

Words In The News

Teacher's pack

Lesson plan and student worksheets
with answers

Indonesia bird flu -
17 May 2005



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LEARNING ENGLISH



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BBC Learning English – Words in the News

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Level: Intermediate and above

Topic: Bird flu in Indonesia

Language: Vocabulary of news report

Aims: Reading skills – Understanding a short news report
Language skills – Practising word stress patterns
Speaking skills – Practising speaking fluency

Materials: Worksheet 1 – Comprehension questions
Worksheet 2 – Vocabulary matching task
Worksheet 3 – Grammar/language focus – Word stress
News story – Available online at:

http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2006/05/060517_bird_flu.shtml

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LESSON STAGES

A Simulate student interest in text

Generate interest about today's topic by asking students what the major causes of death are around the world today. Write their ideas on the board. You will use these ideas later in the lesson (for the speaking fluency task).

Expected responses:

AIDS

bird flu

famine

natural disasters

B Pre-teach essential vocabulary

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, you should then model it (say it clearly, highlighting the word stress) and get them to repeat the words after you.

to overtake

to catch up with and pass

worst-affected

most badly hit

in terms of

by way of

to confirm

to provide support for the correctness or truthfulness of the fact

poultry

domesticated fowls (e.g. ducks, chickens, turkeys)

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a cluster

a close group of similar things or events

fatalities

deaths

to combat

to fight against something or someone

to increase public awareness

to make people know

evidence

the available facts indicating whether a thing is true or not

C Written record of vocabulary

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.

Boardwork:

to overtake

worst-affected

in terms of

to confirm

poultry

a cluster

fatalities

to combat

to increase public awareness

evidence

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D Set a scanning question.

Students read text the first time.

Tell the students they are going to read a text about a world health issue – bird flu. Give them a time limit (1 - 2 minutes) to read the text quickly to find the answer to the question on the board.

It's not important the students to understand every word of the text at this stage. The point of this task is to get them interested in the text and to read it quickly once.

Boardwork

The disease has spread from people to other people in Indonesia.

True or false?

E Check answers

Elicit students' answers and tick the correct answer on the board. False

Paragraph 3 says 'The Indonesian authorities say ... there's no evidence that the virus was passed from human to human.'

F Set specific information questions

Hand out Worksheet 1 or use the online quiz. Students complete the worksheet to help them understand the text in more detail. Give them a time limit (5 - 6 minutes) to read the text in more detail and to answer the questions.

G Check answers

Elicit True or False answers. Direct attention to a particular paragraph if an answer is wrong to try to elicit correct answer (see worksheet 1 and answer key).

H Vocabulary consolidation/building

Before the lesson, make enough copies of worksheet 2 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.

I Check answers

Elicit answers. If an answer is wrong, ask other students to try to elicit correct answer.

J Grammar focus

Hand out Worksheet 3 which focuses on shifting word stress patterns. Tell students to look at the list of verbs and nouns and decide if the word stress stays the same or is different with each pair of words.

K Check answers

If an answer is wrong, ask other students to try to elicit correct answer (see worksheet 3 and answer key).

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L Follow-up activity: Speaking

Ask students what they think the Indonesian government could do to increase public awareness about bird flu.

Refer to the world health issues that the students mentioned at the beginning of the lesson and ask students how they would raise awareness about one of these public health issues. Tell students to imagine they have been approached by the health service in their country. They have been asked to design an awareness campaign based on one of the health issues facing their country.

Students work together for 5 – 10 minutes in small groups to brainstorm their ideas. They should select a health issue, decide who their audience is, choose their media (TV, radio, poster) and come up with a slogan.

Regroup the students to make new small groups so that there is a mixture of students from the previous groups. Each student should tell the members of the new group about their campaign and answer questions from the other students for 5 – 10 minutes.

While they are speaking, move around the room listening to them unobtrusively. Make notes of any errors you hear.

M Feedback

Give praise for content (for example, whose campaign sounds the most original?)

Ask some students to tell the rest of the class about their campaign.

Give praise for correct examples you heard.

Give feedback on incorrect examples you heard.

Elicit corrections.

