

CURRENT®

Teacher's Notes

ISSUE 2

Welcome to issue 2 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 7-9 of CD 1.

Pages 2-5: News 24/7

Lead-in

Before reading the news stories, look at each picture and talk about what you think the story is about. Try to elicit ideas from the whole class.

Read each news item individually, explaining difficult vocabulary as you go along. After each item, match it with the correct subtitle in the exercise.

Number crunchers

Divide the class into groups of three or four. Tell them to look at the numbers and come to an agreement about which number is incorrect. They should give reasons for their decision. Take a class vote to find out which is the most common choice.

Writing activity – Headline writing

Ask students to identify which of the items' headlines have a humorous tone. Where does the humour come from? Refer to the Tabloid Headlines on page 19.

Then bring a collection of photos into the class – they can be cut out from magazines or newspapers – and distribute them among the groups of students. Tell them to imagine what the story could be and to write a headline for it. The headline doesn't have to be humorous. Students display their picture and headline to the rest of the class. Take a class vote to decide which is the best one. For homework or in-class writing task, ask students to write a short news item about their chosen picture.

Pages 6-8: Scoop!



HAPPY SLAPPING

Lead-in

Before you read the article, write the words *bully*, *slap* and *mobile* on the board. Ask if any of the students know what the words mean. If none do, give examples of the words in use and try to elicit the meanings in that way.

bully: (v) to hurt or frighten someone weaker than yourself, usually for fun (also *n*)

slap: (v) to hit, usually with an open hand

mobile: (n) a mobile phone, cellphone

Write the phrase "happy slapping" on the board. Tell students it is the title of the article they are about to read, and ask them to try to guess what it is about.

Grammar focus – *the passive*

Look at these sentences from the article and **underline** examples of the passive voice. Which sentences mention **the agent** (the person or thing that performs the action)?

- 1) *She was jumped on from behind by another girl.*
- 2) *Someone needs to stop this video being shown.*
- 3) *Are they going to wait until someone has been murdered before they take the phones off the kids ?*
- 4) *Filming these scenes is seen by the slappers as a shortcut to fame.*
- 5) *If they upload the images on the internet, they could be prosecuted.*
- 6) *Nothing will be done until things really go too far.*

Answers

- 1) *was jumped on (mentions agent – "another girl")*
- 2) *being shown*
- 3) *has been murdered*
- 4) *is seen (mentions agent – "slappers")*
- 5) *could be prosecuted*
- 6) *will be done*

EXERCISE

A. Rewrite the above sentences without using the passive voice. Discuss why the passive is used in each case.

B. Rewrite the sentences using the passive voice.

- 1 Somebody needs to fix this.
- 2 A murderer murdered him in his sleep.
- 3 The authorities will imprison you.
- 4 Nobody said anything bad about you.
- 5 A car thief has stolen my car!
- 6 People see this new law as a threat to freedom of expression.

TARGET: LONDON

Lead-in

Write the word "terrorism" on the board. Ask students to define it and give examples. Has your country been affected by terrorism? How?

Grammar focus – Reported speech

Look at this sentence from the article:

– *He told us he was going to take the train forward a little so he could get us out, after he had made sure the track wasn't live.*

What were the drivers actual words? What tense changes occur in reporting his words?

Answer

"I'm going to take the train forward a little so I can get us out, after I've made sure the track isn't live."

Exercise

Many reporting verbs can be used in place of *say* or *tell* to introduce reported statements. Check students know the meanings of the verbs below. Then ask them to put the statements into reported speech using the verbs.

admit boast warn announce complain promise

- 1 "Sally and I are engaged to marry," he said.
- 2 "You'll hurt yourself if you do that," she told the boy.
- 3 "Yes, it is true that I can dance like Usher," he said.
- 4 "I'm going to pass every exam easily," she said.
- 5 "The soup is too hot," he said.
- 6 "I will e-mail you every day," she said to her boyfriend.

B. Write the actual words spoken.

- 1 I admitted that I had spent all the money on cakes.
- 2 John announced that he was going to leave his job.
- 3 The boss promised us we would get a pay rise soon.
- 4 Jerry boasted that he was the best singer in the class.
- 5 We complained that our holiday had been ruined.
- 6 My dad warned me that I'd regret it if I bought the house.

Writing activity

When students have finished reading *Londoners React* and have completed the activities on pages 18 and 31, tell them to choose on of the people interviewed and report their words in a paragraph using reported speech.

CAFFEINE – THE WORLD'S FAVOURITE FIX

Lead in

Before reading the article, brainstorm the class about drugs / addictions - how many do they know?

[Suggested answers: *alcohol; caffeine; cannabis; nicotine; cocaine*]

Write them on the board. Ask which they think is the most popular in the world? Ask if they have any experience of the drugs listed. Then open the magazine at page 22.

Focus on grammar – Modal verbs

Look at these sentences from the article. Underline the modal verbs.

- 1 *You can dance all night, you can finish that history essay, you feel alive.*
- 2 *It can also irritate your stomach, and cause headaches and insomnia.*
- 3 *This means you can drink one or two small cups of coffee without any serious side effects.*
- 4 *The sleep you got may not have been very restorative.*
- 5 *We might do just as well without caffeine.*

Which of the above sentences expresses *possibility in the past*? How would you change the sentence to express *certainty in the past*? What about changing the sentence to make the *opposite* meaning?

Answers

Sentence 4.

- *The sleep you got can't have been very restorative.*
- *The sleep you got must have been very restorative.*

EXERCISE

Complete the sentences with *can't have*, *may (not) have*, or *must have* and the verb in brackets.

