



Welcome to the new series of CROWN!

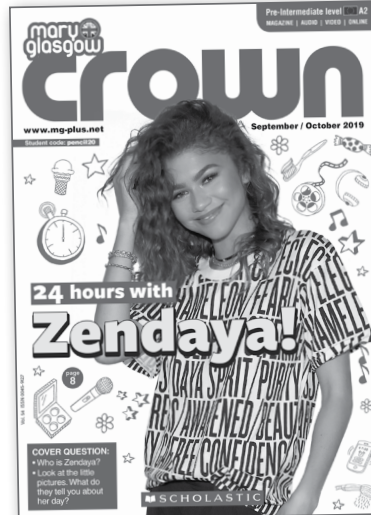
Our CROWN cover star is actor, singer and dancer Zendaya, and your students can compare their daily routine with hers. We check out how technology and the climate crisis are changing school uniforms. We tell the exciting story of this year's Champions League final in Madrid, and in our new feature CROWN Swapsies, two teens swap lunch boxes for a day! And new for this series, your students can listen along on our website to one article in each issue, as it's read aloud.

We hope you and your students enjoy this issue of CROWN!

Let us know what you think!

The CROWN team

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CROWN ONLINE

You can find all the material for this issue in one place:

www.mg-plus.net/click191

- Video Audio
- Teacher's Notes
- Transcripts
- Weekly News
- Student News
- Resource Archive

KEY

What our symbols mean:



Audio:

This article has a **listening track**. You can listen on the CD or online. There are also **audio transcripts** and **listening activities online**.



Video:

This article has an accompanying **video** on our website. There are also video **activities** and **transcripts online**.



Language Lab:

This article has a complete **online learning unit**. Assign language units and check your students' results!



Cultural Studies:

This article contains **cultural and topical** information about the English-speaking world.




NEW! Listen Along:

This article is read out so students can listen and follow. Online only. For great ideas on how to use CROWN magazine in class, turn over!



Page no. & Regular Feature	Article Title	Language Focus	Topic	Audio / Video / Language Lab	Cultural Studies
Pages 2 & 3 News	CROWN Try the tradition!; fun news stories from around the world	Reacting to situations	Halloween, spider robot; Backpacks with pollution sensors; a girl with a bionic arm	Track 4 Listen Along	
Pages 4 & 5 CROWN Report	New school year! New 'smart' uniform!	Must and have to; present simple	Features of a modern school uniform; uniform rules	Track 2	
Pages 6 & 7 CROWN Sport	The story of the Champions League!	Present simple / present continuous; so v because; vocabulary for football	The June 2019 final between Liverpool and Tottenham Hotspur in Madrid	Track 1	
Cover / Pages 8 & 9 CROWN Film	24 hours with Zendaya!	Present simple for daily routine; adverbs of frequency	A typical day for actor / singer / dancer Zendaya		
Pages 10 & 11 CROWN Swapsies	Let's swap ... lunch boxes!	Adverbs of frequency; food vocabulary; expressing opinions about food	Two teens swap lunch boxes for a day	Track 3 	
Pages 12 & 13 Teen Trip Advisor	Halloween experiences	Present simple; time expressions	Teen reviews of trips to Halloween experiences		
Pages 14 & 15 CROWN-spiration	Greta Thunberg	Present simple; time expressions; adverbs of time	16-year-old Greta and her campaign to save the planet; Nobel Prize winners		
Page 16 In the Crowd	1 London	Prepositions of place; present simple / present continuous	Four famous places in London; map of London		



 CD1 & Online: Track 4 Phrasebook!

 Listen Along

Try the tradition!

Before students look at page 2, ask them to work in pairs and think of three things people do at Halloween. Share ideas across the class, making a list on the board. Next, students rate the five Halloween traditions on page 2, comparing reactions across the class. Now circle the suggestions on the board that are *not* on page 2. Students draw an emoji to show their reaction to each one.

Giant spider in London

Students work in pairs. Give each pair an A and a B slip with three situations. They don't show each other their situations.

Slip A: What do you do when ...

- 1 ... a car drives through water and splashes you?
- 2 ... a seagull flies down and eats your ice-cream?
- 3 ... you're alone in a room and the lights go out?

Slip B: What do you do when ...

- 1 ... you suddenly see your best friend on TV?
- 2 ... your parents buy you a ticket to see your favourite pop star?
- 3 ... you go trick-or-treating and a monster answers the door?

