

# Words In The News

## Teacher's pack

Lesson plan and student worksheets  
with answers

Bangkok – a city on the  
move

21 June 2006



**BBC WORLD SERVICE**  
LEARNING ENGLISH



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# BBC Learning English – Words in the News

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**Level:** Intermediate and above

**Topic:** Bangkok

**Language:** Vocabulary of news report

**Aims:** Reading skills – Understanding a short news report  
Language skills – Practising prepositions of place – at, in, on  
Writing skills – Practising writing fluency

**Materials:** Worksheet 1 – Comprehension questions  
Worksheet 2 – Vocabulary matching task  
Worksheet 3 – Grammar/language focus – Prepositions of place  
News story – Available online at:

[http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2006/06/060621\\_bangkok.shtml](http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2006/06/060621_bangkok.shtml)

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#### LESSON STAGES

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##### A Stimulate student interest in text

Generate interest about today's topic by asking students what they associated Bangkok with. What is it famous for? If they are from Thailand, ask them if what it's famous for abroad is the same as what it's famous for within Thailand. Write their suggestions on the board and ask them if each idea is positive or negative (some might be both).

Boardwork (possible answers):

Tourists
Cheap electronic goods
Pollution
Traffic jams
Spicy food
Temples

##### 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 don't know.

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 be swept up in World Cup fever**

to be caught up with and carried away by the excitement of the World Cup games

##### **on the throne**

a king or queen in power; a throne is a special chair that's used by them on special occasions

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**to gamble**

to bet money on the results of a game or competition, but people who guess incorrectly lose their money

**illegal**

not allowed by law

**to crack down on**

to become stricter on, to put a stop to (usually illegal or bad behaviour)

**a dashboard**

a part of a car in front of the driver where the steering wheel and other controls are

**to penalise**

to punish

**to swallow**

to absorb and take over the districts so that they can no longer be identified as separate areas

**an aviation hub**

an airport which people can fly to so that they can catch flights going to different places

**infrastructure**

basic systems such as railways, roads and banks which allow the city to work properly

**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 be swept up in World Cup fever

on the throne

to gamble

illegal

to crack down on

a dashboard

to penalise

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to swallow

an aviation hub

infrastructure

#### **D Set a scanning question.**

Tell the students they are going to read a text about a World Cup match. 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 that 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

How many of our ideas about Bangkok are mentioned in the text?

Tourists	
Cheap electronic goods	
Pollution	
Traffic jams	
Spicy food	
Temples	

#### **E Check answers**

Elicit students' answers and highlight the correct answer on the board. In this case, none of the ideas are mentioned in the text.

#### **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 the 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.

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#### I Check answers

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

#### J Grammar focus

Hand out Worksheet 3 which focuses on the preposition of place – *in*, *at* and *on* (***In*** is used to talk about an position inside a place – in a school, in an office, in a restaurant. ***At*** is used to talk about a location or a point – at the bus-stop, at the top of the hill. ***On*** is used to talk about the position of something on a surface – on a shelf, on the floor, on your head).

#### K Check answers

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

#### L Follow-up activity: Writing

Ask students to think about their own village, town or city in the same way they did at the beginning of the lesson about Bangkok. What is it famous for (its positive qualities)? What is it infamous for (its negative qualities)? Tell students that they are going to design a quiz for the other students in the class about different places around the world.

Students work in pairs to think about and write short paragraphs about 2 or 3 places without mentioned the city or town they're thinking about. They should write about the negative as well as the positive aspects about the places they have chosen.

Give them 2 or 3 minutes to think about their place/s and 5 – 10 minutes to write their descriptions.

While they are writing, move around the room reading their work unobtrusively. Make notes of any errors you see.

Pin the descriptions on the wall and ask students in their pairs to walk round the room. Each pair should read as many of the descriptions as they can and write down which country they think they are reading about.

#### M Feedback

Ask each pair of students to give the rest of the class feedback about what country they were writing about. For each correct guess, students get 1 point. The pair with the most points is the winner.

Give praise for content (for example, the pair who wrote the most informative yet difficult to guess places).

