

WORDS
IN THE
NEWS
Teacher's pack



BBC WORLD SERVICE
LEARNING ENGLISH



Words in the News

Big rise in CO2 - 15 March 2006

(story link: http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2006/03/060315_co2.shtml)

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Supplementary 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 what things and activities contribute to global warming: expected responses: cars planes tumble dryers TVs batteries hair dryers	cars planes tumble dryers TVs batteries hair dryers
	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,	



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	Activity	Approx time in mins	Teacher	Boardwork
			<p>you should then model it (say it clearly, highlighting the word stress) and get them to repeat the words after you.</p> <p>key most important</p> <p>global warming the increase of the world's temperature</p> <p>level amount</p> <p>to monitor to watch</p> <p>that's a record it has never been so big, so fast, the best etc.</p> <p>to confirm a trend to be what is expected</p> <p>mankind (uncountable, singular) the world's people (mankind is singular)</p>	<p>key (n)</p> <p>g<u>l</u>obal w<u>a</u>rming</p> <p>to m<u>o</u>nitor (v)</p> <p>l<u>e</u>vel (n)</p> <p>that's a r<u>e</u>cord</p> <p>to c<u>o</u>nfirm a trend</p> <p>mank<u>i</u>nd (uncountable, singular)</p> <p>Kyoto Treaty takes <u>e</u>ffect</p> <p>to curb</p> <p>to have long warned about</p>

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	Activity	Approx time in mins	Teacher	Boardwork
			Kyoto Treaty takes effect governments begin to follow the rules of the agreement to curb to limit to have long warned about to have said for a long time that something would be a problem or danger	
	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 gist question. Students read text the first time		Tell the students they are going to read a story about global warming. Give them a time limit (1 - 2 minutes) to read the text quickly to find the answer to the question on the board:	Scientists feel optimistic about the earth's future. True or false?



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	Activity	Approx time in mins	Teacher	Boardwork
	Check answer	2 - 3	Elicit students' answers and write the correct answer (1) on the board. 'the consequences that climate scientists have long warned about look for more likely.' from paragraph 4	Scientists feel optimistic about the earth's future. True or <u>false</u> ?
	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.	
	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 numbers. Tell students to write out the numbers in their full form.	
	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	<p>Tell students they are going to think about ways they can help our environment. In groups they will discuss different ways they can help cut CO₂ levels and as a group, make a promise to change their behaviour for a week.</p> <p>Each group can use the suggestions they came up with as a class at the beginning of the lesson.</p> <p>In their groups they should brainstorm other ideas, discuss which one will make the most impact, as well as deciding what the most realistic things they can really do to help cut greenhouse gases.</p> <p>Put the students into small groups. Give them 4 – 5 minutes to brainstorm ideas, 4 - 5 minutes to prepare their group promises and 4 – 5 minutes for each group to tell the rest of the class about their pledges.</p> <p>While they are speaking, move around the room listening to them unobtrusively. Make notes of any errors you hear.</p>	
	Feedback		After all the groups have presented their promises, stick the pledges up on a wall, and, if possible, review them in a week to see how many of their promises were kept.	



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	Activity	Approx time in mins	Teacher	Boardwork
		2 – 3	Give praise for content (for example, who came up with simple but very effective ideas). Give praise for correct examples you heard. Give feedback on incorrect examples you heard. Elicit corrections.	Examples: Walking is better for the environment than using cars. (ü) The plastic bags are bad for the environment. (0)
Total time		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.	Carbon dioxide is an important indicator of how healthy the earth's atmosphere is.	T/F
2.	The level of carbon dioxide has never been higher than it is today.	T/F
3.	The increase this year was very unexpected.	T/F
4.	David King says that climate change is part of nature's cycle.	T/F
5.	The Kyoto agreement was signed and came into force in 1977.	T/F
6.	People are succeeding in trying to cut CO2 levels.	T/F

This quiz is available online. Go to:

(story link: http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2006/03/060315_co2.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.	key
2.	global warming
3.	to monitor
4.	level
5.	that's a record
6.	to confirm a trend
7.	mankind
8.	Kyoto Treaty takes effect
9.	to curb
10.	to have long warned about

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.	to watch
B.	governments begin to follow the rules of the agreement
C.	the increase of the world's temperature
D.	to be what is expected
E.	to have said for a long time that something would be a problem or danger
F.	amount
G.	the world's people (mankind is singular)
H.	most important
I.	to limit
J.	it has never been so big, so fast, the best etc.

Words in the News – Worksheet C – Word families

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Here are some examples from today's text of numbers and their full written form:

381	three hundred and eight one
1,000,000	a million
X 2	doubled
30,000,000 years	30 million years

Write out the numbers below in their full form:

1. $1/10$ _____
2. 0.75% _____
3. $8,754,068,043$ _____
4. $10:16:09$ (time) _____
5. $26^{\circ}C$ _____
6. $8\frac{3}{4}$ _____
7. 1997 _____
8. 90 KMPH _____
9. ¥3,739,663 _____
10. $x 3$ _____

Words in the News – Answer key

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Answers

Worksheet A

1. **True** - Paragraph 1 says 'Carbon dioxide is seen as the key gas driving global warming.'
2. **True** - Paragraph 1 says 'Studies show that the level of carbon dioxide now stands at three hundred and eighty one parts per million. That's a record'.
3. **False** – Paragraph 1 says 'It's the result of one of the largest annual increases ... and it confirms a trend.'
4. **False** – Paragraph 2 says 'So mankind is changing the climate.'
5. **False** – Paragraph 3 says 'This sharp increase comes just as the Kyoto treaty takes effect.'
6. **False** – Paragraph 4 says 'efforts to curb the rise in greenhouse gases are ... failing.'

Worksheet B

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

Worksheet C

1.	1/10	one tenth
2	0.75%	zero point seven five percent or three-quarters of a percent
3.	8,754,068,043	eight billion, seven hundred and fifty-four million, sixty-eight thousand and forty-three
4.	10:16:09 (time)	ten sixteen and nine seconds
5.	26 ⁰ C	twenty-six degrees Celsius
6.	8¾	eight and three-quarters
7.	1997	nineteen seventy-seven
8.	90 KMPH	ninety kilometres per hour
9.	¥3,739,663	three million, seven hundred and thirty-nine thousand, six hundred and sixty-three Yen
10.	x 3	trebled, treble or times three