

# WORDS IN THE NEWS

## Teacher's pack



**BBC WORLD SERVICE**  
LEARNING ENGLISH



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# Words in the News

## Phantom of the Opera Success— 11 January 2006

(story link: [http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2006/01/060110\\_phantom\\_opera.shtml](http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2006/01/060110_phantom_opera.shtml))

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Words in the News – Phantom of the Opera Success – 11 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 asking students to call out 5 names of famous musicals – in the theatre or on film. Write up the names on the board as students call them out. (Expected responses: Chicago, Guys and Dolls, Cats, The Mikado).</p> <p>Tell them that they will use these titles later when they are reading the text.</p>	<p>Example:</p> <p>Chicago          Guys and Dolls          Cats          The Mikado</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 stress) and get them to repeat the words after you.</p>	



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Activity	Approx time in mins	Teacher	Boardwork
		<p><b>the longest-running show</b>          the play with the most performances. The play that has been performed more than any other</p> <p><b>highest-grossing Hollywood movie</b>          film which has made the most money</p> <p><b>record-breaking</b>          more than ever before (There have never been more shows than this.)</p> <p><b>sweet</b>          lovely</p> <p><b>mixed reviews</b>          good and bad articles about it</p> <p><b>packed</b>          full</p> <p><b>post-show party</b>          celebration after a performance</p>	

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Activity	Approx time in mins	Teacher	Boardwork
		<b>original</b> first  <b>overwhelmed</b> very surprised  <b>musicals</b> theatre plays with songs  <b>Additional vocabulary:</b> <b>indifferent</b> having no strong feelings about something  <b>the lead role</b> the biggest part in a film or theatre production	<b>the <u>longest-running show</u></b>  <b>the <u>highest-grossing</u></b> <b>H<u>ollywood</u> m<u>ovie</u></b>  <b><u>record-breaking</u></b>  <b>sweet (adj)</b>  <b><u>mixed reviews</u></b>  <b><u>packed</u> (adj)</b>  <b>post-show party</b>  <b>original (adj)</b>  <b>over<u>whelmed</u> (adj)</b>  <b><u>musicals</u> (n)</b>  <b>indifferent (adj)</b>  <b>the lead role</b>
Written record	5 - 10	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.	

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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 news story about a famous theatre musical. Give them a time limit (1 - 2 minutes) to read the text quickly to find the answer to the question on the board:</p> <p>How many of our films or shows on the board are mentioned in the text?</p> <p>It's not important that the students predict every musical that's mentioned in the text (it's unlikely that they could). 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>Example:</p> <p>Chicago          Guys and Dolls          Cats          The Mikado</p>
Check answer	2 - 3	<p>Elicit students' answers and write the correct answer on the board.</p> <p>Paragraph 1 mentions 'Phantom of the Opera'.</p> <p>Paragraph 4 mentions 'Cats'.</p>	<p>Example:</p> <p>Chicago ü<sup>u</sup>          Guys and Dolls ü<sup>u</sup>          Cats ü<sup>u</sup>          The Mikado ü<sup>u</sup></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>	



Words in the News – Phantom of the Opera Success – 11 January 2006 – Intermediate Reading Skills  
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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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	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: writing	15	Show students some examples of film or theatre reviews from the internet, newspapers or magazines. Elicit what information is common to all these articles (a brief outline of the story but not telling what happens in the end, some information about the directors, actors as well as a critique of the performance. Is it good, bad, boring, sad or frightening? Some reviews also give films or plays a rating, with five stars or two thumbs up being the best or no stars or two thumbs down being the worst. Tell students they are going to write of a film or a play (it could be a film or play that they have seen recently or any film or play that they particularly like). Tell them not to write the name of the film in their review so that the other students can try to guess the film from reading the review. Tell students they will work by themselves. Give them 5 minutes to brainstorm ideas and plan their writing and 5 - 10 minutes to write their film reviews. Circulate, while they are working, giving help with grammar and spelling, if necessary.	



