

WORDS  
IN THE  
NEWS  
Teacher's pack



**BBC WORLD SERVICE**  
LEARNING ENGLISH



# Words in the News

## Education bill backs India's poor – 21 December 2005

(story link: [http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2005/12/051221\\_india.shtml](http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2005/12/051221_india.shtml))

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Words in the News – Education bill backs India's poor – 21 December 2005 – Intermediate Reading Skills  
Core materials Lesson Plan

	Activity	Approx time in mins	Teacher	Boardwork
P R E  R E A D I N G  T E X T		5	Generate interest about today's topic by asking students which different groups of people are (or have been) discriminated against (expected responses – women, black people, poor people, Jews, Muslims, gay people). Write their suggestions on the board. Ask students if they have ever been discriminated against and why.	
	Pre-teach essential vocabulary	10	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 in 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 they don't have dictionaries, 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.	



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	Activity	Approx time in mins	Teacher	Boardwork
			<p><b>to extend affirmative action</b> to make sure the positive plan also covers</p> <p><b>hierarchical caste system</b> a system where people are divided into levels of importance</p> <p><b>to reserve places</b> to make sure there are places available</p> <p><b>traditionally discriminated against</b> habitually treated in a different, unfair way</p> <p><b>impoverished tribal communities</b> economically poor social groups</p> <p><b>low castes</b> groups of people who are poor and have little social importance</p> <p><b>is enshrined</b> is preserved and protected so that people will remember and respect it</p> <p><b>it won't support the bill</b> it will oppose the proposed law</p>	

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	Activity	Approx time in mins	Teacher	Boardwork
	Written record		<p><b>run by</b> controlled, supervised by</p> <p><b>fear a drop in standards</b> are afraid that the quality of learning will become worse, or that more students will fail</p> <p>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.</p>	<p><b>to extend affirmative <u>a</u>ction</b></p> <p><b>hier<u>a</u>rchical cas<u>a</u> system</b></p> <p><b>to res<u>e</u>rve plac<u>e</u>s</b></p> <p><b>trad<u>i</u>tionally discr<u>i</u>minated ag<u>a</u>inst</b></p> <p><b>imp<u>o</u>verished trit<u>r</u>i</b></p>

5 - 10

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	Activity	Approx time in mins	Teacher	Boardwork
	Set a skimming question. Students read text the first time		Tell the students they are going to read a text on discrimination in India. Give them a time limit (1 - 2 minutes) to read the text quickly to find the answer to the question on the board: How many of our groups of people on the board are mentioned in the text? It's not important that the students correctly predict which group is mentioned in the text. The point of this task is to get them interested in the text by predicting what they are going to read about and to get them to skim the whole text. Give the students a time limit (1 - 2 minutes) to read the text quickly to find the answer to the question on the board.	Which groups of people are mentioned in the text?  women poor people Jews Muslims gay people
	Check answer	2 - 3	Elicit students' answers and write the correct answer on the board. Paragraph 1 mentions 'impoverished communities' and paragraph 2 mentions 'religious minorities like...Muslims'.	women      û poor people      û Jews      û Muslims      û gay people      û
	Set specific information questions	5	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.	



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	Activity	Approx time in mins	Teacher	Boardwork
	Check specific information answers	2	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/ building	5	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.	
	Check answers	2	Elicit answers. If an answer is wrong, ask other students to try to elicit correct answer.	
Total Time Approx		45 mins		



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Supplementary materials Lesson Plan