Students take turns to ask each other about each situation. They note down each other's answers. At the end, ask each pair to share their favourite answer(s) with the class. Example:

Student A: *What do you do when you're alone in the room and the lights go out?*

Student B: *I don't move. I call my dad.*

Student B: *What do you do when a seagull flies down and eats your ice-cream?*

Student A: *I shout at the seagull. I buy another ice-cream. I eat it inside.*

What's in this school backpack?

Air pollution in London is a big problem as the population and traffic in the city grows.

Students in London were given special backpacks as part of an experiment to measure air quality in London. The sensors were developed by British inventor James Dyson (famous for his vacuum cleaners) in partnership with King's College for the Breathe London project.

Explain that a student has five things in his backpack. One of them is unusual and definitely against the school rules. Students identify the five items from these sentences.

- 1 *He writes with this.*
- 2 *He checks his social media with this at breaktime.*
- 3 *His cheese sandwiches and an apple are inside this.*
- 4 *He puts these on his feet when he's doing P.E.*
- 5 *He takes this out for a walk at lunchtime. It's got eight legs and it's called Peter.*

[Answers: 1. A pen / pencil. 2. His phone. 3. His lunchbox. 4. His trainers. 5. His pet spider.]

In pairs, students make five school rules connected to these five items. Examples:

You must bring a pen to school. You have to leave your phone at the school office. You mustn't have sweets or

crisps in your lunchbox. You have to bring trainers for P.E. You're not allowed to bring pets to school.

My super arm!: Listen Along

Listen Along is a new feature for this series of CROWN. You will find the read through of this article at www.mg-plus.net/crown191. Before students read the article, give them these true / false statements to answer while they listen:

- 1 *Jordan Reeves is British.*
- 2 *Glitter shoots out of her arm!*
- 3 *She doesn't think it's fun.*

[Answers: 1. False. She's American. 2. True. 3. False. She thinks it's fun.]

Now write these three words on the board: *prosthetic, unicorn, different*. Students listen again to the article, focusing on how these three words are pronounced. Can they remember the correct pronunciation?

 CD1 & Online: Track 2

Background information

Most British pupils wear school uniforms until the age of 16. They are usually allowed to wear their own clothes from age 16 to 18, when they are studying for A Levels, the new T Levels or BTecs.

Lead-in

In pairs, students think of three types of person who wears a uniform. Ask for one suggestion from each pair in turn, writing a list on the board. Keep going until all pairs' ideas are on the board. Examples: *firefighter, police officer, schoolchildren, soldier, nurse, doctor, traffic warden, waiter, air crew, pilot, postman.*

Reading: Comprehension

Find the mistakes in these sentences and correct them.

- 1 *British students go back to school for the new year in August.*
- 2 *Students have solar panels on their trainers.*
- 3 *David Luke's school uniforms are made out of plastic bags.*
- 4 *In Guizhou in China, if you fall asleep in class, your blazer sends a text to your parents.*
- 5 *You can change the colour of your Nike Adapt trainers from your smartphone.*
- 6 *Students in Guangzhou have to wear a smart wristband when they arrive at school.*

[Answers: 1. August > September 2. trainers > backpacks 3. bags > bottles 4. sends a text to your parents > sounds an alarm 5. change the colour > tie the laces 6. when they arrive at school > 24/7]

Speaking: Discussion

Students work in pairs. They try to think of three good things about wearing school uniform and three bad things. They then share their ideas with the class. Put the ideas on the board in two columns. Examples:

Good things: *Everyone is equal. You don't have to worry about your clothes. Your teachers can see you on a school trip.*

Bad things: *It's ugly. You feel silly in it. You can't be yourself. It can be expensive, especially when you grow quickly. It's uncomfortable.*

 CD1 & Online: Track 1**Background information**

The Champions League is an annual club football competition held in Europe, featuring the top teams from all the national European leagues. The 2019 Champions League final was between two English Premier League teams for the first time since 2008.

Lead-in

Ask students to write down three facts or opinions about their favourite sports team or star, without saying their name. In turn students, read their sentences to the class. How many sentences do the class need to guess who it is. Example:

He is English but he lives in Monaco.

His number is 44.

He drives for Mercedes.

[Answer: Lewis Hamilton]

Reading: Ordering

Photocopy pages 6 and 7. Cut out the nine paragraphs of text without the photos or times. Arrange the paragraphs in random order on a sheet of paper. Make enough copies for one per pair. In pairs, students work out the correct order for the nine paragraphs. Turn to pages 6 and 7 to check answers with the class.