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	Feedback		<p>If possible, display the finished reviews around the room. Ask the students to look at each one and see if they can guess which film they are reading about. Give praise for content (for example, who wrote in the style of a film reviewer) Give praise for correct examples you read. Give feedback on incorrect examples you read. Elicit corrections.</p>	<p>Examples:</p> <p>This is a beautifully romantic film with two great leading players. (P) This film is too frightened for small children. (0)</p>
Total time		30		



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

### Phantom of the Opera Success – 11 January 2006

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

1.	The musical show that has been showing in New York theatres for the longest time is 'Cats'.	T/F
2.	The film 'Titanic' has been twice as successful as the musical show 'Phantom of the Opera'.	T/F
3.	Since its opening night, 'Phantom' has been a huge success in New York.	T/F
4.	At a party after the show last night, the show's writer met the actor who first played the lead role in 'Phantom of the Opera'.	T/F
5.	Andrew Lloyd Webber is indifferent about how successful the show has been.	T/F
6.	Lloyd Webber composed the two musicals which have been playing continuously for the longest time on Broadway.	T/F

This quiz is available online. Go to:

(story link: [http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2006/01/060110\\_phantom\\_oper.shtml](http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2006/01/060110_phantom_oper.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

Phantom of the Opera Success – 11 January 2006

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

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1. the longest-running show



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

### Phantom of the Opera Success – 11 January 2006

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

A.	very surprised
B.	more than ever before (There have never been more shows than this.)
C.	celebration after a performance
D.	the play with the most performances. The play that has been performed more than any other
E.	good and bad articles about it
F.	having no strong feelings about something
G.	full
H.	theatre plays with songs
I.	lovely
J.	the actor who plays the biggest part in a film or theatre production
K.	first
L.	film which has made the most money



## Words in the News – Worksheet C

### Phantom of the Opera Success – 11 January 2006

The words below are associated with film and theatre (some are from today's text). Some of the words can be used about films, some only about theatre and some others can be used to when talking or writing about both film and theatre. Put the words into the correct category, and add three more words of your own. The first one has been done for you:

movies	longest-running show	production	highest-grossing
mixed reviews	Broadway	open	musicals
Hollywood	producer	Bollywood	prompter
stage crew	screenplay	cast	close up

Film	Theatre	Both film and theatre
1. movies	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.		5.
		6.
		7.



## Words in the News – Answer key

### Phantom of the Opera Success – 11 January 2006

#### Answers

Worksheet A	Worksheet B																								
<p><b>Worksheet A</b></p> <ol style="list-style-type: none"> <li>1. <b>False</b> – Paragraph 1 says '... the longest-running show in Broadway history is ... "Phantom of the Opera"'.</li> <li>2. <b>False</b> - Paragraph 1 says 'Compare that to the highest-grossing Hollywood movie, "Titanic", which grossed less than half of that figure.'</li> <li>3. <b>False</b> – Paragraph 2 says '"Phantom" originally opened to mixed reviews'.</li> <li>4. <b>True</b> – Paragraph 3 says 'At a post-show party ... the British composer was joined by ... Michael Crawford, the original phantom'.</li> <li>5. <b>False</b> – Paragraph 4 says 'Lloyd Webber has said he was overwhelmed by the production's success.'</li> <li>6. <b>True</b> – Paragraph 4 says '"Phantom" had taken the longest-running Broadway record from "Cats" - another of his own musicals.'</li> </ol>	<p><b>Ready for 10 Jan 06</b></p> <table border="1"> <tr><td>1.</td><td>D</td></tr> <tr><td>2.</td><td>L</td></tr> <tr><td>3.</td><td>B</td></tr> <tr><td>4.</td><td>I</td></tr> <tr><td>5.</td><td>E</td></tr> <tr><td>6.</td><td>G</td></tr> <tr><td>7.</td><td>C</td></tr> <tr><td>8.</td><td>K</td></tr> <tr><td>9.</td><td>A</td></tr> <tr><td>10.</td><td>H</td></tr> <tr><td>11.</td><td>F</td></tr> <tr><td>12.</td><td>J</td></tr> </table>	1.	D	2.	L	3.	B	4.	I	5.	E	6.	G	7.	C	8.	K	9.	A	10.	H	11.	F	12.	J
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