Give praise for correct English you read. Give feedback on incorrect language you read. You could write some example 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**

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#### **COMPREHENSION QUESTIONS**

**Are the following sentences true or false?**

1. People in Bangkok are really excited about The World Cup. T/F
  
2. People have been arrested by police for betting about the results of some of the football matches. T/F
  
3. The Police want to encourage children to sell flowers on Bangkok's roads. T/F
  
4. The children's parents will be given money to help them sell flowers. T/F
  
5. Bangkok's new airport will be spread over two districts. T/F
  
6. The new airport plans to be as good or better than other major airports in the region. T/F

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#### WORKSHEET 2

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#### VOCABULARY MATCHING TASK

Match these words and phrases to their definitions

- |                                      |  |
|--------------------------------------|--|
| 1. to be swept up in World Cup fever | A. to bet money on the results of a game or competition, but people who guess incorrectly lose their money |
| 2. on the throne                     | B. to become stricter on, to put a stop to (usually illegal or bad behaviour)                              |
| 3. to gamble                         | C. to absorb and take over the districts so that they can no longer be identified as separate areas        |
| 4. illegal                           | D. a king or queen in power; a throne is a special chair that's used by them on special occasions          |
| 5. to crack down on                  | E. to be caught up with and carried away by the excitement of the World Cup games                          |
| 6. a dashboard                       | F. basic systems such as railways, roads and banks which allow the city to work properly                   |
| 7. to penalise                       | G. an airport which people can fly to so that they can catch flights going to different places             |
| 8. to swallow                        | H. not allowed by law  |
| 9. an aviation hub                   | I. a part of a car in front of the driver where the steering wheel and other controls are                  |
| 10. infrastructure                   | J. to punish   |



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#### WORKSHEET 3

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#### LANGUAGE FOCUS – Prepositions of place – at, in, on

Fill in the gaps in the sentences below (some from today's text) with the correct prepositions – **at**, **in** or **on**:

The first one has been done for you:

1. We met in Scotland, at Edinburgh university when we both studying in the Politics Department.
2. Most days I have lunch \_\_\_\_\_ the canteen but today I feel like sitting \_\_\_\_\_ the park. I just wish I had a blanket to sit \_\_\_\_\_ !
3. She looked at the books \_\_\_\_\_ my shelves but didn't find the one she was looking for. I told her she might find it \_\_\_\_\_ the library.
4. We had to wait for ages \_\_\_\_\_ the queue but once we were \_\_\_\_\_ the theatre it all seemed worthwhile.
5. I love to sit \_\_\_\_\_ the beach when I'm on holiday and think about everyone else back \_\_\_\_\_ the office, slaving away.
6. His flat is horrible. There are no pictures \_\_\_\_\_ the walls, no carpets \_\_\_\_\_ the floor and there were loads of dirty dishes \_\_\_\_\_ the sink!
7. She spent the day \_\_\_\_\_ her boat, relaxing \_\_\_\_\_ a chair, \_\_\_\_\_ the deck.
8. First, he waited \_\_\_\_\_ the departure lounge and then he waited \_\_\_\_\_ the gate until his flight was called.
9. She works \_\_\_\_\_ an office, \_\_\_\_\_ Birmingham and lives \_\_\_\_\_ a flat only 20 minutes from her work.
10. Turn left \_\_\_\_\_ the garage and my street is the next \_\_\_\_\_ the right.

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#### ANSWER KEY

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#### WORKSHEET 1

1. True - Paragraph 1 says 'Bangkok is swept up in World Cup fever again.'
2. True - Paragraph 1 says 'the arrest of more than three hundred people in the city for gambling on the matches - it's illegal in Thailand.'
3. False - Paragraph 2 says 'The police say they also want to crack down on children selling garlands of flowers to drivers at traffic lights.'
4. False – Paragraph 3 says 'the police plan to penalise the children's parents.'
5. True – Paragraph 3 says 'The new province would swallow two of Bangkok's districts.'
6. True - Paragraph 3 says 'It aims to compete with aviation hubs like Singapore and Hong Kong.'

#### WORKSHEET 2

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

#### WORKSHEET 3

1. in/at/in
2. in/in/on
3. on/in
4. in/in
5. on/in
6. on/on/in
7. on/in/on
8. in/at
9. in/in/in
10. at/on