

# Words In The News

## Teacher's pack

Lesson plan and student worksheets  
with answers

Counterfeit roubles -  
24 May 2005



**BBC WORLD SERVICE**  
LEARNING ENGLISH



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# BBC Learning English – Words in the News

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1. Level, topic, language, aims, materials
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**Level:** Intermediate and above

**Topic:** Counterfeit roubles in Russia

**Language:** Vocabulary of news report

**Aims:** Reading skills – Understanding a short news report  
Language skills – Practising phrasal verbs with 'out' and 'over'  
Speaking skills – Practising speaking fluency

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

[http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2006/05/060524\\_rouble.shtml](http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2006/05/060524_rouble.shtml)

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#### LESSON STAGES

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##### A Simulate student interest in text

Generate interest about today's topic by writing a list of countries and currencies on the board and asking students to match them correctly.

|          |          |
|----------|----------|
| France   | Dong     |
| Japan    | Dollar   |
| Kenya    | Euro     |
| Malaysia | Ringget  |
| Russia   | Rouble   |
| Vietnam  | Yen      |
| USA      | Shilling |

Answers:

|          |          |
|----------|----------|
| France   | Euro     |
| Japan    | Yen      |
| Kenya    | Shilling |
| Malaysia | Ringget  |
| Russia   | Rouble   |
| Vietnam  | Dong     |
| USA      | Dollar   |

##### 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.

**has not had an easy ride**

has had problems

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**an upheaval**

a violent or sudden change or disruption

**confidence**

feeling secure or certain about something

**a transaction**

a deal, commercial business

**on the back of**

because of

**sky high**

very high, extremely high

**counterfeiters**

people who make fake things, e.g. money

**staggering**

highly surprising, astonishing

**are subject to**

are prone to, are getting

**a watermark**

a faint design, which is difficult to copy, made in some paper, e.g. banknotes, visible when held against the light

**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:

has not had an easy ride

an upheaval

confidence

a transaction

on the back of

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sky high

counterfeiters

staggering

are subject to

a watermark

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

Students read text the first time.

Tell the students they are going to read a text with the title "Counterfeit roubles". Ask students to call out words or phrases they think will come up in the text and write them on the board.

#### Boardwork (example)

fake

currency

printing press

illegal

notes

photocopy

Ask students to read the text quickly (1 – 2 minute time limit) and see how many of their predicted words are mentioned in the text.

#### **E Check answers**

Check students' answers after they have finished reading.

#### **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.

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#### 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 phrasal verbs with 'out' and 'over'. Tell students to study the verbs at the top of the page before using them to complete the task on the bottom of the page.

#### K Check answers

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

#### L Follow-up activity: Speaking

Ask students to call out different types of crimes and write them on the board. For example:

Counterfeiting \$100,000,000

Murdering a 10 year-old child

Robbing £50 million from a bank

Shoplifting food from a supermarket

Helping an ill 80 year-old to commit suicide

In small groups students discuss and decide suitable punishments for each of these crimes.

Ask them to think about:

The victim (is there one? who is it?)

The effect the crime has on the community

How effective will the punishment be on the criminal and the community.

How effective prison/a fine/community service is as a punishment.

Students work together for 5 – 10 minutes in small groups to brainstorm their reasons.

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 punishments and the reasons they choose them 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 punishments really fitted the crime?)

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

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Are the following sentences true or false?

1. The Russian currency has been very stable in the last 5 - 10 years. T/F
2. In the 1990s, Russians were more confident about the rouble than the dollar. T/F
3. When Russians buy large items, for example, cars or houses they like to use US dollars. T/F
4. Because of increases in oil prices, the Russian economy is doing very well at the moment. T/F
5. There has been a small increase in the number of forgeries recently. T/F
6. Shop owners are distrustful of customers who try to pay for things with notes nowadays. T/F

**WORKSHEET 2**

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**VOCABULARY**

**Match these words and phrases to their definitions**

- |                                    |  |
|------------------------------------|--|
| 1. <b>has not had an easy ride</b> | A. a violent or sudden change or disruption  |
| 2. <b>an upheaval</b>              | B. a faint design, which is difficult to copy, made in some paper, e.g. banknotes, visible when held against the light |
| 3. <b>confidence</b>               | C. because of  |
| 4. <b>a transaction</b>            | D. people who make fake things, e.g. money   |
| 5. <b>on the back of</b>           | E. highly surprising, astonishing  |
| 6. <b>sky high</b>                 | F. a deal, commercial business   |
| 7. <b>counterfeiters</b>           | G. feeling secure or certain about something   |
| 8. <b>staggering</b>               | H. are prone to, are getting   |
| 9. <b>are subject to</b>           | I. very high, extremely high   |
| 10. <b>a watermark</b>             | J. has had problems  |



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#### WORKSHEET 3

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#### GRAMMAR FOCUS – Phrasal verbs – down and over

Here are some phrasal verbs using **down** or **over**:

chop down/cut down – cut something so that it falls to the ground

cut down – stop doing something as much as you used to

weigh down/load down – carry too many things

take down/write down/jot down – write down something (often what someone says)

look over – glance at something (usually written work)

go over – explain something or talk about it with someone

hand over – give

get over – recover from something (for example, an illness, disappointment or other negative experience)

Choose the right verb to complete these sentences. The first one has been done for you:

1. The customers are subjected to suspicious looks when they hand over their cash at the till.
2. She's been smoking 20 cigarettes a day for years and now she's trying to \_\_\_\_\_
3. He's an avid reader. Every time he comes out of a bookshop he's always \_\_\_\_\_ with all the latest best-sellers.
4. The thief told me to \_\_\_\_\_ my wallet and my phone.
5. I asked the teacher to \_\_\_\_\_ that point about the present perfect again because I didn't completely understand it.
6. Would you mind \_\_\_\_\_ my application form for that manager's job?
7. She \_\_\_\_\_ that illness very quickly. Do you think she really was sick?
8. If you report a crime to the police, they \_\_\_\_\_ everything you say, word for word.
9. You'll have to \_\_\_\_\_ that tree because it's got Dutch Elm disease.
10. During the lecture I \_\_\_\_\_ the main points and later I wrote up my notes more fully.

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#### ANSWER KEY

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#### WORKSHEET 1

1. False – Paragraph 1 says 'The rouble has not had an easy ride in recent years '
2. False - Paragraph 1 says 'Russians had little confidence in their own currency. They preferred the US dollar.'
3. True – Paragraph 2 says 'The dollar is still widely used here, especially for big transactions such as the purchase of property or cars.'
4. True – Paragraph 2 says '... with the economy booming on the back of sky high oil prices'.
5. False - Paragraph 3 says ' ... almost sixteen thousand incidents of fake notes in the first three months of 2006, a staggering ninety-two percent increase compared to ... a year ago.'
6. True – Paragraph 4 says 'These days Moscow shoppers are subject to suspicious looks, ...when they hand over their cash at the till.'

#### WORKSHEET 2

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

#### WORKSHEET 3

- |                             |                         |
|-----------------------------|-------------------------|
| 1. hand over                | 6. looking over         |
| 2. cut down                 | 7. get over             |
| 3. weighed down/loaded down | 8. write down/note down |
| 4. hand over                | 9. cut down/chop down   |
| 5. go over                  | 10. jotted down         |