Give feedback on incorrect examples you saw. You could write some examples phrases or sentences on the board and elicit from students which ones are correct and which ones are wrong and why.

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WORKSHEET 1

Are the following sentences true or false?

- | | | |
|----|---|-----|
| 1. | More people have now died in Indonesia than in Thailand from bird flu. | T/F |
| 2. | Unofficial figures suggest that about 30 people have died from bird flu in Indonesia. | T/F |
| 3. | Domestic birds in Indonesia have been infected by the H5N1 virus. | T/F |
| 4. | Before this new outbreak, most of the Indonesian deaths from bird flu had happened on Sumatra. | T/F |
| 5. | Two official organisations told Indonesia that it needs to do more to help stop bird flu spreading. | T/F |
| 6. | Indonesia needs to stop sick birds coming in contact with well birds and make people more aware of the dangers of this disease. | T/F |

WORKSHEET 2

VOCABULARY

Match these words and phrases to their definitions

- | | |
|---------------------------------|---|
| 1. to overtake | A. by way of |
| 2. worst-affected | B. deaths |
| 3. in terms of | C. domesticated fowls (e.g. ducks, chickens, turkeys) |
| 4. to confirm | D. to make people know |
| 5. poultry | E. most badly hit |
| 6. a cluster | F. to fight against something or someone |
| 7. fatalities | G. to catch up with and pass |
| 8. to combat | H. to provide support for the correctness or truthfulness of the fact |
| 9. to increase public awareness | I. the available facts indicating whether a thing is true or not |
| 10. evidence | J. a close group of similar things or events |

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WORKSHEET 3

GRAMMAR FOCUS – Word stress

Some words in English can be used as a verb or a noun and sometimes the word stress shifts or changes depending on what part of speech the word is. An example from today's text is **record**. When it's a verb, it's stressed **record** but when it's a noun it's stressed **record**

Mark the stressed syllable on the words below (some from today's text). Sometimes the stress will change from verb to noun but sometimes it won't. The first one has been done for you:

verb	noun	word stress - same or different?
1. re <u>cord</u>	1. re <u>cord</u>	1. different
2. transport	2. transport	2.
3. cluster	3. cluster	3.
4. combat	4. combat	4.
5. perfect	5. perfect	5.
6. contrast	6. contrast	6.
7. increase	7. increase	7.
8. permit	8. permit	8.
9. report	9. report	9.
10. pervert	10. pervert	10.
11. export	11. export	11.

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ANSWER KEY

WORKSHEET 1

1. True – Paragraph 1 says 'Indonesia overtook Thailand recently as the second worst-affected country in the world, after Vietnam, in terms of the number of people killed by H5N1 bird flu.'
2. False - Paragraph 1 says 'Thirty people are now confirmed as having died there.'
3. True - Paragraph 2 says 'The virus has been found in poultry in ... Indonesia'.
4. False – Paragraph 2 says '... the latest ... deaths were on ... Sumatra, not Java where the majority of the confirmed fatalities had previously been recorded.'
5. True – Paragraph 3 says 'The United Nations Food and Agriculture Organisation this week warned Indonesia that they were failing to combat the spread of the disease'.
6. True - Paragraph 3 says '...both in terms of controlling animal infection and failing to increase public awareness.'

WORKSHEET 2

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

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WORKSHEET 3

verb	noun	word stress – same or different?
1. rec <u>ord</u>	1. r <u>e</u> cord	1. different
2. transp <u>or</u> t	2. t <u>r</u> ansport	2. different
3. cl <u>u</u> ster	3. cl <u>u</u> ster	3. same
4. c <u>o</u> mbat	4. c <u>o</u> mbat	4. same
5. p <u>e</u> rfect	5. p <u>e</u> rfect	5. different
6. contr <u>a</u> st	6. c <u>o</u> ntrast	6. different
7. incre <u>a</u> se	7. i <u>n</u> crease	7. different
8. p <u>e</u> rmit	8. p <u>e</u> rmit	8. different
9. rep <u>o</u> rt	9. rep <u>o</u> rt	9. same
10. p <u>e</u> rvert	10. p <u>e</u> rvert	10. different
11. exp <u>o</u> rt	11. <u>e</u> xport	11. different