

CURRENT

Teacher's Notes

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.

Pages 6-8

SCOOP!

Lead-in

Write 'Teenage crime' on the board and discuss whether or not this is an issue in your country. *What kind of crime is committed by young people? Why do young people commit crime? What would be an effective way of stopping it?*

Explain that knife crime has been on the increase in parts of Britain and especially London. Can students suggest why this might be the case? Write their ideas on the board and ask them to check them when they read the article.

Reading

Ask the students to read the first two paragraphs with the story about Daniel Dutt-Hemp. Ask them to give you words to describe Daniel's feelings at the time of the attack - *petrified, terrified, shocked*, but also perhaps *angry*.

Then ask students to read the rest of the article and establish whether their ideas were right or not. Discuss with them what the reasons for increased knife crime are. Ask if there are any similarities between the London situation and where they live. Could the same happen in their town?

Grammar - third conditional

Ask students to look at the two examples of knife crime at the beginning of page 7 - the sales assistant and the 32-year-old man. Give them a sentence about the girl in the third conditional and ask them to write more:

If the girl hadn't been a shop assistant, she wouldn't have been stabbed.

Possible sentences are given below:

If she hadn't wanted to earn some money, she wouldn't have been a shop assistant.

If she had been rich, she wouldn't have been a shop assistant.

If she hadn't been a shop assistant, she would have confronted the boys.

If the boys hadn't stolen something, she wouldn't have confronted them.

If she had called the police, she might not have been stabbed.

If he hadn't been on the bus, he wouldn't have been stabbed.

If he had had a car, he wouldn't have been on the bus.

If his car hadn't broken down, he wouldn't have been on the bus.

If he hadn't spoken to the boys, he wouldn't have been stabbed.

If he had told the bus driver, he wouldn't have been hurt.

If the boys hadn't been smoking, the man wouldn't have spoken to them.

If he hadn't spoken to them, he would have been safe.

Vocabulary building

Read through the idioms with the students. Give them some more examples with definitions:

Twist the knife - say something which makes a person even more upset

Like a hot knife through butter - something is done very easily

On a knife-edge - extremely uncertain

Can they relate any of these sayings to idioms in their own language? Ask them to write sentences using these idioms in context. They can work in pairs to do this. Elicit examples from the class.

Discussion

1 Pupils work in groups and come up with some advice to give people in situations where they meet gangs of youths. Encourage them to use a variety of structures for giving advice, e.g.

You shouldn't approach a gang of youths.

You should ignore them.

If you see a problem, call the police.

It's better to ignore minor problems - do not confront gangs.

Always report any incidents to the police or people in authority.

2 Ask pupils to read Knife Crime in Numbers. Ask them to discuss the statistics and say which is the most horrifying. They can go on to discuss whether they think the British government is tackling the problem effectively. *What would they do if they were in the government?*

Page 9

60 SECONDS WITH BRITTANY MURPHY

Lead-in

Students work in pairs. Tell them that one of them is a journalist and the other is a famous actor. Write the following questions on the board or hand them out to the journalists. The actors/actresses should give detailed answers to the questions; the journalists should take notes to report back to the editor (the rest of the class).

How did you get started as an actress/actor?
 Would you be prepared to have plastic surgery to keep your looks?
 How would you describe yourself as a person?
 Would you like to do the voice in a Disney cartoon?
 Do you find the press a problem?

Give students ten minutes or so to do the interviews and then elicit examples of the answers they got.

Reading

Students read the article and find out if their answers were at all similar to Brittany Murphy's. Ask them to comment further on her views on plastic surgery and the press. Ask them to explain why she thinks the press should work for the government (because they are so good at finding out secrets!).

Discussion

Continue the discussion on the press using the 'Discuss it!' box. Ask students to bring in some magazines showing how intrusive the press can be. Ask them to discuss the articles in groups or as a class.

Pages 10-11

TEEN X-ROADS

Lead-in

Ask students to think of any very young sportspeople they know of. Examples in the UK of young sportspeople still successful include Andy Murray - 19 year old tennis player who beat world champion Roger Federer in August this year; Theo Walcott - aged 17 when he was included in the England World Cup squad this year - he didn't actually play a game; Wayne Rooney - football player with Manchester United, was 16 when he played his first Premiership game.

Discuss with the class what problems they may have, e.g. burn-out, fitness and injury problems, fame. Do they know of any young sportspeople who have not lasted as long as their talent suggested they might?

Vocabulary

Explain that they are going to read an article about a young American basketball player. Ask them to work in groups and write down a list of words they expect to read in the article, e.g. *basketball team, hoop, score points, coach*, etc.

