

WORDS IN THE NEWS Teacher's pack

EXAMPLE LESSON PLAN



BBC WORLD SERVICE LEARNING ENGLISH



Words in the News

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| Generic Lesson Plan: Core Materials | 3 |
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| Example worksheets: | |
| Worksheet A: Specific information Questions | 8 |
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| Example Answer Key | 12 |

Words in the News – 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 | Warm-up/ stimulate students' interest in text | 5 | <p>Generate interest about today's reading text by asking your students about the topic.</p> <p>For example, you could show a picture related to today's topic in some way and ask students to guess what the reading text will be about.</p> | |
| | Pre-teach essential vocabulary | 10 | <p>Elicit key vocabulary that students need either to understand the key points of the text or to understand and/or answer any questions that you'll set them later in the lesson. Most (or all) of the vocab will be from Word in the News (so you can elicit the vocabulary by using the explanations provided).</p> <p>If possible, use a variety of ways to elicit the vocabulary – through a drawing, picture, visual, the real object (if possible), mime or explaining a situation or giving a series of clues so that the students can guess what vocabulary you're trying to elicit.</p> <p>For example: Immune (adj) - explain: When I was young my mother took me to the doctor to get an injection so that I wouldn't get e.g. measles. After the injection, I couldn't catch measles. I was (expected response: immune). Yes, I was immune to the measles.</p> <p>Elicit the vocabulary, model the vocab (say it clearly, highlighting the word stress) and get them to repeat the words after you.</p> | |

