

CURRENT

Teacher's Notes

Welcome to the final issue of this series of CURRENT. We hope you've enjoyed using the magazines this year. 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 7-8.

Cover and pages 7-10: Scoop

DIANA: 10 YEARS ON

Lead-in

Ask students to look through the photos before reading the article and write down their reactions to each photo. Ask them to write a caption and one comment (positive or negative) on each of the photos. In groups of three or four, get students to share what they wrote. They should then select the subtitle that they feel best captures the group's reactions. After this, students can discuss what influenced them - is it background knowledge based on facts, media coverage or their own discussion?

Pre-reading: Culture Dictionary

There are many references in the article, which students could find a barrier to comprehension. The fact that Princess Diana and The Princess of Wales are the same person, for example, could cause confusion. Either in pairs or individually, get students to research one of the following in order to give a one minute presentation to the class: *aristocrat, Sandringham, the Windsors, boarding school, St Paul's Cathedral, Andrew Morton, Camilla Parker Bowles, the Royal family, Kensington Palace, the establishment, Mohammed Al Fayed, lowering the flag at Buckingham Palace, Westminster Abbey.*

Reading and Discussion

Ask your students to find quotes in the text that they think represent Diana's own interpretation of her royal role. For example: "I'd like to be Queen of people's hearts, but I don't see myself as being Queen of this country." Then ask them to find quotes that show public and media interpretation of her role. Look for differences and similarities.

Role Play

Get students in pairs to create dialogues between Diana and the following: Mother Teresa, a man dying of AIDS, Camilla Parker Bowles, a group of paparazzi. First get the pairs to choose an issue, a conflict or a paradox each of the people would be likely to discuss with Diana then create their dialogues around the chosen problem. They can then perform these dialogues in front of the class.

Vocabulary and Discussion

Get students to go through the article finding adjectives that describe Diana. They should note them all down, separating them into positive and negative. Examples: Negative adjectives include *scheming; screwed; reckless*. Positive adjectives include *devoted; charitable; glamorous* and *honest*. Lead a discussion on the media coverage of Diana and public attitudes to her life and death. How do they feel - was she a heroine or a victim?

Conspiracy Test

Ask students to read the paragraphs "Crash" and "Death - and cover up?". Do they find anything in particular suspicious? Who do they think is responsible for Diana's death, either directly or indirectly? Ask students to evaluate how trusting they are on a scale of 1-5 with 1 being very suspicious and 5 being very trusting. Hand out the conspiracy test below and ask students to answer it individually (1 means strongly disagree and 5 strongly agree).

- (a) I am usually free to do what I want in my everyday life.
1 2 3 4 5
- (b) I'm certain that close friends would not lie to me.
1 2 3 4 5
- (c) Most politicians are sympathetic people who do a good job.
1 2 3 4 5
- (d) Teachers have the interests of their students at heart.
1 2 3 4 5
- (e) The internet is a reliable source of information.
1 2 3 4 5
- (f) If a newspaper prints a story, it must be true.
1 2 3 4 5
- (g) Governments have no evidence that aliens exist.
1 2 3 4 5
- (h) Princess Diana's death was an accident.
1 2 3 4 5

Ask students to work out their average score. Are students more or less suspicious than they first thought? Why do they think conspiracy theories exist? Encourage them to use the test results to inform their discussion.

Writing: Conspiracy Theory

Get students to imagine that they are a conspiracy theorist and to write their account of how they believe Diana really died using the 'clues' from page 9.

Page 11: 60 seconds with...**GERARD WAY****Lead-in**

Ask students if they've ever heard of My Chemical Romance or Gerard Way. If possible, play them one of the band's songs or show them the band's CDs. The album covers or lyrics could be used to predict what kind of person Way is. (A note of warning: their songs occasionally contain words or images that might be found offensive so we recommend *Welcome to the Black Parade*.)

Writing

Way says that "Life is truly beautiful but there are really ugly things about it as well". Get students to write one list of 'beautiful things' and one list of 'ugly things' and then to discuss them in groups.

Presentation

Do students know all of the artists Way mentions as his biggest influences? Do they find any of his choices surprising? Ask students to choose one, research them and write a profile to present to the class. Students could also choose a well-known song by each artist and let the class listen.

If you can get lyrics for each of the songs the students choose, this could be expanded into a lesson on song lyrics, pointing out features like rhyming pairs, metaphor etc. The students could then try to write their own lyrics to the music.

