

CURRENT®

Teacher's Notes

Welcome to the March issue of our new-look 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 3 and 5 of CD 2.

Pages 6-8 Scoop! [CD2 Tracks 2 and 3]

RED, WHITE OR GRAY?

Lead-in

Have a discussion with the students about punishment at school. Ask them to explain when they are punished and if they think it is fair. What would they do about bad behaviour if they were the teacher or headteacher? Do they think corporal punishment should be permitted at school?

Vocabulary Extension

Write these definitions on the board. Ask students to look back at the text and find expressions that mean:

- 1 likely to be lost or damaged if something fails
- 2 went much further than normally expected
- 3 a problem that shows that a much more serious problem exists
- 4 a secret reason for doing something because you will get an advantage from it
- 5 caused a decision to go one way rather than the other
- 6 a reason to help you come to a decision

(Answers: 1 at stake, 2 went way beyond, 3 tip of an iceberg, 4 a hidden agenda, 5 swung the case, 6 a factor in the case)

Write the following two lists on the board. Students have to match the adjectives and the nouns to form collocations. All of them are in the article except one.

- | | |
|---------------|------------|
| heavy | agenda |
| a troublesome | evidence |
| a deciding | legal bill |
| a hidden | factor |
| a whopping | teen |
| damning | reading |

(Answers: heavy reading, a troublesome teen, a deciding factor, a hidden agenda, a whopping legal bill, damning evidence)

Creative writing

Discuss with the students the kind of phrases that are included in a school report. Elicit some common phrases, e.g. Could try harder; Needs to be more focused on detail; He is making good progress; Participates well in class; Presentation skills need

working on, etc. Ask them to say which of the phrases would have appeared in a report of Rhys'. Then ask them to write his end of year report commenting on the different aspects of his school life.

Pages 12-14: World Report

BOMBS, BULLETS, AND BLOGGING

Lead-in

Ask students to brainstorm on the word WAR. Put them into groups and give them three minutes to write down as many words as they can connected to it. You could give groups different parts of speech to think of, e.g. verbs, adjectives, nouns. They can then compare them and work out if they have any word families.

Reading and discussion

Then discuss the pre-reading questions on page 12. Explain to the students that they are not going to read about the actual war but rather details of the life of an ordinary Iraqi teenager. Students read the text. Ask them if any of the problems they thought of are mentioned. Point out to the students that most of this is written in British English but there is one word in American English. Can they find it? (*Mom*)

Grammar focus - tag questions

Ask students to find the question tag in the first paragraph. Ask them to tell you what the full sentence would normally be (*It's great, isn't it?*). Explain that there are some sentences where the question tag is not obvious. Write the following on an acetate for use with an overhead projector or write them on the board. Ask the students to complete them with question tags.

- 1 There was hardly enough food for everyone, _____?
- 2 I'm really good at English, _____?
- 3 It may snow tomorrow, _____?
- 4 Let's go to the cinema, _____?
- 5 Nobody has seen my pen, _____?
- 6 Somebody's been in here, _____?

(Answers: 1 was there; 2 aren't I; 3 mightn't it; 4 shall we; 5 have they; 6 haven't they)

Grammar focus - Tenses

The first paragraph of the blog uses five different tenses. Ask students to copy the following sentences out, name the tenses and then explain why Najma uses them.

- 1 I'm happy today.
- 2 Not because things are getting better.
- 3 Not because I've got out of the house several times this week.
- 4 Not because I found two shirts that fit me (and that's very rare!).
- 5 Not because I haven't been killed yet.
- 6 I'm going to be an aunt.

(Answers: 1 present simple; although speaking about 'now', it's an adjective with the verb to be and so has to be present simple rather than present continuous; 2 present continuous to show that things are changing; 3 present perfect because this week is not yet over and she could go out again; the use of 'several times' often denotes present perfect; 4 past simple because the action of finding (and buying) the shirts is finished; present simple (that's very rare) because it is a general statement about the present; 5 present perfect because up until now it hasn't happened, use of 'yet' often denotes present perfect; 6 'going to' future because of present evidence i.e. her sister is pregnant)

Project

In the blog, 'Najma' says that her aunt sends her jokes by text message. They help to make her feel better. Ask students to write a few text messages between Najma and her aunt.

Web check

Encourage the students to look up the website and report back on the latest from Najma.

Pages 16-17: Soundbites [CD2 Track 5]

THE END OF EMINEM

Lead-in

Write 'Eminem' on the board. If you know that students are familiar with him, put them into groups and give them three minutes to write down five facts about him. If your students are not very familiar with him, discuss the questions on page 16.

Elicit one piece of information from each group. Keep going round the groups until they can give you no more information. Make sure they listen carefully and don't give the same information that has already been given.

Reading and discussion

Write the following headings on the board: *He can't stand the fame; The clues are in his CDs; Quit while you're ahead.* Explain that the students are going to read some information about Eminem and these points. Ask them to predict what they might read about. Write some of their ideas on the board.

Students read the article and note which of the points on the board are actually in the article.

Project

Students work in groups to create a 'Highs and Lows' chart for another musician or actor that they know. They should use the web or other reference material to get their information. They can create a chart with pictures, then hand them round to the rest of the class to read. Make sure each group concentrates on a different person.

Vocabulary - Phrases

Copy the following exercise onto a hand out, or use acetate with an overhead projector. Tell students to look at the phrases to express that something is finished or over in the box on page 17. Then complete the sentences with the correct form of the words.

- 1 The children's big adventure _____ to the end of the _____ when the police found them sleeping in a bus station.
- 2 I'm exhausted. Let's _____ it a day.
- 3 We decided to _____ in the _____ when it became clear that we weren't making any progress.
- 4 Another one of Roger's grand plans _____ the dust!
- 5 As the day _____ to a _____, the group returned to their hotel room to prepare for the long evening ahead.
- 6 If this new group don't get a hit record soon, they'll be _____.