Elicit words from each group and write them on the board. Ask students to explain why they might see some of the words in the article. Teach any new phrases or vocabulary items at this stage.

Reading

Students read the article and establish whether their suggested vocabulary was in it. Ask them to explain why they think it wasn't there if that was the case. Ask if they found out anything interesting in the article or if they have questions still unanswered.

Web project and writing

Students choose either O J Mayo or another up and coming sports person and try to find out as much as they can about him or her. They can write an article entitled "The next [add sport] Star?"

Pages 12-14

SOUNDBITES

Lead-in

Before students look at the magazine ask them if there are any songs they know that always remind them of someone or a special time in their lives. Give some examples of your own, e.g. a song that reminds you of your university years, etc.

Discuss the importance of music to the students. *Would they be happy if they never heard any music again? Why/Why not?*

Ask them for their favourite songs from this year. Ask the class to give you a list of five songs. Let them discuss and persuade in order to create the list. Write the final five songs on the board.

Reading - scanning for information

Explain that they are going to read about five songs CURRENT has chosen as the most memorable songs of 2006. Ask them to open their magazines. Ask the following questions. Tell them you want them to try and find the information without reading every word: Name the five songs.

Name the five singers or bands.

Which song has the best line: When I see you cry it makes me smile.

Which artists are from the US?

Which artist is from London?

How many female artists are there?

Which band started in the 90s?

Competition

Encourage the students to take part in the competition. They can use the list they created at the beginning of this lesson!

Pages 15-19

WORLD REPORT - INSIDE IRAN

Lead-in

Write 'Iran' on the board and give the students three minutes to write down everything they associate with it. They can work in pairs or small groups if you wish.

Discuss their thoughts as a class and teach any new vocabulary necessary.

Ask students to look at page 15 and do the 'Before you read' quiz.

Ask them to give you the answers - they can discuss what they know as a class. Explain that they are in fact all false and they will find out more in the blog (remind them that a 'blog' is an internet diary).

Reading

Students read the article and write down two things that really surprised them about Iran. They compare their answers with a partner and then share them with the class.

Pronunciation

Point out that the café owner named his café 'Starbox' rather than 'Starbucks'. Write the two words on the board. Can your students hear the difference between them? Can they pronounce them correctly? Often students have problems with differentiating the o, u, a sounds as in *box, bucks, backs*. Here is a list to practise with:

A	B	C
socks	sucks	sacks
cot	cut	cat
hot	hut	hat
log	lug	lag
cup	cup	cap

Read the words at random and ask the students to say if you are saying an A, B or C word. Ask them to come to the board, point to a word and say it. You have your back to the board - you tell them if they are saying an A, B or C word and the rest of the class tell you if you are right or not. Students can work in groups of three to practise in the same way.

Then ask them to write sentences with the words in to practise further. Here are some examples you can use:

Look! There's a cop in that car.

That's a big cut.

That means 'hot'.

Writing

Students write their own blog for a week or a month and give it to you to read. They can also share it with the rest of the class as well if they wish. Encourage them to write about something that is happening in their town/city at the moment and to give their views on it (not simply a diary or their everyday activities).

Pages 22-23



READ OF THE MONTH

Lead-in

Discuss the 'Before you read' questions with the class. They may be able to tell stories about their parents' bosses. Discuss what the characteristics of a good boss are. Teach any new vocabulary, e.g. *considerate, fair, encouraging, informative*, etc.

Reading

Ask students if they are looking forward to reading this excerpt. Do they think it will be boring, serious, amusing or informative? Ask them each to vote on one adjective and write down the number of students who chose each word. Students read the excerpt and give their opinion after. Write the numbers on the board and compare the information. How many would like to read the rest of the book? Would they go and see the film if they haven't already?

Reading comprehension

Write these sentences on the board or make a copy of them. You can do these orally or ask students to write answers.

- 1 *When Miranda asked Andrea to do things for her, was she polite and friendly? Give evidence for your answer.*
- 2 *Why did Andrea 'jump out of her seat' when she heard Miranda's voice?*
- 3 *Which sentence in the first three paragraphs shows that Miranda is not concerned about her employees?*
- 4 *The seventh paragraph begins: I could see it coming a mile away. What does that expression mean?*
- 5 *In the last paragraph, Andrea writes 'the tactic was oddly comforting'. What was the tactic and why was it comforting?*

Answers:

- 1 No, she barked orders and demands very quickly at Andrea.
- 2 Because she was in awe of her and worried she was in the office.
- 3 'As long as someone answered the phone and got her what she needed, that person's actual identity was irrelevant.'
- 4 It was obvious what was going to happen.
- 5 The tactic was to say 'thank you' after every order Miranda gave her. It was comforting because she was using sarcasm but Miranda didn't quite understand.

