

CURRENT

Teacher's Notes

Welcome to issue 3 of CURRENT. This issue celebrates 50 years of Mary Glasgow Magazines with a special edition of Soundbites. These teacher's notes provide you with teaching tips, grammar and follow-up activities to help you get the most from the magazine. You can also find listening activities to accompany tracks 10-11.

Pages 6-8 SCOOP!

CASH 4 ESSAYS

Lead-in

The *Before you read* section on page 6 provides some suggested questions to preview the article. Students might not want to share some of their answers with you (!) so get them to submit their answers to sensitive questions anonymously on paper, if necessary. Write the word 'plagiarism' on the board. Ask students if they know what it means. Explain the meaning and say that plagiarism is often described as an academic crime, so much so that we use the verb 'commit' with it.

Reading and comprehension

As the article is about plagiarism, get students to read through the article and highlight the sources we have used to write it. Tell them that sources are often acknowledged in these ways:

According to...

In the words of...

As ... says ...

"..."

Verbs to do with saying

Footnotes at the end

A bibliography (in academic writing)

Writing

Get students to practise avoiding plagiarism by re-writing any article from the magazine in 300 words without repeating any of the exact phrases that we have used.

Page 9 60 seconds with...

JAMES MORRISON

Lead-in

You give me something is probably James Morrison's best-known song. If you have this song, it would be a good lead in to the article. If you don't, the song can be purchased at the iTunes store and the lyrics can be found at the following address:

<http://www.lyricsdir.com/james-morrison-you-give-me-something-lyrics.html>

There are a variety of things you can do:

- Play the song, either with or without the lyrics. Ask students what they think of it. Get them to rate the melody, his voice and the lyrics if they have a copy.
- If you have the lyrics, blank out some of the words and see if students can catch them from listening, or even work them out from context without or before listening.
- If your class are musical, they can try singing the song.

If you cannot get the music or lyrics, show students the picture of James Morrison on page 9 and ask them if they know who he is and/or what kind of music he sings. Are there any popular young male singers in the students' own country right now?

Reading and comprehension

After reading the article, get students to do the Language Checkpoint activity on page 30.

Conversation work- Interrupting and clarifying

Get students to imagine that they were interviewing James. Ask them to go through the interview noting down factual or linguistic information that they would have asked him to clarify. For example, students might be unfamiliar with Cornwall, so they should ask "Sorry, where is that?" after he says "Cornwall's good." Get them to write their questions in the margins or use post-its (small sticky labels). As a follow up activity or for homework, they can try to find out the answers to their questions using the Internet or any other available resources.

Possible problematic information/language:

- Rugby is famous for being the place where the sport rugby was born (it was invented at the private school there during a game of football when one boy picked up the ball and ran with it).
- Cornwall is a very rural area in the South West of England. It has a very beautiful coastline.
- 'people ... from all walks of life' means different kinds of people.
- 'you just belt it out ...' means you do it with all your energy
- 'that's all well and good ...' means 'That's fine.'

This is a good opportunity to get students to learn and/or practise questions and expressions like

What do you mean by that? What does that mean? Could you explain that?

I'm not sure what you mean ... / I don't follow you ...

Pages 10-11 Teen X-roads

THE SLAVE FIGHTER

Lead-in

Get students to look at the picture on page 10 and predict what kind of person Given Kachepa is. If they don't already know, ask them what they think he did to be featured in the magazine.

Reading and comprehension

After reading the article, get students to answer the 3 true / false questions on page 11.

Writing

Students can use the information presented here to produce a timeline of Given's life from his birth to the present. They should include all the major events that are mentioned in the article. Some of the events (including his birth) will need to be deduced or inferred. The time-line will probably look something like this:

1987: Born in Zambia

1994: Mother dies

1996: Father dies. Goes with five siblings to live with aunt.

1997: Starts to sing with his church's boys choir

1998: Brought to U.S. to sing

1998-1999: Boys forced to sing 4-7 concerts a day.

2000: Boys start to resist. Couple try to deport oldest boys. U.S. Immigration Dept. finds out truth. Given goes to foster family.

2003: Testifies before Texas House Committee. Law banning human trafficking passed.

