

# WORDS IN THE NEWS

Teacher's pack



# BBC WORLD SERVICE LEARNING ENGLISH



# Words in the News

## Explorers stopped in Russia – 5 April 2006

(story link: [http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2006/03/060405\\_explorer](http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2006/03/060405_explorer))

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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 can go wrong during a walk all the way around the world. Write their suggestions on the board. (Expected responses: being attacked by wild animals, getting sun-stroke, dealing with freezing weather, being robbed, getting sick.)	For example: <table><tr><td></td><td></td></tr><tr><td>wild animals</td><td></td></tr><tr><td>weather</td><td></td></tr><tr><td>robbery</td><td></td></tr><tr><td>illness</td><td></td></tr></table>			wild animals		weather		robbery		illness	
wild animals														
weather														
robbery														
illness														
	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.											



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			<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><b>on the road</b> travelling</p> <p><b>to pitch a tent</b> to set up a temporary shelter (usually made of light material)</p> <p><b>an ice floe</b> a large piece of ice floating on the sea</p> <p><b>a trek</b> a long journey (usually on foot)</p> <p><b>a fortnight</b> two weeks</p> <p><b>a border stamp</b> an authorisation usually marked in a passport</p> <p><b>alarmed</b> really worried</p>	<p><b>to restrict</b></p> <p><b>on the road</b></p> <p><b>to pitch a tent</b></p> <p><b>an ice floe</b></p> <p><b>a trek</b></p> <p><b>a fortnight</b></p> <p><b>a border stamp</b></p> <p><b>alarmed (adj)</b></p> <p><b>to detain</b></p> <p><b>to hope the matter will be resolved quickly</b></p> <p><b>to hinder</b></p>

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	Activity	Approx time in mins	Teacher	Boardwork
			<p><b>to detain</b> to be made to stay with the police or other authorities</p> <p><b>to hope the matter will be resolved quickly</b> to wish that the problem will be solved</p> <p><b>to hinder</b> to restrict</p>	
	Written record	5 - 10	<p>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.</p>	



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	Activity	Approx time in mins	Teacher	Boardwork												
	Set a skimming question. Students read text the first time.		Tell the students they are going to read a text about someone who is trying to walk around the world. Give them a time limit (1 - 2 minutes) to read the text quickly to find the answer to the question on the board: How many of our problems on the board are mentioned in the text? It's not important that the students predict every way 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.													
	Check answer	2 - 3	Elicit students' answers and write the correct answer on the board. Paragraph 1 mentions being attacked (although its doesn't say if by humans or animals), being kept in jail, being rescued by helicopter, being almost swept into sea. Paragraph 3 mentions being stopped by border guards	<table><tr><td></td><td></td></tr><tr><td>wild animals</td><td>û</td></tr><tr><td>weather</td><td>û</td></tr><tr><td>robbery</td><td>û</td></tr><tr><td>illness</td><td>û</td></tr><tr><td></td><td></td></tr></table>			wild animals	û	weather	û	robbery	û	illness	û		
wild animals	û															
weather	û															
robbery	û															
illness	û															
	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.													



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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 homographs (words that are spelled the same but which have different meanings). Tell students to write two example sentences for each word.	
	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	<p>Ask students if they think Karl and his mum both view his trek in the same way (expected response – No, he thinks it's a fun adventure, she's worried about him and is scared he might die). Tell students they are going to write a letter. Give each student a role (either as Karl or his mother) about put students with similar roles together in small groups.</p> <p>In groups get them to discuss what they will bring up in their letter.</p> <p>Give them 4 – 5 minutes to brainstorm ideas, 4 - 5 minutes to each write their letters individually.</p> <p>Get each 'Karl' to deliver their letter to one 'mum' and each 'mum' to give their letter to a different 'Karl'. Each person should then read the letter they've been given, and if time, write a reply to it (you could also set this final task as homework).</p> <p>If possible, display some or all the letters around the classroom at the end of this activity.</p> <p>While they are speaking and writing, move around the room listening to them unobtrusively. Make notes of any errors you</p>	





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	Activity	Approx time in mins	Teacher	
	Feedback		<p>hear.</p> <p>Give praise for content (for example, who wrote like a convincing, worried mother).</p> <p>Give praise for correct examples you heard.</p> <p>Give feedback on incorrect examples you heard.</p>	<p>Boardwork</p> <p>Examples:</p> <p>Don't forget to brush your teeth every night!. (ü)</p> <p>You believe the things we've saw. (ü)</p>
Total time		30		