Reading: Comprehension

Students answer these questions.

- 1 Are all the Liverpool and Spurs fans watching the game in the stadium?
- 2 How are the players feeling before the referee blows his whistle?
- 3 Who uses his arm in the Tottenham penalty box?
- 4 What happens in the 87th minute?
- 5 Why are the players lying on the pitch after the game?
- 6 What do the Liverpool players do with their manager after the game?
- 7 How do the Liverpool players travel through the city with their trophy?

[Answers: 1. No. Some of them are watching in bars. 2. They are feeling nervous. 3. Tottenham defender Moussa Sissoko. 4. Liverpool score a second goal. 5. Because they are tired, shocked, happy and sad. 6. They throw him in the air. 7. On a bus.]

Creative writing: Present simple / present continuous

Students imagine they have a ticket to the June 2019 Champions League final. They write sentences at different times of the big day. They write about what they see and how they feel, using at least three present simple and three present continuous verbs. Examples:

We're in a square in Madrid and there are too many fans! We can't move. It's so hot. They're all shouting and drinking beer.

We're walking to the ground. I lose my ticket! My dad finds it.

The referee is talking to VAR. It's a penalty. But I want Tottenham to win! Boo!

Students now choose their best sentence. Ask: *What time of day does your sentence take place?* Put each student's name + the time of their sentence on the board. Put the names in time order, starting with the earliest, like this: Pedro 4pm, Miguel 6.30pm, Silvia 7.59pm.

Now students read out their sentences following the running order on the board.

Editor's correction

Unfortunately we have an error on page 7 of CROWN. It says Sunday 2st of June when of course it should state Sunday the 2nd of June. We have corrected the article and you can find it online at: www.mg-plus.net/crown191 Please accept our apologies for this error.

 Language Lab**Background information**

Zendaya is everywhere! She stars in *the Greatest Showman* and this year's *Spider-Man* film, *Far From Home*. She's also a singer and a style icon.

Note: Zendaya is also appearing in an HBO teen series called *Euphoria* with adult themes. This will not be suitable for your class.

Lead-in

Students look at the cover of CROWN featuring Zendaya. They identify all the little icons in the image. Help with vocabulary as necessary. They are: *star, ice-cream, music note, stopwatch, make up, microphone, flower, toothbrush, film reel, sweet, headphones, smartphone, shower*. Give students one minute to look at and memorise the items. Students turn over their magazines. They have one minute to write down as many items as they can remember. Who can remember them all?

Reading & Grammar: Comprehension / Present continuous

Students answer these questions using the present continuous to say what Zendaya is doing now.

- 1 It's 8.00am. What is Zendaya doing?
- 2 It's 8.30am. Is this a good time to phone Zendaya?
- 3 It's breakfast time. What is Zendaya eating for breakfast?
- 4 It's lunchtime. What is Zendaya eating for lunch?
- 5 It's 3.30pm. Is Zendaya filming?
- 6 It's 9.30pm. What is Zendaya watching on TV?

[Possible answers: 1. She's lying around and checking her phone. 2. No! She's having a shower. 3. She's eating ice-cream. 4. She's eating Pot Noodles! 5. No, she's designing clothes. 6. She's watching Netflix.]

Comment: Encourage your students to go online and chat about daily routines with other CROWN readers from around the world at www.mg-plus.net/crown191.

 Video  CD1 & Online: Track 3**Background information**

In this new series, CROWN invites two teens to swap some aspect of their lives. We're starting with food! The name 'Swapsies' comes from a children's game where they swap things they collect, like trading cards.

Lead-in

Ask: *Do you and your friends swap things? What do you swap?*

Reading: Jigsaw reading

Students work in A / B pairs. The As are Annabel. The Bs are Jonathan. They fold their magazines so that they can only see their own page. They use the interviews to ask and answer about the lunchboxes, like this:

A: I like salad in my lunchbox? Do you?

B: No! I don't like green salad. Do you like crisps?

A: No, I never eat crisps, but my friends like them. Do you like the carrot sticks?

Reading: Comprehension

Who ...? Choose Annabel or Jonathan.

