

CURRENT

Teacher's Notes

Welcome to issue 4 of CURRENT. These teacher's notes will provide you with teaching tips, grammar and extension activities to help you get the maximum from your magazine.

You can also find listening exercises to accompany tracks 1 and 2 of CD 2.

Cover and pages 13-17: World report

INSIDE NORTH KOREA

Lead-in

Write the following words on the board and ask students to say which of them they associate with North Korea: *freedom, colour, Communism, democracy, happiness, wealth, poverty, fear, freedom of the press, mod cons, computer-based society*. Ask the students to read the introduction and see if they were correct or not. Is there anything that surprises them about this information? Remind them that South Korea is very different.

Reading and comprehension

Ask students to read the article and see if they can find anything positive about life in North Korea. Elicit ideas from the students and ask them to keep their notes on this as they will need them a bit later. Meanwhile write these questions on the board. Most of them require some thought and explanation by the students.

- 1 Why do you think there is a small professional workforce? (A lot of farming and industry - professionals have not been encouraged).
- 2 Why did the USSR help North Korea? (Probably for security reasons).
- 3 Why do people have to go to political classes daily? (So that the people have all the information the government want them to have.)
- 4 Why is the media controlled? (Because the government decides what information the people are given.)
- 5 Why is there such adulation of Kim Jong-il? (The people do not have freedom of thought and it seems to be compulsory to praise him.)
- 6 How is Kim Jong-il a hypocrite? (He owns a large wine cellar and eats the best food flown in from abroad while his people starve. He watches foreign films but there is serious censorship for his people.)

Presentation

Come back to the ideas the students had about positive things about North Korea. Ask them to work in small groups and present a one minute speech to give to the Western press on how wonderful life is in North Korea. Give them ten minutes or so to prepare this and then listen to each presentation. Ask students to vote on the most convincing.

Grammar - passives

Ask students to read the section 'Morning papers' and find all the passives: *Any negative news is forbidden; Radio and TV sets are programmed; (they) must be registered with the police.*

Go over the formation of the passive if necessary. Give the students the following list of words and ask them to form passive sentences with them:

Sushi (Sushi is sent to Kim Jong-il from Japan.)

Website access (Website access is restricted to very few people.)

A nuclear test (A nuclear test was conducted in 2006.)

The media (The media is controlled by the state.)

A film director (A film director was kidnapped by the North Koreans.)

Wine (Wine is kept in a large wine cellar by Kim Jong-il.)

Internet project

Ask students to use the Internet to write a comparison of North and South Korea. They can use expressions of comparison such as: *South Korea has freedom of press whereas in North Korea, the press is state controlled.*

South Korea has freedom of press. In contrast, the press in North Korea is state controlled.

While South Korea has freedom of press, North Korea's press is state controlled.

South Korea has freedom of press. However, in North Korea, the press is state controlled.

Pages 6-9: Scoop!

CAN BRITAIN COPE?

Lead-in

Write the word 'emigrate' on the board and ask students to tell you where people in their country emigrate to. Ask them to suggest why they emigrate and ask which country they would consider emigrating to, if any.

Ask them for the opposite - *immigrate*. Ask students to give you the nouns from these verbs: *immigrant/emigrant; immigration/emigration*. Ask students where immigrants to this country come from and why. Do they think immigration or emigration is a problem for their country? Let them give a few views before asking them to read the article on pages 6 and 7.

Reading and comprehension

Ask students if there are any similarities between the situation in their country and Britain.

Give them the following numbers and ask them to explain their relevance:

185,000 - the increase in population in the UK due to immigration

120,000 - the number of immigrants to the UK per year from Pakistan, Bangladesh, India and Sri Lanka

15% - number of Polish immigrants who settle in London

200,000 - number of immigrants the UK government is going to allow into the UK per year

12 times - the UK is 12 times as crowded as the US

380,000 - number of UK citizens emigrating per year

Role play

Students work in groups of four. Two groups (A and B) will work together. Group A have to imagine that they are going to emigrate to a new country. They are a family. They have to write a list of questions they want to ask before they make their decision. Group B represents the country. They have to make up some rules for people coming to their country, e.g. *Do they have to learn the language? Can they get help with housing? What will happen if they don't get a job? Will their children be able to go to the schools? What will happen if they are ill?* etc.

Monitor as the two groups are working, helping where necessary.

The two groups then interview each other. Group A asks their questions which Group B answers and Group B can ask the 'family' questions to see if they will be suitable to come to their country.

They all need to introduce themselves to begin with.

Vocabulary and writing

Ask students to scan the article once more and in pairs find any words and expressions used in explaining statistics. They compare their lists with another pair before sharing with the class. Ask students to define the more difficult words - they should try to use the words in sentences.

Words and expressions: *estimate, a net increase, highest figure, survey, four times that of, twice as, the rate of 500 a day/a year, per cent, at least 500,000 people, two thirds.*

Students could write about the immigration situation in their own country using some of these words and expressions.

