

# CURRENT®

## Teacher's Notes

## ISSUE 3

Welcome to issue 3 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 10-11 of CD 1

### Pages 6-8: Scoop!

#### HURRICANE KATRINA

**Scoop!** investigates the hottest news stories and issues of the day.

#### Lead-in

Write the words "natural disaster" on the board. Brainstorm with the class to list as many kinds of naturally-occurring disaster as they can. (answers: Hurricane; Earthquake; Tsunami; Volcanoe etc...)

If it hasn't already been mentioned, remind students of Hurricane Katrina. *What do they remember about it? When did it happen? How many people died?*

#### Background information: word origins

The word *hurricane* is derived from Hurican, the god of evil for the Carib people of the Caribbean. This god in turn is derived from the Mayan god Hurakan, who destroyed people with floods and storms.

#### Reading and discussion

Ask students to read the article and 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.

#### Focus on American English

The Katrina article contains several examples of American English. The following ideas will help explore this lexical area. Write the two columns of words on the board, as below. Ask students to match the American words with their English equivalents.

#### American

cookie  
crosswalk  
diaper  
elevator  
flashlight  
french fries  
vacation  
trash  
gas  
sidewalk  
sneakers

#### British

nappy  
trainers  
pedestrian crossing  
chips  
rubbish  
torch  
holiday  
pavement  
biscuit  
petrol  
lift (n)

(Answers: cookie = biscuit; crosswalk = pedestrian crossing; diaper = nappy; elevator = lift; flashlight = torch; french fries = chips; vacation = holiday; trash = rubbish; gas = petrol; sidewalk = pavement; sneakers = trainers)

Read the following sentences to the class. Ask students to tell you whether you are using British English or American English. Which words helped them decide?

- 1 The lights went out in the **elevator**, but fortunately I had my **flashlight**.
- 2 We ran out of **petrol** when we were on **holiday**.
- 3 Don't forget to throw the baby's **diapers** in the **trash**.
- 4 I was walking home when I dropped my **chips** on the **pavement**.
- 5 The boy in the yellow **trainers** ran across the **pedestrian crossing**.

Write the sentences below on the board and ask students to identify the American usages in these sentences. For each sentence, ask students to write down the English equivalents.

- 1 Bowie just wants to find her mother, **period**.
- 2 Bowie ... has lost her **purse**, her bank card and access to her meagre life's savings.
- 3 They rode out the storm in her mother's **second-story apartment**...
- 4 They took a warm **shower**.
- 5 Instead, they're starting **over**.
- 6 Now Pam must find a new **orthodontist**.

(Answers: 1 period = full stop (the punctuation mark). Here used as emphasis; 2 purse = handbag; 3 apartment = flat; 4 took = had; 5 starting over = starting again; 6 orthodontist = dentist)

**Debate**

Put the students into groups of three or four. Tell them to imagine they are stranded in a flooded house. They are forced up on to the roof until they are rescued. It could take days. Look at the list of things they can take up to the roof with them. Tell them to work together and number them in order of importance.

- box of matches*
- battery-operated radio*
- mobile phone*
- 3 litre bottle of water*
- bread*
- cooking stove*
- tent*
- sleeping bag*
- towels*
- tins of cooked ham*
- knife*
- iPod*
- torch*
- toilet paper*
- book*
- shotgun*

When they have finished take a class survey. What was the most/least important item on the list. Ask them to give reasons for their choices.

**Pages 12-14: Soundbites**

**THE BRIT PACK**

**Lead-in**

Write “award ceremonies” on the board and elicit as many different kinds as possible from the class. What are the major award ceremonies that take place in your country?

**Background information**

*The Brit Awards* is a charity event run by the British Recording Industry Trust. The event started in 1977, and has taken place every year since then. The BRIT trust is dedicated to giving young people the chance to express their musical creativity, no matter what their race, class, sex, or ability. This includes running a free music school in London. The awards have so far raised over £5.5 million (over 8 million Euros).

**Reading and discussion**

Ask students to read the article and make their own predictions about who is going to win each category. Ask different students for their opinions and encourage class discussion.

**Grammar focus – relative clauses**

If possible, write the questions below on acetate before the lesson, and project them onto the wall. If you don't have an overhead projector, write them on the board. Ask students to identify the relative clauses.

- 1 *Gorillaz are a cartoon band created by Damon Albarn.*
- 2 *The success of their debut album, which has sold over two million copies, is down to its quirky attitude.*
- 3 *This band, described as “brazen pop mixed with rock”, recently supported Maroon 5 on tour.*

Can you add a relative pronoun to sentences 1 and 3 ? Where ? Can you remove the relative pronoun from sentence 2 ? If not, why?

