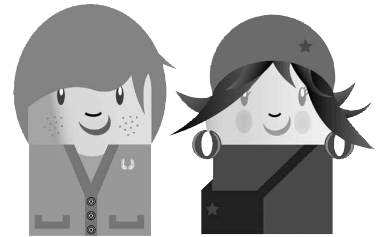


# CURRENT



**NEW!**

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

## Dear CURRENT teacher,

Welcome to Issue 3 of CURRENT. In this issue we investigate why teenage pregnancy is such a problem in the UK, tell you what you need to know about Swine Flu and hear views of British people on immigration.



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 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 3

JANUARY / FEBRUARY 2010

Welcome to issue 3 of CURRENT January/February 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	✓	✓ T11
6 - 8	REALITY CHECK Teen parents	✓	✓ T10
9	60 SECONDS WITH ... Paloma Faith	✓	
10 - 12	SWINE FLU What's worse – the flu or the media fever?	✓	
13 - 16	THE BUZZ Off the hook? Celebrity justice	✓	
17 - 19	READ OF THE MONTH Pepys' Diary: the plague year		
20 - 21	TRUE TUBE The UK's least wanted		
22 - 23	LANGUAGE CHECKPOINT		
24	THE SCANDAL The hand of God goal!	✓	



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### 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 discussion questions for these pages:  
**Fashion victim?** Ask *Should people be allowed to wear what they want, where they want? Is there any time when you should obey rules about dress?*  
**Bad joke?** Ask *What is your opinion of the picture on the poster? Should posters like this be allowed or banned?*  
**Mudslide!** Ask *Do you know of any politicians who have resigned under a cloud? What did they do? Do you think they were right to resign?*  
**Clean streets/World record:** Ask students to compare these two pictures, saying what is similar and different.

**Web work:** Divide the class into five groups, a–e. Give each group one of the five countries mentioned on pages 2–4. Ask them to find another news story from that country on the web. They need to prepare to tell the others about the story. Then ask a student from each group to sit together so there is an a, b, c, d and e student in each group. They take turns explaining their stories.

### Writing

Students work individually or in pairs to write a speech putting themselves forward as a Member of Parliament.

## Pages 6, 7 & 8 REALITY CHECK



### Lead-in

Ask students to look at the pictures on pages 6–8 without reading the article. Ask: *What is your initial reaction to these photos? How do you feel about the people in them? Do you think the article will be positive or negative about them? Why?*

### Reading comprehension

Write these questions on the board as the class is reading the article. Discuss the answers as a class.

1. Why were people surprised by Alfie Patten's initial reactions?
2. Why does Alfie's case show a breakdown in British society?
3. Do we actually know the rate of teenage pregnancies in the UK?
4. What excuses are given for girls from low-income families getting pregnant?
5. What two serious problems are connected with teenage pregnancies? Why do you think these happen?
6. Why doesn't Tim Loughton want to read about 'a positive portrayal of teen parenthood'? Do you think he is right?
7. What does Tony Kerridge believe is the reason for the problem of teen pregnancy in the UK? Do you think this is the same in your country? Do you think this could be the main reason for the problem?

[Answers: 1. He was unrealistic and naive about his situation.; 2. Because the children became parents at a very young age.; 3. No, there is some dispute over the actual figures.; 4. It's a way for them to become independent and get a feeling of self-worth.; 5. The babies are more likely to die as an infant and the mothers are more likely to suffer from depression.; 6. Because he thinks teenagers need to understand the serious responsibilities of parenthood.; 7. Poor sex education in schools.]

### Vocabulary

The article mentions *parenthood* and *childhood*. Ask students to work in pairs and write down six more words they know ending in *-hood*. Elicit examples in sentences from the class. Words include: *likelihood, livelihood, brotherhood, motherhood, manhood, priesthood, adulthood, boyhood*.

## Page 9 60 SECONDS WITH ...



### Lead-in

Ask: *Who is your favourite female singer? Why do you like her? How is she different to others? Have you heard of Paloma Faith? Do you like her music?*

### Speaking

Students work in pairs and interview each other asking the following questions from the article: *What's your background? What do you do in your spare time? What's*

*your philosophy of life? Describe yourself in five words.* Students then report back to the class on their partners.

### Writing

Students write a description of Paloma Faith. They can use the photo in the magazine or they can print out another photo of her off the web. They should describe her looks, what she is wearing and what they think her character is like. They should write 120–180 words. If they wish, they can choose another singer.

