

CURRENT

Teacher's Notes

Welcome to 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 1-6 of CD 1.

Pages 6-8 Scoop

HOW SCARED ARE YOU?

Lead-in

Before students read the article, ask them to discuss in groups what frightens them. You can make a few suggestions to get them started, e.g. spiders, going to the dentist, walking home in the dark, etc. Elicit suggestions from each group and try to get the class to agree on the scariest thing.

Then ask them to think about the news at the moment. *Does anything scare you in that? Do you worry about what is happening in the world? What kind of world issues are you frightened about?* Discuss and teach any useful vocabulary. Write it up on the board and ask the students to note it down in vocabulary notebooks. This reading is quite difficult so you may want to pre-teach some of the vocabulary at this point.

Reading and discussion

Ask the students to look at the three pictures along the bottom of pages 6 and 7 and tell you what news stories they represent. Ask the students if they were concerned about these stories at the time and how they feel about them now. Ask students: *Are you still worried or have you forgotten about them?*

Give the students time to read the first three paragraphs down to 'Fear factor'. Ask a student to summarise the story. Ask the rest of the students how they react to this. *What do they think of the taxi driver? What do they think of the police? Do they feel sorry for Rab? Do they feel angry on his behalf?* Take a note of how they feel. Do not make any comments as they may change their minds when they read the rest of the article.

Let them read the rest of the article.

Elicit whether their answers to the questions changes now they have read the whole article. Ask them to discuss the following: *Newspapers are creating unnecessary fear in our society.*

Grammar - giving advice

Read through the expert tips with the students. Ask if they consider this useful advice.

Ask them to work in pairs and discuss their own fears. The student listening can give advice; the partner decides whether the advice is

worth trying or not. They can report back to the class giving their opinion on the advice received. Check that they can use a variety of structures to give advice. Elicit the following:

If I were you, I'd

Why don't you try ...ing?

Have you considered ...?

You really should(n't)

Take it from me, ... (based on personal experience)

You would be well advised to ... (more formal and more serious)

You'd better ... (stronger advice)

Roleplay

Use the question on page 8 in the section 'Voices on the street'. Give them time to read through the section first. Then students work in groups of four or five. One of them is the interviewer/journalist. That student asks the question and notes down what the others say. The 'journalist' then reports back to the rest of the class.

Vocabulary

The article advises against 'jumping to any conclusions' about the taxi driver or the police. Elicit exactly what this expression means (get the wrong idea because you do not yet have enough information). Write the following expressions with jump on the board. Set the students in groups to try and explain these expressions and say when they could be used:

- make somebody jump (*frighten someone*)
- jump down somebody's throat (*criticize someone immediately, in an unfair way*)
- jump for joy (*be very pleased about something*)
- jump the gun (*do or say something too soon, before you know it is suitable or correct*)
- jump the queue (*move in front of people who have been waiting longer than you have*)

Page 9 60 seconds with ...

DANIEL CRAIG

Lead-in

Write 'James Bond' on the board and elicit as many connected words as possible (can describe the films – *exciting, ridiculous*; the character – *suave, sophisticated, old-fashioned, unbelievable*, etc). Elicit what the students think of the films and if they have a favourite actor who has played Bond. Ask students to say why they like that actor and what they think any new actor should be like. Who would they choose as a new Bond?

Reading

Ask the students if they know anything about Daniel Craig. A few of the films he has starred in include: *Lara Croft: Tomb Raider, Layer Cake* and in 2006, *Vengeance*.

Ask students to read the interview and decide if they think Daniel Craig will be a good Bond or not. Ask them for reasons for their answers.

Debate

Divide the class into those students who think Craig will be a good Bond and those who don't. Tell them that they are going to have a debate about this topic. Give the students time to prepare their arguments by looking at the relevant websites: www.craignotbond.com or www.craigisbond.net.

Hold the debate and then have a class vote to see whether the class supports Craig or not.

Page 10-11 Teen X-Roads

THE ACTIVIST

Lead-in

Ask students to look at the picture and the quote on page 10. Ask them what they think the article is going to be about. Write some of their ideas on the board. If they mention the war in Iraq, ask them if they think the girl supports the war or not.

Reading and discussion

Students read the article to find out if they were correct or not. Elicit what they find out about Jenessa. Can they say whether or not she supports the war? What do they think of her project?