(Answers 1 Gorillaz are a cartoon band which was / were created by Damon Albarn; 3 This band, who / which is / are described as... ; 2 You cannot remove the relative pronoun from sentence 2 because it is the subject of an active clause.)

Write or project the following sentences onto the board. Ask students to remove the relative clauses where possible.

- 1 *Jimi Hendrix, who was born in Seattle, is one of the century's greatest guitarists.*
- 2 *This violin, which belonged to my grandfather, is worth a lot of money.*
- 3 *The Aston Martin is a sports car that is made in the Midlands.*
- 4 *Her husband, whom she met in France, is now dead.*
- 5 *His first book, which has been described by some critics as a masterpiece, sold over 2 million copies.*

(Answers: the following relative clause can be removed: 1 *who was born in Seattle* ; which belonged to my grandfather ; 3 *that is made in the Midlands* ; 4 *whom she met in France* ; which has been described as a masterpiece)

**Grammar Focus: reduced relative clauses**

Explain to the class that when the verb of the relative clause is passive, we can remove the auxiliary verb to be and the relative pronoun. For example :

*The dog, that was abandoned by its owners, was taken to the animal shelter.* becomes :  
*The dog, abandoned by its owners, was taken to the animal shelter.*

This is called a reduced relative clause and is often used by journalists.

Ask students to identify the reduced relative clauses in the sentences below and put the words back in.

- 1 *The award, presented to him in 2005, sits proudly on his mantelpiece.*
- 2 *I wouldn't want to buy a car from a man imprisoned for fraud.*
- 3 *We're looking for someone trained in computer programming.*
- 4 *The house, unoccupied for seven years, is being demolished.*
- 5 *The food cooked in this restaurant is disgusting.*

(Answers: 1 The award, which was presented to him in 2005, sits proudly on his mantelpiece; 2 I wouldn't want to buy a car from a man who has been imprisoned for fraud ; 3 We're looking for someone who is trained in computer programming ; 4 The house, which has been unoccupied for seven years, is being demolished ; 5 The food which is cooked in this restaurant is disgusting.

**Role play**

Put students into groups of three or four. Tell them they are going to role play an awards ceremony, with a presenter and two or three awards to give away. They can use their imaginations for the categories (for example, *best footballer, hardest worker, best hairstyle etc*). The receivers of the award must prepare a short acceptance speech. Ask the groups to act out the ceremony in front of the class.

If possible, give an award for the best performance! This can be any small prize.

**Web check**

The real Brit Awards take place on February 10th. Ask students to check the Brits website at [www.brits.co.uk](http://www.brits.co.uk) to find the winners. Did *Current* predict correctly? Did *they*? Discuss students' feelings about the winners.

**Pages 18-19: Media****AS SEEN IN THE INDEPENDENT****Skim read / discussion**

Ask students to skim read the newspaper stories to find the main points of each one. Allow about five minutes to do this. Then ask students to choose their favourite story and read it more closely. Ask different students to tell the class about the stories they chose. What is the story about? Why do they like it?

**Project**

Bring some English language newspapers into the class and distribute them among the students. Tell them they are going to do a news project, and divide them into groups of four.

The groups each choose three news stories and cut them out of the paper. Tell them to make sure they understand each story correctly, and that all the unknown vocabulary items are looked up in the dictionary.

Ask the students to create a media page similar to that on pages 18 and 19 of *Current*. They should black out key words in the headlines, and write a vocabulary exercise.

When they have completed the task, tell them to paste their work onto a sheet of A4. Students then swap their media pages and complete each other's exercises.

You can then collect them all in and mark them as homework, or take a class vote to see who produced the most interesting media sheet.

**Pages 23, 24, 25: Bodyworks****HEART ATTACK: ARE YOU AT RISK?****Lead-in**

Put students into groups of three or four. Tell them to discuss the leading causes of heart attacks, and what can be done to prevent them. Make two lists, headed "causes" and "prevention". After five minutes, get the groups to feedback to the class.

**Questionnaire**

When the article has been read and discussed, ask students to fill in the questionnaire on their own. Discuss students' answers to the questions. Which student has the healthiest lifestyle? Which student has the least healthy lifestyle? Do students agree with what the analysis says about them?

**Grammar focus - articles**

Copy the following exercise onto a hand out, or use acetate with an overhead projector. Tell students that the sentences have been incorrectly copied from the magazine. Ask them to think about why each sentence is wrong and then match the sentences with the rules beneath.