Vocabulary: definitions and word building

Ask students to read the rest of the article on pages 8 and 9. Ask them to say if they think Peter Paduh has been lucky or if it was because of his hard work.

While they are reading, write the following definitions on the board. When they have finished, ask them to find the words or expressions in the story to match.

the goods a shop or company has to sell [stock]

around the country [nationally]

pay for [fund]

for ever [for good]

aims [goals]

a temporary job that is part of a course of study and gives you experience of work [placement]

successful completion of your studies at a college or university [graduation]

cleaning [wiping]

person who is being trained [trainee]

Extend this further by asking students to check in their dictionaries

for other related words, e.g. *stock: to stock up, in stock/out of stock, stockroom, stocktaking.* With *trainee* you may like to ask students to think of other nouns which end in *ee*, e.g. *refugee, employee, attendee, licensee, trustee, interviewee.* Ask them the verbs these words come from.

page 10-12 Soundbites



THE RETURN OF THE RAVE?

Lead-in

Ask students to read the information on page 10 and explain why raves are 'controversial' (because of the availability of drugs at them). Ask students if they are aware of any such 'parties' happening in their area.

Reading and vocabulary

Explain that the police are always involved when there is a rave - if they know about it. Before they read the article, ask the students to write down some words that they expect to see connected to the policing of such a party, e.g. *arrest.* Discuss the list as a class and write it on the board. Students read the article and establish which words were used and which ones they didn't think of. The vocabulary includes the following: *blocked the road, broke up a party, arrests, Justice Bill, banning, zero-tolerance policing, laws, an offence.*

Discussion

Ask the students to re-read the last paragraph on page 11 about how raves were banned from the UK and the first paragraph on page 12. Do they think this was too harsh? Do they think the police should control such 'parties'? Why/Why not? Do they think there should be laws against such parties?

Page 18: 60 seconds with ...

SIXTY SECONDS WITH LILY ALLEN

Lead-in

Ask students how, when and where they listen to music. Ask them to talk about the benefits of downloading music from the web. Do they do it legally or illegally? Are they concerned about this? How often do they buy CDs? What's the most popular music in the class at the moment?

Reading

Ask students to look at the pull quote in the article: *"I've always been rebellious - anti-this and that."* Ask students to suggest what the 'this and that' could stand for, e.g. *anti war, anti fox hunting, anti cruelty to animals, anti nuclear energy,* etc. Ask students if they are 'anti anything'?

Students read the rest of the article. *What does she mention that she is against?* (Victoria Beckham and celebrities like her being a role model to young girls, i.e. making them think they should be thin.)

Vocabulary

While they are reading write the following on the board. Ask the students to read the article again and find the opposites of these words:

- calm and peaceful - (turbulent)
- late - (on time)
- pleased - (irritated)
- conformist - (rebellious)
- obese - (skinny)
- modest - (opinionated)

Discussion and internet project

Lily says that the words in a song are very important to her. Ask the students if they agree. Do songs always have to have a 'story' or are they happy if they don't.

Ask students to find the words to a song on the web and to explain what they mean to the other students. Do they all agree? Students can write about the song, giving their interpretation of it and saying why they like it.

Pages 22-24 Bodyworks

THE HIDDEN DANGERS OF TRANS FATS

Lead-in

Write the words 'healthy food' and 'unhealthy food' on the board. Elicit which foods they would put under these headings and why. Ask what is the main ingredient of the unhealthy foods (it is probably 'fat').

Reading

Discuss the questions in the 'Before you read' box. The other two boxes on pages 23 and 24 will answer the questions so encourage students to read those. Students read the rest of the article.

Ask students to answer the six questions posed in the article, e.g. *What are trans fats?* in one or two sentences. This will give them practice in summarising text.

Presentation

Students work in groups. They have to create a presentation - it can be a poster, a short speech or a computer presentation - persuading people to give up using trans fats. They have to read the article through and choose the most useful arguments from it and present their case. There is no right answer to this - it's the way they explain and put their ideas across that counts. They can present their ideas to the whole class who can vote on the most effective presentation.

Discussion

Write the following questions on the board for students to discuss:

- 1 *Should the government be giving us more advice on what to eat and what not to eat?*
- 2 *If you were in government, would you take action against companies such as McDonald's?*
- 3 *What is the best way of persuading people to eat healthily?*
- 4 *'I eat healthily so I don't need to worry whether other people eat healthily or not.' Do you agree with this statement?*

Pages 25-27 Read of the Month

MARLEY AND ME

Lead-in

Ask students if they like reading true stories or biographies? What do they like/dislike about them? Ask them to tell you any they have read and whether or not they could recommend them to the class. Explain that they are going to read an excerpt from a book about a family pet - a dog.

Pre-reading

Ask students to read the introduction. Elicit what the problem might be with the dog (he eats everything he sees = insatiable appetite). Ask students for their own stories of 'naughty' animals. Students read the excerpt and give their opinion.