- 1 She _____ (get) stuck in traffic – it's usually quite bad around this time.
- 2 He _____ (go) home early – he isn't answering his phone.
- 3 "Why didn't she come to the party?" "I don't know. She _____ (receive) the invitation, I suppose"
- 4 You _____ (spend) all your money! You only got paid yesterday!
- 5 Our seats are soaking wet. It _____ (rain) last night.
- 6 He _____ (finish) already. He only started a minute ago.

Tell students to keep a caffeine diary for a week like the one below.

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
coffee/tea	1H I						
energy drink							
cola							
chocolate bar	I						

Who has the highest caffeine intake in the class? Count 2 points for a coffee/tea or energy drink, 1 point for a cola, and half a point for a chocolate bar.

Name: _____

Class: _____

Date: _____



ACTIVITY 1 TRACK 7

Bodyworks: Caffeine

Listen to the radio show. Choose the correct option, A, B, or C.

1 **David knows he's addicted to coffee because...**

- A he's useless without an Americano in the morning
- B he gets headaches if he doesn't have a cappuccino
- C he goes to a lot of coffee shops

2 **Laura thinks coffee shops are popular because...**

- A people are addicted to caffeine
- B they sell a wide variety of coffee
- C people can drink quality coffee in comfort

3 **According to Laura, the average customer...**

- A likes to read the newspapers
- B drinks cappuccino
- C has food with their coffee

4 **One of the female customers interviewed never drinks...**

- A milk
- B latte
- C ristretto



ACTIVITY 2 TRACK 8

Read of the month: Face

Listen to the extract from *Face*. Fill in the blanks.

Narrator: They were now in a 1) _____ area. The police put on their sirens and flashing lights. Apache and Pete seemed to love the excitement. Martin and Mark were terrified. They sped straight through a red traffic light. Martin 2) _____ the back of the seat in front of him.

Martin: Let us out. You can do what you wanna do but let us out.

Narrator: Mark ranted frantically.

Mark: You won't get away with it, you'll get caught. I'll tell them everything. You didn't tell us the car was bloody 3) _____ when we got in it.

Narrator: Taking a deep breath, Mark let out a scream at the top of his voice.

Mark: STOP THE BLOODY CAR, WILL YA.

Narrator: Apache and Pete only looked at each other and laughed. As they approached the junction with Green Street, they could hear more police cars in the distance. The lights were on red and cars were 4) _____ on their right of way. Mark and Martin shouted:

Mark / Martin: STOP! STOP!

Narrator: Pete shouted:

Pete: Go for it, man!

Narrator: As they 5) _____ across the junction, they were hit.

The car rolled over once, throwing Pete out of the front window and sending glass flying. It landed on the opposite side of the road, upside down and was immediately 6) _____ into by a post office van. The car rolled over once more and landed on its wheels.

Name: _____

Class: _____

Date: _____



ACTIVITY 3 TRACK 9

Scoop: Happy Slapping

Listen to the "happy slapping" report. Match the statements with the speakers:

Alexis - A

Louise - B

Luke - C

Ollie - D

- 1 Some of my friends have been involved with happy slapping.
- 2 A politician had a bad experience with teenagers.
- 3 Happy slapping is a new trend among teenagers.
- 4 Happy slapping is not a common crime.
- 5 Happy slapping is a common crime.
- 6 Many people are afraid of teenagers.
- 7 Drinking alcohol plays a part in these crimes.
- 8 A good solution is to ban teenage gangs from shopping centres.



ANSWERS

TEACHER'S NOTE EXERCISES

Shock Report: Happy slapping

- A**
- 1 Another girl jumped on her from behind. (*Action is more important than agent*)
 - 2 Someone needs to stop people showing this video. (*Avoids use of vague "people"*)
 - 3 Are they going to wait until someone murders someone before they take the phones off the kids? (*Avoids repetitive use of vague "someone"*)
 - 4 Slappers see filming this scene as a shortcut to fame. (*Puts emphasis on "filming"*)
 - 5 If they upload the images on the internet, the police/authorities could prosecute them. (*Agent obvious from context*)
 - 6 Nobody will do anything until things really go too far. (*Avoids use of vague "nobody"*)
- B**
- 1 This needs to be fixed.
 - 2 He was murdered in his sleep.
 - 3 You will be imprisoned.
 - 4 Nothing bad was said about you.
 - 5 My car has been stolen.
 - 6 This new law is seen as a threat to freedom of expression.

World: Target London

- A**
- 1 He announced that he and Sally were engaged to marry.
 - 2 She warned the boy that he would hurt himself if he did that.
 - 3 He admitted that he could moonwalk like Michael Jackson.

- 4 She boasted that she was going to pass every exam easily.
 - 5 He complained that the soup was too hot.
 - 6 She assured her boyfriend that she would email him every day.
- B**
- 1 "I have spent all the money on cakes."
 - 2 "I am going to leave my job."
 - 3 "You will get a pay rise soon."
 - 4 "I am the best singer in the class."
 - 5 "Our holiday has been ruined."
 - 6 "You'll regret it if you buy the house."

Bodyworks: Caffeine

- 1 may have got
- 2 must have gone
- 3 may not have received
- 4 can't have spent
- 5 must have rained
- 6 can't have finished

LISTENING WORKSHEET

Activity 1

- 1 B 2 C 3 B 4 A

Activity 2

- 1 built-up 2 gripped 3 nicked 4 crossing 5 sped 6 smashed

Activity 3

- 1 D 2 B 3 A, B 4 C 5 D 6 B, C 7 D 8 C