

WORDS IN THE NEWS

Teacher's pack



BBC WORLD SERVICE LEARNING ENGLISH



Words in the News

Mass protests in France - 29 March 2006

(story link: http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2006/03/060329_paris.shtml)

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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	<p>Generate interest about today's topic by asking students to fill in the table of political protests over the years:</p> <table><tr><th>Period</th><th>Revolution/Protest</th><th>Country</th></tr><tr><td>1789 - 1799</td><td>French Revolution</td><td>France</td></tr><tr><td>1930</td><td>The Salt March</td><td>India</td></tr><tr><td>1965 - 1973</td><td>Anti-Vietnam war protests</td><td>USA</td></tr><tr><td>2004 - 2005</td><td>Orange Revolution</td><td>Ukraine</td></tr></table>	Period	Revolution/Protest	Country	1789 - 1799	French Revolution	France	1930	The Salt March	India	1965 - 1973	Anti-Vietnam war protests	USA	2004 - 2005	Orange Revolution	Ukraine	<p>1789 – 1799, 1965 – 1973, 1930, 2004 – 2005 Anti-Vietnam war The Salt March French Revolution Orange Revolution France, India, USA, Ukraine</p> <table><tr><th>Period</th><th>Revolution/ protest</th><th>Country</th></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>	Period	Revolution/ protest	Country												
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	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.																															



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	Activity	Approx time in mins	Teacher	Boardwork
			<p>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.</p> <p>deep discontent great unhappiness</p> <p>hard to subdue difficult to calm</p> <p>tear gas and water cannon methods used to control crowds - tear gas is a kind of spray that makes people's eyes sting and water cannons are machines that spray very strong streams of water at people</p>	



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	Activity	Approx time in mins	Teacher	Boardwork
			<p>to ebb and surge sometimes to increase, sometimes to become smaller</p> <p>to put distance between himself and his main rival to make himself seem very different from the key person against him</p> <p>at the centre of this storm most affected by the controversy because he is the key person in the middle of it</p> <p>to ride it out to survive the difficult situation until it's finished, without having to make big changes</p> <p>to set the suburbs alight again to lead to more protests and violence in areas outside of the centre of the city</p> <p>to count the cost to calculate how much money is needed to repair the damage</p>	<p>deep discontent</p> <p>hard to sub<u>du</u>e</p> <p><u>tear</u> gas and water ca<u>nn</u>on</p> <p>to ebb and surge</p> <p>to put distance between himself and his main <u>ri</u>val</p> <p>at the <u>ce</u>ntre of this storm</p> <p>to ride it out</p> <p>to set the <u>su</u>burbs a<u>l</u>ight again</p> <p>to count the cost</p> <p>the <u>ca</u>binet</p>

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	Activity	Approx time in mins	Teacher	Boardwork
			the cabinet the group of most important government ministers (or people) who advises the President	
	Written record	5 - 10	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.	
	Set a skimming question. Students read text the first time		Tell the students they are going to read a story about protests in France recently. Give them a time limit (1 - 2 minutes) to read the text quickly to find the answer to the question on the board:	The President is 100% behind the new employment law. True or false?
	Check answer	2 - 3	Elicit students' answers and write the correct answer on the board. Paragraph 5 says 'the President will meet the cabinet to decide 'what next?'	The President is 100% behind the new employment law. True or <u>false</u> ?



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	Activity	Approx time in mins	Teacher	Boardwork
	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.	
	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 time prepositions. Tell students to fill in the blanks in the sentences with the correct preposition or write nothing if no preposition is needed.	
	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: speaking/ writing	15	Ask students what they think about having different employment laws for young people and older people. Tell students they are going to create a charter of rights for young people. Brainstorm as a class topics they could include in their charter (for example, employment, education, military conscription etc.). Put students into groups to discuss their ideas and to decide their top five rights. Give them 4 – 5 minutes to brainstorm ideas, 4 - 5 minutes to write up their young people's bill of rights and 4 – 5 minutes for each group to tell the rest of the class about their charter. While they are speaking and writing, move around the room listening to them unobtrusively. Make notes of any errors you hear.	
	Feedback		After all the groups have presented their charters, have a class vote to decide which one is most likely to be successful in your country (or the country where the class is taking place, if you're in a multilingual class). Give praise for content (for example, who came up with the	Examples: Everyone should be allowed to decide when they want to get married. (ü)



