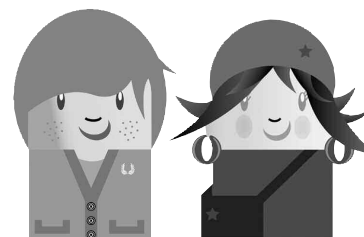


# CURRENT



**NEW!**

Online activities at  
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## Dear CURRENT teacher,

Welcome to issue 2 of CURRENT. In this issue we investigate why teenagers are leaving Facebook, talk to British racing driver Jenson Button and try to solve a Sherlock Holmes' mystery!

For this year we've added lots of great new features to our award-winning website ([www.maryglasgowmagazines.com](http://www.maryglasgowmagazines.com)). As well as thousands of resources for teachers and the latest news and Chatter for students, we've added video and online activities! To see short, authentic films of native speakers talking about topical issues visit [www.maryglasgowmagazines.com/video](http://www.maryglasgowmagazines.com/video). Get your students to practise their English with a range of online activities linked to the magazine at: [www.maryglasgowmagazines.com/activities](http://www.maryglasgowmagazines.com/activities).

To see what else is online and find out how to register, look in the *How To* guide or visit [www.maryglasgowmagazines.com/help](http://www.maryglasgowmagazines.com/help).

If you have any comments on CURRENT, please do email me. I'm always interested to hear your feedback.

All the best,

**Sarah** [sjohnson@maryglasgowmags.co.uk](mailto:sjohnson@maryglasgowmags.co.uk)



## TEACHER'S NOTES ISSUE 2

NOVEMBER / DECEMBER 2009

Welcome to issue 2 of CURRENT November/December 2009. These teacher's notes will provide you with teaching tips, grammar, vocabulary and extension activities to help you get the maximum from your magazine.

There are also audio and online activities linked to the articles, as indicated below.

Page	Article	Online activities	CD
2 - 5	NEWS 24/7		
6 - 8	REALITY CHECK Is Facebook Fake-book?	✓	✓ T6
9	60 SECONDS WITH ... Jenson Button	✓	
10 - 12	THE REPORT Can Pakistan survive?	✓	✓ T7
13 - 16	THE BUZZ Reality TV	✓	✓ T8
17 - 19	READ OF THE MONTH Meet Inspector Sherlock Holmes	✓	
20 - 21	TRUE TUBE Michael Jackson's legacy		
22 - 23	LANGUAGE CHECKPOINT		
24	THE SCANDAL "Weapons of mass destruction!"	✓	



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- 1 Enter your teacher code. This will be sent to you on a card if you have more than 10 subscriptions.
- 2 Choose a secret password.
- 3 Enter your e-mail address.



### How do students register?

- 1 Enter the CURRENT students' code: **orangehat**.
- 2 Enter a user name (this doesn't have to be their real name).
- 3 Choose a secret password.
- 4 Enter their e-mail address.

If you or your students registered last year, just add the new code to the old account.

For help, e-mail: [contactus@maryglasgowmags.co.uk](mailto:contactus@maryglasgowmags.co.uk)

## KEY TO ICONS



## Pages 2-5 NEWS 24/7

Here are some activities to use with these pages:

**Read and retell:** Divide the class into four groups, a-d. Give each group one of the four stories on pages 2-4. Ask them to read the story in their groups and discuss the picture. Then ask a student from each group to sit together so there is an a, b, c and d student in each group. They take turns explaining their stories.

**Fat attack:** Students discuss whether they think their diet is appropriate or not.

**Grand Canyon?** Ask pupils *Have you seen anything like this before? Where? Can you describe it?*

**Ballot battle:** Ask students *Have there been any protests recently in our country? What were they about? Were they successful in changing anything? Do you think they ever are?*

**Rest in peace:** On the board write *the tragic cost of war*. Ask students to explain this phrase. Ask *What other 'costs of war' are there?* (financial, emotional and physical)

**Word web:** After reading *Ballot battle* and *The speech*, students create an Election word web.

### Pages 6, 7 & 8 REALITY CHECK



#### Lead-in

Ask students to look at the front cover of the magazine. Ask: *Where would you see photos like this? Which ones do you like? Which ones don't you like? Why? Then ask: Do you use Facebook or an equivalent? How often do you use it?* etc.