Vocabulary

Elicit what colour the beads on Jenessa's bracelets are (yellow, red, white, blue). Ask why they are these colours: Red, white and blue show American patriotism; yellow ribbons are tied round trees in the U.S. as a way of remembering someone who has gone away, and as a sign of hope that they will return.

Write the following lists on the board. Ask the students to match the colours and the nouns.

| | |
|--------|------------|
| white | cowardice |
| yellow | anger |
| green | dullness |
| blue | envy |
| red | monarchy |
| grey | purity |
| purple | depression |

[Answers: white-purity, yellow-cowardice, green-envy, blue-depression, red-anger, grey-dullness, purple-monarchy]

Dictionary work

Students use their dictionaries to find common idioms with the seven colours. They should write down one for each colour and then share their findings with a partner. They could start an idiom section in their vocabulary notebooks. Tell them not to overuse them in writing or speech, but that one used now and then can be very effective.

Pages 12-14 SOUNDBITES

CONFESSIONS OF A WORKAHOLIC

Lead-in

Write the title on the board. Ask the students if they know of any stories about Madonna which confirm this. Let them tell you what they think of Madonna and why they do or do not like her. Encourage different points of view.

Reading

Write the following sentences on the board. Ask the students to say whether they think they are true or false before they read the article. They can correct or confirm as they read. Answers in square brackets.

- 1 *Madonna has been in the music business for twenty years.* [True]
- 2 *Her home is in England now.* [True]
- 3 *Not long ago, Madonna broke her leg when she fell off her horse.*
[False – her collarbone]
- 4 *The musicians and dancers that work with her are very highly paid.*
[False – paid relatively low wages]
- 5 *Tickets to her latest show cost around a hundred euros.* [True]
- 6 *Madonna doesn't think about the food she eats.* [False]

Discussion

Ask the students to re-read the section 'Military Mum' again. Ask: *Do you agree with the way Madonna treats her children? Do you think she is too strict? Are your parents strict? What will you be like as a parent? Try to get them to put themselves in their parents' shoes – Would you be as strict or even stricter?!*

Pages 16-18 WORLD

BOOMTOWN DUBAI

Lead-in

Ask students to look at the map on page 16. They can try to name the other countries around Dubai. They can check this on the web if they wish. Then ask them if they would like to go to Dubai for a holiday. What do they think it has to offer?

Reading and discussion

Ask students to read the article on pages 16 and 17 and say if there were any points that surprised them. Put the following headings on the board and ask the students to summarise what they find out about each:

The Dubai workforce
Rulers
Holidaying in Dubai
The social structure
Social care

Before they read the interview on page 18, ask them to try to answer the first three questions that Sehr Sanwar is asked. What do they think she will say? Students read the interview and comment on her answers.

Grammar – Inversion

Write this sentence from the article on the board:

Only in 1971 did Dubai gain independence as part of the United Arab Emirates.

Ask the students how else they could write this sentence:

Dubai only gained independence as part of the United Arab Emirates in 1971.

Explain that this form of inversion is used for emphasis. Discuss the differences between the sentences (the use of *did gain* in the inverted sentence compared to *gained*).

Write the following sentences on the board – the first three are inverted, the next three are not. Ask students to change the sentences.

- 1 *Never have I seen such a tall building.*
- 2 *Only later did he manage to visit Dubai.*
- 3 *Not only did he visit Dubai, he also went to Saudi Arabia.*
- 4 *We had no sooner arrived at the airport, than we had to get on the plane.*
- 5 *The weather has not been so warm since summer.*
- 6 *Students cannot smoke in school under any circumstances.*

[Answers: 1 I have never seen such a tall building., 2 He only later managed to visit Dubai., 3 He not only visited Dubai, but he also went to Saudi Arabia., 4 No sooner had we arrived at the airport, than we had to get on the plane., 5 Not since summer has the weather been so warm. 6 Under no circumstances can students smoke in school.]



Pages 22-23 READ OF THE MONTH

THE DA VINCI CODE

Lead-in

Ask students if they ever read the book before they go to see a film or vice versa. Do they like seeing the film of the book? Do they usually prefer the book or the film? Ask them if they have seen *The Da Vinci Code*. Elicit what they thought of it.

