

CURRENT



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Welcome to the new series of CURRENT!

CURRENT takes on some big topics in the first issue, including racism, essay factories and what Brits think about Brexit three years on from the referendum. We ask why the age of adulthood has moved from 18 to 30 and we follow one social media experiment into the world of influencers to find out if their lives are really as glamorous as they seem. In our new feature CURRENT Language, your students will get a chance to learn a bit of High Valyrian and Dothraki, languages they'll know from *Game of Thrones*!

And new for this series, your students can listen along on our website to one article in each issue, as it's read aloud.

We hope you and your students enjoy this issue of CURRENT!

Let us know what you think!

The CURRENT TEAM

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CURRENT ONLINE

You can find all the material for this issue in one place:

www.mg-plus.net/click19

- Video Audio
- Teacher's Notes
- Transcripts
- Weekly News
- Student News
- Resource Archive

KEY

What our symbols mean:



Audio:

This article has a **listening track**. You can listen on the CD or online. There are also **audio transcripts** and **listening activities** online.



Video:

This article has an accompanying **video** on our website. There are also video **activities** and **transcripts** online.



Language Lab:

This article has a complete **online learning unit**. Assign language units and check students' results!



Snap it!:

Students can snap and store these words on their phones.












Cultural Studies:

This article contains **cultural and topical** information about the English-speaking world.



NEW! Listen Along:

This article is read out so students can listen and follow. Online only.

Page no. & Regular Feature	Article	Language Focus	Topics	Audio / Video / Language Lab / Snap it!	Cultural Studies
Pages 2–5 CURRENT News	News and trends from around the world	Phrases for <i>annoyed</i> ; Halloween vocabulary	Urban wild animals; Greta Thunberg street art; Halloween		 
Pages 6 & 7 CURRENT Person	Raheem Sterling: Silencing the critics	Passives	Dealing with fan and media criticism; racism		
Pages 8–10 Generation 2019	"Help! I can't adult!"	Verbing; daily activities and life milestones	Becoming an adult	 Track 1 	
Cover / Pages 11–13 CURRENT Classroom	We expose the essay factories!	Phrases for talking about essay writing	An essay buyer and an essay seller tell their stories; tips for successful essay writing	 Track 2  	
Pages 14–17 CURRENT World	Coast to coast: A journey through Brexit-land	Geography of Britain; Brexit vocabulary	First person tales of Brexit		
Pages 18 & 19 CURRENT Social Media	Fake it until you make it? Insta glam	Insta vocabulary; synonyms for <i>fake</i>	A social media experiment in becoming a fake Instagram influencer	 Listen along	
Pages 20 & 21 CURRENT Language	Welcome to the weird world of fictional languages!	Language analysis; phrasal verbs for language learning	<i>Game of Thrones</i> and the language inventor; fictional languages in popular culture		
Pages 22 & 23 Language Checkpoint	Further activities to test your students				
Page 24 CURRENT Icons	The activists		Four icons of world progress: Emmeline Pankhurst, Gandhi, Martin Luther King and Greta Thunberg		



Students can send in their news to current@maryglasgowplus.com

Lead-in

Before students read the articles on pages 2–5, give them these three headlines: King of the concrete jungle?, The Great Wall of Greta and Making Waves. Ask them to predict what each story will be about. You can give them these hints: *An animal, a mural and a pool.* They turn to CURRENT News to check their ideas.

[Answers: Lions in the city; street mural of activist Greta Thunberg covering an entire wall; an infinity pool on top of a skyscraper]

King of the concrete jungle?: Comprehension

Answer these questions.

- 1 Where is the lion in the photograph?
- 2 Why might you bump into a lion in the street in Nairobi?
- 3 What verb used in the article means 'to go bravely into somewhere unknown'?
- 4 What do you call a group of lions that live together?
- 5 How many lions do hunters kill each year for sport?
- 6 How much of lions' natural habitat remains in Africa?

[Possible answers: 1. It's in Nairobi National Park in Kenya. 2. Because areas of the park do not have fences and lions sometimes wander into the city to look for food. 3. To venture. 4. A pride. 5. 600. 6. 15%]

The Great Wall of Greta!: Lead-in

Ask students to look at the headlines:

Where in the world is the 'Great Wall'?

