

# WORDS IN THE NEWS

## Teacher's pack



**BBC WORLD SERVICE**  
LEARNING ENGLISH



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# Words in the News

## Caviar ban – 4 January 2006

(story link: [http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2006/01/060104\\_caviar.shtml](http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2006/01/060104_caviar.shtml))

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Words in the News – Caviar ban – 4 January 2006 – 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	<p>Generate interest about today's topic by telling students they are going to read a story that's been in the news recently. Write the story's headline on the board and ask students to guess what the story's about. (Expected responses: It's too expensive. It causes cancer. There aren't enough fish left to produce it. People don't like it anymore.)</p> <p>Write their suggestions on the board.</p> <p>Ask students if they have ever tasted caviar. Ask them to describe it and ask if they liked it or not.</p>	<p>Caviar ban</p> <p>It's too expensive.</p> <p>It causes cancer.</p> <p>There are no fish left.</p> <p>People don't like it anymore</p>
	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 in this lesson plan.</p> <p>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</p>	



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Activity	Approx time in mins	Teacher	Boardwork
		<p>stress) and get them to repeat the words after you.</p> <p><b>scarce (adj)</b>          only available in small amounts because there isn't much of this thing</p> <p><b>to encourage (v)</b>          to persuade, make it more likely that something will happen</p> <p><b>to overfish (v)</b>          to catch too many fish (this creates a danger that eventually there will be no fish left to catch)</p> <p><b>widespread caviar smuggling</b>          many people involved in secretly and illegally taking or sending this product from one country to another country</p> <p><b>long-lived (adj)</b>          living or surviving for a long time</p> <p><b>populations have plummeted</b>          the number of sturgeon has fallen very quickly, over a short period of time</p>	

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Activity	Approx time in mins	Teacher	Boardwork
		<p><b>to tightly regulate</b>          to strictly control by many rules</p> <p><b>to break down (v)</b>          to stop working</p> <p><b>to lower stocks</b>          to reduced the number of fish</p> <p><b>to be sustainable in the long term</b>          to be able to continue in the future</p>	<p><b>scarce</b></p> <p><b>to encourage</b></p> <p><b>to overfish</b></p> <p><b>widespread caviar smuggling</b></p> <p><b>long-lived</b></p> <p><b>populations have plummeted</b></p>
Written record	5 - 10	<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 tightly regulate</b></p> <p><b>to break down (v)</b></p> <p><b>to stop working</b></p> <p><b>to lower stocks</b></p> <p><b>to be sustainable in the long term</b></p>

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Activity	Approx time in mins	Teacher	Boardwork
Set a skimming question. Students read text the first time		<p>Tell the students they are going to read a story titled 'Caviar Ban'. 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 predictions on the board are mentioned in the text?</p> <p>It's not important that the students correctly predict what the story is about. 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.</p>	<p>Caviar ban</p> <p>It's too expensive.</p> <p>It causes cancer.</p> <p>There aren't enough fish left.</p> <p>People don't like it anymore</p>
Check answer	2 - 3	<p>Elicit students' answers and write the correct answer on the board.</p> <p>Paragraph 1 mentions how expensive caviar is but doesn't say it's too expensive.</p> <p>Paragraph 3 says ' the sturgeon species were in serious decline'</p>	<p>Too expensive ✗</p> <p>Causes cancer ✗</p> <p>Not enough fish left ✓</p> <p>No-one likes it anymore ✗</p>
Set specific information questions	5	<p>Use worksheet A or the online quiz to help students understand the text in more detail.</p> <p>Give students a time limit (5 - 6 minutes) to read the text again in more detail and to answer the questions.</p>	
Check specific information answers	2	<p>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).</p>	



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	Activity	Approx time in mins	Teacher	Boardwork
	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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	Activity	Approx time in mins	Teacher	Boardwork
	Grammar focus	5 - 10	Use worksheet C to focus on describing trends. Tell students to match the words in bold with the diagrams at the bottom of the page.	
	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 to think of their favourite food! They are going to put together a special menu of their favourite food to serve the other students in the class. They have to think about where they'll buy their ingredients, how they go together and how they'll cook them. They should think about what's best to drink with the food too. Tell them they are going to discuss their menus in pairs or small groups. Then, students will be re-grouped in groups of 6 or so and will have to try to convince the others in their new groups that their menu is the best. The menu can win because it is the cheapest, or most expensive, the most interesting, the most authentic (if it's a traditional menu) or simply because it's the most delicious! Give them 5 - 6 minutes to brainstorm and prepare their menus and make some notes, if they want to. Then give them about 10 minutes in their groups explaining their menus. While they are speaking, move around the room listening to them unobtrusively. Make notes of any errors you hear.	