2006: Campaigns against slavery. Raises money for schools in Zambia.

Discussion

Use the *What about YOU?* Corner to start a discussion on students' attitudes to what is important in life.

Pages 12-15 Soundbites

WHO SHAPED YOUR WORLD?

Class quiz

Put students in teams (either pairs or small groups). Establish a time limit that you think is realistic for your class, then get teams to read through pages 12-15 writing down the key facts and figures. When the time limit you set has elapsed, tell students to close their magazines and use the information to make 20 quiz questions that will be used to quiz their classmates (saying this often encourages students to make really obscure or tricky questions as well as basic factual ones). There are many ways to run the quiz:

- Teacher collects the questions, chooses 20 of the best, then asks the whole class these questions. One student acts as scribe for the team and writes the answers (students can confer). Check answers and scores at the end to see who are the winners.
- Get one team to read one of their questions. Other teams write the answer (members can confer quietly). When all teams have an answer, ask the team who gave the question for the correct answer. Give points to teams with that answer. Get a new team to give a different question and repeat the process. This version of the quiz is most time consuming, so you might have to limit the number of questions.
- As above but done orally. The first team to answer the question correctly receives a point – this is the quickest version and tends to get quite competitive!

Grammar / Vocabulary

Get students to go through pages 12-15 and find recurring grammar or vocabulary. They will probably notice the large numbers of superlatives including lexical ways of conveying superlative meaning like the *number one ...*, *the high point of ...* (there are two related activities on page 15 that could be done first). Recurrent vocabulary includes *icon / iconic*, *revolution / revolutionary / revolutionised*, *inspired*, *defining / defined*.

Writing

Do your students agree with our selections? Ask students to choose a decade and let them make their own selections for THE FACE, THE EVENT, THE VOICE and THE SHAKER. Encourage them to use the vocabulary and grammar they isolated in the previous activity. If they do this for homework, they could search for pictures and present their work in front of the class.

Pages 16-19 World Report



WILL TESCO TAKE OVER YOUR LIFE?

Lead-in

Ask students to name some large supermarket chains in their own country. Do they know the names of any UK supermarkets? (Apart from Tesco, the best-known supermarkets are Sainsbury's, Asda, Morrison and Waitrose). Have students ever heard of Tesco? Explain that Tesco is rapidly becoming one of the largest retailers in the world by branching out into a variety of new markets. Ask students what they think those markets might be. This can be done as a class, with students calling out ideas for you to write on the board, or in pairs, noting down their ideas. Get students to compare what they said with the list of services on page 19.

Reading

After reading the article, students close the magazines. Put these numbers on the board (don't include the answers!):

100 [number of stores Jack Cohen owned in 1939]

250,000 [number of employees in UK stores]

1,800 [number of UK stores]

100,000 [employees in international stores]

£2,500,000,000 [profit in 2006]

10,000,000 [Clubcard loyalty scheme subscribers]

2,000 [number of independent shops put out of business]

30,000 [online orders a day]

15,000,000 [customers served internationally]

Tell them that all these numbers are taken from the article. In pairs or small groups, see if students can remember what each of the numbers refers to. When the majority of students seem to have got as far as they can, let them open their magazines and check.

Role Play - Open Forum

The Language Activity on page 19 is a good way to prepare for this debate. Once students have written their letters, tell them that the local newspaper has decided to prepare an open forum for residents to voice their opinions to Tesco representatives. Split the class into two teams, Tesco and local residents. Give teams time to prepare their arguments and counter-arguments, then put the Tesco representatives at the front of the room. To make things more interesting, you could allocate certain students with specific roles such as Sir Terry Leahy, the local butcher, etc. Some further ideas:

- Get both sides to start by giving an opening statement presenting the main issues.
- Students could vote for or against the planning application before the debate, and again at the end to see if they have changed their minds.
- Try setting a goal for the forum, e.g., 'For Tesco to persuade a majority of locals to vote in favour of the plan' or 'For locals to persuade Tesco to drop the application.'
- Give some students role cards with extra information simulating the situations and strategies mentioned in the article:
 - You are the CEO of Tesco. You are prepared to offer to build a new cinema locally if the plan is approved.
 - You are the local baker. Tesco will pay you 10% less than you earn now to bake bread in-store if you close your shop. If not, they will undercut your prices by 50%.
- Set yourself up as moderator (you could be the mayor).