#### Vocabulary

Write the phrase *in love with* on the board and ask the students to give you a verb (*fall*). Give them the following list of phrases with *fall*: *fall from power, fall at the first hurdle, fall into place, fall to pieces, fall into disrepair, fall under the influence of sb*.

Write the following sentences on the board. Students complete them with the expressions in the correct tense.

1. *I read the first Harry Potter book so many times that it \_\_\_\_\_.*
2. *The credit crunch was one reason why the government \_\_\_\_\_.*
3. *When Mary left home she \_\_\_\_\_ someone who persuaded her to join a strange sect.*
4. *Many of the buildings in the old town \_\_\_\_\_ now – it'll cost a lot to refurbish them.*
5. *When I left university everything just \_\_\_\_\_ – I found a great job, a lovely cheap flat and I've made some great new friends.*
6. *I really want to be a doctor but I \_\_\_\_\_ – I've failed my biology exam.*

[Answers: 1. fell to pieces; 2. fell from power; 3. fell under the influence of; 4. have fallen into disrepair; 5. fell into place; 6. have fallen at the first hurdle]

#### Writing

Ask students to work in small groups and to create a questionnaire of five questions to find out other students' attitude to Facebook and other sites. They should ask at least ten students their questions, then write up their findings to present to the class. Give each group three minutes to give their presentation.

### Page 9 60 SECONDS WITH ...



#### Lead-in

Ask students *What do you think is the most exciting / expensive / dangerous sport?* Elicit five sports from them for each adjective and, working in groups, ask them to rate them 1-5 (1 being the most exciting, etc.). Ask each group for their suggestions and discuss as a class. If they don't mention Formula 1, ask them for their opinion of this.

#### Grammar

Ask students to find the following in the article:

1. *Five phrasal verbs;*
2. *An example of the past continuous;*

3. *A gerund;*
4. *An example of the present perfect;*
5. *An example of the past perfect;*
6. *An emphatic expression.*

[Answers: 1. grew up, split up, get on, blank out, deal with, put down, comes down to, look after; 2. I was always trying to keep the peace ...; 3. winning; 4. I have learned from them; 5. If they hadn't happened; 6. I did make wrong decisions (as opposed to *I made wrong decisions*)

### Pages 10, 11 & 12 THE REPORT



#### Background

The Taliban is a fundamentalist religious and political group which ruled Afghanistan from 1996-2001. Since 2004 it has become stronger again fighting a guerrilla war against the Afghani government as well as fighting in the tribal areas of Pakistan.

#### Lead-in

Write the word *Taliban* on the board and ask students to say what they know about this. Encourage students to ask each other questions to learn more about the subject. You could give them the following information if necessary: The Taliban's version of Sharia Law (Islamic religious law) bans a wide variety of activities – employment, education and sports for women; movies, television, videos, music, dancing, hanging pictures in homes, clapping during sports events, kite flying, and beard trimming for men.

#### Reading

Divide the class into groups of five. Number each student 1–5. Read through the introduction first with the class and check they understand. Then ask each member of the group to read one question and answer, so student 1 in each group quietly reads the first question *What's the history?* and the answer, student 2 reads *What's the government like?* and so on.

When they have finished, ask the groups to work together and for each student to explain to the rest of the group what they found out – they must not read from the magazine but try to summarise the text in their own words. They can also give a personal comment on it.

#### Speaking

Ask the students to work in small groups looking at the pictures in the article and giving their impression of them. Ask them to describe them in as much detail as possible and to try to contrast them, perhaps saying which is the most frightening/saddest/most worrying, etc. Monitor as they are working, giving groups any new vocabulary they need. Write the vocabulary on the board for the class. Ask groups to report back to the class and have a general discussion.

### Page 13-16 THE BUZZ



#### Background information

Reality TV, which supposedly shows unscripted dramatic or humorous situations or actual events, uses ordinary people rather than actors and has been around since 2000. It often uses sensationalism to attract viewers.

