

TEAM



www.maryglasgowplus.com

TEAM ONLINE

Welcome to the new series of TEAM magazine!

To start off this series, TEAM brings you the diary of a girl who tries to go without gossip for a week, an interview with new pop star Ava Max and a tour of a London football club's brand new super stadium. On a more serious note, we discuss ways to save the planet in the climate crisis. We also learn why more and more people are learning fictional languages, like High Valyrian, a new language created for *Game of Thrones*.

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 the students enjoy this issue of TEAM! Let us know what you think! *Allayafi!* (That's 'Enjoy!' in a *Game of Thrones* language!)

The TEAM team
feedback@maryglasgowplus.com




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
- Language Lab
- 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 students' results!

 **Snap it!:**
 Students can **snap** and **store** these words on their phones.

 **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.

Page no. & Regular Feature	Article	Language Focus	Topic	Audio / Video / Language Lab / Snap it!	Cultural Studies
Pages 2 & 3 TEAM News Drop	Fun news stories from around the world	Talking about hair; Halloween vocabulary	Halloween; the world's longest hair; delivery by robot	 Track 1	
Cover / Pages 4 – 6 TEAM Report	Gossip! Can you live without it?	<i>Will future</i> ; <i>ed v ing</i> adjectives	A week without gossip: one teen's diary; science of gossip	 Track 3 	
Page 7 TEAM Talk	Will you learn a fictional language?	Language and culture	Fictional <i>Game of Thrones</i> language High Valyrian	 Listen along	
Pages 8 & 9 TEAM Story	What's the pollution solution?	<i>Will future</i> ; superlatives	Four solutions for the environmental crisis	 Track 2	
Pages 10 & 11 TEAM Music	Who is Ava Max?	Understanding song lyrics; giving advice	Profile of pop star Ava Max		
Pages 12 – 14 TEAM Sport	The £1 billion super stadium	Comparatives and superlatives; <i>will future</i>	Tottenham Hotspur's football stadium; fan interview		
Pages 15 TEAM Memes	1 Back to School	Vocabulary for school; <i>ed</i> and <i>ing</i> adjectives	Back to School memes	 Track 4	
Page 16 The Listicle	Halloween	<i>ing</i> adjectives	Instagrammable ideas for Halloween		



CD1 & Online: Track 1

Reading: Comprehension

Write this information on the board:

- 1 80 hours 2 155.5cm
- 3 12 mph 4 Ford
- 5 95% 6 This autumn

Explain that these are answers. Students find the information on pages 2 and 3, and then write a question for each answer.

[Possible answers: 1. How long did the Halloween House take to decorate? 2. How long was Keito's hair? 3. How fast can the Jyrobball travel? 4. Who has invented a robot that carries parcels and packages? 5. How much shopping will be online by 2040? 6. When is Maleficent 2 in cinemas?]

Halloween House: Project

Ask: *What Halloween characters do you know?* Write ideas on the board: *vampire, mummy, werewolf, witch, ghost, skeleton*. Show students the photo on page 2 and add *Grim Reaper* to the list. In small groups, students choose a character and plan a costume for a Halloween house, discussing how to make it and what materials to use. Help with vocabulary as necessary. Groups present their Halloween house designs to the class.

"I've got the longest hair!": Speaking

Ask students to form a line from the student with the shortest hair in the class to the longest. Say: *Turn to the person next to you and ask and answer these questions:*

- What's the longest hair you've ever had?*
- When was the last time you had a hair cut?*
- What kind of hair would you really like?*
- Say: *Now turn to the student on your other side. Tell them about your first partner, like this:*
- When she was seven, Rachel's hair was 30cm long.*
- The last time she had a haircut was just before we came back to school.*
- She'd really like long curly brown hair.*

Say 'Hi' to the delivery guy!: Vocabulary

Divide the board in two: *Things I would buy online* and *Things I wouldn't buy online*. In turn, students come to the board and write an item in each column. Examples: *I would buy films, books, games, clothes. I wouldn't buy shoes, ice-cream, make-up, medicine, a bicycle, a flat.* With the class, choose an item and ask: *Why would / wouldn't you buy a car online?*

like gossip? (Possible answer: *Information changes as it passes from person to person.*)

Now ask the Cover question.