What other famous walls are there in the world?

What's a mural? Are there any in your city / country?

[Answers: The Great Wall of China. Other famous walls are: The Berlin Wall in Germany, Trump's Wall, Hadrian's Wall in England and the Western Wall in Jerusalem. A mural is a painting or art painted directly on a wall.]

The Great Wall of Greta!: Making demands

"I want you to act as if your house was on fire!" says Greta. "Because it is!" In pairs or individually, students imagine they are making a speech to the United Nations, as Greta has done. It can be about global heating or any other topic they feel strongly on. They write three demands that they would take to the United Nations. They can start like this:

"I want you to ..."
 "We demand that you ..."
 "It's about time that you ..."

Anger management?: Stressful situations

Students imagine they have to defuse these situations where people are getting angry. What do they do / say?

1 You are on a busy train. A young person is sitting in a priority seat on the tube. If you see someone who needs this seat more than you, you are supposed to stand up for them. An old person asks the young person for the seat but the young person refuses and everyone starts shouting.

2 You are on a plane. Lunch has been served. You have pre-ordered a vegetarian meal. The passenger next to you sees your meal and asks a member of the flight crew to swap their meat meal for a vegetarian meal. There aren't any left. The passenger gets angry.

Background information

Manchester City and England footballer Raheem Sterling had a brilliant 2018/9 season. He won England's Premier League, he was Player of the Year and the scored 31 goals for club and country. But he has often been given a hard time by the fans and in the media. CLUB meets the real Raheem.

Lead-in

Ask students to come up with a definition of 'racism'. Share ideas and try to agree a class definition.

Reading: Comprehension

Answer the questions.

- 1 What big event happened in Raheem's life when he was just two?
- 2 A tattoo on his leg upset people. What did it depict?
- 3 What did he do before school when he was growing up?
- 4 Does he think of himself as a flashy kid or a saint?
- 5 What does his gun tattoo mean for him?
- 6 How did he feel while he was in Jamaica and his mum was in England?
- 7 Is it true that he has a car for every day of the week?
- 8 What is the best way for a player to punish racist chants during a match, does he think?

[Possible answers: 1. His father was murdered. 2. A gun. 3. He helped his mother to clean hotel rooms. 4. He says he is neither. 5. It represents a promise he made to himself that he would never touch a gun in his life. He shoots footballs not guns. 6. He felt jealous of other kids with their mums. 7. No, it's completely untrue. 8. To score a goal and win the match.]

Reading: Silence the critics

In pairs, students think of responses to these criticisms.

- 1 **Parent:** You've been on social media for three hours. Do your physics homework!
- 2 **Parent:** You need to do more exercise.
- 3 **Activist friend:** Another new T-shirt? Fast fashion is bad for the planet.
- 4 **Annoying friend:** A tattoo of your girlfriend's name. What were you thinking?

[Possible responses: 1. Actually I've been reading an article about Albert Einstein. 2. Well, I walked to school this morning. Did you drive to work? 3. I got it in a charity shop - it's second hand. 4. It's also my mum's name. It's for her!]

Comment: Encourage your students to join the online chat about racism at www.mg-plus.net/current191

CD1 & Online: Track 1 Language Lab

Background information

A new study shows that people continue to develop and may not fully mature into 'adults' until the age of 30. CURRENT asks why ... and what it means 'to adult'.

Lead-in

In pairs, students think of three good and three bad things about becoming an adult. Give prompts if they get stuck: *tax, bills, leaving / staying at home, freedom, washing, voting, earning money, travel.* Write ideas on the board and get students to match up opposite sides of the same change:

You can vote but you have to start thinking about politics.
 You have to pay tax but you're earning money.
 You can travel wherever you want ... if you can afford the
 air tickets.

Reading: Comprehension

Answer these questions.

