

Words In The News

Teacher's pack

Lesson plan and student worksheets
with answers

New Zambezi bridge
30 August 2006



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LEARNING ENGLISH



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Level: Intermediate and above

Topic: Transport infrastructure

Language: Vocabulary of news report related to plans for a new bridge
Present perfect passive

Aims: Reading skills – Understanding a short news report
Language skills – Practising present perfect passive
Writing skills – Evaluating local transport

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

http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2006/08/060830_zambezi.shtml

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LESSON STAGES

A Stimulate student interest in text

Generate interest about today's topic by asking students what they know about Africa; in particular the countries Botswana, Zambia, and Zimbabwe. Ask about colonial and post-colonial history, languages and geography.

Alternatively, focus on transport infrastructure: Famous bridges/railways/airports around the world. The role of a transport system. Transport achievements in students' countries.

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.

trading link

commercial route, i.e. used for transporting goods for buying and selling

converge

come together as if to join

colonial times

the period when some countries were ruled by another country

access

the right or opportunity to reach and use

construction and maintenance

building and keeping in good condition

out-dated

very old

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borders

boundaries, frontiers between two or more countries

barriers

obstacles, things that stop other things

hampered by

stopped by, prevented by

infrastructure

the basic systems and services used by a society, e.g. roads, bridges, sewers etc.

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:

trading link

converge

colonial times

access

construction and maintenance

out-dated

borders

barriers

hampered by

infrastructure

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D Set a global question.

Tell the students they are going to read/listen to a text about a transport development in Africa.

Put this question on the board:

1. Which of these things are mentioned in the text?
 - a. History of the Zambezi river crossing
 - b. The new transport plan
 - c. Britain's role in the plan
 - d. General political and economic situation

Students read/listen to the text the first time. Give them a time limit (1 - 2 minutes) to read the text quickly to find the answer to this question. They do not need to understand the details for each topic.

E Check answers

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

The answers are: a (paragraph 2), b (paragraph 3), d (paragraph 4)

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: present perfect passive

Show students the first example of present perfect passive in the article:-

Paragraph 3: 'An agreement has just been signed.'

Elicit or show the students an active version of this sentence:-

"The governments of Botswana, Zimbabwe, Zambia have signed an agreement"

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Check the basic principles of the passive voice: Combine 'to be' with the past participle of the main verb. Change the form of 'to be' to indicate tense and negatives. Use 'by' with the agents/person doing the action. Useful when we do not know or are not interested in who does an action.

Use the second example from the text:- Paragraph 4: 'growth has always been hampered by poor infrastructure.'

Asks the students to write this in the active voice: 'Poor infrastructure has always hampered growth'.

Finally, draw attention to the examples of the present perfect active.

Paragraph 1: 'The leaders of Botswana, Zambia and Zimbabwe **have just given** the go-ahead for the construction of a new link'

Paragraph 2: 'The Zambezi River crossing at Kazungula -- upstream from the Victoria Falls -- **has been** an important trading link since the nineteenth century'

Paragraph 4: 'Political borders **have long been** economic barriers in Africa'

Hand out Worksheet 3 which focuses on present perfect passive. Tell students to complete the sentences with a verb from the box, and use either the present perfect active or passive.

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, in pairs/small groups if possible, to write a short description of the transport system in their city, town or region. Brainstorm ideas in the following categories:

- Description of the system
- Advantages/positives
- Disadvantages/negatives
- Suggestions for improvement

Share some of the ideas with the whole class. Students then write description of transport system, with their suggestions for improvement.

If possible, display the pieces of writing around the classroom. The students circulate round the room, quickly reading each one and making simple notes about the different suggestions. Then, in pairs, they choose the best ways to improve the transport system.

M Feedback

Give praise for content and show your interest in the different suggestions.

Give praise for correct examples you saw. 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. Kazungula is an important place for economic reasons. | T/F |
| 2 Building work on the new crossing has not started yet. | T/F |
| 3 People currently cross the river by a small, old bridge. | T/F |
| 4 Poor relations between African countries have not harmed business. | T/F |
| 5 The transport system in general is not in good condition. | T/F |
| 6 Countries are now working hard and independently to improve the situation. | T/F |

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WORKSHEET 2

VOCABULARY

Match these words and phrases to their definitions

- | | |
|--|---|
| 1. trading link | A. very old |
| 2. converge | B. boundaries, frontiers between two or more countries |
| 3. colonial times | C. come together as if to join |
| 4. access | D. obstacles, things that stop other things |
| 5. construction and maintenance | E. the right or opportunity to reach and use |
| 6. out-dated | F. the basic systems and services used by a society, e.g. roads, bridges, sewers etc. |
| 7. borders | G. the period when some countries were ruled by another country |
| 8. barriers | H. stopped by, prevented by |
| 9. hampered by | I. commercial route, i.e. used for transporting goods for buying and selling |
| 10. infrastructure | J. building and keeping in good condition |

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WORKSHEET 3

GRAMMAR FOCUS – Present perfect passive and active

Use the verbs to complete these sentences. Use the present perfect: passive or active

find borrow finish be repair tell give sign

1. The stolen money _____ by the police
2. 'Sarah _____ her homework already, Is yours ready too?'
3. 'The contract ____ just _____, so we can start the project tomorrow.'
4. There _____ an increase in the number of unemployed people over the last year.
5. 'I _____ a place at a university abroad. Shall I go?'
6. 'The company _____ a lot of money from the bank this year.'
7. '____ the computer _____ yet? I need to print a document.'
8. 'I'm leaving because I _____ to go by my boss'

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ANSWER KEY

WORKSHEET 1

1. True – Paragraph 2 of the written text says 'Kazungula ... has been an important trading link since the nineteenth century.'
2. True – Paragraph 3: '... an agreement has just been signed that will now provide for the construction...'
3. False – Paragraph 3 says 'At present, people crossing between Botswana and Zambia rely on a small, out-dated ferry.'
4. False – Paragraph 4 says 'Political borders have long been economic barriers in Africa.'
5. True – Paragraph 4 says 'growth has always been hampered by poor infrastructure.'
6. False – Paragraph 4 says 'there's a wider acceptance that partnership is the key to important new projects.'

WORKSHEET 2

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

WORKSHEET 3

1. The stolen money has been found by the police
2. 'Sarah has finished her homework already, Is yours ready too?'
3. 'The contract has just been signed, so we can start the project tomorrow.'
4. There has been an increase in the number of unemployed people over the last year.
5. 'I have been given a place at a university abroad. Shall I go?'
6. 'The company has borrowed a lot of money from the bank this year.'
7. 'Has the computer been repaired yet? I need to print a document.'
8. 'I'm leaving because I have been told to go by my boss'