Reading: Summarising

Make copies of page 4, one copy for every five students in the class. Cut out the five days. Students work in groups of five. Each student in a group takes a different day, reads the text and then reports on it to their group.

Now ask: *Which day did these things happen?*

- 1 *Irena's friend says she is bored.*
- 2 *Her friends gossip about Jessica.*
- 3 *She goes to the mall.*
- 4 *She hears a lot of gossip about a party.*
- 5 *She makes a face to avoid gossiping.*

[Answers: 1. Day 2 2. Day 5 3. Day 1 4. Day 3 5. Day 4]

Speaking: Debate

Write on the board: *Is gossip healthy or toxic?*

Students work in groups of four. In each group, two students are pro gossip and two are against. Give them five minutes to prepare their arguments, using the information in the article, especially the 'Science of gossip' section on page 6. They can also include personal experiences.

Each group debates the question, speaking in turn and asking and answering each other's questions. Groups report their conclusions back to the class.

Grammar: ed v ing adjectives

Circle the five adjectives ending in *-ed* and *-ing* that you can find on page 4 of the article.

[Answers: annoyed, amusing, bored, boring, stressed]

Now match the adjectives to these sentences:

- 1 *How you describe a good meme.*
- 2 *How you feel when someone steps on your foot.*
- 3 *How you feel when it's 10pm and you haven't started your maths homework.*
- 4 *How you describe a lesson you don't like.*
- 5 *How you feel when you have nothing to do*

[Answers: 1. amusing 2. annoyed 3. stressed 4. boring 5. bored]

Listen Along

Background information

The long-awaited final season of TV mega hit *Game of Thrones* aired this year. One of the main characters, Daenerys Targaryen, spoke both High Valyrian and Dothraki, two fictional languages. More than a million fans are now trying to learn these constructed languages.

Lead-in

Match the language to the film / TV series.

- | | |
|----------------|-------------------------|
| 1 Dothraki | A Star Wars |
| 2 Elvish | B Avatar |
| 3 Hutttese | C Game of Thrones |
| 4 Klingon | D Despicable me |
| 5 Parseltongue | E Harry Potter |
| 6 Minionese | F Star Trek |
| 7 Na'vi | G The Lord of the Rings |

[Answers: 1C 2G 3A 4F 5E 6D 7B]

CD1 & Online: Track 3  **Language Lab**

Background information

Gossip is a part of any human environment. Gossip can be divided into three main types: positive (flattering), neutral (information) and negative (malicious).

Lead-in

Play Chinese whispers. Students form two lines, with the last student facing the board. Whisper a sentence in the ear of the first student in each line (the same for both) and when you say *Go!*, they should whisper the sentence to the student next to them. The last student writes the sentence they hear on the board. Ask: *How is this game*

Ask: Which of these films / shows have you seen?
Can you remember what the language sounded like?

Reading: Comprehension

Before students look at page 7, give them the headings in green and ask them to predict the answers. Students then read the article to check.

Reading: Memory test

Close your magazines. Why are these words mentioned in the text?

- 1 Stormborn
- 2 geography
- 3 David J. Pearson
- 4 pizza
- 5 brain
- 6 Duolingo
- 7 Irish

[Answers: 1. Stormborn is Daenerys' name. 2. Fantasy stories have their own geography. 3. David J. Pearson is a 'language creator'. 4. You can't order a pizza in a fictional language. 5. Language learning trains your brain. 6. You can learn fictional languages on Duolingo. 7. Some fictional language lessons are more popular online than Irish.]

Project: Create a fictional language

In small groups, students write a sentence in English, for example: *The wolf watches the camp during the day and steals food at night.*

They now write the same sentence with some changes, for example: *The wolves watched the camp during the evening and stole food at night.*

They now translate the sentences into their own fictional language, discussing how a present tense verb changes to past, and a singular noun to plural. In their invented language, they could also change the order of the words, so that, for example, the verb comes at the end of the sentence.

