

WORDS  
IN THE  
NEWS  
Teacher's pack



**BBC WORLD SERVICE**  
LEARNING ENGLISH



# Words in the News

## Blatter blasts football's new money men 11 October 2005

[http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2005/10/051012\\_blaetter.shtml](http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2005/10/051012_blaetter.shtml)

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Words in the News – Blatter blasts football's new money men– Intermediate Reading Skills  
 Core materials Lesson Plan

	Activity	Approx time in mins	Teacher	Boardwork						
PRE – READING TEXT	Stimulate students' interest in text	5	<p>Generate interest about today's topic by writing the headline from today's story on the board and asking students to guess what the story is about. Tell them that Sepp Blatter is the FIFA president (FIFA is the organisation which governs international football). Write their suggestions on the board.</p> <p>(Expected responses: footballers paid too much money, too much sponsorship in football, football tickets too expensive)</p>	<p>Blatter blasts football's new money</p> <table border="1"> <tr> <td>footballers' salaries</td> <td></td> </tr> <tr> <td>sponsorship</td> <td></td> </tr> <tr> <td>tickets</td> <td></td> </tr> </table>	footballers' salaries		sponsorship		tickets	
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	Pre-teach essential vocabulary	10	<p>Elicit/present key vocabulary that students need either to understand the key points in the text or to understand and/or answer any questions that you'll set them later in the lesson. The vocabulary is from Words in the News (so you can elicit the vocabulary by using the explanations provided online or below). You could either pre-teach the vocabulary at this stage of the lesson or you could use the vocabulary building activity from further down this lesson plan. Have students working in small groups together and ask them to try to match the vocabulary with the definitions. Encourage them to work with the other groups to pool their knowledge. When they have done as much as they can, if they have dictionaries, ask them to look up the words to check their answers and to find out the definitions of any words they were not sure of. If not, check their answers and give them help with any words they aren't sure of. Whichever method you use to elicit/present the vocabulary, you should then model it (say it clearly, highlighting the word stress) and get them to repeat the words after you.</p>							



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Activity	Approx time in mins	Teacher	Boardwork
Pre-teach essential vocabulary	10	<p><b>What he says counts</b>          His opinion is very important</p> <p><b>Scathing</b>          Very critical and negative</p> <p><b>Single-handedly</b>          By themselves, with their own money and without the help of other companies or banks</p> <p><b>A "wild-west style of capitalism"</b>          An attitude to buying things similar to the lawless period of US history when the strongest and toughest took what they wanted</p> <p><b>To contrast the haves and the have-nots</b>          To compare the rich and the poor clubs</p> <p><b>Money is scarce at the grass-roots</b>          There isn't a lot of money at the basic level of football</p> <p><b>To set foot in</b>          To arrive</p> <p><b>Seemingly out of nowhere</b>          Without a history of being involved in football</p>	<p><b>What he says counts</b></p> <p><b>Scathing</b> (adj)</p> <p><b>Single-handedly</b> (adv)</p> <p>A "wild-west style of capitalism"</p> <p>To contrast the haves and the have-nots</p> <p>Money is scarce at the grass-roots</p> <p>To set foot in (v)</p> <p>Seemingly out of nowhere</p> <p><b>Bogus popularity</b></p> <p>To suffocate (v)</p>