## Pages 10, 11 & 12 THE REPORT



### Lead-in

Ask: *Have you had swine flu? Do you know anybody that has? Are you worried about it? What will you do if someone in this class gets it?* Ask students to discuss the front cover saying whether they think the media is scare mongering or being realistic.

### Reading and speaking

Ask students to read the Q & A section. Then ask: *What new facts have you learned? Did anything surprise you? Do you think this article is well-balanced in its views? Why?/Why not? If you were the editor of a newspaper, what headlines would you allow and why?*

### Writing

Students write a newspaper article about swine flu using the information in the article and latest figures they can find in the press or online.

### Grammar

Write the following three sentences from the article on the board, underlining the conjunctions:

*It may have started in pigs, but it's a wholly human disease.*

*Since the first victims had close contact with pigs, the media coined the name 'swine flu'.*

*Even though she stressed no one could predict the outcome, the media jumped on her words.*

Ask students to think of other words to replace the underlined ones, changing the grammar if necessary.

[Answers: but – However, it's a wholly human disease.; Although/Even though it may have started in pigs, it's a wholly human disease.

Since – As, Because; Even though – Although, Though (more common in speech than writing), Despite stressing/Despite the fact that she stressed ...]

## Pages 13–16 THE BUZZ



### Lead-in

Ask: *Do you know any celebrities who have broken the law? What did they do and what happened to them? Did they receive the punishment they deserved? Why?*

### Vocabulary

Draw a circle on the board with 'The Law' in the centre. Students read through the article again and, in pairs, create a word web of all the vocabulary connected to the law. They add five more items of their own if they can.

[Answers: Steven Gerrard – prosecutor, court, charge with affray, plead guilty, self-defence, jury, find him not guilty, judge  
Amy Winehouse – eyewitness, a statement, charge with assault, witness, acquit  
Chris Brown – charged with assault, search warrant, turn yourself in, sentence, lawyers, plea deal, probation, community service]

**Vocabulary**

Give students the following definitions and ask them to find the words in the article. (The answers are in brackets.)

1. *An adjective meaning doing the work of the usual person in a particular job.* (acting)
2. *A noun meaning a group of people who are all involved in the same activity* (party)
3. *A phrase meaning to hit someone hard* (deliver punches)
4. *A verb meaning to say something offensive to someone* (insult)
5. *A noun meaning a person who saw what happened* (eyewitness)
6. *A phrasal verb meaning to attack or hit someone suddenly and violently* (lash out)
7. *A verb meaning to suddenly fail or stop existing* (to collapse)
8. *An adjective meaning very upset* (distraught)
9. *A noun meaning someone who lives in a particular place* (resident)
10. *A phrasal verb meaning not to be charged with something you have been accused of in court* (to get off with)

**Page 17, 18 & 19 READ OF THE MONTH****Background**

The Great Plague of 1665 was the last major outbreak of plague in England. Between September 2nd and 5th 1666, the Great Fire of London destroyed much of the centre of London and thereafter the instances of plague reduced. The fire started in a bakery in Pudding Lane. Students can read more of the diary along with background to it on [www.pepysdiary.com](http://www.pepysdiary.com)

**Lead-in**

Before students open their magazines at page 17 ask: *Do you keep a diary? If not, why don't you? Would you like other people to read it in, for example, a hundred years' time? What would they discover about our society? Would it show the differences between our lives and theirs?*

Ask students to open their magazines at page 17 and ask them: *Have you heard of Samuel Pepys? Ask students to read the introduction and ask Why do historians like documents like this?*

**Vocabulary**

Ask the students to find the following words in the excerpt and explain what they mean in this context: *remembrance, conception, apprehension, estate, acknowledgement.* Ask them to find out by using a good dictionary if the word would be used in this way now. They should write a sample sentence for each word as it would be used today.

[Answers: *remembrance* here means 'as far as he can remember'; now it means a way of showing respect for someone who has died. *Every November 11th in the UK, a remembrance service is held in memory of those who died in wars.* *conception* here means a belief of what something is like and is still used in this way – *His conception of the world is a very strange one.* There are two other meanings to check – the time when someone creates a new idea; the moment when a woman becomes pregnant. *apprehension* here means fear or worry as it does now. *There was a look of apprehension on the child's face when the nurse said she'd give him an injection.* *estate* here means a person's belongings now usually referring to the property and money of someone who has just died. *The solicitor told us that his estate will be shared amongst his children;* *acknowledgement* here means an actual document. Nowadays we would probably say *document* or *evidence.* The meaning is similar but not used in quite the same way.]