- 1 Can you become a soldier and buy a pint of beer in the pub to celebrate on your 18th birthday in Britain?
- 2 Does Professor Twenge think today's adolescents are lazier than they used to be?
- 3 Which is more likely — an 18-year-old out socialising with their parents in 2019 or in 2009?
- 4 Find one reason that teens are maturing later.
- 5 In what way might a teen's experience of university or the workplace be affected by growing up later?
- 6 Three reports give three different ages when we are said to become adults. What are the ages?
- 7 What percentages of millennials are not paying into a pension?

[Answers: 1. Yes, you can. 2. No, she doesn't. 3. An 18-year-old out socialising with their parents in 2019. 4. They are parented for longer. 5. They are less independent. 6. 24, 25 and 30. 7. 59%]

Vocabulary: Verb that noun!

To adult is an example of a noun made into a verb. This is called verbing or denominalisation. Another example is party – to party.

Show students this list. Which of these nouns can't you verb?

parent action cupcake approach train
 google success child medal

[Answers: You can't verb cupcake, success or child.]

Students write sentences using the other nouns as verbs.

Class survey

Students make a questionnaire with five questions based on the topics in the article. They ask everyone in the class. They collate the results and write some conclusions.

Sample question:

Do you (a) sometimes (b) never turn down social events with mates for financial reasons?

Sample conclusion:

Sixty percent of the class never turn down a social occasion because they think it's too expensive.

Pages 12 – 14

NEW! CURRENT Classroom

CD1 & Online: Track 2 Video Essays

Background information

One in seven UK students say they have paid for an essay since 2014.

Lead-in

Brainstorm ways students may cheat. Write ideas on the board. Rate them from [1] Never do that! to [5] That's not so bad - everyone does it! They're welcome to rate everything a [1]! Examples: copying your neighbour in a test, sneaking your mobile into an exam, getting your parents to help with / do your coursework, buying an essay, writing notes on your arm before an exam, sneaking a look at the questions before a test.

Reading: Comprehension

Answer the questions.

- 1 Why made Luke first decide to buy an essay?
- 2 Why does he liken buying essays to taking drugs?
- 3 What did he do to avoid being caught?
- 4 Who is going to suffer from Luke's cheating?
- 5 How was Chris paid for the first essay he wrote for someone else?
- 6 How much does Chris charge now for one essay?
- 7 Does Chris advise students to change the essay they have bought before they submit it?
- 8 Are essay mill websites illegal in (a) Australia and New Zealand (b) the UK?
- 9 Will the epidemic of cheating affect the global standing of UK universities, according to the QAA*?

[Possible answers: 1. He had to write a paper on a book he had never read. 2. Because once he's started he couldn't stop. It was addictive. 3. He set up a fake email account. 4. Luke himself, wider society, his future employer if he enters the workforce without the skills he needs. 5. With a meal. 6. £115. 7. Yes, he does. 8. (a) Yes. (b) No. 9. Yes, it threatens their world-class reputation.]

* QAA = Quality Assurance Agency for Higher Education

Speaking: Situations

Students work in groups of three.

1 Student A has an assignment due tomorrow at 5pm. It's now 8pm. He / She hasn't started. Students B and C advise A, who wants to go to the student bar now.

2 Student A is finding a geography assignment very hard. He / She missed the lectures on this topic. B went to all the lectures and has all the notes. Even with the notes, A can't complete the task. Discuss A's options.

Pages 15 – 17

CURRENT World

Background information

The UK is due to leave the European Union on the 31st of October, at Halloween. Brits are suffering from 'Brexeity' [Brexit + anxiety], and some polls now show a majority would vote to remain. This article reveals how divided the nation is and focuses on coastal areas of England.

Lead-in

Ask students: What two words make up the word Brexit? Why do you think 52% of Brits decided to leave the EU? Why do you think 48% wanted to remain? As the result of the vote was so close, what political problems has this caused? What would you do if you were PM of the UK?

Reading: Presentation

Divide the class into eight groups. Each group takes one of the eight locations that CURRENT visits on its tour of the UK. Students use their information box to prepare a location broadcast report. They can start with a headline, some facts, ask a question that they go on to answer, get some first person interviews and wrap up with a few observations. Example:

Student A: Welcome from Redcar. I'm in the hometown of the 'Codheads', here in the north-east of the UK. Is Redcar for Remain? Let's find out some facts.