Discussion

Ask students to look at the pull-quote from the article. "*I wasn't a born musician. I wasn't a born artist. These are all things that I trained myself to do because I wanted it so badly.*" Do students agree that people are born artists, musicians or anything else? What do they think they might be 'born' to do? Is there anything that students badly want to do in their life? (N.B. wanting something badly means wanting it very much). Write this quotation by Thomas Edison on the board: "*Genius is one percent inspiration and ninety-nine percent perspiration.*" Do they agree? Can they find any other interesting quotations about talent? Which ones do they agree with or like best?

Pages 12-14: Soundbites**THE 5 BEST ALBUM COVERS ... OF ALL TIME!****Lead-in**

Ask students if they've ever chosen to buy an album solely because of the cover art. Are there any albums that they would refuse to buy because of the cover?

Grammar: prepositions

Put the following sentences from the article on the board. Get students to fill in the gaps. How many possible answers can they find? When they've finished, students can compare their answers with the original sentences from the article.

- 1 Some album sleeves are genuine works _____ art. (of)
- 2 CURRENT ... reveals the stories _____ the sleeves. (behind)
- 3 Each Beatle presented Blake _____ a list of people. (with)
- 4 The theme of absence and withdrawal runs _____ the album. (through)
- 5 U2 were sure _____ one thing. (about)
- 6 A documentary _____ babies being born underwater. (on)

Research and Presentation

Tell students that there are around 70 people on the Sgt Pepper's album cover. Can students identify any of them? The most familiar and visible include: Marlene Dietrich, W.C. Fields, Bob Dylan, Sigmund Freud, Edgar Allan Poe, Marilyn Monroe, Tony Curtis, Karl Marx, Oscar Wilde, Marlon Brando, Stan Laurel and Oliver Hardy. Give out the complete list (this can be found on the wikipedia site <http://en.wikipedia.org>) and ask students to choose a person to research for the next class. In the next class, students can present their person.

Discussion

Remind students how the cover was created (each Beatle submitted a list of people they wanted to be on it). If students were to recreate the cover today, who would they include? Individually, students choose ten people each to put on the cover. When students have finished, make groups of four and tell them that they must edit the selection to only twenty people, defending their selections as they see fit. Finally, get the groups to present their lists and reasons for selecting who they did.

Project

Ask students whether they agree with our choices, or if they can think of better covers. Get them to research and present the covers. Here are some useful expressions:

Some people suggest that this refers to ...

This is often said to/thought to represent ...

The theme of the album is ...

The album art/designer/group was inspired by ...

This could be interpreted as ...

Pages 15-18: World Report**GLOBAL TEEN REPORT: HOW SATISFIED ARE YOU?****Lead-in**

After reading page 15, tell students which fourteen countries participated in the report: Argentina, Brazil, China, Denmark, France, Germany, India, Indonesia, Japan, Mexico, South Africa, Sweden, the UK and the USA. *Which countries would students describe as developed, and which developing?* Ask them to predict how they think young people from each world would answer the questions on page 15. Once the class has discussed their predictions, explain that BRIC is an acronym used to refer to the four countries expected to show most economic growth this century. Can they work out what the countries are? (Brazil, Russia, India and China). Do they want to modify their predictions based on this information?

Reading

Put the following categories on the board:

The most interesting interview

The interviewee whose opinions I share most

The interviewee whose opinions I share least

After reading the four interviews, get students to say how they feel about them using the categories.

Rewrite it

After reading the article, get students to do the activity on page 18. If possible, collate the results and present them as graphs. Do the results in their own class match those of the survey? Can they suggest any reasons why or why not?

Internet Research Project

Can students think of reasons why young people around the world answered the way they did? Ask them to research one of the fourteen countries online to see if they can find articles or data that helps them to better understand the results. (Alternatively, they could work in pairs or groups and choose one country from this list: USA, France, Denmark, Japan, India). The BBC website is a good place to start: as well as statistical data, it features articles about important social issues in these countries. After researching, students present their findings to the class, commenting on whether it seems to support or question the results of the survey.

Pages 22-24: Bodyworks



YOUR DREAMS: WHAT DO THEY MEAN?

Dream Diary

The week before you do this article, ask students to read through the following questions and tick the ones they can answer straight away.

1. Are your dreams in colour?
2. Do you have a sense of time in your dream?
3. How many different dreams can you remember from one night?
4. Do the same people, events or places occur in different dreams?
5. Do some of the events that happened during the day appear in your dreams?
6. Do you remember dreams you have had in the past or even from your childhood?
7. Do you have the same dream more than once?
8. Does the time you go to bed influence your dreams?
9. Do major events in your life influence your dreams?
10. Does watching a movie before you go to bed influence your dreams?
11. Do you dream differently if you are happy or if you are sad?
12. Do you remember your dreams better when you wake up by yourself or when you are woken up by the alarm clock?