Idioms

There are many idioms in English which use the word 'dog'. Write these on the board:

- 1 *It's a dog's life.*
- 2 *You can't teach an old dog new tricks.*
- 3 *Every dog has its day.*
- 4 *Give a dog a bad name.*

Ask students to work in pairs or small groups and try to explain each of them. Write the following definitions on the board - not in the same order - students can match them to the sayings if they are having difficulty.

- a) life is not fair and it's full of troubles
- b) once someone has a bad reputation, people will blame them for everything
- c) every person will have a time in their life when they are important, lucky or successful
- d) it's difficult for the elderly to adapt themselves to new situations

[Answers: 1a, 2d, 3c, 4b]

Students can use their dictionaries to add to this list.

Grammar

Write the following sentence on the board: *neither Jenny nor I was watching.* Ask: *How many people are we talking about? (two) Is the verb singular or plural? (singular) Why? We consider we are talking about individuals.* Note that in speech and informal writing a plural verb is now accepted. However *either* is always in the singular, e.g. *I don't mind tea or coffee. Either is OK.*

Write the following sentence on the board and ask the students to complete with the correct verb:

Both of my parents like/likes playing tennis. (like) Ask students to explain why.

Write the following on the board and ask the students to complete them with the verb to be:

Either of my sisters ... (is willing to help you.)

Both of my brothers ... (are in the football team.)

Neither of my parents ... (is a doctor.)

**CURRENT LISTENING WORKSHEET**

CD 2 2006 / 2007

Name: Class: Date: **ACTIVITY 1** **Track 1**

Listen to the teenagers talking about raves.

Tick the correct boxes:

True False

- 1) Claire says you can find out about raves on the Net.
- 2) Kate says you have to dress smartly to get into many clubs and pubs today.
- 3) James thinks that many people just go to clubs to chat people up.
- 4) The teens say that music festivals are all about profit.

ACTIVITY 2

Listen again and complete the following sentences. You will need to write a word or a short phrase.

- 1) Ben talks about a rave that attracted over a _____
- 2) Claire says that in order to hear about raves you need to keep your _____
- 3) Kate says that she doesn't like going out drinking in boring _____
- 4) James says that some clubs are like _____
- 5) Bradley says that at festivals there is advertising, _____
- 6) Claire says that the big festivals have sold _____

ACTIVITY 3 **Track 3**

You will hear Ben talking about migration from Britain from Eastern Europe. Listen and choose the correct option.

- 1) **In the supermarket Ben was buying...**
a) baby beetroots b) cornflakes
- 2) **After doing his shopping, Ben had...**
a) a British pint b) a Polish beer
- 3) **The number of Eastern Europeans registered to work in the UK is:**
a) 427,000 b) 100,000
- 4) **Many Eastern Europeans in the UK are doing...**
a) unskilled labour b) skilled labour

ACTIVITY 4 **Track 4**

Listen to Aneta describing her life in the UK. Answer the following questions.

- 1) What job does Aneta do?

- 2) How did she find her first job in England?

- 3) Where do her friends come from?

- 4) What does she think of moving to England?

- 5) How does Aneta afford to live in London?

- 6) What are Aneta's plans for the future?

ACTIVITY 5 **Track 4**

Aneta makes some errors when talking to the interviewer.

Look at the transcript and identify four mistakes.

ACTIVITY 6 **Track 6**

You will hear a report about pet pampering in the UK.

Listen and choose the best answer, A, B or C.

- 1) **Who is spending lots of money on their pets?**
A Couples without children B Older people
C Families
- 2) **The increase in pet pampering is partly due to...**
A An increase in wages.
B Couples waiting longer to have children.
C People enjoying longer lives.
- 3) **The area where sales have increased the most is...**
A Pet food B Pet health C Pet fashion
- 4) **Dog food is often...**
A healthier and tastier than food for people.
B healthier and tastier than cat food.
C best bought at the market.
- 5) **Which treat for dogs is not mentioned?**
A Dog yoga B Dog parties C Dog hotels

ANSWERS**Activity 1:** 1) False 2) True 3) True 4) True**Activity 2:** 1) thousand party-goers 2) ear to the ground 3) chains of pubs and clubs 4) cattle markets! 5) logos and merchandise everywhere! 6) out to media and business.**Activity 3:** 1b 2a 3a 4b**Activity 4:** 1) a translator 2) She saw an advert in a shop window. 3) All around the world. 4) She feels positive about it. 5) She has two jobs. 6) She's going to stay in London for a while, but she's not sure if it's permanent.**Activity 5:** 1) My first job was at a stationery job (not the)

2) I was just walking down the street ('walking the streets' has a negative connotation)

3) I think it has **definitely** been a positive experience.

4) I had to research it (not 'do a research')

Activity 6: 1) A 2) B 3) C 4) A 5) C