

Words In The News

Teacher's pack

Lesson plan and student worksheets
with answers

Bikini anniversary –
5 July 2006



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LEARNING ENGLISH



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BBC Learning English – Words in the News

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Level: Intermediate and above

Topic: Bikinis and fashions

Language: Vocabulary of news report

Aims: Reading skills – Understanding a short news report
Language skills – Practising reduplicated forms
Speaking skills – Practising speaking fluency

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

http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2006/06/060705_bikinis.shtml

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LESSON STAGES

A Stimulate student interest in text

Generate interest about today's topic by asking pairs of students to write down as many fashion items as they can think of in two minutes. The winning team is the pair who come up with the longest list.

(possible answers):

mini skirts
flared trousers
platform shoes
shoulder-pads

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.

a pensioner

a person who has reached retirement age (in Britain this is normally 60 years of age for women and 65 years of age for men)

itsy-bitsy

very, very small

gravity

the force that makes objects fall to the ground

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aerodynamics

the study of how objects move through the air or water so that the object's design can be improved - here, the journalist is giving the impression that, with the bikini, Louis Reard created something that worked (looked) much better than the traditional swimming costume

the belly button

the small, round area in the centre of your stomach (where you were joined to your mother before you were born)

to cause a similar explosion

to create the same level of interest as the testing of the nuclear bomb did

to win as many column inches

a column inch is a description for a block of text in a newspaper - here, Diana Dors and Brigitte Bardot had a similar number of words written about them

inconceivable

impossible to imagine or believe

the garment's seminal moment

the point in time when the bikini began to have an important effect on society

to succumb

to not be able to stop yourself doing something (e.g. wearing a bikini)

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:

a pensioner

itsy-bitsy (adj)

gravity (n)

aerodynamics (n)

the belly button

to cause a similar explosion

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to win as many column inches

inconceivable (adj)

the garment's seminal moment

to succumb

D Set a scanning question.

Tell the students they are going to read a text about a French clothes item. 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

The writer thinks bikini will go out of fashion soon. True or false?

E Check answers

Elicit students' answers and highlight the correct answer on the board. It's false. Paragraph 5 says 'Love it or hate it, the bikini is here to stay.'

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.

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J Language focus

Hand out worksheet 3 which focuses on reduplicated forms, words like *pitter-patter*, *itsy-bitsy* and *papa* which follow these patterns:

two words sound similar but with a different vowel sound (*pitter-patter*)

two words sound similar but with a different or extra initial sound (*itsy-bitsy*)

two words are repeated (*papa*)

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: Speaking

Ask students to design an outfit (it could be a school uniform, a business suit, children's play clothes or aimed at teenagers etc). They have to decide the material, colour and pattern and decide why the outfit is suitable for their target market.

Students work together in small groups (for example, group A, B, C and D) to design and draw their outfits and then describe to other students why they choose their outfits.

Give them 2 or 3 minutes to think about their designs and to sketch them, if they want to.

Re-group the students so that there is a mixture of students from the previous groups (for example put 1 or 2 students from group A, B, C and D together to make a new group).

Each student should describe their fashion idea and answer questions from the other students about it.

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, who came up with the most interesting design) .

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.

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WORKSHEET 1

COMPREHENSION QUESTIONS

Are the following sentences true or false?

1. Few people are surprised how old the bikini is. T/F

2. Louise Reard's work as an engineer helped him design the first bikini. T/F

3. Reard made the first bikini by cutting a traditional bathing costume to show off a woman's stomach. T/F

4. Reard thought that only a few people would be shocked by his invention. T/F

5. Diana Dors received much more publicity than Brigitte Bardot when they wore bikinis in 1955. T/F

6. When the bikini was first launched a magazine said bikinis were only suitable for girls who were well behaved and modest. T/F

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WORKSHEET 2

VOCABULARY MATCHING TASK

Match these words and phrases to their definitions

- | | |
|---------------------------------|---|
| 1. a pensioner | A. impossible to imagine or believe |
| 2. itsy-bitsy | B. the point in time when the bikini began to have an important effect on society |
| 3. gravity | C. the force that makes objects fall to the ground |
| 4. aerodynamics | D. very, very small |
| 5. the belly button | E. to create the same level of interest as the testing of the nuclear bomb did |
| 6. to cause a similar explosion | F. to not be able to stop yourself doing something (e.g. wearing a bikini) |
| 7. to win as many column inches | G. a person who has reached retirement age (in Britain this is normally 60 years of age for women and 65 years of age for men) |
| 8. inconceivable | H. a column inch is a description for a block of text in a newspaper - here, Diana Dors and Brigitte Bardot had a similar number of words written about them |
| 9. the garment's seminal moment | I. impossible to imagine or believe |
| 10. to succumb | J. the small, round area in the centre of your stomach (where you were joined to your mother before you were born) |
| | K. the study of how objects move through the air or water so that the object's design can be improved - here, the journalist is giving the impression that, with the bikini, Louis Reard created something that worked (looked) much better than the traditional swimming costume |

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WORKSHEET 3

LANGUAGE FOCUS – Reduplications

Reduplication happens when a word is repeated (for example, in today's text the word 'itsy-bitsy' was mentioned). There are three different types of reduplication. Can you sort these words into three groups? Think about how the reduplication is made. One example has been given for each group.

pitter-patter	itsy-bitsy	papa	snail-mail	culture-vulture
roly-poly	wishy-washy	no-no	tick-tock	higgledy-piggledy
criss-cross	so-so			

pitter-patter	itsy-bitsy	papa

Now, match the words to the definitions below.

1. messy, disorganised		7. not strong, weak	
2. the sound of a clock or watch		8. not in a straight line, a pattern of crossed lines	
3. message on paper sent by surface or air-mail rather than as an email message		9. father	
4. something that's forbidden	a	10. neither very good nor bad, average	
5. fat, chubby		11. someone who is very interested in art, the theatre, films etc	
6. very small		12. the sound of quick, light footsteps	

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ANSWER KEY

WORKSHEET 1

1. False - Paragraph 1 says 'It's hard to believe that the bikini is now a pensioner - with France celebrating sixty years since [its] ... birth'.
2. True Paragraph 2 says 'the itzy-bitsy two-piece was ... invented by ... Louis Reard, who ... understood the laws ... of gravity and aerodynamics.'
3. True – paragraph 2 say 'He took away half the fabric of an ordinary swimsuit - to reveal the belly-button'.
4. False - Paragraph 3 says 'He named his invention after America's first nuclear test in the Pacific - presuming it would cause a similar explosion.'
5. False – Paragraph 3 says 'In 1955, ... Diana Dors wore a .. bikini ... winning as many column inches as Brigitte Bardot ... in her ... two-piece.'
6. False- Paragraph 5 says – 'one magazine's ... prediction that it was inconceivable that any girl of taste or modesty would succumb to wearing one.'

WORKSHEET 2

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

WORKSHEET 3

- | | |
|----------------------|---------------------|
| 1. higgledy-piggledy | 7. wishy-washy |
| 2. tick-tock | 8. criss-cross |
| 3. snail-mail | 9. papa |
| 4. a no-no | 10. so-so |
| 5. roly-poly | 11. culture-vulture |
| 6. itzy-bitsy | 12. pitter-patter |