#### Lead-in

Ask: *Do you watch any reality TV programmes? If not, why*

not? If yes, why do you like them? Which one could you recommend strongly and why?

### Vocabulary

Read the following sentence from the article to the class: *She was praised, pilloried, mocked, adored, demeaned, dismissed and never left alone ...*. Write the six verbs on the board and give students the following expressions. Ask them to match them with a verb. Answers in brackets. *You're wonderful. I love you.* (adored); *Well done! That was fantastic.* (praised); *YOU want to be a star? Huh!* (mocked); *What a pathetic person. With her looks, how can she expect to be successful?* (pilloried); *She has no hope of being successful.* (dismissed); *The best place for her is at home doing the housework.* (demeaned)

### Reading comprehension

Ask students to look at the section about Susan Boyle. Read them the following statements or copy them for them and ask them to say if, in their opinion, they are true or false. They should give evidence for their answers.

1. Susan Boyle is religious.
2. She is unattractive.
3. The judges didn't say much after she had finished singing.
4. Society is more concerned with the way someone looks rather than how talented they are.
5. Only people who saw Susan Boyle on the TV show were aware of how well she could sing.
6. Representatives of the American film industry are keen to speak to her.
7. Very few people are keen to become famous.
8. Max Clifford thinks most people deal with becoming famous quickly quite well.

[Answers: 1. Probably true because she is a church worker; 2. True according to the press who called her 'dowdy'; 3. False – they were 'gushing about her talent'; 4. Probably true – people concentrated on her looks calling her 'The Hairy Angel' etc.; 5. False – 'word of mouth spread like wildfire'; 6. True – Hollywood agents want a piece of her; 7. False – 'she had what so many crave: fame'; 8. False – 'no one knows how to handle it']

### Page 17, 18 & 19 READ OF THE MONTH



#### Lead-in

Before students open their magazines at page 17 ask: *Who do you think is the greatest fictional detective of all time?* Elicit their answers and let them discuss. Ask *Why do people enjoy reading detective stories?*

#### Vocabulary and writing

Tell the students that some of the language in this story is quite old-fashioned and therefore very formal because of when it was written. Give them the following examples and ask them to rewrite them in today's language:

1. *I have not seen a paper for some days.*
2. *The London press has not had very full accounts.*
3. *in order to master the particulars.*
4. *Well, it is conjectured to be so. I shall take nothing for granted ...*
5. *..., as he had an appointment of importance to keep at three. From that appointment he never came back alive.*
6. *two people saw him as he passed over this ground*

7. *William Crowder, a gamekeeper in the employ of Mr Turner*
8. *To the best of his belief, the father was actually in sight*

[Answers: 1. I haven't seen a paper for a few days. – now we use contractions in written speech; 2. There hasn't been much detail in the media; 3. to understand the facts; 4. Well, that's what they say. I won't take anything for granted ('shall' is not commonly used with 'I now'); 5. because he had an important appointment to keep at three. He never came back alive from that appointment. (the inversion in the original does add to the drama); 6. ... two people saw him going this way; 7. William Crowder, a gamekeeper employed by Mr Turner; 8. To the best of his belief, he could see his father.]

### Pages 20 & 21 TRUE TUBE

#### Lead-in

Ask students *Where were you on 26th June 2009?* If they don't know, ask *What were you doing when you heard that Michael Jackson had died?*

#### Speaking

Once the students have listened to the video, ask them to work in groups of five and imagine they are going to be on a TV show which is discussing Michael Jackson's legacy. First of all in their groups they write down a selection of questions to ask the panel. Then tell the students to choose an interviewer. That 'interviewer' then moves to the group to their left and becomes the interviewer for a new group who do not know what the questions are. Let them role play the situation for ten minutes or so. Choose some groups to enact their shows out in front of the class.

### Page 22 THE SCANDAL

#### Background information

Members of Parliament are not allowed to call each other liars in the House of Commons.

