

WORDS IN THE NEWS

Teacher's pack



BBC WORLD SERVICE

LEARNING ENGLISH



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Words in the News

Adidas buys rival Reebok - 3 August 2005

(story link: http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2005/08/050803_adidas.shtml)

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Words in the News – Adidas buys rival Reebok – 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	Generate interest about today's topic by asking students to name as many international brands as they can. Write their suggestions on the board. (Expected responses: Coca-Cola, BBC, Nike, Gap, McDonalds etc.)	For example: <table border="1"><tr><td>Coca-Cola</td><td></td></tr><tr><td>BBC</td><td></td></tr><tr><td>Nike</td><td></td></tr><tr><td>Gap</td><td></td></tr><tr><td>McDonalds</td><td></td></tr></table>	Coca-Cola		BBC		Nike		Gap		McDonalds	
	Coca-Cola													
BBC														
Nike														
Gap														
McDonalds														
	Pre-teach essential vocab	10 - 12	Elicit/present 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. The vocabulary is from Words in the News (so you can elicit the vocabulary by using the explanations provided online or below). Additional vocabulary which you might need but which is not in the text is also listed 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 this lesson plan at this stage instead. 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											

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			<p>sure of. If not, check their answers and give them help with any words they aren't sure of. 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>in the shadow of not as successful as someone or something else</p> <p>to take on to compete with</p> <p>a once in a lifetime opportunity a chance to do something really important or exciting – this chance is unlikely to be available again</p> <p>a separate identity a different name or brand from something else (usually the two things would be linked in some way)</p> <p>the German arm the part of a company based in Germany</p> <p>to continue its emphasis on something to continue or keep on concentrating your efforts on something</p>	



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	Activity	Approx time in mins	Teacher	Boardwork
			<p>consumer lifestyle a way of living that involves frequently spending money on things (but not general things like food)</p> <p>a glittering array of celebrities a large number of very famous people. Note the use of the word glittering – something that glitters is very bright, often like a star and a star is another word for a celebrity</p> <p>to endorse to say or write, usually for money, that a product is very good</p> <p>Additional vocabulary: to challenge to invite someone to compete against you</p> <p>rare (adj) the opposite of common. For example, diamonds are rare</p> <p>to buy out (v) a business term which describes when one company takes over another one</p>	

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	Activity	Approx time in mins	Teacher	Boardwork
	Written record	5	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>in the <u>shadow</u> of</p> <p>to take on (v)</p> <p>a once in a <u>lifetime</u> opportunity</p> <p>a <u>separate</u> <u>identity</u></p> <p>the German arm</p> <p>to <u>continue</u> its <u>emphasis</u> on something</p> <p>consumer <u>lifestyle</u></p> <p>a <u>glittering</u> <u>array</u></p> <p>rare (adj)</p> <p>to <u>challenge</u></p> <p>to buy out (v)</p>

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	Activity	Approx time in mins	Teacher	Boardwork										
W H I L E	Set skimming question. Students read text the first time	3	Tell the students they are going to read a text about a space shuttle. 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 brands 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.	For example: <table><tr><td>Coca-Cola</td><td></td></tr><tr><td>BBC</td><td></td></tr><tr><td>Nike</td><td></td></tr><tr><td>Gap</td><td></td></tr><tr><td>McDonalds</td><td></td></tr></table>	Coca-Cola		BBC		Nike		Gap		McDonalds	
	Coca-Cola													
	BBC													
	Nike													
Gap														
McDonalds														
Check answers	1	Elicit answer from students (and mark the correct answers on the board). The BBC is mentioned at the top of the page and paragraph 1 mentions Nike.	<table><tr><td>Coca-Cola</td><td>x</td></tr><tr><td>BBC</td><td>✓</td></tr><tr><td>Nike</td><td>✓</td></tr><tr><td>Gap</td><td>x</td></tr><tr><td>McDonalds</td><td>x</td></tr></table>	Coca-Cola	x	BBC	✓	Nike	✓	Gap	x	McDonalds	x	
Coca-Cola	x													
BBC	✓													
Nike	✓													
Gap	x													
McDonalds	x													
Set specific information questions.	2	Use worksheet A/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 now and to answer the questions.												
Check answers	1	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).												

