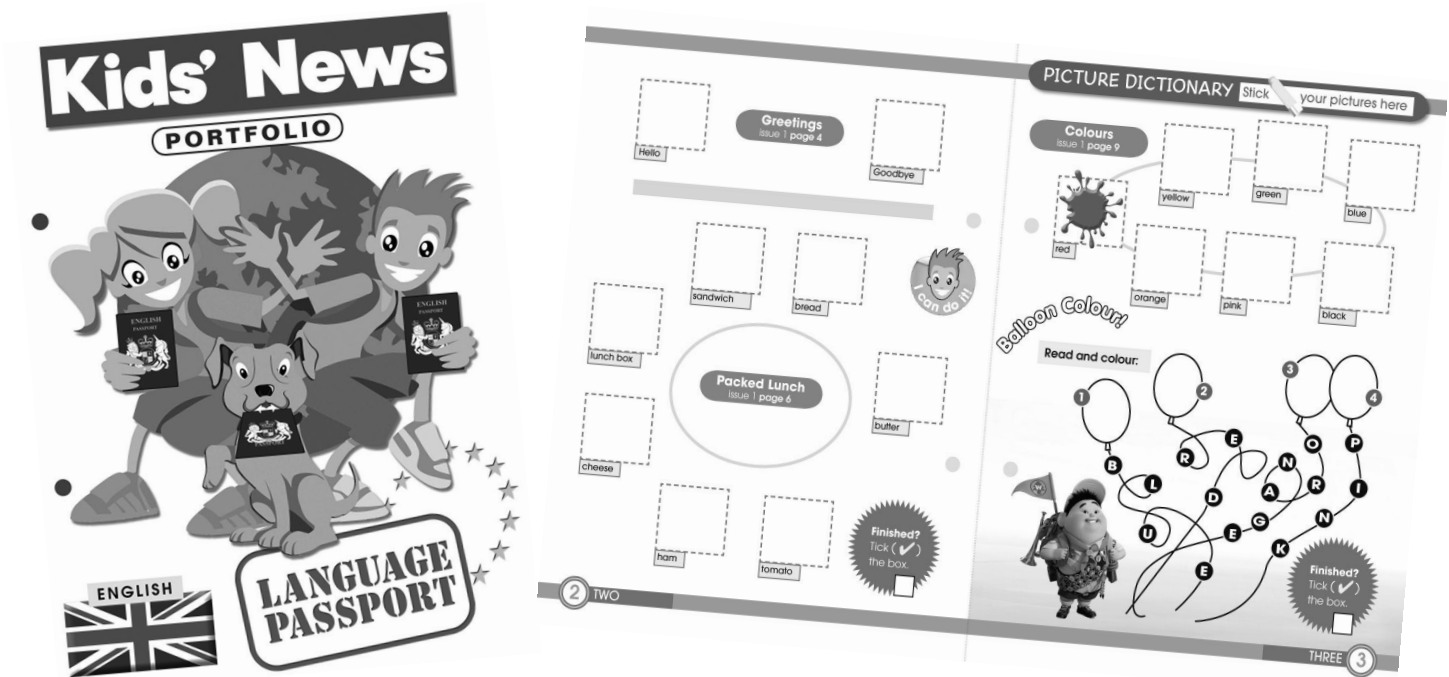
### Speaking: The colour I love

Ask the children:

**Teacher:** *What colour do you love?* See if they can think of things in English which are that colour.

### The Kids' News Passport

In this issue of *Kids' News* your students will each receive:



• a passport holder

• passport pages (these are inside the magazine and come in each issue).

The passport serves as a vocabulary dictionary and English language portfolio of the vocabulary and phrases that they learn through the series of *Kids' News*. At the bottom of each main feature in the magazine, you will see a vocabulary strip called 'Wordbox'. Wordboxes are the lexical sets that tie in with the page. The students cut the vocabulary off, look for the words and stick them in the correct place in the passport. This will not damage the pages in the main magazine if pupils just cut off the strips as marked. Each issue, your pupils will add four new pages to the passport. This builds up over the school year to be an amazing 16-page picture dictionary and portfolio of the vocabulary they have learned – perfect to show to parents.

To make the passport, you will need:



• a hole punch



• some ribbon or string



• scissors



• and glue in the classroom.

Each passport and passport pages will need to have its holes punched. Pupils can then tie in the new pages each issue. At the end of each week, or for early finishers you can have a ten-minute *Kids' News* Passport session where they stick in the words that they have learnt. Collect in the passports so they do not lose them, and stamp or tick when they have finished each section to check their progress.