

WORDS IN THE NEWS

Teacher's pack



BBC WORLD SERVICE LEARNING ENGLISH



Words in the News

US execution delayed again – 22 February 2006

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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 brainstorm both the causes and effects of these crimes:</p> <p>theft drug-taking vandalism physical assault murder</p> <p>Elicit/present key vocabulary that students need to either 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.</p> <p>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.</p>	<p>theft drug-taking vandalism physical assault murder</p>



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	Activity	Approx time in mins	Teacher	Boardwork
	Pre-teach essential vocabulary	10	<p>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> <p>lethal injection an injection that causes death</p> <p>on hand available, ready</p> <p>the cocktail of drugs the mixture of chemicals</p> <p>backed out decided not to do it, changed their mind</p> <p>came round did not die and became aware again</p> <p>ethically unacceptable something they could not agree with because they found it immoral</p> <p>to press ahead to continue with something, despite the great effort involved</p> <p>a massive dose an extremely large amount</p> <p>The prison authorities The prison officials</p> <p>Death Row the place in a prison where there are special cells for criminals who have been sentenced and await execution to death and await execution</p>	<p>Written record</p> <p>lethal <u>in</u>jection</p> <p>on hand</p> <p>the cocktail of drugs</p> <p>backed out</p> <p>came round</p> <p>ethically un<u>ac</u>ceptable</p> <p>to press <u>a</u>head</p> <p>a massive dose</p>



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	Activity	Approx time in mins	Teacher	Boardwork
	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.	
	Set a scanning question. Students read text the first time		Tell the students they are going to read a story about someone on death row. Give them a time limit (1 - 2 minutes) to read the text quickly to find the answer to the question on the board: Why was Michael Morales <i>not</i> executed on Monday night	Why was Michael Morales <i>not</i> executed on Monday night?
	Check answer	2 - 3	Elicit students' answers and write the correct answer on the board.	Doctors refused to administer the drugs that would have killed him.
	Set specific information questions	5	Use worksheet A 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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	Activity	Approx time in mins	Teacher	Boardwork
	Grammar focus	5 - 10	Use worksheet C to focus on hidden passives. Tell students to put the phrases into the correct blanks in the sentences which follow.	
	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	Tell the students they are going to have a mini debate on the death penalty. Write "The death penalty is the best way to deal with murderers" on the board. Then ask the students who agree with this statement to get into one group, and those that don't to get into another. Ask each group to brainstorm and write down ideas for their argument. Circulate, while they are working, giving help with language if necessary. (5 minutes) Then ask each group to elect a spokesperson. Ask each spokesperson to take it in turns to sum up the points they have just written about. Encourage general discussion when each spokesperson has finished speaking. (10 minutes)	The death penalty is the best way to deal with murderers
	Feedback		Give praise for content (for example, who came up with the most persuasive letter) Give praise for correct examples you heard. Give feedback on incorrect examples you heard. Elicit corrections.	Examples: I don't think that the death penalty is an effective policy. (ü) If you would be the victim you would think differently. (x)
Total		30		



Words in the News – Worksheet A – Specific information questions

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

1.	Morales was supposed to be killed by being given drugs to swallow on Monday evening.	T/F
2.	Lawyers said the mixture of drugs would not have been legally acceptable.	T/F
3.	The anaesthetists did their work, as planned.	T/F
4.	They thought it would be immoral to take any action if there was a problem with the execution.	T/F
5.	The prisoner couldn't find a medical person to give him the drugs.	T/F
6.	Morales may be executed in the future.	T/F

Words in the News – Worksheet B – Vocabulary consolidation/building

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

1.	lethal injection
2.	on hand
3.	the cocktail of drugs
4.	backed out
5.	came round
6.	ethically unacceptable
7.	to press ahead
8.	a massive dose
9.	the prison authorities
10.	Death Row

Words in the News – Worksheet B – Vocabulary consolidation/building

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

A.	did not die and became aware again
B.	the prison officials
C.	the place in a prison where there are special cells for criminals who have been sentenced to death and await execution
D.	to cause death by putting chemicals into the body by using a special needle
E.	an extremely large amount
F.	decided not to do it, changed their mind
G.	available, ready
H.	something they could not agree with because they found it immoral
I.	the mixture of chemicals
J.	to continue with something despite the great effort involved

Words in the News – Worksheet C – Hidden passives

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Today's text contains a number of 'hidden passives' (= passive sentences in which some words are understood but not stated), e.g. "Morales, convicted of killing...", "the cocktail of drugs involved" and "something banned by the American Constituion".

Put the following phrases in the correct blanks in the sentences below. You need to use one of the phrases twice!

who have been	which are	which have been	who are	who has been
which has been	who were	which is	which was	

1. The rubbish _____ collected so far weighs 500 kg.
2. We're not sure about the number of people _____ rescued so far.
3. Can you tell me everything _____ included in the price?
4. There are a number of activities _____ prohibited in this establishment over the years.
5. Anybody _____ made redundant recently is entitled to compensation.
6. All patients _____ regularly admitted into this hospital ward must give their contact details to the receptionist.
7. The goal _____ scored in the dying minute was quite exceptional.
8. The new recruits _____ taken on last month are doing fine.
9. I want to increase the number of properties _____ sold in the London area.
10. I prefer to eat fruit _____ grown without the use of pesticides.

Worksheet A	Worksheet B
<p>1. False – Paragraph 1 says ' he had been due to be executed by lethal injection'</p> <p>2. True – Paragraph 2 says ' lawyers for Morales successfully argued that the cocktail of drugs involved might cause him cruel or unusual punishment – something banned by the American Constitution'.</p> <p>3. False - Paragraph 2 says 'the two experts backed out'.</p> <p>4. True - Paragraph 2 says ' they'd be legally forced to intervene, something that was ethically unacceptable'.</p> <p>5. False - Paragraph 3 says 'The prison authorities...couldn't find a doctor or a nurse to administer the drug'.</p> <p>6. True - Paragraph 3 says 'Morales is now back on Death Row'.</p>	<p>1. D</p> <p>2. G</p> <p>3. I</p> <p>4. F</p> <p>5. A</p> <p>6. H</p> <p>7. J</p> <p>8. E</p> <p>9. B</p> <p>10. C</p>
<p>Worksheet C</p> <p>1. which has been</p> <p>2. who have been</p> <p>3. which is</p> <p>4. which have been</p> <p>5. who has been</p> <p>6. who are</p> <p>7. which was</p> <p>8. who were</p> <p>9. which are</p> <p>10. which is</p>	