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	Feedback		<p>Give praise for content (who had best menu, who had the most interesting recipes or the most delicious ingredients etc.)</p> <p>Give praise for correct examples you heard.</p> <p>Give feedback on incorrect examples you heard.</p> <p>Elicit corrections.</p>	<p>Examples:</p> <p>The wine's richness complements this very simple food. (P)</p> <p>This food fits a king. (0)</p>
Total time		30		



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

### Caviar ban – 4 January 2006

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

1.	Although caviar costs a lot to buy there is an abundant supply of it.	T/F
2.	Because people can make huge profits from caviar, some of them have been catching too many fish and importing and exporting caviar illegally.	T/F
3.	Sturgeons have a short life-span and that's why there is so few of them.	T/F
4.	The laws surrounding selling caviar internationally are lax.	T/F
5.	The countries which fish for sturgeon and CITES can't agree on how many sturgeons should be caught each year.	T/F
6.	A CITES spokesperson says caviar exporting countries need to prove that the amount of sturgeon they want to catch will not be harmful to the environment and to fishing stocks in the future.	T/F

This quiz is available online. Go to:

(story link: [http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2006/01/060104\\_caviar.shtml](http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2006/01/060104_caviar.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

Caviar ban – 4 January 2006

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

1.	scarce
2.	to encourage
3.	to overfish
4.	widespread caviar smuggling
5.	long-lived
6.	populations have plummeted
7.	to tightly regulate
8.	to break down
9.	to lower stocks
10.	to be sustainable in the long term



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

### Caviar ban – 4 January 2006

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

A.	living or surviving for a long time
B.	to strictly control by many rules
C.	to persuade, make it more likely that something will happen
D.	to reduce the number of fish
E.	only available in small amounts because there isn't much of this thing
F.	the number of sturgeon has fallen very quickly, over a short period of time
G.	to catch too many fish (this creates a danger that eventually there will be no fish left to catch)
H.	to stop working (something that no longer functions or works)
I.	to be able to continue in the future
J.	many people involved in secretly and illegally taking or sending this product from one country to another country



## Words in the News – Worksheet C - Prepositions

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The following words in bold (some from today's text) are often used to describe changes in trends. Put the letters of each sentence into the correct column so that they match the picture at the top of each column. The first one has been done for you:

- A. Caviar prices **have been rising steadily** for the last 5 years.
- B. It's easy to see why populations **have plummeted**.
- C. The sturgeon species **have been in serious decline** recently.
- D. The proposed quotas are **lower** than in previous years.
- E. He is seeking re-election after the recent dramatic **upswing** in the economy.
- F. Unemployment **has remained** at five per cent for the last 8 years.
- G. Prices **shot up** very rapidly following the devaluation of the dollar.
- H. There was a **slight rise** in property prices last year.
- I. The price of gold **has remained remarkably stable** over the last 3 years.
- J. The price **fluctuated wildly** before steadyng at a £80 a tin.
- K. Prices **rose and fell almost every other week** before finally settling in early 2005.
- L. Sales have been **rising sharply** for the last 3 weeks and are continuing on this **upward trend**.
- M. The university said there has been a **steep climb** in the number of applications this year.
- N. The government's popularity has **slowly and steadily ebbed away** since the war began.

1	2	3	4	5	6	7
A						

## Words in the News – Answer key

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#### Answers

Worksheet A							Worksheet B		
1.	False – Paragraph 1 says 'Caviar is expensive because it is scarce, and it is scarce, at least in part, because it is so expensive.'						1.	E	
2.	True - Paragraph 1 says 'Prices as high as four hundred dollars for a small tin of the salty, black fish-eggs have encouraged massive overfishing of the sturgeon and widespread caviar smuggling.'						2.	C	
3.	False – Paragraph 1 says '...sturgeon are ... long-lived fish ... and it is easy to see why populations have plummeted.'						3.	G	
4.	False – Paragraph 2 says 'The legal export of caviar is already tightly regulated'.						4.	J	
5.	True – Paragraph 2 says 'the countries which share the sturgeon fishing grounds having to agree export quotas each year in consultation with CITES. It is this process which has now broken down.'						5.	A	
6.	True – Paragraph 3 says 'He said countries wishing to export caviar had to demonstrate that their proposed catch and exports were sustainable in the long term'.						6.	F	
							7.	B	
							8.	H	
							9.	D	
							10.	I	
Worksheet C									
1		2		3		4		5	
A	H	I	B	D	E	J			
M		F	C	N	G	K			
					L				