(Answers: 1 came to the end of the road; 2 call; 3 throw in the towel; 4 bit; 5 drew to a close; 6 history)

Pages 20-23: World Special Report

CHERNOBYL - 20 YEARS ON

Lead-in

Ask the pupils to explain the difference between man-made disasters and natural disasters. Ask them if they can think of any man-made disasters. Has there ever been a man-made disaster in their country?

Reading and discussion

Read the pre-reading questions with the class and discuss them if they know about Chernobyl. If they haven't heard about it, discuss what they think might have happened and how people would react. Encourage them to give as many views as possible.

Vocabulary game

Ask the students to work in pairs - A and B. Write the following on a piece of paper and copy one set for each pair. You could cut the paper into small card-like pieces with one word on each card. Give List A to student A and List B to student B.

- | | |
|-----------|----------------|
| List A | List B |
| fertile | eliminate |
| hurling | exclusion zone |
| particles | bulldozed |
| toxic | haven |
| eerie | thrive |
| gravity | monitor |

Student A starts and defines the first word making sure they don't say the actual word. Student B has to start reading the article to find the word. All the words are in order so Student A words are in the first half of the article. When Student A is finished, Student B gives the definitions. Tell them to keep their voices down as it is a competition - whoever finishes first, getting all the words, is the winner.

Debate

The article mentions 'extreme tourism'. Do your students think this type of tourism is right or wrong? Divide the class into two. One half brainstorms why it is acceptable and the other half thinks about why it is unacceptable.

Give them various situations they can include in their discussions, e.g. visiting 'Ground Zero', site of the Twin Towers in New York after 9/11; visiting South East Asia after the Tsunami; visiting Chernobyl; visiting New Orleans after the hurricane.

Choose three or four students from each group to represent the thoughts of that group. The students give their arguments and the rest of the class can vote on which view they agree with.

As a follow up, set students one of the following writing tasks.

- 1) Write a discursive essay on the topic: Extreme tourism - is it acceptable or not?
- 2) Creative writing: Produce a holiday brochure by an extreme tourism company, going to some of the tourist zones mentioned.

Pages 26-27: Read of the Month [CD2 Track 4]

HOLES

Lead-in

Write 'detention centre' on the board. Ask students to explain it or tell them this is where juvenile criminals are sent in the U.S. before they go to court. Ask what kind of crimes they might have committed. Put a list on the board.

Ask students to read the introduction. Ask them what kind of characters they think will be in the book. Will there be any kind and gentle people, for example?

Reading and discussion

Ask students to read the story and think of adjectives to describe the characters they read about. Ask different pupils for suggestions. Talk about the relationship between the characters and how they might treat each other. Establish the idea that the Warden is at the top and takes it out on Mr Sir who in turn takes it out on the boys.

Students discuss the questions in the *Talking Point* in small groups. Then ask a student from each group to share their thoughts with the rest of the class.

Descriptive writing

This passage is very powerful; the writing is emotional and, at times, disturbing. Look these adjectives up in your dictionary and be sure of their meaning. For each one, find a sentence in the text that you think is an example of that word. Remember - there are no right or wrong answers.

- a menacing (eg *The Warden stared at Mr Sir a moment, then her gaze turned toward Stanley. He felt nothing but dread.*)
- b violent
- c intriguing
- d sadistic
- e confusing
- f sinister

(Possible answers: b *She stepped toward him and struck him across the face.*; c *Stanley had no idea why she was showing it to him.*; d *If you must know, I liked it better when you smoked.*; e *Stanley started to go, but Mr Sir was lying in the way.*; f *He's not going to die. Unfortunately for you.*

CURRENT LISTENING WORKSHEET CD 2 2005 / 2006

Name:

Class:

Date:

ACTIVITY 1 TRACK 3

Shock report: Black, White or Gray?

1 Match these sentence halves and then listen to check.

1 How do you feel	a) expelling them is the answer.
2 I think it's very important that the teacher	b) some responsibility for him?
3 I really don't think	c) about disruptive pupils in your class?
4 There's got to be a better way	d) if they just can't be bothered to deal with him.
5 Don't they have to take	e) should stay in control.
6 It sounds as	f) of dealing with it than expulsion.

ACTIVITY 2 TRACK 3

Listen to the discussion again. Find the phrases to match the following functions.

- 1 introducing the argument: _____
- 2 partly agreeing: _____
- 3 agreeing but not sure: _____
- 4 disagreeing: _____
- 5 adding information: _____
- 6 giving opinion: _____

ACTIVITY 3 TRACK 5

Soundbites: The End of Eminem

Listen to Sam and Paul being interviewed about Eminem. Who says these things: Sam (S), Paul (P) or neither of them (N)?

- 1 Eminem's last record was brilliant.
- 2 He is definitely addicted to sleeping pills.
- 3 He doesn't know what he is doing any more.
- 4 Eminem is too tired to carry on performing.
- 5 The media have made up stories about Eminem.
- 6 He can't retire because he is too famous.
- 7 Not many people in London like Eminem.
- 8 I'm convinced Eminem won't be performing for much longer.

ANSWERS

LISTENING WORKSHEET

Activity 1
1 c, 2 e, 3 a, 4 f, 5 b, 6 d

Activity 2
1 Well, I think it's really annoying.; 2 Well, I do agree on the whole.; 3 Well, I suppose they can.; 4 No; they've educated him for three years.; 5 Also, schools must make it really clear ...; 6 I don't think it's fair.

Activity 3
1 N; 2 S; 3 S; 4 N; 5 P; 6 P; 7 N; 8 S