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	Activity	Approx time in mins	Teacher	Boardwork
			most effective charters). Give praise for correct examples you heard. Give feedback on incorrect examples you heard.	We need to be treated by respect by employers (û)
Total time		30		



Words in the News – Worksheet A – Specific information questions

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

1.	Now that the riots are over, most people in France feel satisfied and happy.	T/F
2.	The violence continued all night, without interruption.	T/F
3.	Nicolas Sarkozy went to the Place de la Republique to show his support for the Prime Minister and his policies.	T/F
4.	Although the Prime Minister is the focus of the rioters' attention, he is resolute he won't change his mind about his policy.	T/F
5.	Some people are afraid that fighting and rioting will start for a second time in the outskirts of the city.	T/F
6.	This is a complicated but critical time in France just now.	T/F

This quiz is available online. Go to:

(story link: http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2006/03/060329_paris.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 building

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

1.	deep discontent
2.	hard to subdue
3.	tear gas and water cannon
4.	to ebb and surge
5.	to put distance between himself and his main rival
6.	at the centre of this storm
7.	to ride it out
8.	to set the suburbs alight again
9.	to count the cost
10.	the cabinet

Words in the News – Worksheet B - Vocabulary building

Mass protests in France - 29 March 2006

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

A.	sometimes to increase, sometimes to become smaller
B.	to survive the difficult situation until it's finished, without having to make big changes
C.	to calculate how much money is needed to repair the damage
D.	difficult to calm
E.	most affected by the controversy because he is the key person in the middle of it
F.	methods used to control crowds - tear gas is a kind of spray that makes people's eyes sting and water cannons are machines that spray very strong streams of water at people
G.	the group of most important government ministers (or people) who advises the President
H.	great unhappiness
I.	to lead to more protests and violence in areas outside of the centre of the city
J.	to make himself seem very different from the key person against him

Words in the News – Worksheet C – Word families

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Here are some idioms using 'like' (one from today's text):

- a. like a genie unleashed from its bottle**
a situation that's difficult to change or reverse
- b. like a bat out of hell**
leave somewhere very quickly
- c. like a fish out of water**
feel uncomfortable or out of place
- d. like getting blood out of a stone**
find it very difficult to get information from someone
- e. have a memory like a sieve**
be very forgetful
- f. look like death warmed up**
look very ill
- g. spread like wildfire**
information that every one hears very quickly
- h. fight like cat and dog**
two people or groups of people who argue and disagree with each other all the time
- i. know something like the back of your hand**
know something in great detail
- j. like gold dust**
rare, difficult to find

Words in the News – Worksheet C – Word families

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Complete these sentences with the correct idiom:

1. When I was growing up, my brother and I used to _____
but now we're best friends.
2. Are you going to be sick? You _____.
3. I can't believe they managed to get invites to the Oscars party – those invitations are _____.
4. She left the party _____
as soon as he came in. She must still be really mad at him.
5. As soon as the management announced the financial figures, rumours spread _____
that everyone was going to be made redundant.
6. He'll never tell you his secrets; getting him to talk is like _____.
7. He really didn't fit in. He couldn't understand the language, the people or culture. He was _____ in Japan.
8. As soon as you tell me something, I immediately forget it. I _____.
9. Your knowledge of the city is incredible. You know London _____.
10. After the government changed the law and made it legal to smoke cannabis, they couldn't _____
and make people take their anti-drugs policy seriously.

Words in the News – Answer key

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Answers

Worksheet A

1. **False** - Paragraph 1 says 'The streets ... are quiet ... again – but the deep discontent across France is proving hard to subdue.'
2. **False** - Paragraph 2 says 'the violence ebbed and surged for hours'.
3. **False** – Paragraph 2 says 'But this visit was ... to put distance between himself ... the French Prime Minister Dominique de Villepin.'
4. **True** – Paragraph 3 says 'He remains the man at the centre of this storm - determined to ride it out'
5. **True** – Paragraph 4 says 'the fear that the violence will set the suburbs alight again.'
6. **True** – Paragraph 5 says 'in these difficult but decisive days for France.'

Worksheet B

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

Worksheet C

1.	h.	fight like cat and dog
2.	f.	look like death warmed up
3.	j.	like gold dust
4.	b.	like a bat out of hell
5.	g.	spread like wildfire
6.	d.	like getting blood out of a stone
7.	c.	like a fish out of water
8.	e.	have a memory like a sieve
9.	i.	like the back of your hand
10.	a.	like a genie unleashed from its bottle