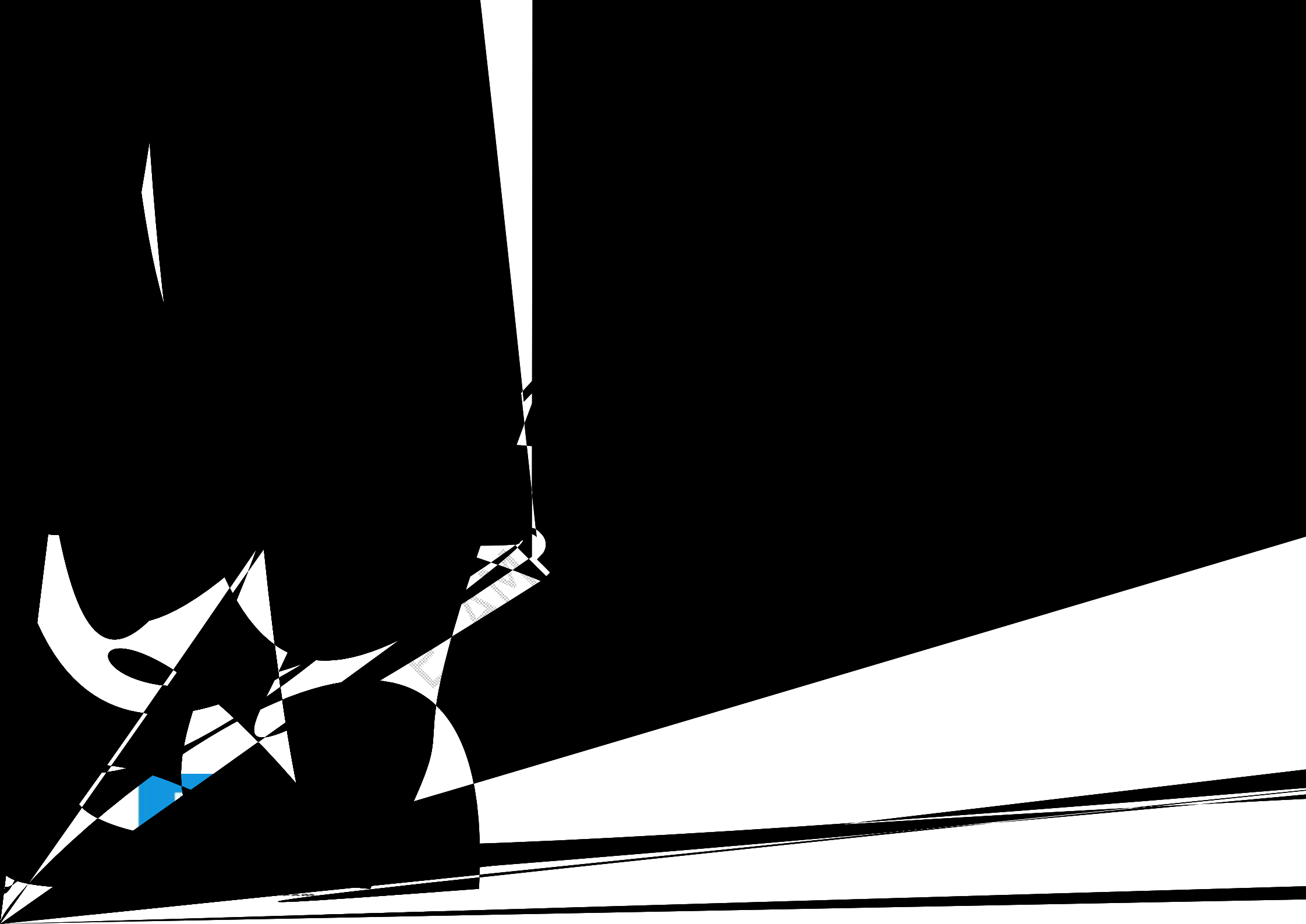


Words in the News - Intermediate Reading Skills
Core materials Lesson Plan

| | Activity | Approx time in mins | Teacher | Boardwork |
|--|-------------------|---------------------|--|--|
| P R E R E A D I N G T E X T | Written record | 5 - 10 | Write the words on the board, eliciting spelling as you write. Elicit and show the word stress and word class for each item. Give students some time to copy your boardwork into their notebooks. | For example: to <u>s</u> pread (v) imm <u>u</u> ne (adj) to something |
| | Set gist question | 1 | The gist question should test students' overall understanding of the text. The answer should be a short answer. The gist question should help students to read though the text quickly to get the main idea(s) for it. Write the question on the board so that they can refer to it while they are reading. Tell the students they are going to read a text about a particular topic; give them a little background to the topic. Set and tell them they have a time limit (2 - 3 minutes) to read the text quickly to get the gist of it and to find the answer to the question on the board. Setting a time limit helps the students not to get too distracted by trying to understand every word of the text. | For example: It is very likely that H2N2 will kill a lot of people around the world. True or False? |

EXAM 1





Words in the News – Intermediate Reading Skills
Supplementary materials Lesson Plan

| | Activity | Approx time in mins | Teacher | Boardwork |
|---|--|---------------------|---|---|
| P O S T R E A D I N G T E X T | Grammar focus | 5 - 10 | Create a worksheet to focus on a grammatical aspect from the text. Set a time limit for the task and if possible re-group the students so that they are now working in small groups or pair but with different students from the previous task. (See worksheet C below as an example) | |
| | 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 or speaking | 15 | Provide follow-up task. This should be a task that gives students a chance of moving from receptive skills (reading or listening) to productive skills (either writing or speaking). Give students some time to think about their ideas before they start the writing or speaking task. While students are doing this task, listen/read unobtrusively and make a note of items to feedback to them later. | |
| | Feedback | | Give praise for content. Give praise for correct English language examples you heard/read. Give feedback on incorrect examples you heard/read. Elicit corrections | For example: If you have sex without a condom, you are at risk (P) You should not smoking if you want live longer (0) |
| Total Time Approx | | 30 | | |

Words in the News – Example Worksheet A

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

| | | |
|----|--|-----|
| 1. | | T/F |
| 2. | | T/F |
| 3. | | T/F |
| 4. | | T/F |
| 5. | | T/F |
| 6. | | T/F |

Words in the News – Example Worksheet B

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

| | |
|-----|--|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| 8. | |
| 9. | |
| 10. | |

Words in the News – Example Worksheet B

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

| | |
|----|--|
| A. | |
| B. | |
| C. | |
| D. | |
| E. | |
| F. | |
| G. | |
| H. | |
| I. | |
| J. | |

Words in the News – Example Worksheet C

Fill in the table with the words below. If no answer is possible, the box has a cross (X) in it. The first one has been done for you:

| | | | | |
|---------------------|----------------------|---------------------|------------------|-------------------|
| <i>classifiable</i> | <i>handle</i> | <i>derive</i> | <i>process</i> | <i>globally</i> |
| <i>circulation</i> | <i>traceable</i> | <i>derivatively</i> | <i>reassure</i> | <i>classify</i> |
| <i>reassuringly</i> | <i>circulative</i> | <i>handled</i> | <i>globalise</i> | <i>derivative</i> |
| <i>traceability</i> | <i>globalization</i> | <i>reassurance</i> | | |

| | Base Verb | Noun | Adjective | Adverb |
|-----|-----------|----------------|------------|--------|
| 1. | spread | spread | X | X |
| 2. | | | global | |
| 3. | X | antibody | X | X |
| 4. | | process | X | X |
| 5. | | classification | | X |
| 6. | circulate | | | X |
| 7. | trace | | | X |
| 8. | | derivative | | |
| 9. | handle | | | X |
| 10. | | | reassuring | |

EE