Groups say their sentences to the class, give the translations and show on the board some of the grammar changes between the two sentences.

Pages 8 & 9 TEAM Story

CD1 & Online: Track 2

Background information

In April this year, the environmental group Extinction Rebellion protested for ten days in central London to raise awareness of the climate crisis. This article discusses four ideas to help save the planet.

Lead-in

Brainstorm ways to fight pollution and global heating. Write ideas on the board. Which of these are things that we can do in our own lives?

Reading: Scanning

Find the answers as quickly as possible.

- 1 How long do we have to save the planet?
- 2 Who do protests create problems for?
- 3 When do Greta Thunberg's protests take place?
- 4 How much do older cars have to pay to drive into central London now?
- 5 How old is Kaili Liu?
- 6 Which two countries are mentioned in the text for polluting a lot?
- 7 How thick is a human hair?
- 8 How much is the mask shown in the photo?

[Answers: 1. 12 years. 2. Commuters, businesses and the police.

3. Every Friday. 4. £12.50. 5. She's 17. 6. India and China. 7. 50-70 microns. 8. £150.]

Speaking: Discussion

Write the four solutions on the board: *Take action, Tax travel, Transform your life, Technology*. Ask students to rank them from 1 to 4 (most effective to least effective). Students pair up and compare rankings. If they're different, they try to come to agreement on the same order. Pairs then join another pair and repeat the process. Ask each group their ranking and try to reach a class consensus.

Pages 10 & 11 TEAM Music

Background information

Even before launching her first album, American singer and songwriter Ava Max has topped the charts in many countries with her two most famous singles *Sweet but Psycho* and *So Am I*.

Lead-in

Ask: *Do you know Ava Max? Who is she like?* (Lady Gaga?) If you have access to the internet in class, play Ava's song *So Am I*. Ask students to rate the music.

Reading: Comprehension

Photocopy the article and cut out the messages. Stick them in random order on a separate piece of paper. Make a copy of the gapped article and the messages for each pair of students.

Students match the messages to the paragraphs. They turn to pages 10 and 11 to check their answers.

Creative writing: Song lyrics

Read the *So Am I* lyrics on page 11. Ask: *What is this song about?* (Not fitting in at school.) Ask: *Do you relate to these lyrics?*

Brainstorm topics for a song. Write ideas and any phrases that come up in the discussion on the board. Students choose a topic and write a few lyrics about it. If they can't think of their own lyrics, they can choose a famous song and adapt the lyrics to a different topic.

Pages 12 – 14 TEAM Sport

Video

Background information

Tottenham Hotspur (known as 'Spurs') is one of London's biggest football teams. In 2019 they finished fourth in England's Premier League and made the final of the Champions League. In April, they moved into their brand new super stadium.

Lead-in

If your students are football fans, they try to match the stadium to the team.

- | | |
|--------------------|---------------------|
| 1 Camp Nou | A Boca Juniors |
| 2 Anfield | B A C Milan |
| 3 Allianz Arena | C Arsenal |
| 4 Old Trafford | D Barcelona |
| 5 La Bombonera | E Liverpool |
| 6 Bernabéu | F Bayern Munich |
| 7 San Siro | G Manchester United |
| 8 Emirates Stadium | H Real Madrid |

[Answers: 1D 2E 3F 4G 5A 6H 7B 8C]

If your students are not interested in football, say: *You are designing a sport stadium. What are the three most important things to think about?* Examples: *good transport, lots of entrances, a good view from all the seats, good quality food and drink, cover for bad weather.*

Reading: Data race

Divide the class into small groups. Half are A groups and half are B. Give out the boxes of information to the groups.

