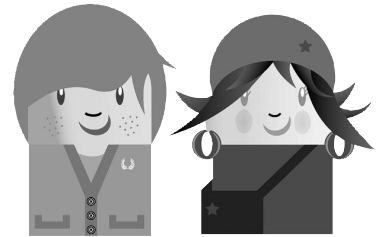


# CURRENT



**NEW!**

Online activities at  
[www.maryglasgowmagazines.com/activities](http://www.maryglasgowmagazines.com/activities)

## Dear CURRENT teacher,

Welcome to our 2009/10 series of CURRENT magazine. In this issue we look at the impact of the award-winning film *Slumdog Millionaire*, we talk to Lady Gaga and discover which English expressions really irritate people!

This year we've added lots of great new features to our award-winning website. 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 how to register, look in the *How To* guide that's included with this issue.

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](mailto:sjohnson@maryglasgowmags.co.uk)



## TEACHER'S NOTES ISSUE 1

SEPTEMBER / OCTOBER 2009

Welcome to issue 1 of CURRENT September/October 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	<b>Reality Check</b> How to thrive in tough times	✓	✓ T2
9 - 12	<b>The Report</b> The global auto industry in crisis	✓	
13	<b>60 Seconds with ...</b> Lady Gaga	✓	
14 - 16	<b>The Buzz</b> The <i>Slumdog</i> effect	✓	✓ T3
17 - 19	<b>Read of the Month</b> <i>Teenagers</i> : The book!	✓	
20 - 21	<b>True Tube</b> The most irritating expressions		✓ T4
22 - 23	<b>Language Checkpoint</b>		
24	<b>The Scandal</b> King Edward VIII – the 'Love' King	✓	



## Magazines Plus! In print, in class and online!

[www.maryglasgowmagazines.com](http://www.maryglasgowmagazines.com)

### How do teachers register?

- 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:

**Story writing:** Ask students to work in groups of four to six. They choose four of the pictures and write a story which includes reference to them all. When they have finished they read their stories aloud and the rest of the students guess which pictures they have used.

**Web work:** After reading the *Flu or flowers* article, ask students to investigate through the web whether or not there is any benefit to wearing a mask, e.g. website: <http://www.000health.com/healthnews/11739-wear-a-mask-you-can-prevent-swine-flu.html>

**Word web:** After reading *After the quake*, students can create a word web with 'Natural Disasters' at the centre.

**Pages 6–8 Reality Check**



**Lead-in**

Discuss whether the economic situation has made a difference to students' future plans. Are they or their family doing anything differently from a year ago?

**Vocabulary**

Give the students some sayings about money. In small groups, ask them to explain them by creating scenarios where they could be used. Students act out their scenarios.

- *Money is no object.*
- *Money doesn't grow on trees.*
- *Money is burning a hole in his pocket.*
- *Money down the drain.*

**Pages 9–12 The Report**



**Lead-in**

Ask the students if any of them can drive. Will they all try to pass their driving test as soon as they can? Would they like to own their own car? What kind of car would they like? Are they concerned about the effects of cars on the environment? Would they buy, e.g. an electric car? Why (not)?

**Reading comprehension**

Read the following sentences to the class. They say which paragraph the ideas come from (*Luxury Mobile*, etc.)

- 1 *Since 2000 some car producers in the US have reduced their employees by half.*
- 2 *Very basic cars are being produced very cheaply.*
- 3 *The beginning of the twentieth century saw the car's status change.*
- 4 *Everyone wanted a car like their Hollywood heroes.*
- 5 *American cars used too much fuel so consumers started buying other models.*
- 6 *Car makers are becoming concerned about the environment.*
- 7 *If car factories close down, there will be a knock-on effect to other producers.*
- 8 *Although a German invented the car, an American version became the most significant in the 20th century.*
- 9 *This car was ahead of its time.*
- 10 *American car manufacturers are going to change to match the times we live in.*

[Answers: 1 Out of a job; 2 Future wheels; 3 King of the road; 4 Luxury mobile; 5 Can Detroit come back?; 6 Future wheels; 7 Out of a job; 8 King of the Road; 9 Luxury mobile; 10 Can Detroit come back?]

**Vocabulary-building**

Write the following nouns from page 9 on the board: *freedom, independence, speed, excitement, romance, glamour, danger*. Ask students to write them down in a column headed **Nouns**. They then create two other columns **Verbs** and **Adjectives** and complete them where possible. Check the answers as a class.

Nouns	Verbs	Adjectives
freedom	to free	free

[Answers: Verbs: to free, -, to speed, to excite, to romanticise, to glamourise, to endanger; Adjectives: free, independent, speedy, excited/exciting, romantic, glamorous, dangerous]

Write the following sentences on the board. Students complete them with the correct word in the correct form.