Writing and discussion

Ask students to read the experiences on page 24. Can they relate to any of these experiences? Encourage them to tell the class any relevant stories.

Ask them to find all the negative adjectives in the text: frustrated, overwhelmed, horrible, menial, indecisive.

In small groups ask them to write a list of six suggestions on how to be a good boss. They should try to use the experiences on page 24 to help them write positive ideas.

They then compare their lists with another group and get their combined lists down to eight. They will have to try to persuade each other in order to cut it down to eight.

Groups can write their lists up on a large piece of paper and pin it to the wall. The students then stand up and walk round the class ticking the six points they agree with most. Read out the points that have the most ticks and get the students to get the list down to six by discussion and persuasion.

Pages 25-27



BODYWORKS

Lead-in

Ask students to look at the photos of Nicole Ritchie and decide in which one she looks the best - and the worst - and why. Ask them if they think someone can be too thin.

Discuss and explain what 'anorexia' is. You need to be sensitive about this in case any of the students in your class are suffering from it.

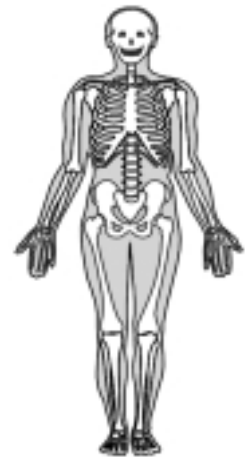
They can tell you what they know about it. Discuss why the caption says that she 'finally admits she has an eating disorder'. Often people with anorexia do not recognise that they have a problem.

Reading

Students read the article. Explain that you are going to ask them the questions 1-6 in the article when they have finished and you want them to give you a summary answer in one sentence for each question. Give them time to read the article, ask any questions and try to summarise the answers.

Go over the answers as a class.

Vocabulary building



Copy and enlarge these diagrams. Give the students the following list of words and ask them to match the words with the different parts of the body:

liver, lung, heart, stomach, ribs, brain, shoulder, neck, arm, hand.

Alternatively, you can write these words on different post-it notes and ask for a volunteer. Different students come to 'stick' the post-it notes in the right place on the volunteer.



Name: _____

Class: _____

Date: _____



Track 7

You will hear Jenny interviewing Steve Bloomfield from The Eating Disorders Association. They are talking about the eating disorder anorexia nervosa.

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

1 Anorexia nervosa affects

- A all young women
- B both sexes at a young age.
- C mainly young women.

2 The increase in anorexia nervosa is due to

- A the stress of life.
- B bad eating patterns.
- C a single problem in the person's life.

3 If you are anorexic, you will lose weight but

- A there are no long-term effects.
- B you can also develop other medical problems.
- C the people around you won't notice any other problems.

4 The EDA helps sufferers by running

- A a help-line for anyone who is affected by the disease.
- B a help-line for over 18s only.
- C self-help groups for under 18s.

5 The message boards

- A are not used by many people.
- B help people who are looking after the sufferers.
- C allow sufferers to express how they feel.

6 If you think someone has an eating disorder,

- A don't speak to them about food.
- B get them to eat something regularly.
- C go and see someone to reassure you.



Track 8

You will hear some teenagers talking about bosses from hell.

For questions, 1-10, complete the information. You will need to write a word or a short phrase.

The first teenager worked as a temp and did: filing 1 _____ making tea.

After the teenager had finished stuffing envelopes, he/she had 2 _____ on his fingers.

He/She was working in 3 _____ so there were no windows.

The second teenager worked for a company which 4 _____.

He/She described his manager as 5 _____.

He/She hadn't included 6 _____ in the envelope because the boss forgot to tell him/her.

The third teenager visited Australia in his/her 7 _____.

He earned 8 _____ in the month that he worked.

The workers got to the fields by 9 _____.

The teenager had worked as a 10 _____ previously.

ANSWERS

Track 7

Answers: 1C, 2A, 3B, 4A, 5C, 6A

Track 8

Answers: 1 typing out data, 2 loads of paper cuts, 3 a basement, 4 produced certificates, 5 uninspiring, 6 an accompanying letter, 7 gap year, 8 \$1,000, 9 truck, 10 lifeguard in swimming pool