Explain: *You have eight pieces of information. You have to find the information on pages 12 and 13, and write down what each item refers to. It's a race! Start now.*

<p>Group A</p> <p>1 Mauricio Pochettino</p> <p>2 65</p> <p>3 325</p> <p>4 4x</p> <p>5 £397.50</p> <p>6 USB ports</p> <p>7 144</p> <p>8 25 minutes</p>	<p>Group B</p> <p>1 To do is to dare</p> <p>2 40</p> <p>3 9</p> <p>4 £795</p> <p>5 60,062</p> <p>6 £126</p> <p>7 8</p> <p>8 Chicago Bears</p>
--	--

[Answers: **Group A:** 1. Mauricio Pochettino is the Spurs manager. 2. There are 65 cafés (or the bar is 65m long). 3. The screens are 325m wide. 4. The new stadium is 4 times bigger than the old one. 5. The price of an under-18s season ticket starts at £397.50. 6. There are USB ports in some chairs. 7. There are 144 buses per hour to the stadium on match days. 8. It takes 25 minutes to retract the pitch. **Group B:** 1. 'To do is to dare' is the Spurs motto. 2. The bridge is 40m high. 3. The stadium has 9 floors. 4. An adult season ticket costs £795. 5. The stadium has 60,062 seats. 6. The price for a sophisticated seat is £126 per match. 7. The seats are 8m from the pitch. 8. Chicago Bears will play there in October.]

Grammar: Comparatives and superlatives

Ask students to make comparative and superlative sentences based on the table below, using these adjectives: *big, small, old, modern, cheap, expensive.*

Stadium	Number of seats	Built in	Season ticket from
Old Trafford	76,000	1910	£532
Anfield	54,074	1884	£685
Emirates Stadium	60,260	2006	£891

[Example answers: Anfield is the oldest stadium. Emirates Stadium is bigger than Anfield.]

Ask students to research a stadium in their country and compare it to Tottenham's new ground.

Speaking: Interview

Students read the interview with Katy on page 14. In pairs, they interview each other. With magazines closed, Student A asks the questions and Student B answers, pretending to be Katy. They then use the same questions to interview each other about their teams.

human behaviour or feelings in different situations. In this new series, we take popular memes on a theme, starting with Back to School.

Lead-in

Ask: *What memes are popular at the moment? Think of a situation when you might send a meme.*

Reading: Comprehension

Read the memes. *Which one is about...*

- A feeling sad about going back to school?
- B a strict teacher?
- C school material disappearing?
- D working with your favourite colleagues?

[Answers: A4 B2 C1 D3]

Students rank them from funniest to least funny and compare ideas with a partner.

Writing: Creating a meme

In pairs, students choose one of the pictures on page 15 and rewrite the captions, still on the theme of school. Either copy the page, blank out the text and make new copies for each student. Or, if you have internet access in class, use a meme generator.

Page 16 **NEW!** **The Listicle**

Background information

Halloween takes place on the 31st of October. It's an ancient festival that was taken to the United States by Irish immigrants in the mid-1800s. In the late 20th century, it became a more commercial festival, with billions of dollars now spent annually on costumes, decorations and parties.

Lead-in

Hand out the list of questions below to each student. Practise the question forms for each item, focusing on the verb tenses. Examples: *Have you already decorated your house for Halloween? Are you going to have a Halloween party? Did you go trick-or-treating last year?* Students go around asking each other the questions, until they have found someone for each item.

Find someone who ...

- 1 has already decorated their house for Halloween this year.
- 2 is going to have a Halloween party.
- 3 went trick-or-treating last year.
- 4 dressed up as a witch, a ghost or a vampire last year.
- 5 can do Halloween make-up.
- 6 has carved a pumpkin.
- 7 enjoys watching scary movies.

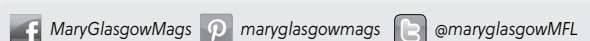
Speaking: Discussion

After students have read and ticked *On* or *Off the list!*, call out the categories one by one. Students who ticked *On the list!* go to one side of the room and *Off the list!* to the other. They then pair with someone from the other side to explain why / why not.

Vote

Ask students to go to our website and vote for their favourite idea on www.mg-plus.net/team191

Love us? Follow us on social:



Page 15 **NEW!** **TEAM Memes**

CD1 & Online: Track 4

Background information

An internet meme is a concept captured in an image or video that spreads virally. It sums up something about