Words In The News

Teacher’s pack
Lesson plan and student worksheets with answers

Counterfeit roubles -
24 May 2005
BBC Learning English – Words in the News

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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
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LESSON STAGES

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.

<table>
<thead>
<tr>
<th>Country</th>
<th>Currency</th>
</tr>
</thead>
<tbody>
<tr>
<td>France</td>
<td>Dong</td>
</tr>
<tr>
<td>Japan</td>
<td>Dollar</td>
</tr>
<tr>
<td>Kenya</td>
<td>Euro</td>
</tr>
<tr>
<td>Malaysia</td>
<td>Ringget</td>
</tr>
<tr>
<td>Russia</td>
<td>Rouble</td>
</tr>
<tr>
<td>Vietnam</td>
<td>Yen</td>
</tr>
<tr>
<td>USA</td>
<td>Shilling</td>
</tr>
</tbody>
</table>

Answers:

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</table>

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
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.
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

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
**VOCABULARY**

Match these words and phrases to their definitions

1. has not had an easy ride  
   A. a violent or sudden change or disruption

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

3. confidence  
   C. because of

4. a transaction  
   D. people who make fake things, e.g. money

5. on the back of  
   E. highly surprising, astonishing

6. sky high  
   F. a deal, commercial business

7. counterfeiters  
   G. feeling secure or certain about something

8. staggering  
   H. are prone to, are getting

9. are subject to  
   I. very high, extremely high

10. a watermark  
    J. has had problems
WORKSHEET 3

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

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
4. F 9. H

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