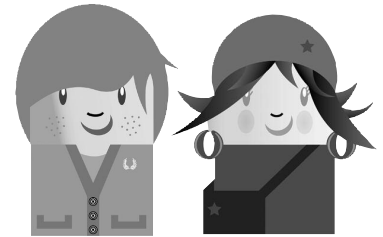


CURRENT



NEW!

Online activities at
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Dear CURRENT teacher,

Welcome to Issue 4 of CURRENT. In this issue we investigate how elections affect us, ask what makes a 'real man' and look back at the ground-breaking TV programme, *Big Brother*.

For this year we've added lots of great new features to our award-winning website (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. Get your students to practise their English with a range of online activities linked to the magazine at: 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.

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

All the best,

Sarah sjohnson@maryglasgowmags.co.uk



TEACHER'S NOTES ISSUE 4

MARCH / APRIL 2010

Welcome to issue 4 of CURRENT March/April 2010. 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	✓	✓ CD2 T4
6 - 8	REALITY CHECK GBL killed my sister	✓	✓ CD2 T2
9	60 SECONDS WITH ... Cheryl Cole	✓	✓ CD2 T5
10 - 13	THE REPORT Elections – how they shake up the world	✓	✓ CD2 T3
14 - 17	THE BUZZ The life and death of Big Brother	✓	✓ CD2 T4
18 - 19	READ OF THE MONTH Meet the Internet's teen 'foodie king'!		
20 - 21	TRUE TUBE What makes a 'real man'?		
22 - 23	LANGUAGE CHECKPOINT		
24	THE SCANDAL Did illegal waste make a country ill?	✓	



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- 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

KEY TO ICONS



Pages 2-5 NEWS 24/7



Here are some activities to use with these pages:

Compare and contrast: Using the photos from Kenya and the Philippines, students should discuss the similarities and differences using structures such as comparatives, conjunctions (e.g. *whereas, however*, etc.) and modal verbs of deduction (*might be/might have been*, etc.).

What's going on? Elicit some ideas from the students about what is happening in the picture. Check the answer and then ask students to think of ways in which they would make a point about climate change.

Striking Gold: Write the following list of expressions on the board: A - *gold digger, like gold dust, golden goal, golden*

handshake B - *golden oldie, golden rule, golden opportunity, golden wedding*. Students work in pairs. Each pair has either the A expressions or the B expressions to explain. They can use dictionaries. When they have established the meanings, A and B pairs work together to explain their expressions to each other.

The Speech: Ask: *What makes a good politician?* Elicit a list of up to ten adjectives from the students and write them on the board, e.g. *intelligent, honest, good communicator, good looking, friendly*. Students work in pairs to put them in order, 1 being the most important, 10 being the least important. Compare the lists as a class, asking students to explain why they have decided on that order.

Pages 6, 7 & 8 REALITY CHECK



Lead-in

Ask: *Are any drugs that you know of which are legal in our country? Do you think that any drugs should be legal?*

Reading comprehension

Write the following sentences on the board or read them to the class. Students match them with sentences in the article.

1. *Hester was well-liked.*
2. *Hester was clever.*
3. *Hester loved sport.*
4. *Phoebe was shocked when she heard the news about her sister.*
5. *It's hard to know that you're taking GBL.*
6. *Google took all the adverts for GBL off its website.*
7. *Some websites overcome the law and continue to trade in drugs.*
8. *The government's classification ignores what happens when GBL is taken with alcohol.*

[Answers: 1. She used to light up the room whenever she walked into it. I've never known anyone to have so many friends.; 2. Hester was really smart.; 3. She was into sport.; 4. I couldn't stop shaking.; 5. It can easily be added to drinks without the drinker ever knowing.; 6. The company pulled GBL adverts from its websites.; 7. Other Internet sites find ways to outsmart the lawmakers and still sell drugs.; 8. It doesn't take into account what happens when GBL is mixed with alcohol.]