- 1 *I was so \_\_\_\_\_ when our international football team visited our school.*
- 2 *People accuse some celebrities of \_\_\_\_\_ the use of drugs and alcohol.*
- 3 *If you \_\_\_\_\_ in your car, there's a good chance the police will stop you.*
- 4 *Owning a car gives you \_\_\_\_\_ to travel where you want, when you want.*
- 5 *Driving badly \_\_\_\_\_ your life, as well as others.*
- 6 *The young couple drove off into the sunset – what a \_\_\_\_\_ ending to the film!*

[Answers: 1 excited; 2 glamorising; 3 speed; 4 freedom/independence; 5 endangers; 6 romantic]

**Speaking**

In groups students discuss the following questions and then elect a spokesperson to report their views to the class.

- *Do you think there is too much traffic on the roads?*
- *What would you do to reduce traffic and pollution?*
- *How would you encourage people to buy smaller and more environmentally friendly cars?*

**Page 13 60 seconds with ...**



**Lead-in**

Write the name 'Lady Gaga' on the board before students look at the magazine and elicit what they know of her. Ask them if they have heard of the word 'gaga'. They might know the *Queen* song *Radio Gaga*. Point out that if someone is 'gaga' it actually means that they can no longer think clearly because they are getting old. We also use it to show that someone can't think clearly because of e.g. love – *Teenage girls go gaga about the main actor in that soap opera*. Do the students think 'Lady Gaga' is a good name to have?

**Vocabulary**

Write the following on the board and ask students to write the underlined sections in a different way, making sure they retain the same meaning. For example, *I learned to play piano at age four* could become *When I was four I learned to play the piano*.

- 1 *I got into the Tisch Performing School of the Arts ...*
- 2 *My dad was shocked by my party life ...*
- 3 *... and then figure out who I was as singer and performer.*
- 4 *I don't care about money.*
- 5 *The point of my music isn't merely to entertain ...*

Answers: 1 was accepted by/began studying at; 2 horrified / appalled / disgusted / upset / staggered / astounded; 3 work out / understand / resolve; 4 I'm not interested in/not bothered about/not worried about; 5 only / simply / purely / solely

**Discussion and writing**

Discuss the last sentence in the article: *The point of my music isn't merely to entertain, but to provoke a response*. Give students the following essay title for homework: *Music can help you to understand yourself and the world better. Discuss giving examples.*

**Pages 14–16 The Buzz**



**Lead-in**

Write *Bollywood* on the board and ask: *What comes into your minds when you hear that word? Did you see Slumdog*

Millionaire? What did you think of it? Did it deserve all the Oscars? Read the title of the article – what effect do students think the film would have had on the actors and Mumbai.

### Reading comprehension

Read the following questions to the students to answer.

- 1 Why do you think Danny Boyle was unsure about making the film?
- 2 What was wrong with the budget?
- 3 What did people know about the main actors before the film? Why?
- 4 What does this film mean for the future of Danny Boyle?
- 5 Why weren't the Bollywood actors right for the lead male part?
- 6 What do you think Freida Pinto is like, i.e. what is her personality like?
- 7 Why do you think Angelina Jolie gave that advice?
- 8 Think of three adjectives to describe Dharavi.

[Answers: 1 Because he didn't like the TV show the film was about and he didn't think it would make a good story. Also the budget was small and the producers wanted a Bollywood element to it which Boyle knew little about. 2 The budget was very small compared to usual Hollywood budgets. 3 Nothing because they were not at all famous – they were unknowns. 4 It means he can decide what he does next. He doesn't have to wait to be asked and he can choose from the best films. 5 They were too muscular. The boy in the film had to be thinner and weaker looking. 6 She is probably very determined. 7 Student's own answer. 8 Student's own answer.]

### Discussion

Discuss the following with the class: *Do you know of any films or books which have made a place famous? Did it have a positive or a negative effect on the place?* (e.g. *Lord of the Rings* and *New Zealand*.) *Would you like your town to be well-known because of a film? Would you be angry if your town was portrayed negatively? What is your opinion of tourists who want to go and see the slums of Mumbai?*

### Vocabulary get

In the first paragraph we read that 'A poor orphan from the slums of Mumbai gets the chance to compete ...'. *Get* is used in many phrasal verbs but there are also some nouns (like the example) or adjectives it combines with too.

Write the following sentences on the board and ask the students to complete them with an expression with *get*.

- 1 My car broke down but the mechanic managed to \_\_\_\_\_.
- 2 I missed the last bus so I went to the railway station and \_\_\_\_\_.
- 3 It was raining heavily so we all \_\_\_\_\_.
- 4 I wrote to the Prime Minister but I didn't \_\_\_\_\_.
- 5 I was awake for hours last night – I just couldn't \_\_\_\_\_.
- 6 I told my mother that joke but she just didn't \_\_\_\_\_.
- 7 I hope the police \_\_\_\_\_ who stole the money.
- 8 Don't \_\_\_\_\_. I'm not saying that I disagree with you. I'm just giving you another view.