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	Activity	Approx time in mins	Teacher	Boardwork
P O S T R E A D I N G	Building vocabulary	5 - 10	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 (see worksheet B and answer key)	
Total Time Approx		45		



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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: Vocabulary networks	5 - 10	Use worksheet C to focus on vocabulary networks. Tell students to classify the words depending on whether they refer to business or space travel. Tell them to add three words of their own to each network.	
	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	10 - 15	Show students some adverts from magazines or the internet for sports products (perhaps trainers or football boots, for example). Look at the adverts and elicit what kind of language is used (short sentences to grab people's attention, lots of adjectives to describe the product in glowing terms etc). Tell students that they are going to design and advertise a new sports product. Students work together in small groups to design and draw their product and then write the text for their advert. Give them 2 or 3 minutes to think about their product (What is it? Who is it aimed at? How much will it cost? etc.) and about 8 - 10 minutes to write their piece. Circulate, while they are working, giving help with grammar and spelling, if necessary.	
	Feedback		If possible, display the finished adverts around the room. Ask the students to look at each one and vote on which one they think is the most interesting product or is the best written advert or describes the product they'd most like to buy. Give praise for content (for example, who designed and drew the best football boot)	

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	Activity	Approx time in mins	Teacher	Boardwork
		5 - 10	Give praise for correct examples you read. Give feedback on incorrect examples you read. Elicit corrections.	Examples: Do you want to run the fastest you've ever run? ✓ These boots are made for score goals. x
Total Time Approx		35		

Words in the News – Worksheet A

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

1.	Adidas and Reebok are as successful and well-known as Nike is.	T/F
2.	Adidas and Reebok hope this new arrangement will allow them to challenge Nike.	T/F
3.	Herbert Hainer thinks that this arrangement is a rare opportunity for Adidas and Reebok.	T/F
4.	Although Adidas has bought Reebok out, Reebok will still have its own image and main offices.	T/F
5.	Adidas and Reebok will jointly concentrate on increasing their sales of casual and sporting goods to young people.	T/F
6.	A lot of famous people give their services free to promote Adidas' products.	T/F

This quiz is available online. Go to:

http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2005/08/050803_adidas.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.	in the shadow of
2.	to take on
3.	a once in a lifetime opportunity
4.	a separate identity
5.	the German arm
6.	to continue its emphasis on something
7.	consumer lifestyle
8.	a glittering array of celebrities
9.	to endorse
10.	to challenge
11.	rare
12.	to buy out



Words in the News – Worksheet B - Definitions

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

a.	to invite someone to compete against you
b.	a way of living that involves frequently spending money on things (but not general things like food)
c.	to compete with
d.	a business term which describes when one company takes over another one
e.	the opposite of common. For example, diamonds are rare
f.	not as successful as someone or something else
g.	a different name or brand from something else (usually the two things would be linked in some way)
h.	a large number of very famous people
i.	to continue or keep on concentrating your efforts on something
j.	a chance to do something really important or exciting – this chance is unlikely to be available again
k.	the part of a company based in Germany
l.	to say or write, usually for money, that a product is very good