	Activity	Approx time in mins	Teacher	Boardwork
	Grammar focus	5 - 10	Use worksheet C to focus on prefixes. Tell students to put the words into the correct columns to make their opposites. (touchable – untouchable, action – inaction)	
	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	Write one or two controversial statements on the board. Ask students to add one more statement of their own so that you have a list of 3 topics. Tell them they are going to discuss each of these topics for 4 minutes in pairs. Each student has to talk for 2 minutes on each topic. Give them 3 -4 minutes to prepare what they are going to say and make some notes, if they want to. When they begin a new topic, students take it in turn to choose who is for the topic and who is against it. While they are speaking, move around the room listening to them unobtrusively. Make notes of any errors you hear.	Example topics:  People from lower casts shouldn't be allowed to go to university .  No-one should be allowed more than one husband or wife.  All cars should be banned from cities
	Feedback		Give praise for content (who had good ideas and arguments) Give praise for correct examples you heard Give feedback on incorrect examples you heard. Elicit corrections	Examples:  Education is everyone's right. (P) Men need to take responsible for their children. (O)
Total time		30		





## Words in the News – Worksheet A – Specific information questions

### Education bill backs India's poor – 21 December 2005

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

1.	The Indian government wants to help more poor people go to non-government universities.	T/F
2.	The government wants private universities and colleges to make places available for students who usually find it difficult to get into university because of their economic or social position.	T/F
3.	More than 50% of students in government colleges come from poor or disadvantaged backgrounds.	T/F
4.	There is an informal, unwritten agreement in India about how people in different casts should be treated and protected.	T/F
5.	The BJP Party says it will vote for the bill only if all private colleges are included in the new law.	T/F
6.	Some private colleges say that letting more poor people into higher education will mean that all students' grades will improve.	T/F

This quiz is available online. Go to:

(story link [http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2005/12/051221\\_india.shtml](http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2005/12/051221_india.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 building

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

1.	to extend affirmative action
2.	hierarchical caste system
3.	to reserve places
4.	traditionally discriminated against
5.	impoverished tribal communities
6.	low castes
7.	is enshrined
8.	it won't support the bill
9.	run by
10.	fear a drop in standards

## Words in the News – Worksheet B - Vocabulary building

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

A.	are afraid that the quality of learning will become worse, or that more students will fail
B.	to make sure there are places available
C.	is preserved and protected so that people will remember and respect it
D.	to make sure the positive plan also covers
E.	controlled, supervised by
F.	groups of people who are poor and have little social importance
G.	habitually treated in a different, unfair way
H.	it will oppose the proposed law
I.	a system where people are divided into levels of importance
J.	economically poor social groups

## Words in the News – Worksheet C - Prepositions

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### Prefixes

We can create opposites in English by using prefixes. Some examples from the text include:

*touchable – untouchable*

*action – inaction*

Put the following words (some from the text) into the correct column in the table below:

believe	allow	proper	dependent
traditional	probable	advisable	personal
approve	known	arm	humane
changed	glorious	likely	like

un-	dis-	in-	im-
1. <i>untouchable</i>	1.	1. <i>inaction</i>	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	
5.	5.	5.	

## Words in the News – Answer key

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### Answers

Worksheet A

1. True – Paragraph 1 says 'The ... government wants to extend affirmative action for the lowest members of India's hierarchical caste system to private universities.'

2. True - Paragraph 1 says 'It wants the ... colleges to reserve places for students from the traditionally discriminated against and impoverished tribal communities and low castes.'

3. False – Paragraph 1 says 'Government colleges already admit more than a fifth of their students from these groups.'

4. False – Paragraph 2 says '... India's constitution, where protection of the so-called scheduled castes and tribes is enshrined'

5. True – Paragraph 2 says ' the ... BJP Party says it won't support the bill unless colleges run by religious minorities like the Muslims, are also included.'

6. False – Paragraph 2 says 'Some private colleges are also opposed, saying they fear a drop in standards if the law is changed.'

Worksheet B

1.	D
2.	I
3.	B
4.	G
5.	J
6.	F
7.	C
8.	H
9.	E
10.	A

Worksheet C

un-	dis-	in-	im-
1. untouchable	1. disbelieve	1. inaction	1. improper
2. untraditional	2. disallow	2. independent	2. improbable
3. unknown	3. disapprove	3. inadvisable	3. impersonal
4. unchanged	4. disarm	4. inglorious	
5. unlikely	5. dislike	5. inhumane	