

Words In The News

Teacher's pack

Lesson plan and student worksheets
with answers

Ukraine World Cup
excitement –
14 June 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: The World Cup

Language: Vocabulary of news report

Aims: Reading skills – Understanding a short news report
Language skills – Practising multi-word verbs with "off"
Speaking skills – Practising speaking fluency

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

http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2006/06/060614_ukraine_football.shtml

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LESSON STAGES

A Stimulate student interest in text

Generate interest about today's topic by asking students how much they know about World Cup winners. Ask them to match the countries listed on the board with the number of times each one has won the World Cup.

Boardwork:

Argentina	5
Brazil	3
England	3
France	2
Germany	2
Italy	1
Uruguay	1

Answer key:

Brazil	5
Italy	3
Germany	3
Argentina	2
Uruguay	2
England	1
France	1

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.

qualify for

manage to get into

burst onto the world stage

become internationally famous

collapse

break up

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rivals

sides who compete against each other

take great delight

really enjoy

approval

support

ensure

make certain something happens

live

at the time that it happens

write off

dismiss as not being very good or not having any chance of success

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:

qualify for

burst onto the world stage

collapse

rivals

take great delight

approval

ensure

live

write off

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D Set a scanning question.

Students read text the first time. Tell the students they are going to read a text about a World Cup match. 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 the students to 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 World Cup winning countries are mentioned in the text?

0
2
7

E Check answers

Elicit students' answers and highlight the correct answer on the board. None of the winning teams are mentioned – only Russia and Ukraine are discussed in the text.

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

Hand out Worksheet 3 which focuses on multi-word verbs with "off". Tell students to fill in the blank in each sentence with the correct multi-word verb with "off".

K Check answers

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

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L Follow-up activity: Speaking

Ask students about the football strips of their national team/s or if they don't have one to talk about stripes of famous footballing nations – Brazil, Italy etc. What do they like and what don't like about them? Tell students that they are going to design a new football strip for their country.

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

Give them 2 or 3 minutes to think about their strip (Which country is it? Do they want it to be similar to the one their country uses already? Why/why not? What elements are involved in their design? etc.). They can sketch the strip 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 new strip 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 designed the most interesting strip?). Ask some students to tell the rest of the class about their strips.

Give praise for correct English you heard. Give feedback on incorrect language you heard. 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. Ukraine has played in the World Cup many times before. T/F
2. People in other countries began to notice Ukraine in the last two or three years. T/F
3. Some of the most skilled Russian football players moved to Ukraine to play after the break-up of the Soviet Union. T/F
4. The Ukrainian Prime Minister is encouraging people to stop work so that they can watch their team on TV. T/F
5. Although Ukraine probably won't win the World Cup people shouldn't dismiss them totally. T/F
6. The Ukrainian team is captained by one of Russia's best ex-footballers. T/F

WORKSHEET 2

VOCABULARY

Match these words and phrases to their definitions

- | | |
|-------------------------------|---|
| 1. qualify | A. make certain something happens |
| 2. burst onto the world stage | B. manage to get into |
| 3. collapse | C. support |
| 4. rivals | D. at the time that it happens |
| 5. take great delight | E. break up |
| 6. approval | F. dismiss as not being very good or not having any chance of success |
| 7. ensure | G. sides who compete against each other |
| 8. live | H. become internationally famous |
| 9. write off | I. really enjoy |

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WORKSHEET 3

GRAMMAR FOCUS – Multi-word verbs with "off"

There are many multi-word verbs with "off". Here are two examples from today's text – **to kick off** (to begin a sporting competition) and **to write off** (to say that something has lost its value or has no value).

Fill in the gaps in the sentences below with the correct form of the following multi-word verbs:

call off	doze off	go off	lift off	see off
slip off	show off	switch off	take off	rip off

The first one has been done for you:

1. You should switch off your computer before you leave the office at night to save on electric bills.
2. Most days I'd love to let the alarm clock just _____ and not have to get up and go to work.
3. He's so immodest. Every time he buys some new gadget he has to let everyone know about it. He always has to _____!
4. The weather was so bad we had to _____ the picnic.
5. After they say "5,4,3,2,1", the shuttle will _____.
6. There's no way that skirt is worth \$500. That shop completely _____!
7. 10 minutes after my dad sits down to watch TV he always _____. He says he doesn't but we always hear him snore so we know he does.
8. This party is so boring but people will think we're rude if we leave just now. Let's try and _____ without anyone seeing us.
9. My parents came to the airport with me to _____.
10. The plane _____ after a short delay.

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ANSWER KEY

WORKSHEET 1

1. False - Paragraph 1 says 'Ukraine is about to play in its first ever World Cup finals.'
2. True - Paragraph 2 says 'It was only in the last few years that Ukraine burst onto the world stage.'
3. False - Paragraph 2 says 'After the Soviet Union collapsed, some of its best players left for Russia.'
4. True – Paragraph 3 says 'The prime minister, Yuri Yekhanurov, has said that employers should ensure that everyone is able to see the game.'
5. True – Paragraph 4 says 'It's very unlikely that Ukraine will go on to win the competition, but the country shouldn't be completely written off.'
6. False - Paragraph 4 says ' .. the team coach is Oleg Blokhin, who was one of the Soviet Union's most successful players.'

WORKSHEET 2

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

WORKSHEET 3

1. switch off
2. go off
3. show off
4. call off
5. lift off
6. ripped you/me off
7. dozes off
8. slip off
9. see me off
10. took off