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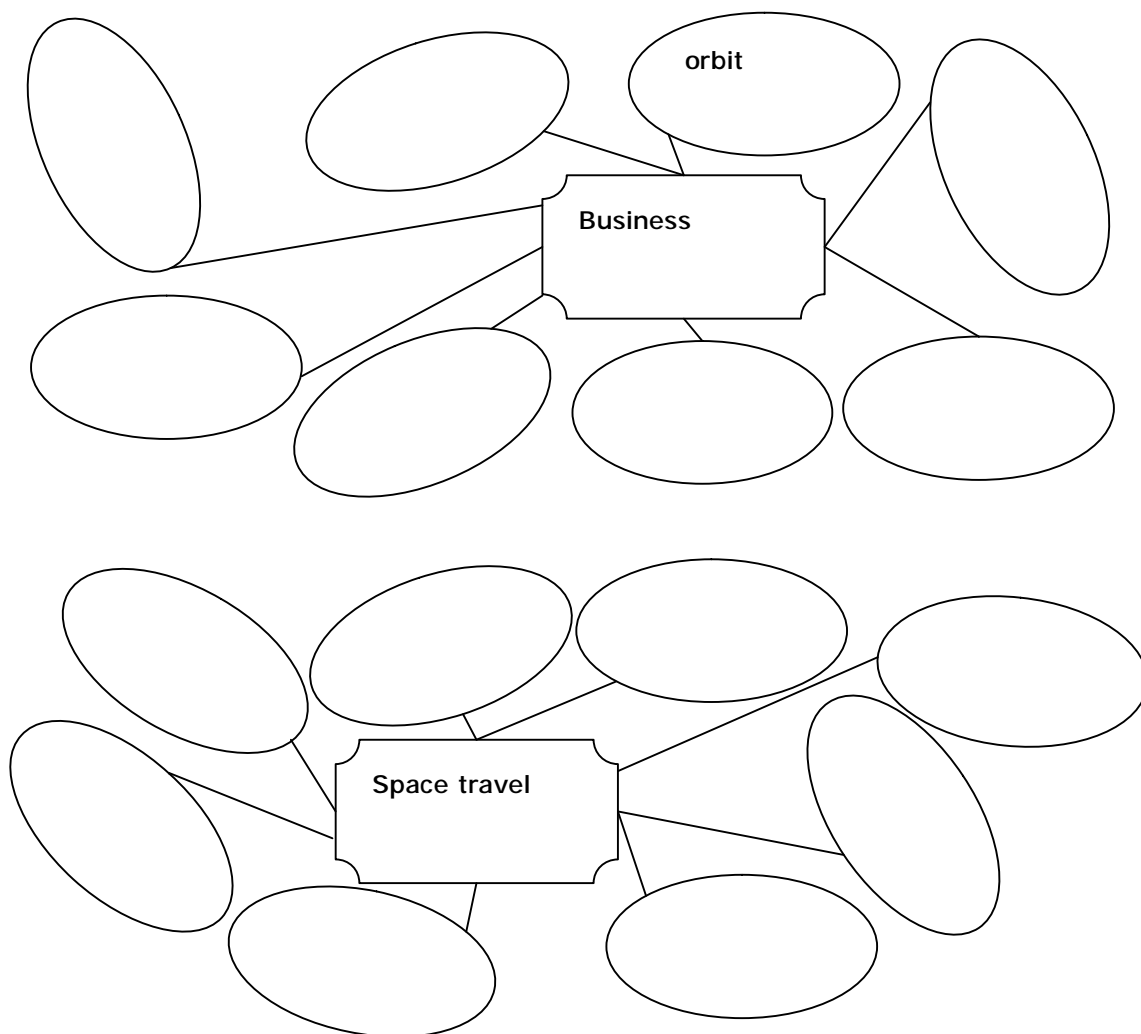
Words in the News – Worksheet C

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Many people find it's easier to remember vocabulary if it's grouped together in a meaningful way.

Below are words about business (from today's text) and some about space travel (from 27 July text – Hopes and fears for shuttle Discovery). Put the words into the correct category, and add three more words of your own. The first one has been done for you:

orbit	blast off	consumer	deal	marketing
brand	ground control	endorse	onboard video	lift off



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Answers

Worksheet A

1. False - Paragraph 1 says 'Adidas and Reebok are in the shadow of Nike'
2. True – Paragraph 1 says 'This deal is intended to help them take on Nike.'
3. True – Paragraph 2 says 'Adidas chairman Herbert Hainer described the planned deal as a once in a lifetime opportunity.'
4. True – Paragraph 2 says 'But Reebok will continue to have a separate identity, retaining its name and its headquarters in...Massachusetts.'
5. False – Paragraph 3 says 'The German arm, Adidas, will continue its emphasis on goods for competitive sports while Reebok will be more of a youth and consumer lifestyle brand.'
6. False – Paragraph 4 says 'Adidas pays a glittering array of celebrities...to endorse its products.'

Worksheet B

1. f
2. c
3. j
4. g
5. k
6. i
7. b
8. h
9. l
10. a
11. e
12. d

Worksheet C

As well as the answers below, students should also have three extra words in each category

Business:	Space travel:
consumer	orbit
deal	blast off
marketing	ground control
brand	onboard video
endorse	lift off