- 1 *The heart attacks sound scary – and they are.*
- 2 *A week later, she received heart transplant.*
- 3 *Heart disease leads to four million deaths in the Europe each year.*
- 4 *It is the leading cause of death in EU.*
- 5 *Victims might feel pain in the chest.*
- 6 *The smoking causes 20% of heart attacks in Britain.*

- A Parts of the body take "the" when talking about pains or blows (*A pain in the neck. A kick on the leg*). Otherwise we usually use a possessive (*She broke her arm*).
- B Articles (*or another determiner, like each or my*) must always be used with singular countable nouns.
- C No article is used before uncountable or plural nouns when talking about them in a general sense. (*I love art. Drinking is bad for you*).
- D Articles are not usually used with names of countries or continents.
- E We use articles with plural countries, or countries / continents which contain a common noun. (*The Philippines (plural), The European Union, The United Kingdom (Union and Kingdom are common nouns)*)

Answers 1 C, 2 B, 3 D, 4 E, 5 A, 6 C

Ask students to rewrite the following sentences with the articles in the correct place *if necessary*. (some of the sentences don't need articles.)

- 1 *Teenagers in Europe are generally quite healthy.*
- 2 *He was killed by a blow to head.*
- 3 *We spent last summer in Canary Islands.*
- 4 *Japan has a very low rate of heart disease.*
- 5 *My father is dentist.*

(Answers: 1-, 2 the, 3 We spent last summer in the Canary Islands ; 4- ; 5 My father is a dentist.)

# CURRENT 3 LISTENING WORKSHEET CD 1 2005 / 2006

Name:

Class:

Date:

## **ACTIVITY 1 TRACK 10**

**English: The World's Biggest Brand**

Listen to the interview with Professor David Crystal. Choose the correct option A, B, or C.

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| <p>1 English is spoken by _____ people.<br/>                 A 1.5 billion<br/>                 B 1.5 million<br/>                 C 3 billion</p> <p>2 Approximately how many languages are there in the world?<br/>                 A 5,000 <input type="checkbox"/><br/>                 B 6,500 <input type="checkbox"/><br/>                 C 65,000 <input type="checkbox"/></p> <p>3 What percentage of the world's languages are endangered?<br/>                 A 50% <input type="checkbox"/><br/>                 B 15% <input type="checkbox"/><br/>                 C 80% <input type="checkbox"/></p> <p>4 Professor Crystal has little sympathy for the anti-English attitudes of French, German, and Spanish because...<br/>                 A those languages are not in danger <input type="checkbox"/><br/>                 B English is superior <input type="checkbox"/><br/>                 C those languages will soon die out <input type="checkbox"/></p> | <p>5 How many languages has English borrowed words from?<br/>                 A 5,000 <input type="checkbox"/><br/>                 B 350 <input type="checkbox"/><br/>                 C 50 <input type="checkbox"/></p> <p>6 What percentage of English speakers are non-native?<br/>                 A 25% <input type="checkbox"/><br/>                 B 50% <input type="checkbox"/><br/>                 C 75% <input type="checkbox"/></p> <p>7 Population growth in native English speaking countries is about _____ of that in non-native English speaking countries.<br/>                 A 1/4<br/>                 B 1/3<br/>                 C 1/2</p> <p>8 Professor Crystal is _____ about the consequences of English being the global language.<br/>                 A optimistic <input type="checkbox"/><br/>                 B pessimistic <input type="checkbox"/><br/>                 C uncertain <input type="checkbox"/></p> |
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## **ACTIVITY 2 TRACK 11**

**Soundbites: The Brit Pack**

Listen to Alexis talk to Luke and Lucy about their favourite and least favourite music of the year. Fill in the table.

	Lucy	Luke
What kind of music do you like ?	everything from reggae to 1 _____	2 _____, mainly
Choice for best British album	Damien 3 _____	4 Bloc Party's _____ <i>Alarm</i>
Choice for best international album	5 _____	<i>American Idiot</i> by 6 _____
Choice for worst song of the year	7 _____ by Akon	The latest by 8 _____ Bedingfield

## ANSWERS

### LISTENING WORKSHEET

**Activity 1**  
 1 A, 2 6,500, 3 A, 4 A, 5 B, 6 C, 7 B, 8 C

**Activity 2**  
 1 classical, 2 rock, 3 Rice, 4 Silent, 5 The Bravery, 6 Green Day, 7 Lonely, 8 Daniel