

Words In The News

Teacher's pack

Lesson plan and student worksheets
with answers

Mumbai bombs
investigation –
12 July 2006



BBC WORLD SERVICE
LEARNING ENGLISH



bbclearningenglish.com
© British Broadcasting Corporation 2005

BBC Learning English – Words in the News

Mumbai bombs investigation – 12 July 2006

CONTENTS

1. Level, topic, language, aims, materials
2. Lesson stages
3. Student worksheets 1, 2, 3
4. Answers

Level: Intermediate and above

Topic: Bomb attacks in India

Language: Vocabulary of news report

Aims: Reading skills – Understanding a short news report
Language skills – Practising idioms
Writing skills – Practising writing fluency

Materials: Worksheet 1 – Comprehension questions
Worksheet 2 – Vocabulary matching task
Worksheet 3 – Grammar/language focus – idioms of fingers and thumbs
News story – Available online at:

http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2006/06/060712_mumbai.shtml

Mumbai bombs investigation – 12 July 2006

LESSON STAGES

A Stimulate student interest in text

Generate interest about today's topic by asking students to call out ways that people can legally and illegally try to change things in politics. Write their suggestions on the board. You will use these suggestions later in the lesson.

(possible answers):

voting in elections
striking
using force to gain independence
being involved in terrorist activities

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.

focus for investigators

most important thing for the officials who are trying to find out what happened

to comb the wrecked carriages

to search very carefully through the destroyed parts of the train

clues

things which might give information about who was responsible

BBC Learning English – Words in the News

Mumbai bombs investigation – 12 July 2006

to mastermind

to coordinate, plan or organise

to point the finger at

to blame

to deny any role in something

to say they had nothing to do with something

to carry out raids

to do surprise searches looking for signs of people who might be responsible for breaking the law

to bring suspects in for questioning

to talk to people who the police think might be involved in illegal activities

loved ones

people we care for (usually family or close friends)

to creep back to normal

to slowly start to work as they usually do

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:

focus for investigators

to comb the wrecked carriages

clues

to mastermind

to point the finger at

to deny any role in something

to carry out raids

BBC Learning English – Words in the News

Mumbai bombs investigation – 12 July 2006

to bring suspects in for questioning

loved ones

to creep back to normal

D Set a scanning question.

Tell the students they are going to read a text about India. 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 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 are mentioned in the text?

voting in elections
striking
using force to gain independence
being involved in terrorist activities

E Check answers

Elicit students' answers and highlight the correct answer on the board. Paragraph 1 mentions a 'terrorist outfit' and paragraph 2 mentions 'groups fighting for an independent Kashmir'.

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.

I Check answers

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

BBC Learning English – Words in the News

Mumbai bombs investigation – 12 July 2006

J Language focus

Hand out worksheet 3 which focuses on idioms using 'fingers' and 'thumbs'. Ask students to match the idiom on the left with the correct meaning on the right.

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

Show students some examples of safety posters/campaigns from the internet, newspapers, magazines, government sources, airlines etc. Elicit what information is common to all these posters (description of the safety issues/ how you can prevent unnecessary police alerts/how you can help the authorities/ how you can get more information etc).

Tell students they are going to create their own train safety campaign poster (with words and pictures). When they have finished, they will have a vote on the best poster.

Put students into small groups to create their posters. Encourage them to think about their audience. Who is this poster for? Children, adults, tourists, daily commuters?

Give them 5 minutes to brainstorm ideas and 5 - 10 minutes to write and draw their posters.

Circulate, while they are working, giving help with grammar and spelling, if necessary and unobtrusively making notes of any errors you hear.

M Feedback

Collect the students' work. If possible, stick it up where everyone can see it. Ask students to look at each poster. Have a class vote to decide on the best one.

Give praise for content (e.g. which one had the best art work). Give praise for correct English you read. Give feedback on incorrect language you heard. 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.

BBC Learning English – Words in the News

Mumbai bombs investigation – 12 July 2006

WORKSHEET 1

COMPREHENSION QUESTIONS

Are the following sentences true or false?

1. The Indian police are certain who is behind and who carried out the attacks. T/F

2. A large terrorist organisation has claimed responsibility for the attacks. T/F

3. The authorities have often blamed independence fighters from Kashmir for previous attacks. T/F

4. The police are questioning a lot of people and are going to bring charges against them. T/F

5. People are going round the hospitals in Mumbai looking for their family members. T/F

6. No trains will be going in or out of Mumbai for the next few days. T/F

BBC Learning English – Words in the News

Mumbai bombs investigation – 12 July 2006

WORKSHEET 2

VOCABULARY MATCHING TASK

Match these words and phrases to their definitions

- | | |
|---|--|
| 1. focus for investigators | A. things which might give information about who was responsible |
| 2. to comb the wrecked carriages | B. to say they had nothing to do with something |
| 3. clues | C. to blame |
| 4. to mastermind | D. people they care for (usually family or close friends) |
| 5. to point the finger at | E. to search very carefully through the destroyed parts of the train |
| 6. to deny any role in something | F. to talk to people who they think might have been involved |
| 7. to carry out raids | G. to do surprise searches looking for signs of people who might have been responsible for the bombs |
| 8. to bring suspects in for questioning | H. most important thing for the officials who are trying to find out what happened |
| 9. loved ones | I. to slowly start to work as they usually do |
| 10. to creep back to normal | J. to coordinate, plan or organise |

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.

BBC Learning English – Words in the News

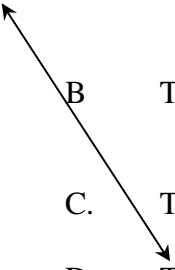
Mumbai bombs investigation – 12 July 2006

WORKSHEET 3

LANGUAGE FOCUS – Idioms

Idioms

Here are some idioms related to fingers and thumbs, including one from today's text. Match the idioms with their meaning. The first one has been done for you.

- | | |
|---|---|
| 1. To point the finger at someone | A. To waste your time |
| 2. To have green fingers | B. To be dominated by someone |
| 3. To be all fingers and thumbs | C. To be clumsy, not very well co-ordinated |
| 4. To keep your fingers crossed | D. To blame someone for doing something wrong |
| 5. To be under someone's thumb | E. To know the answer or be able to get the information very quickly |
| 6. To have your finger on the pulse | F. To hope for good luck |
| 7. To twiddle your thumbs | G. To be know what is fashionable and current, to understand what most people are thinking or feeling |
| 8. To work your fingers to the bone | H. To be lazy |
| 9. To have something at your fingertips | I. To work very hard |
| 10. To never lift a finger | J. To be good at looking after plants and flowers |
- 

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
D									

BBC Learning English – Words in the News

Mumbai bombs investigation – 12 July 2006

ANSWER KEY

WORKSHEET 1

1. False – Paragraph 1 says 'Who is responsible and who coordinated the sophisticated series of attacks is now the focus for investigators.'
2. False – Paragraph 2 says 'No one has said they carried out the attack, but security officials believe this was a well-planned operation, masterminded by a major terrorist outfit.'
3. True – Paragraph 3 say 'In the past, Indian authorities have been quick to point the finger at Islamic militant groups fighting for an independent Kashmir'.
4. False – Paragraph 4 says 'Police have {brought} suspects in for questioning, but no arrests have been made so far.'
5. True – Paragraph 5 says 'many anxious relatives are still making their way from hospital to hospital searching for loved ones.'
6. False – Paragraph 5 says 'Train services in the city are almost back to full operation - even the Western line, the target of the attacks, is creeping back to normal.'

WORKSHEET 2

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

WORKSHEET 3

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