Reading

Explain that this is the opening of the novel. Students read it. Ask them if it makes them want to read on. *Why? / Why not? How would you describe the opening? Exciting? Scary? Weird? Ordinary?*

Vocabulary

Write these three verbs on the board: *say, look, walk*. Explain that there is a lot of description in the opening of the novel and these three words are not really used. Instead words which have similar meanings are used. Ask students to copy the three verbs down and find three more verbs which have similar meanings in the extract.

[Answers: *say*: stammer, spoke, pray, taunted; *look*: stared, peer, scan, glance, gazed, turned his gaze; *walk*: crawled, staggered, scramble]

Pages 25-27 BODYWORKS

METH - THE DEATH TRAP

Lead-in

Write the word 'addiction' on the board. Elicit what people become addicted to and the reasons for it. Discuss how easy it is to get over an addiction – students might be able to give examples of parents trying to give up smoking etc. Elicit what kind of help people need in these situations.

Then write the word 'dealer' on the board. Ask how they feel about people who deal in drugs. *Do you have sympathy for the addict? Do you have sympathy for the dealer?*

Finally write 'peer pressure' on the board. Ask students if they think peer pressure plays a large part in addiction. You might like to discuss situations with them where they want to say 'no' but find it hard because of peer pressure.

Reading and comprehension

Ask students to read the opening section on page 25. Ask them to find the symptoms of drug abuse mentioned (loss of appetite, fighting with family and friends, unable to sleep, twitching). Ask students to read the remainder of the article. Ask them how they feel once they have read it. *Do you think reading an article like this is a deterrent to using such substances?*

Ask the students the following comprehension questions:

- 1 *Why was this drug used by soldiers and students?*
- 2 *Do people who take this drug feel great for long periods of time?*
- 3 *What happens to your brain if you take meth for a long time?*
- 4 *Why is there a risk of infection if a person is a meth addict?*
- 5 *Which groups of people are using it in the U.S. these days and why?*
- 6 *What is meant by a 'club drug'?*

**CURRENT LISTENING WORKSHEET****CD 1 2006 / 2007**

Name: _____

Class: _____

Date: _____

ACTIVITY 1  **Track 1**

Listen and find colloquial expressions which mean:

- | | |
|----------------------------|--------------------------|
| 1 not good value for money | 4 she's very rich |
| 2 a lot of | 5 it was difficult to do |
| 3 pounds (sterling) | 6 good value for money |

ACTIVITY 2  **Track 3**Listen to the report on *The Da Vinci Code*. Choose the correct option A, B or C.

- The number of people who have bought a copy of *The Da Vinci Code* is about**
a) 1.4 million b) 14 million c) 40 million.
- How long has it been a best seller?**
a) a month b) two months c) for many months.
- Dan Brown went to court because**
a) he didn't want Tom Hanks in the film.
b) some other authors said Dan Brown had used their work.
c) he wanted to get a lot of publicity for the book.
- The book**
a) confirms that Jesus' descendents are alive today.
b) suggests that Jesus' descendents are alive today.
c) does not agree that Jesus' descendents are alive today.
- The judge said**
a) Dan Brown used some of the information in *The Holy Blood and The Holy Grail*.
b) Dan Brown used none of the information.
c) used substantial parts of the book.
- After the court case**
a) the producers of the film were really worried.
b) the authors of *The Holy Blood and The Holy Grail* were celebrating.
c) Dan Brown was relieved.

INTERVIEW  **Tracks 5 and 6**

Listen to Jenny interviewing Emma about Dubai. Are these statements True (T) or False (F).

- The tallest building in the world is in Dubai.
- Dubai has a place where you can have a skiing holiday.
- Emma was keen to move to Dubai.
- Emma thinks England isn't as attractive to live in as Dubai.
- All the building work made Emma ill at first.
- Emma can do the course she wants in Dubai or England.

ANSWERS**Track 1: Activity 1**

1 a bit of a rip off, 2 loads of, 3 quid, 4 she's loaded, 5 it was a nightmare, 6 worth every penny

Track 3: Activity 2

1c, 2c, 3b, 4b, 5a, 6c

Tracks 5 and 6

1F (not yet), 2T, 3F, 4T, 5T, 6F