**Writing**

Ask students to write a week's diary about what is happening in the world and how it is affecting them. They should write it in an informal style as if they are speaking to someone. They should therefore use contractions and colloquial phrases they know.

**Pages 20 & 21 TRUE TUBE****Lead-in**

Ask students *Do you think immigration is a good thing? What are the benefits of it? What are the disadvantages? Do you think the government should impose strict controls on it? Why/ Why not? Where would you like to emigrate to? Why would you emigrate? Why do people emigrate?*

**Speaking**

Divide the class into five. After they have read through the whole transcript, ask each group to read one section (Group 1 reads the first two sections). They should practise reading it aloud and then read it in front of the class. The class votes on whether the opinions are a) ridiculous b) partly right c) absolutely correct. Discuss their opinions as a class.

**Page 24 THE SCANDAL****Lead-in**

Discuss with the students what the picture shows.

**Grammar**

Ask students to find four examples of the passive in the article. Ask them to explain why they have been used. Ask: *Could the passive have been used in another sentence?*

[Answers: were charged, was released, was made, were murdered – in each case, we are not sure who has done these actions. Apart from perhaps the last example, the action is more important than the person who did it. Another sentence which could have been written in the passive: *The explosion was caused by a bomb on the plane.*]

Ask the students to write the following sentences in the passive. One sentence cannot be written in the passive.

1. *People believe al-Megrahi is the bomber.*
2. *People didn't want the Lockerbie bomber to be freed.*
3. *People think there were other secret agents involved.*
4. *The Scottish Parliament let al-Megrahi go free.*

[Answers: 1. Al-Megrahi is believed to be the bomber.; 2. No passive sentence; 3. It is thought that there were other secret agents involved.; 4. Al-Megrahi was allowed to go free.]

**ANSWERS****LISTENING ACTIVITIES**

Track 10: 1. Mark, 2. Zac, 3. Ben, 4. Sarah, 5. Zac, 6. Nicky, 7. Sarah, 8. Mark.

Track 11: Part 1:

Salaries	Stephen	Holly	Alex	James	Correct answer
Teacher	25,000	25,000	25,000	20,000	20-25,000
Experienced Nurse	20,000	30,000	30,000	40,000	20,000
Jonathan Ross	1.5 million	1.5 million	500,000	3 million	6 million
Prime Minister	2.5 million	2 million	2 million	8 million	200,000

Part 2: 1. Stephen, 2. Holly, 3. James, 4. James, 5. Stephen, 6. Alex, 7. Alex.



# CURRENT LISTENING ACTIVITIES



CD 1 2010

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

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

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

## Track 10



Listen to the discussion on Boy Dads. Who says it?  
Write the names under the correct speech bubbles:

Ben      Nicky      Zac      Sarah      Mark

1. I could get, like, a babysitter or something.

5. Four 11-year-old boys have become fathers!

2. Nearly 400 girls under the age of 14 have become mothers.

6. He really is baby-faced!

3. Last year a news story rocked Britain and the British media.

7. The boy only looks about eight!

4. What's the world going to be like when we get older?





8. I kinda know what I'm doing, you know with little 'uns.

## Track 11



### Part 1

Complete the following table with the correct figures.

Salaries	Stephen	Holly	Alex	James	Correct answer
 Teacher					
 Experienced nurse					
 Jonathan Ross					
 Prime Minister					

### Part 2

Who believes the following – Stephen (S), James (J), Holly (H) or Alex (A)?

- |   |                          |   |                          |
|---|--------------------------|---|--------------------------|
| 1. A nurse should be paid more than an entertainer. | <input type="checkbox"/> | 5. None of the salaries are fair.                       | <input type="checkbox"/> |
| 2. A nurse should earn the most.                    | <input type="checkbox"/> | 6. Enjoying your job is more important than the salary. | <input type="checkbox"/> |
| 3. Being rich is the best.                          | <input type="checkbox"/> | 7. The teacher has the correct salary.                  | <input type="checkbox"/> |
| 4. The Prime Minister gets paid too little.         | <input type="checkbox"/> |   |                          |