Tell students to keep a dream diary or 'Dream Diary' for one week. They should put a notebook next to their bed, and immediately after waking up, write down any dreams they remember. Encourage them to use the questions above to write more specifically about the dreams. After one week, get the students to bring in their diaries. Divide the class into groups of three. Each student should tell the others about a dream they can remember and anything interesting they noticed. Use your discussions as a lead-in to the article.

Summary Writing

Get students to write a very brief summary of the information in answer to each of the questions we ask on pages 23-24.

Reading and Comprehension

Two main schools of thought on dreams are introduced in the article. Get students to use two pages of a notebook. At the top of

one page, they write **Freud: Dreams are meaningful**, and at the top of the other page **Allan Hobson: Dreams are meaningless**.

Students first go through the article and summarise each theory in their notebook. They then decide which theory the other researchers mentioned in the article favour, writing their names and what they said under the appropriate heading.

Discussion

Make groups of four to six students and ask them to discuss the question: *Do you think that the saying "sleep on it" is good advice when you have to make an important decision?* They should support what they say using arguments from any of the theories, their own experience, other knowledge of dreams or just general interpretation. As an added challenge, hand out a copy of the list below to each student. During the discussion they should try and use as many of the expressions below as possible - each time they use one, they cross it off. The first person to use five of the expressions is the winner.

Hang on... The problem is... I really think... Yes, but... To be honest... The worst thing is... On the whole... The point I'm trying to make is... Strangely enough... If you ask me... Imagine... In fact... The thing is... Actually... I see what you mean, but... Basically... All in all... In my opinion... What I don't understand is...

Pages 26-28: Read of the Month

DON'T TELL MUM

Lead-in

Hand out a world map and let your students look through it for a few minutes. Ask them to brainstorm a list of places they know about, have been to or would love to go to. Then ask them to write a separate list of things they would like to experience and / or challenges they would like to give themselves. Explain what a gap year is, then ask them to combine the two lists to create their own ideal gap year.

Reading

Ask students to read the e-mails on page 27-28. Which of the occurrences do they think are likely to happen when travelling abroad, and which are unlikely.

Research and Writing

Explain to students that there are now many organisations that offer students a variety of gap year programmes including work experience, teaching abroad or simply charities willing to sponsor young people. Get students to research these online and decide on one that interests them. This link provides a wealth of information:

www.youthinformation.com. Click on "sport, leisure and travel."

After students have chosen an organisation, they should write an application explaining their ideas and objectives - as well as explaining what qualities they feel make them an ideal candidate. Students will need to use conditionals or future tense to describe their plans. They should start the letter with *Dear Sir/Madam*, and end it with *Kind regards*.

**CURRENT LISTENING WORKSHEET****CD 2 2006 / 2007**Name: Class: Date: **ACTIVITY 7** **Track 7****Ben and Jenny are talking about conspiracy theories about Diana's death. Listen and answer the question.**

Which theory do Ben and Jenny think is most likely?

ACTIVITY 8 **Listen again. Decide if the following sentences are evidence given of Theory 1 (1) or Theory 2 (2).**

- a) Diana told a reporter that she planned to live away from the public eye.
- b) It was possible that Diana might marry Dodi and become a Muslim.
- c) Henri Paul had money in many bank accounts.
- d) The police never found a white car involved in the crash.
- e) Diana had no examination before she was buried.
- f) Henri Paul was not Diana's usual driver.
- g) Experts say it's impossible that Trevor Rees-Jones survived a 121 mile-per-hour crash.

ACTIVITY 9 **Track 8****Listen to the interviewees talking about their dreams. What do they actually say? Choose the correct answer - A or B.**

- 1 A: I can't remember anything as soon as I get up.
B: I can't remember something as soon as I get up.
- 2 A: I've got exams in a couple of weeks and I'm finding it hard to switch on.
B: I've got exams in a couple of weeks and I'm finding it hard to switch off.
- 3 A: So I was trying to hide it by saying I put on a bit of weight.
B: So I was trying to hide it by saying I'd put on a bit of weight.
- 4 A: I told my mother and she said to me that when she was my age, she had the exact same dream.
B: I told my mother and she said to me that when she was my age, she had exactly the same dream.

ANSWERS**Activity 7:** The first one.**Activity 8:** Theory 1: a) f) g) Theory 2: b) c) d) e)**Activity 9:** 1a 2b 3b 4a