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	Activity	Approx time in mins	Teacher	Boardwork						
			<b>Bogus popularity</b> Being well-liked without a good reason  <b>To suffocate</b> To kill (by not letting something breathe)							
	Written record		Write the words on the board, eliciting spelling as you write. Elicit and show the word stress of each item and word class, if appropriate. Give students some time to copy your boardwork into their notebooks.							
	Set skimming question. Students read text the first time	5 - 10	Tell the students they are going to read a text about Sepp Blatter's opinions about football. Give them a time limit (1 - 2 minutes) to read the text quickly to find the answer to the question on the board: Were any of our ideas on the board mentioned in text? (The ideas are the ones the students came up with at the beginning of the lesson.)							
	Check gist answer	2 - 3	Check students' answers. Elicit answer from students (and mark the correct answers on the board).	<table border="1"> <tr> <td>footballers' salaries</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>sponsorship</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>tickets</td> <td><input checked="" type="checkbox"/></td> </tr> </table>	footballers' salaries	<input checked="" type="checkbox"/>	sponsorship	<input checked="" type="checkbox"/>	tickets	<input checked="" type="checkbox"/>
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	Activity	Approx time in mins	Teacher	Boardwork
	Set specific information questions	1	Use worksheet A or the online quiz to help students understand the text in more detail. Give students a time limit (5 - 6 minutes) to read the text again in more detail and to answer the questions.	
	Check specific information answers	5	Elicit answers True or False. Direct attention to a particular paragraph if an answer is wrong, to try to elicit correct answer (see worksheet A and answer key).	
	Vocabulary consolidation	2	Before the lesson, make enough copies of worksheet B so that there is 1 worksheet for every 4 – 5 students. Cut up the vocabulary and explanations. In class, tell students to match the correct word with the right definition.	
POST READING		5	Elicit answers. If an answer is wrong, ask other students to try to elicit correct answer.	
	Check answers	2		
Total Time Approx		45 mins		



Words in the News – Blatter blasts football's new money men – Intermediate Reading Skills  
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	Activity	Approx time in mins	Teacher	Boardwork
	Grammar focus	5 - 10	Use worksheet C to focus on idioms using foot or feet. Tell students to read the explanations of the idioms and then fill in the gaps with the correct form of the right idiom in the worksheet.	
	Check answers	3	If an answer is wrong, ask other students to try to elicit correct answer (see worksheet C and answer key).	
	Follow-up activity speaking	15	Ask students how they feel about the new money in football. Do they think it's good or bad for the game? Tell students that they are going to decide how to spend \$1 million on sports in their local community. Ask for suggestions and write some of them on the board (and add more if necessary) so that you have a list of 15 ideas. For example, building facilities, buying famous athletes' support, sponsoring events, offering free swimming lessons for everyone, etc. Each person should decide on the 3 ways to spend the money. Give them a minute or two to decide on their ideas. Then split the class into small groups of 4 or 5. Each group is only allowed to carry out only <u>5 spending plans in total</u> . Each person should explain to the group why they have selected each idea, who will benefit from it etc and why it is better than the suggestions other people made. The group must agree on the final 5 spending plans. While they are speaking, move around the room listening to	



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			them unobtrusively. Makes a note of any errors you hear.	
Feedback			Ask a few groups to tell the class how they chose to spend their money and why.	Boardwork
Activity	Approx time in mins	Teacher		
	5		Give praise for content (for example, who choose useful items) Give praise for correct examples you heard. Give feedback on incorrect examples you heard. Elicit corrections	Examples:  Footballers are already far too rich. (✓) If people don't want to play sport, that OK (✗)
Total Time Approx		30		



## Words in the News – Worksheet A - Comprehension

### Blatter blasts football's new money men – 12 October 2005

Are the following questions true or false? Read the text again and circle the correct answer:

1.	Sepp Blatter's negative opinions are very important in the football world.	T/F
2.	Blatter is critical of very rich individuals buying football clubs.	T/F
3.	Blatter highlights the differences between those with a lot of money in football with those who have very little.	T/F
4.	Blatter thinks that the less famous football clubs have very little money.	T/F
5.	Blatter believes that rich people who buy a football club have been interested in that club for a long time.	T/F
6.	Blatter says that the new wealth in football will make the game more popular with its fans.	T/F

This quiz is available online. Go to:

(story link: [http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2005/10/051012\\_blatter.shtml](http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2005/10/051012_blatter.shtml)

At the bottom of the page (Words in the News), follow the link [Do a comprehension test about this story](#)



## Words in the News –Worksheet B - Vocabulary

Blatter blasts football's new money men – 12 October 2005

Cut up the following vocabulary items. Ask students to match them correctly with the definitions.

1.	What he says counts
2.	Scathing
3.	Single-handedly
4.	A "wild-west style of capitalism".
5.	To contrast the haves and the have-nots
6.	Money is scarce at the grass-roots
7.	To set foot in
8.	Seemingly out of nowhere
9.	Bogus popularity
10.	To suffocate



## Words in the News – Worksheet B - Definitions

Blatter blasts football's new money men – 12 October 2005

Cut up the following definitions. Ask students to match them correctly with the vocabulary items.