#### Lead-in

Students discuss the picture of Blair (remind them that he was the Prime Minister of the UK during this scandal). Ask *Is it acceptable to treat a Prime Minister in this way? Should you be allowed to call a public figure a liar in public? Is it acceptable to make jokes about politicians?*

#### Vocabulary

Students re-read the article, pick out the words relating to war and create a word web. Share their answers as a class. Then in groups, they have three minutes to add other words. Write the words on the board. Words from the article will include: *military plans, chemical and biological weapons, an invasion, troops, attack, invaders, declare victory, secret intelligence.*

Other possible words: *peace treaty, bomb, shoot, sniper, grenade, land mine, surrender, defend, machine gun, tank.*

### ANSWERS

#### LISTENING ACTIVITIES

**Track 6:** Part 1: Autumn, Computer, Turned on, Changed, Fight, Friends, Profile  
Part 2: 1. False, 2. False, 3. True, 4. False, 5. True, 6. False, 7. True

**Track 7:** 1. 1947, 2. 1.5 times larger, 3. 165 million, 4. Northwest, 5. Muslim, 6. Women, 7. To avoid conflict and bloodshed, 8. Buner province, 9. Weak, 10. Civil war

**Track 8:** Part 1: 1. Shaheen, 2. Susan Boyle, 3. Alan Sugar, 4. Susan Boyle, Leona Lewis  
Part 2: 1d 2f 3a 4h 5b 6c 7e 8g



# CURRENT LISTENING ACTIVITIES



CD 1 2009

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Date: \_\_\_\_\_

## Track 6 Part 1

Listen to this extract from Lance's story. Circle the words and phrases that are different:

**Lance:** Well, I was on holiday last autumn, visiting Prague. I took my computer and so in the evening I turned on Facebook. I saw that my girlfriend Vikki had changed her status: It said: 'Vikki is recovering after her big fight.'

**Jamie:** Her big fight?

**Lance:** Yeah, I also wondered what her 'big fight' was... Then I saw some comments from her friends on her profile.

# facebook

## Part 2

Listen to Lance's story. Are these statements true (T) or false (F)?

1. Lance met Vikki on Facebook.
2. He saw comments from his mates on her wall.
3. Lance saw that Vikki had been tagged in a photo.
4. Lance stayed calm.
5. He decided to stop using Facebook immediately.
6. He thinks that it's brilliant that everyone can see and read your private stuff online.
7. He never wanted to see his Facebook page again.

## Track 7

Listen and answer the following questions.

1. When was Pakistan formed? \_\_\_\_\_
2. How much larger than France is Pakistan? \_\_\_\_\_
3. What is the population of Pakistan? \_\_\_\_\_
4. In what area of Pakistan is the Swat Valley? \_\_\_\_\_
5. What religion are the Taliban? \_\_\_\_\_
6. Which group of people are inferior under Sharia Law? \_\_\_\_\_
7. Why did the local government in the Swat Valley sign a treaty with the Taliban? \_\_\_\_\_
8. Which province did the Taliban take over last spring? \_\_\_\_\_
9. How do experts describe the Pakistani Government? \_\_\_\_\_
10. What does Meg believe might happen?  
\_\_\_\_\_



## Track 8 Part 1

Who is it? Listen and use these names:

Alan Sugar   Shaheen   Leona Lewis   Susan Boyle

Who ...

1. ...sings like Michael Jackson? \_\_\_\_\_
2. ...has never been kissed? \_\_\_\_\_
3. ...is the boss in *The Apprentice*?  
\_\_\_\_\_
4. ...became an international sensation overnight?  
\_\_\_\_\_
5. ...is now huge in the U.S.?  
\_\_\_\_\_

## Part 2

Now listen again. Listen and make 8 collocations that are used in this track.

Match the words in column A with those in column B:

- |  |  |
|--|--|
| <p>A</p> <ol style="list-style-type: none"> <li>1. great</li> <li>2. hungry</li> <li>3. extraordinary</li> <li>4. totally</li> <li>5. international</li> <li>6. strong</li> <li>7. the vast</li> <li>8. make a fool</li> </ol> | <p>B</p> <ol style="list-style-type: none"> <li>a) talent</li> <li>b) sensation</li> <li>c) views</li> <li>d) performer</li> <li>e) majority</li> <li>f) for fame</li> <li>g) of themselves</li> <li>h) unknown</li> </ol> |
|--|--|