Vocabulary

Write the following adjectives from the article on the board: *loving, deadly, vivacious, notorious, exclusive, warm, tragic, smart*. Students say if they are positive (*loving, vivacious, exclusive, warm, smart*) or negative (*deadly, notorious, tragic*). Divide the class into eight groups. Write the words on pieces of paper. Give one piece of paper to each group. Ask them to explain their word. They read their sentences to the rest of the class who guess the word, e.g. *My uncle seems to know everything. You can ask him all kinds of questions and he always knows the answer. = smart.*

Page 9 60 SECONDS WITH ...



Background information

The term 'wag' was widely used by the British tabloid press during the 2006 World Cup to describe the *wives and girlfriends* of the England football players. They included Victoria Beckham, Coleen McLoughlin (Wayne Rooney's wife), Carly Zucker (Joe Cole's wife) and Cheryl Cole. They were often seen socialising and shopping!

Lead-in

Students look at the photos of Cheryl Cole and say how she has changed and suggest why.

Grammar

Write these verbs on the board: *want, start, decide, keep, struggle*. Students find them in the article. Ask: *Are they followed by a gerund or an infinitive? Can any of them be followed by both and is there a difference in meaning? (want, decide, struggle + infinitive; start, keep + gerund; start can be used with both with no difference in meaning)*. Make sure students have lists of *verb + infinitive* and *verb + gerund* in their notebooks. They should continue to add to the lists.

Writing and web work

Students listen to some excerpts of Cheryl's music on www.cherylcole.com and write a review of it.

Pages 10-13 THE REPORT



Lead-in

Ask: *When you can vote, will you? Do you think it should be compulsory to vote? Why/Why not? What is your opinion of politicians? Would you like to be a politician? Why/Why not?*

Reading comprehension

Divide the class into seven groups. Ask each group to read one of the sections. They write two comprehension questions about their section and pass their questions onto the next group who writes the answers. They then return their answers to be checked. Pupils read the questions and answers aloud to the class.

Grammar

Write the following phrases on the board: *make a difference, make something better, make news*. Remind students that some phrases are with *make*, others with *do*. Give them the following list and ask them to say if they collocate with *do* or *make*: *homework, a favour, an arrangement, a decision, business, a mistake, a noise, good, one's best, money*. Add others you wish to practise to the list. Make it into a competition between two teams. Again make sure students have a list in their notebooks for *make* and *do*.

[Answers: **do** homework, a favour, business, good, one's best; **make** an arrangement, a decision, a mistake, a noise, money]

Speaking

Once the students have read the article, ask students for their opinion on elections: *Do elections matter?*

Pages 14-17 THE BUZZ



Lead-in

Ask: *Have you ever seen 'Big Brother'? What did you think of it? What do you think of reality TV? Are there any reality TV programmes that you like? Why?*

Reading comprehension

Ask students the following questions:

1. When was the last programme in the first Big Brother series?
2. What kind of people watched Big Brother?
3. What was the most important element in making Big Brother a success?
4. What did Nick Bateman do?
5. Why did David Wilson leave the show?
6. Why does Mark Lawson think Big Brother was stopped?

[Answers: 1. 31st December 1999. 2. People from all social classes, mainly female and a lot of students. 3. The casting (Choosing the contestants.) 4. He tried to change housemates' votes and he lied. 5. Because he realised that the programme makers wanted disaster and he didn't like that. 6. He thinks that the show was just too old.]

Vocabulary

Ask questions using the vocabulary in Wordwise:

1. Can you think of someone notorious?
2. What has happened in the news recently that you thought was outrageous?
3. Have you ever tried to sway someone's opinion? What happened?
4. What TV programme would you axe?
5. Do you know anyone who is a hothead (famous or not)?
6. Can you think of a gimmick that has been used recently?
7. Do you think reality TV is degrading? In what way?

Page 18 & 19 READ OF THE MONTH



Lead-in

Ask: What food do you like? Do you like cooking? If your parents went on holiday for a week and you were left at home, what would you eat? A) carry outs B) crisps and sandwiches C) your own cooking.

Vocabulary

Write 'cooking' in a circle on the board. Draw two lines from it with two circles, one saying 'equipment' and the other 'verbs'. Working in small groups, tell them to write five words in each circle. Groups read out their words. They get two points if nobody else has their word and one point if another group has the same word.