A.	Being well-liked without a good reason
B.	There isn't a lot of money at the basic level of football
C.	By themselves, with their own money and without the help of other companies or banks
D.	To arrive
E.	His opinion is very important
F.	Without a history of being involved in football
G.	An attitude to buying things similar to the lawless period of US history when the strongest and toughest took what they wanted
H.	Very critical and negative
I.	To kill (by not letting something breathe)
J.	To compare the rich and the poor clubs



## Words in the News – Worksheet C

Blatter blasts football's new money men – 12 October 2005

### Idioms

Here are some idioms related to feet, including one from today's text.

- A. **Set foot in** - To arrive or enter
- B. **To get cold feet** – To suddenly get nervous about something
- C. **To get/have itchy feet** – To want to travel
- D. **To put your best foot forward** – To try to create a good impression by making a big effort
- E. **To put your foot down** – To be very strict about making people follow the rules
- F. **To put your feet up** – To sit down and relax
- G. **To stand on your own two feet** – To be independent
- H. **To land on your feet** - To be lucky in getting out of a difficult situation
- I. **To be rushed off your feet** – To be very busy
- J. **To foot the bill** – To be responsible for paying for something



## Words in the News – Worksheet C

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Fill in the gaps below with one of the idioms above. You might have to change the form a little bit. The first one has been done for you:

1. She always wants to try new things and see new places. She has itchy feet.

2. He invited me in for coffee but his house was so dirty, I didn't want to \_\_\_\_\_ it.

3. You can't always live with your parents. Sooner or later you'll have to \_\_\_\_\_.

4. He's so lucky! He lost his job but he got offered a much better one the very next day.

He always \_\_\_\_\_.

5. Although she was nervous about meeting his parents, she \_\_\_\_\_ and hoped they would like her.

6. She said she wanted to get married but suddenly she \_\_\_\_\_ and called the wedding off \_\_\_\_\_.

7. The boss invited us all out to lunch and said that she'd \_\_\_\_\_.

8. I was really busy at work, I was \_\_\_\_\_ all day.

9. Why don't you \_\_\_\_\_ if you had such a busy day at work?

10. She's not usually very strict with her children but \_\_\_\_\_ about children smoking.



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### Answers

Worksheet A		Worksheet B																				
<ol style="list-style-type: none"><li>1. <b>True</b> - Paragraph 1 says 'What he says counts - and what he says is scathing'.</li><li>2. <b>True</b> - Paragraph 1 says 'is scathing ... about the super-rich individuals who are buying big clubs single-handedly.'</li><li>3. <b>True</b> – Blatter highlights the differences those with a lot of money in football with those who have very little.</li><li>4. <b>True</b> – Blatter thinks that the less famous football clubs have very little money.</li><li>5. <b>False</b> – Paragraph 3 says "Having set foot in the sport seemingly out of nowhere."</li><li>6. <b>False</b> – Paragraph 4 says 'if nothing is done, this new money could suffocate a sport'.</li></ol>		<table border="1"><tr><td>1.</td><td>E</td></tr><tr><td>2.</td><td>H</td></tr><tr><td>3.</td><td>C</td></tr><tr><td>4.</td><td>G</td></tr><tr><td>5.</td><td>J</td></tr><tr><td>6.</td><td>B</td></tr><tr><td>7.</td><td>D</td></tr><tr><td>8.</td><td>F</td></tr><tr><td>9.</td><td>A</td></tr><tr><td>10.</td><td>I</td></tr></table>	1.	E	2.	H	3.	C	4.	G	5.	J	6.	B	7.	D	8.	F	9.	A	10.	I
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### Worksheet C

1. **has itchy feet**
2. **set foot in**
3. **stand on your own two feet**
4. **landed on his feet**
5. **put her best foot forward**
6. **got cold feet**
7. **foot the bill**
8. **rushed off my feet**
9. **put your feet up**
10. **put(s) her foot down**