Pages 22-23 Read of the Month

UGLY

Lead-in

Get students to look at the data on page 23. What kinds of things do students think constitute 'emotional maltreatment'? What do they think the causes of child abuse are? Get students to read through the introduction to the excerpt on page 22.

Reading

This excerpt contains a great deal of dialogue and offers a good opportunity for students to practise using adverbs. After reading the entire excerpt, get them to do the following:

1. Highlight words that they think would be stressed.

2. Put the following adverbs on the board: *quietly, scornfully, disgustedly, laughingly, threateningly, dejectedly, mockingly, tentatively*. Discuss what these words mean, then get students to write 'stage directions' next to the dialogue between Clare and her mother giving information on how to read it.
3. With a partner, read aloud what Clare and her mum say on page 23, using the notes on stress and intonation that they've made to guide them. One partner should read what Clare says, the other what her mother says. Change roles and repeat. (You could get a particularly expressive pair to come to the front and read for the class, using gestures and props if possible.)

As a follow up, ask *How did you feel when you were reading Clare's part? How about her mother's?*

Pages 24-26 Bodyworks

ALL ABOUT SUGAR

Lead in

The *Before you read* section on page 24 provides some suggested questions to preview the article.

Reading and comprehension

Give out large pieces of paper (A3 would be ideal) or get students to use a double page in their notebooks. Get your students to summarise as much information about sugar as possible as a 'mind map'. If you don't know what a mind map is, an introduction and samples can be found here: http://en.wikipedia.org/wiki/Mind_map.

Essentially, a mind map is a summary of a large amount of information in pictorial form. The drawing stage can be time-consuming so you might want to assign this as homework. In class, you could get students to use their mind maps to

- give two minute presentations on sugar to the class or in groups and get other students to evaluate the presentations according to how clear, informative and accurate they were.
- share summaries with a partner, taking turns to say one thing they learnt from the article and checking the accuracy of their information if there are any differences of opinion.
- answer quiz questions given by you using their mind maps to help them

Writing

There are two suggested follow-up writing activities on page 26.

**CURRENT LISTENING WORKSHEET****CD 1 2006 / 2007**Name: Class: Date: **ACTIVITY 1**  **Track 9**

You will hear an interview with Sandra Bell of *Friends of the Earth* and Kevin Hawkins of the *British Retail Consortium*. They are talking about using local shops versus supermarkets. Listen and decide who expresses each idea and write SB for Sandra Bell, KH for Kevin Hawkins, N for neither, B for Both.

- 1 A supermarket produces three times as much carbon dioxide as a greengrocer's.
- 2 Supermarkets are extremely inefficient.
- 3 Refrigeration causes a lot of carbon dioxide.
- 4 Supermarkets are more efficient than the average greengrocer.
- 5 Supermarkets encourage the use of more petrol than smaller shops.
- 6 Supermarkets used to be less environmentally friendly than they are now.
- 7 Communities need local shops.
- 8 Everyone should walk to the shops.

ACTIVITY 2  **Track 10**

Listen to shoppers talking about where they usually shop. What do they actually say? Choose the correct answer – A or B.

- 1 A ... it's only in emergencies, you know, when you run out of things like bread and milk.
B ... it's only in emergencies, you know, when you run out things like bread and milk.
- 2 A Well, I sometimes do shop in smaller shops, but it's a bit of hassle.
B Well, I sometimes do shop in smaller shops, but it's a bit of a hassle.
- 3 A I've popped in to get my lunch.
B I've popped to get my lunch.
- 4 A In fact, I wish I hadn't gone in for my lunch.
B In fact, I wish I haven't gone in for my lunch.

ANSWERS

Track 9

Answers: 1 B, 2 SB, 3 N, 4 KH, 5 SB, 6 KH, 7 KH, 8 N

Track 10

Answers: 1A, 2B, 3A, 4A