Student B: With a population of just 36,000, where the main steel industry closed in 2015, Redcar ... etc.

Students can borrow phrases from other boxes.

Choose two students to be the studio anchors, who introduce the whole topic, and then the items from the

different parts of the country. They write their introduction and links. They go in a different order from the article, to keep the groups on their toes.

Pages 18 & 19 **CURRENT Social Media**

 **Listen Along**

Background information

'Influencer' is now widely used to describe Instagrammers with millions of followers who are paid by advertisers to promote products in posts on their accounts.

Lead-in

Share examples of influencers that students follow. Get them to explain why.

Listen Along: Comprehension

Before students read the article, they listen along online, using our new feature for this series, and complete this activity. Which of these things are true about Byron?

- | | True | False |
|---|--------------------------|--------------------------|
| 1 He's an uber-rich influencer. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 He's a vlogger and he lives in London. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 He earns up to £400K per post. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 He faked an all-expenses paid trip to Miami. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 He travels by private jet. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 He got an Insta upgrade within 45 minutes of his first fake post. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 His post of himself lounging in a private jet received 10K likes in just seven seconds. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 He picked up lots of new followers during his experiment. | <input type="checkbox"/> | <input type="checkbox"/> |

[Answers: 1. False. 2. True. 3. False. That's A-list influencers. 4. False. That was Taylor Evans. 5. False. His post was a fake. 6. True. 7. False. It was 1K. 8. True]

Speaking: Presenting

In pairs or individually, students think of an idea for an Instagram account. They need
 * a name * a theme * their first three posts * some of the hashtags they'll use * three vocabulary items from the article about Byron Denton

Their idea can be serious or silly. Students present their idea to the class. At the end of each presentation, ask: *Who is going to follow this account?* Count the followers and note them on the board. Who has the most?

Pages 20 & 21 **NEW! CURRENT Language**

Background information

This article features invented or constructed languages from TV shows, films and books. Analysing a fictional language throws light on how languages work.

Lead-in

Give each student a short English phrase to translate into another language. Before they look at the article, students take turns to say their phrase in their chosen language. The class tries to guess the language and translate the words. Has anyone used a fictional language? Example phrases: *Hello and welcome. How are you today? Come in to my castle. Could you tell me the time? Where is Red Square?*

Reading: Comprehension

Find these pieces of information in the text.

- 1 The number of people trying to learn Dothraki.
- 2 The year that Game of Thrones first appeared on HBO.
- 3 The language that inspired David Peterson to invent his own.
- 4 David's job title.
- 5 What David based Dothraki on.
- 6 What David based High Valyrian on.
- 7 The UK language that is less popular than Dothraki, according to Duolingo.
- 8 The meaning of the Game of Thrones phrase "Dracarys".

[Answers: 1. More than a million / 1.2 million. 2. 2011. 3. Esperanto. 4. Conlanger (constructed language creator). 5. Words of gibberish in George Martin's novels. 6. Two phrases used in Game of Thrones 7. Gaelic. 8. "Dragon fire!"]

Writing & speaking

Students create a short dialogue in an everyday situation, for example, on a very hot train, in a shoe shop, on a climate crisis march, in a classroom. They write it in English and then translate it into their own invented language. If possible, they include some words more than once to help make the meaning clear.

Example:
*Why is this train so hot?
 The air conditioning is broken. Shall I open a window?
 The windows don't open.*

Students act out their invented language using drama and expression to support the meaning. The class try and translate it back. If there's time, students can write their own language sentences on the board and point out the verb (s), nouns and other features.

Page 24 **CURRENT Icons**

Background information

The new series presents icons past and present in a different area of life each issue, starting with activists.

Lead-in

Before students look at the article, ask them to think of a famous activist. Without saying their name, they tell the class something about themselves. Can the class guess who they are? Examples: *I go on school strike every Friday in Stockholm. (Greta Thunberg) I made a famous speech about a dream. (Martin Luther King) I planted a million trees in Kenya. (Wangari Maathai)*

Writing: Research

Students choose their own activist icon, research facts the need to write a short profile, using the questions on page 24 as a model.

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