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

### Explorers stopped in Russia – 5 April 2006

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

1.	Bushby has been travelling since 2000.	T/F
2.	Bushby was expecting the Russian part of the trip to be the easiest.	T/F
3.	Bushby and Kieffer had problems at Siberian immigration control.	T/F
4.	Some of the items in their luggage worried the Siberian officials.	T/F
5.	The British embassy said that Bushby and Kieffer were in prison.	T/F
6.	Bushby's father has asked the Russian Authorities not to hold back his son so that he can complete his journey and be home in three year's time.	T/F

This quiz is available online. Go to:

(story link: [http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2006/03/060405\\_explorer](http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2006/03/060405_explorer))

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

Explorers stopped in Russia – 5 April 2006

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

1.	on the road
2.	to pitch a tent
3.	an ice floe
4.	a trek
5.	a fortnight
6.	a border stamp
7.	alarmed
8.	to detain
9.	to hope the matter will be resolved
10.	to hinder

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

Explorers stopped in Russia – 5 April 2006

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

A.	to wish that the problem will be solved
B.	two weeks
C.	to set up a temporary shelter (usually made of light material)
D.	really worried
E.	to restrict
F.	a long journey (usually on foot)
G.	an authorisation usually marked in a passport
H.	a large piece of ice floating on the sea
I.	travelling
J.	to be made to stay with the police or other authorities

## Words in the News – Worksheet C – Word families

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In English there are a lot of homographs - words which are spelt the same but which have different meanings. For example, a foot (a **part of your body**) and a foot (a **unit of measurement** = 12 inches).

Below are some homographs (some are words from today's text). Create two sentences to show the different meanings of each word.

The first one has been done for you:

	meaning 1	meaning 2
<b>trip</b>	<b>noun</b>	<b>noun</b>
<b>just</b>	<b>adjective</b>	<b>adverb</b>
<b>stretch</b>	<b>verb</b>	<b>noun</b>
<b>stamp</b>	<b>verb</b>	<b>noun</b>
<b>arms</b>	<b>noun</b>	<b>noun</b>
<b>tear</b>	<b>verb</b>	<b>noun</b>
<b>does</b>	<b>verb</b>	<b>noun</b>
<b>present</b>	<b>verb</b>	<b>noun</b>
<b>dove</b>	<b>verb</b>	<b>noun</b>
<b>free</b>	<b>adjective</b>	<b>adjective</b>

## Words in the News – Answer key

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#### Answers

#### Worksheet A

1. **False** - Paragraph 1 says 'Karl Bushby has been on the road for more than seven years'.
2. **False** - Paragraph 1 says 'Mr Bushby ... always knew that the most dangerous part would be his trek across ... the Bering Strait.'
3. **True** – Paragraph 2 says 'They reached ... Siberia ... but without ... the necessary border stamps'.
4. **True** – Paragraph 2 says 'The pair were ... armed with ... items which appear to have alarmed law enforcement officials.'
5. **False** – Paragraph 3 says 'A spokesman for the British embassy ... said the men weren't being detained'.
6. **True** – Paragraph 4 says 'Mr Bushby's father called on the Russians to ... not hinder his son so that he can embark on the next step of his journey ... before arriving ... back home in Britain by 2009. '

#### Worksheet B

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

Worksheet C		
	meaning 1	meaning 2
trip	<i>noun</i> We had a lovely trip to the seaside last weekend.	<i>noun</i> She tripped and broke her leg.
just	<i>adjective</i> The judge's decision was just.	<i>adverb</i> I just saw him yesterday.
stretch	<i>verb</i> The toffee stretched when she pulled it.	<i>noun</i> There's a stretch of sea between England and France.
stamp	<i>verb</i> When my daughter gets really angry, she stamps her foot.	<i>noun</i> You've got some great stamps in your passport.
arms	<i>noun</i> The soldiers have arms and are ready to shoot the enemy.	<i>noun</i> She's got a newspaper under her arm.
tear	<i>verb</i> Don't tear up that book! It's old but it's my favourite one.	<i>noun</i> He cried and a single tear fell down his face.
does	<i>verb</i> When he does that, it drives me crazy.	<i>noun</i> Female deers are called 'does'.
present	<i>verb</i> He had to present the monthly figures to the board of directors yesterday.	<i>noun</i> We gave her a bike as a birthday present. She was thrilled.
dove	<i>verb</i> She dove off the high board at the swimming pool.	<i>noun</i> A white dove is a symbol of peace.
free	<i>adjective</i> Can you believe they're giving away free MP3 players?	<i>adjective</i> After all those years in prison, she was finally set free.