

WORDS IN THE NEWS

Teacher's pack



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Words in the News

New Orleans job losses – 5 October 2005

(story link: http://www.bbclearningenglish.com/newsenglish/witn/2005/10/051005_neworleans.shtml)

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Words in the News – New Orleans job losses – 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. What do they know about Hurricane Katrina and its impact on the U.S. city of New Orleans in particular?</p> <p>Give them the title – New Orleans job losses – ask them to predict what the text might be about.</p>	
	Pre-teach essential vocabulary	10	<p>Elicit key vocabulary that students need either to understand the main points of the text or to understand and/or answer any questions set later in the lesson. Most (or all) of the vocabulary 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>Model the vocabulary (say it clearly, highlighting the word stress) and get them to repeat the words after you.</p> <p>to sack to make people unemployed</p> <p>not able to obtain sufficient funds not able to get enough money</p> <p>pointing out highlighting, making it clear</p> <p>the lay off</p>	

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			<p>the process of making people unemployed</p> <p>brought to an end finished</p> <p>the death toll the number or people who died</p> <p>assume responsibility for take control of</p> <p>the immediate aftermath the time immediately after something destructive has happened</p> <p>evacuees people who have been forced to leave their homes to go to a safer place</p>	
P	Written record	5 - 10	<p>Write the words on the board, eliciting spelling as you write. Elicit and show the word stress and word class for each item.</p> <p>Give students some time to copy your boardwork into their notebooks.</p>	<p>For example:</p> <p>To sack (someone) (v)</p>

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R E R E A D I N G T E X T	Set gist question	1	<p>The gist question should test students' overall understanding of the text. Students do not need to understand everything. The gist question should help students to read through the text quickly to get the main idea(s) for it.</p> <p>Write the question on the board so that they can refer to it while they are reading.</p> <p>Tell the students they are going to read a text about job losses in New Orleans following Hurricane Katrina; give them a little background to the topic if necessary.</p> <p>Tell them they have a time limit (1 - 2 minutes) to read the text quickly to get the gist of it and to find the answer to the question on the board.</p> <p>Setting a time limit helps the students not to get too distracted by trying to understand every word of the text.</p>	<p>For example:</p> <p>Are things returning to normal in New Orleans?</p>
W H I L E R E A D	Reading for gist (first reading of text)	1 - 2		
	Check gist answer	1	<p>Check students' answers</p> <p>Elicit answer from students (and underline answer on board)</p> <p>Refer to the paragraph numbers to clarify answer if necessary</p> <p>No – things are not returning to normal. For example, many people to lose their jobs, many people are still homeless.</p>	
	Set specific information questions	1	<p>Give students Worksheet A. These are true/false questions to encourage students to read for specific information.</p> <p>Any vocabulary that you think will be difficult for your students – either in the questions or in the part of the text where they'll</p>	

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	Activity	Approx time in mins	Teacher	Boardwork
I N G T E X T			get the answers – should be taught in the earlier stage of the lesson (see pre-teach essential vocabulary stage above) Give students a time limit (5 - 6 minutes) to read the text again in more detail now and to answer the questions. Ask them to highlight the passages in the text where they have found the answers.	
	Reading for specific information (second reading of the text)	5 - 6		
	Check specific information answers	2	Get students to check their answers in pairs Elicit answers True or False. Direct attention to particular paragraph if an answer is wrong to try to elicit correct answer.	
P O S T	Vocabulary consolidation/ building	5	Consolidate vocabulary covered in this lesson by using Worksheet B. Cut up the vocabulary and the definitions and get students to match the vocabulary with the correct definitions.	
R E A D I N G	Check answers	2	Elicit answers. If an answer is wrong, ask other students to try to elicit correct answer.	

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	Activity	Approx time in mins	Teacher	Boardwork
Total Time Approx		45 mins		

Words in the News – Worksheet A

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According to the text are the following statements true or false?

Read the text again and circle the correct answer.

1.	The mayor had no choice but to make people unemployed.	T/F
2.	The mayor took the blame for there not being enough money.	T/F
3.	People who still had a job would be contacted.	T/F
4.	The authorities are still looking closely for any more dead bodies.	T/F
5.	The number of people who died is about the same as was suggested directly after Hurricane Katrina.	T/F
6.	Only a few thousand people have not been able to return to their homes.	T/F

This quiz is available online. Go to:

http://www.bbclearningenglish.com/newsenglish/witn/2005/10/051005_neworleans.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

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

1.	to sack
2.	not able to obtain sufficient funds
3.	pointing out
4.	the lay off
5.	brought to an end
6.	the death toll
7.	assume responsibility for
8.	the immediate aftermath
9.	evacuees

Words in the News – Worksheet B - Definitions

New Orleans job losses – 5 October 2005

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

a.	the time immediately after something destructive has happened
b.	the process of making people unemployed
c.	the number of people who died
d.	to make people unemployed
e.	take control of
f.	highlighting, making it clear
g.	people who have been forced to leave their homes to go to a safer place
h.	finished
i.	not able to get enough money

Words in the News – Answer Key

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Answers

Worksheet A

1. True – The mayor said he was 'forced to sack' three thousand people. (Para. 1)
2. False – The mayor 'pointed out' that requests had been made to state and federal government, suggesting that they did not provide the necessary money. (Para. 1)
3. True – Those 'not contacted' should consider themselves unemployed. (Para. 1)
4. False – 'The house to house search for bodies has been brought to an end' (Para. 2)
5. False – The number of dead is 'considerably lower'. (Para. 2)
6. False – 'Tens of thousands of people are still homeless' (Para. 3)

Worksheet B

1. d
2. i
3. f
4. b
5. h
6. c
7. e
8. a
9. g