	Annabel	Jonathan
1 is a fussy eater?	<input type="checkbox"/>	<input type="checkbox"/>
2 is a vegetarian?	<input type="checkbox"/>	<input type="checkbox"/>
3 never eats couscous or green salad?	<input type="checkbox"/>	<input type="checkbox"/>
4 has jam sandwiches in their lunchbox?	<input type="checkbox"/>	<input type="checkbox"/>
5 has a healthier lunchbox?	<input type="checkbox"/>	<input type="checkbox"/>
6 doesn't like carrot sticks?	<input type="checkbox"/>	<input type="checkbox"/>
7 is going to change their lunchbox?	<input type="checkbox"/>	<input type="checkbox"/>
8 has more plastic in their lunchbox?	<input type="checkbox"/>	<input type="checkbox"/>
9 feels hungry after the swap?	<input type="checkbox"/>	<input type="checkbox"/>
10 loves macaroni cheese?	<input type="checkbox"/>	<input type="checkbox"/>

[Answers: 1. Jonathan. He says he's a fussy eater, but you could say both of them are, as Annabel won't eat meat or crisps. 2. Annabel. 3. Jonathan. 4. Jonathan. 5. Annabel. 6. Jonathan. 7. Jonathan. 8. Jonathan. 9. Annabel. 10. Annabel.]

Pages 12 & 13

Teen Trip Advisor

Background information

Most of your students will know Halloween. It has its roots in ancient Celtic culture in Ireland, in a pre-Christian festival called Samhain. It was then taken over by the early Christian church as All Hallows' Eve, a day to remember the dead. Irish emigrants took the tradition to the United States in the 1800s, and by around 1900 it was celebrated across the country. The first New York Halloween parade was held in 1974, and it is now the world's largest.

Note: Warwick is pronounced Worrick.

Lead-in

In turn around the class, students say one word related to Halloween. If they can't think of one, they are out. Continue until one student remains. Example chain: *Halloween, ghost, vampire, witch, sweets, pumpkin, scary, costume, spider.*

Reading: Comprehension

Answer these questions:

- 1 Who likes the Lego Haunted House but not the Warwick Haunted House?
- 2 Who thinks the New York dog parade is a good way to get some exercise?
- 3 Which experience do all three reviewers think is really scary?
- 4 Who thinks there aren't enough costumes at the dog parade?
- 5 Where does the house turn upside-down?
- 6 Which place stays open late for Halloween?

[Answers: 1. Anjal15 2. NobiM 3. Warwick Haunted House 4. Miles226 5. Legoland 6. Warwick Castle]

Speaking: Scary scene

Students work in threes. They are in this situation: *You are all in a haunted house in a forest. Nobody else is around. One of you has a mobile phone. You try to phone for help but the phone doesn't work properly. Suddenly you hear a laugh ...*

They write a scene with dialogue. Help with vocabulary. Students rehearse their scenes. In turn, groups act out their scenes for the class.

Pages 14 & 15

CROWN-spiration

Background information

This month's inspiring teen is 16-year-old Swedish activist Greta Thunberg who became world news when she started her School Strike for Climate in 2018.

Lead-in

Ask: *What is the biggest problem in the world today?* When someone suggests climate change, ask: *Who knows Greta Thunberg?* If they have heard of her, ask: *Why is she famous?* Students look at the photos on pages 14 and 15. In pairs, they choose two of the photos and describe them. Share descriptions across the class.

Reading: Comprehension

Put these sentences in the correct order.

- 1 Greta sees films about polar bears in trouble.
- 2 In March, more than a million students go on strike around the world.
- 3 After that, she doesn't eat or speak.
- 4 She gives a speech in Stockholm.
- 5 Then, she has a good talk with her parents.
- 6 First, she sits alone outside the Swedish parliament.
- 7 The next day people join her.
- 8 In December, the United Nations invite her to talk to world leaders.

[Answer: The correct order is: 1, 3, 5, 6, 7, 4, 8, 2.]

Comment: Encourage your students to go online and chat about Greta and her campaign with other CROWN readers from around the world at www.mg-plus.net/crown191.

Page 16

NEW! City spot

Grammar: Prepositions

Students close their magazines and put these prepositions of place in the correct spaces.

inside, around, in the middle of, next to, next to, in between

- 1 Buckingham Palace is ... Green Park and St James's Park.
- 2 Big Ben is ... Westminster Bridge.
- 3 You can climb ... the tower to the clock.
- 4 There is a very tall statue ... Trafalgar Square.
- 5 There are four big lions ... the statue.
- 6 The London Eye is ... the River Thames.

[Answers: 1. in between 2. next to 3. inside 4. in the middle of 5. around 6. next to]

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