[Possible answers: equipment – pans, sieve, colander, grater, bowl, whisk, knife, food mixer, measuring jug, scales, etc.; verbs – mix, chop, cut, mince, whisk, dice, stir, fry, roast, bake, etc.]

Writing and web work

Ask students to look at the recipes on Nick's blog. Then students work in small groups to write their own recipes. They can then put them on the wall for the other students to read. Students can vote on the best recipe.

Pages 20 & 21 TRUE TUBE



Lead-in

Ask: Do you think men and women can do the same jobs? Are there any you think women can't do? Why? What characteristics do men have that women don't, if any? Are there any characteristics that you think men should always have?

Grammar and discussion

Students write sentences with their own opinions:

1. Men should ...
2. Men need to be able to ...

3. Men have to ...
4. Men need to be ...

Then ask them to complete the same sentences about women. Students compare their sentences in pairs or small groups. They can change their sentences after discussion if they wish. Elicit sentences from the different groups.

Page 24 THE SCANDAL



Lead-in

Cover the words in the headline with individual pieces of paper. Ask students to look at the picture and suggest what the story might be. They should try to guess the headline. Remove a piece of paper when they guess a word.

Vocabulary

Write *environmental crises* on the board and ask the students to say the phrase, concentrating on the pronunciation of *crises* [kraɪsɪz]. Ask students if they know the singular – *crisis* [kraɪsɪs]. Ask students to find other irregular plurals in the article (child-children; woman-women). Elicit other irregular plurals from the class, e.g. *sheep-sheep, fish-fish, foot-feet, mouse-mice, person-people, tooth-teeth, die-dice*. Write the words on the board. In pairs, students write a sentence with one of the words. They read it out aloud but saying 'gobble' instead of the word. The rest of the class have to say what the word could be, e.g. *My gobble hurts*. 'Gobble' could be *foot* or *tooth*.

Reading comprehension

Write the following questions on the board:

1. Why did Trafigura hire a cargo ship?
2. Why didn't Trafigura let the ship unload its cargo in Amsterdam?
3. Did Trafigura dump the waste themselves?
4. Why do people from the Ivory Coast search the tips?
5. What happened when people touched the waste?
6. Why did the fish die?
7. When Trafigura paid the people, did they admit they had caused the problem?
8. Do you think Trafigura paid enough money to the people?

[Answers: 1. They wanted to ship dirty oil somewhere to be cleaned. 2. Because the Dutch port officials were going to charge too much. 3. No, they got a local contractor to do it. 4. They are looking for things to sell. 5. They became sick. 6. Because the water was poisoned. 7. No, they paid without admitting the crime. 8. Students' own answers]

ANSWERS

LISTENING ACTIVITIES

Track 2: 1. doctor; 2. bright; 3. chemical; 4. happiness, violent, aggressive; 5. furious; 6. classified

Track 3: A.1.T; 2.T; 3.F; 4.F; 5.F; 6.F; 7.F
B.1. Jo; 2. Ja; 3. Jo; 4. M; 5. Ja; 6. M; 7. Ja.

Track 4: A. 1. axed; 2. contestants; 3. vote for; 4. the prize money; 5. peak; 6. tuned in

B. 1. She found it hard to commit to watching it every day although she had done with previous shows.; 2. It's mentioned all the time on other programmes and channels.; 3. She didn't actually win.; 4. He gave his winnings to a sick friend.; 5. That Big Brother started a new genre of TV/reality TV.; 6. It ruined it!

Track 5: A 1.a; 2.b; 3.b; 4.b; 5.b; 6.a

B. The correct order is: 1. gorgeous; 2. talented; 3. charming; 4. successful; 5. promising; 6. depressing; 7. impressive; 8. prestigious; 9. down-to-earth; 10. stunning.

C. 1. –; 2. –; 3. the; 4. –; 5. a; 6. a; 7. –; 8. an; 9. –; 10. an; 11. a; 12. a; 13. –; 14. a.



CURRENT LISTENING ACTIVITIES



CD 2 2010

Name: _____

Age: _____

Date: _____

TRACK 2 REALITY CHECK

Listen and fill each gap with one word:

- Hester Stewart wanted to be a _____.
- The presenters think Hester was _____ because she was studying medicine.
- You find GBL in paint stripper. It's a _____.