[Answers: 1 get it going 2 get a train 3 got wet 4 get a reply 5 get to sleep 6 get it 7 get the thief 8 get me wrong]

### Page 17–19 Read of the month

#### Lead-in

Ask students: *What do you think typifies a teenager? How are you different from children and adults?* Discuss it.

#### Vocabulary and writing

Students skim through the article and find words that end

with *hood* and *ship* (*adulthood*, *friendship*) and words that begin with *under*, *down*, *off* (*undergo*, *downright*, *offspring*). They write them in their notebooks in a table across the page. Now dictate the following list of words which students write in the correct column:

*child, friend, graduate, fall, putting, citizen, white, boy, stairs, balance, pour, pay, leader, take, father.*

Answers:

-hood	-ship	under-	down-	off-
child	friend	graduate	fall	putting
boy	citizen	citizen	stairs	white
father	leader	take	pour	balance

In small groups, students write a paragraph about a teenager using at least six of the words above. When they have finished, they read their stories to the rest of the class. They listen carefully and tick the words used.

### Pages 20–21 True Tube

#### Lead-in

Ask students if they have an expression in their own language which is overused and that they don't like. Check that they understand the word *cliché*.

#### Web work and writing

After reading the article, students watch the video at: [www.maryglasgowmagazines.com/video](http://www.maryglasgowmagazines.com/video). Ask them to compare the effect of watching the video with reading the text. What are the differences? Elicit ideas such as facial expressions, intonation, pauses. Ask students to think of something which really irritates them and to write a monologue which their friend will deliver. They need to add instructions for the reader on tone of voice, facial expression etc., like direction notes in a play.

### Page 22 The Scandal

#### Lead-in

Ask students to talk about the picture in pairs, covering up the text. They can talk about the time the photo is set in, what has just happened, how the people feel, etc. They then read the article to find out the full story.

#### Writing

Students write a newspaper report as if the scandal were happening now. They need a catchy headline, they should report facts not opinion and include quotes.

#### Speaking

Ask the students to 'translate' the letter into everyday speech. It will be much shorter and much less formal.

### ANSWERS

#### LISTENING ACTIVITIES

Track 2: 1. R, 2. S, 3. S, 4. R, 5. R, 6. S, 7. S, 8. R, 9. S, 10. R.

Track 3: 1. F, 2. T, 3. T, 4. T, 5. F, 6. F, 7. T, 8. F, 9. F, 10. T.

Track 4: Part 1: 1. Touch base, at the end of the day, 2. Like, 3. Innit, 4. Blue sky thinking, to move something forward, 5. Bruv.

Track 4, Part 2: 1. a student poll; 2. in a while, on my mobile; 3. really bugs; 4. open up; 5. what it means, office talk; 6. no idea, means either; 7. all the time, winds me up; 8. to watch what



# CURRENT LISTENING ACTIVITIES



CD 1 2009

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

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

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

## Track 2

Listen to Ruth and Seb, talking about their experiences trying to get a job after university. Read the sentences. Write R if they are true for Ruth and S for Seb:

### University Degree

- I did a degree in English and philosophy.
- I did a degree in environmental science.

### Postgraduate Plans

- I planned to work for a consultancy company.
- I planned to go travelling.

### The Problem

- I couldn't even get a job in my local town.
- I got rejection letters – because there was simply no work.

### Advice

- I'd research the fields that are taking people on and look for job security.



- I'd suggest doing some work experience or an internship.

### New plans

- I'm back at university doing a Master's degree.
- I'm going back to university to get a teaching qualification.

## Track 3

Look at these statements from the extract. Are they true or false? Write T or F:

- Over ten million people live in Dharavi.
- The smell in Dharavi is extremely strong.
- Cars can't get down the streets.
- People make clothes, biscuits and soap.
- Rubina, one of the young actors, broke her leg.
- Azharuddin's family home fell down in a storm.
- Everyone in India wanted to know about Rubina and Azharuddin.
- The children will get an education because the city council is paying.



- The children are making money by selling photos of themselves.
- The children's lives have improved.

## Track 4 Part 1

Listen and write the expressions that annoys the speakers:

- Ben: \_\_\_\_\_ and \_\_\_\_\_
- Nicky: \_\_\_\_\_
- Alex: \_\_\_\_\_
- James: \_\_\_\_\_
- Holly: \_\_\_\_\_

- Now discuss with your classmates what these 6 words and phrases mean.
- Are there any words in your language that you find annoying? What are they?

### Part 2

Listen again. Complete each gap with up to three words.

- The research came from \_\_\_\_\_.

- The other day a friend I hadn't talked to \_\_\_\_\_ called me \_\_\_\_\_ mobile.
- The word \_\_\_\_\_ me is the use of 'like'.
- So let's \_\_\_\_\_ the discussion.
- I'm still not quite sure \_\_\_\_\_ but I think it was \_\_\_\_\_.
- I've \_\_\_\_\_ what that \_\_\_\_\_.
- People use it \_\_\_\_\_ and it really, really \_\_\_\_\_!
- I'm really going to have \_\_\_\_\_ I say.