- If people take GBL they first have a feeling of great _____ but then they may get _____ and _____.
- When Hester's family heard about the Government's actions they were _____.
- The Government has _____ GBL as a Class C drug.

TRACK 3 THE REPORT

A. True (T) or false (F)?

- David Cameron is younger than Gordon Brown.
- Cameron went to a prestigious school.
- He is a close relative of the Queen.
- Samantha Cameron is very traditional and conservative.
- Samantha has worked but she doesn't now.
- David was expelled from college because of drugs.
- David didn't go to Oxford University.

B. Who says it? Is it Myles, Jodie or Jade? Write M, Jo or Ja in the boxes:

This person ...

- feels sorry for David Cameron and his family.
- was brought up in a family that has always strongly supported the Labour party.
- is concerned about the number of young people out of work.
- doesn't understand enough about politics to vote.
- is worried about the environment and climate change.
- thinks Cameron should try and communicate more with young people.
- doesn't think they can relate to someone from a completely different background.

Track 4 THE BUZZ

A. Listen to the presenters introducing the topic Big Brother.

Listen and write a word or words to replace the underlined phrases:

- Big Brother* has been cut.

- In *Big Brother* people taking part in the show live in a house for 100 days.

- Viewers express their opinions about who should leave the house.

- You take part for what you win.

- How many people watched *Big Brother* when it was at its most popular?

- Eight million people watched it on TV every day.

B. Listen to Miranda and Steve. Answer these questions:

- Why didn't Miranda watch so much of *Big Brother* this year?

- Steve didn't watch it at all but he still knows about it. Why?

- What was surprising about Jade Goody's success?

- Why does Steve have respect for Craig Phillips?

- What do Steve and Miranda agree on?

- What effect does Steve think *Big Brother* had on TV?

TRACK 5 GO SECONDS WITH ...

A. Listen and circle the correct options:

- Cheryl comes from ... a. Newcastle. b. Newbury.
- Cheryl lived on a ... a. country estate. b. council estate.
- At school, Cheryl got into a fight ...
a. with a lass (a girl). b. with a lad (a boy).
- And she was caught ... a. smoking b. swearing on the school bus.
- At ballet school, Cheryl was ...
a. picked up by other girls. b. picked on by other girls.
- Cheryl is ... a. stunning. b. stunned.

B. Here are 10 adjectives and adverbs used in this track. Put them in the order you hear them (1 to 10):

- | | | | |
|---------------|--------------------------|-------------|--------------------------|
| down-to-earth | <input type="checkbox"/> | depressing | <input type="checkbox"/> |
| gorgeous | <input type="checkbox"/> | charming | <input type="checkbox"/> |
| impressive | <input type="checkbox"/> | promising | <input type="checkbox"/> |
| successful | <input type="checkbox"/> | prestigious | <input type="checkbox"/> |
| stunning | <input type="checkbox"/> | talented | <input type="checkbox"/> |



C. Read this excerpt. Circle the correct answer then listen to check:

James: So Lisa – how long have you been following (1. – / the) Cheryl?
Lisa: Ever since (2. – / the) 2002, (3. a / the) year she appeared on TV talent show: *Popstars*, and she won her place in (4. – / the) *Girls Aloud*.
James: How much do you know about her background?
Lisa: She's got (5. a / the) really interesting background. Cheryl Tweedy was brought up on (6. a / the) council estate in (7. – / the) Heaton in Newcastle. It's (8. – / an) inner-city area where unemployment is high and (9. – / the) drugs are rife ...
James: I've heard that one of her friends died from (10. an / the) overdose. Is that true?
Lisa: Yes, her old friend John Courtney was (11. a / the) promising football player – but he was also (12. – / a) drug addict. He got hooked on (13. – / the) heroin and fell into (14. a / the) life of crime. Even when Cheryl was starting to be famous, she took time out to come home. She begged him to stop, but it was too late and he died.