

# Words In The News

## Teacher's pack

Lesson plan and student worksheets  
with answers

Tutu calls for more  
respect –  
27 September 2006



**BBC WORLD SERVICE**  
LEARNING ENGLISH



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# BBC Learning English – Words in the News

## Tutu calls for more respect – 27 September 2006

### CONTENTS

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1. Level, topic, language, aims, materials
2. Lesson stages
3. Student worksheets 1, 2, 3
4. Answers

**Level:** Intermediate and above

**Topic:** Desmond Tutu lecture

**Language:** Vocabulary of news report

**Aims:**

Reading skills	– Understanding a short news report
Language skills	– Practise using reflexive pronouns
Speaking skills	– Informal presentation (monologue)

**Materials:**

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

[http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2006/09/060927\\_tutu.shtml](http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2006/09/060927_tutu.shtml)

### Tutu calls for more respect – 27 September 2006

#### LESSON STAGES

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##### **A Stimulate student interest in text**

Generate interest about today's topic by having a short discussion about South Africa. Encourage students to guess/speculate if they do not know much about it. Try to focus on key people/concepts such as:

- Nelson Mandela
- Archbishop Desmond Tutu
- Apartheid and the end of apartheid
- Recent changes in living conditions/lifestyles
- Crime in South Africa

##### **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. Explanations are 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.

##### **to despise**

to hate, to have a strong dislike for something

##### **a memorial**

an event or object to help people remember a famous person who has died

##### **remarkable**

special and unusual, therefore talked about

##### **to throw off mental as well as physical oppression**

to get rid of and escape the negative things which stop people's minds and bodies from being free

## BBC Learning English – Words in the News

### Tutu calls for more respect – 27 September 2006

**apartheid**

the former South African political system which made it illegal for people of different races to live equally together

**to torture**

to cause great physical and mental pain in order to get information or cooperation from someone

**to pull no punches**

to speak without worrying how people might feel or what they might think

**for the sheer hell of it**

for fun, without any good reason

**wantonly**

cruelly, causing great damage

**long-term damage**

the effects of great harm which will last a very long time

### 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

You can listen to how the words are pronounced by going to this day's Words in the News page and clicking on the link **Listen to the words:**

Boardwork:

to despise

memorial

remarkable

to throw off mental as well as physical oppression

apartheid

to torture

to pull no punches

for the sheer hell of it

## BBC Learning English – Words in the News

### Tutu calls for more respect – 27 September 2006

wantonly

long-term damage

#### **D Set a skimming question**

Tell the students they are going to read a text about South Africa. 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

According to Desmond Tutu, is the situation in South Africa today mainly positive or mainly negative?

#### **E Check answers**

Elicit students' answers and (brief) reasons for their answers in open class (in this text, Archbishop Tutu is saying that the situation in South Africa is mainly negative: the people despise themselves, the rate of violent crime is very high – carjacking is common, people are murdered for no reason, babies are raped, people have lost their sense of right and wrong. Archbishop Tutu does say that a brighter future is possible, but the situation now is very bleak).

#### **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.

## BBC Learning English – Words in the News

### Tutu calls for more respect – 27 September 2006

#### I Check answers

Elicit answers. If an answer is wrong, ask other students to try to elicit the correct answer.

#### J Language focus

Hand out worksheet 3 which focuses on reflexive pronouns. Ask students to fill in the blanks to complete the sentences correctly.

#### 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

Tell the students they are going to tell a small group of students about a person who has influenced the beliefs and behaviour of people in their country. The person can be living or dead. The student will have a few minutes to prepare, before giving a short (3 - 4 minutes) presentation about their chosen person (you could demonstrate by talking about a person of your choice first). Write some prompts on the whiteboard to help preparation:

#### Boardwork

- Personal details – name, nationality etc.
- Why famous? Important events?
- Effect on people's lives
  - beliefs
  - behaviour
- What memorial should this person have?

Students should prepare for their talk by making notes; don't encourage script-writing. When the students are ready to speak, put them into groups of 3 or 4 (try to make sure they have prepared talks about different people). Encourage students to ask the presenter 1 or 2 questions at the end of each talk.

Circulate, while they are working, giving help with language, if necessary and unobtrusively making notes of any errors you hear.

#### M Feedback

Give praise for content (e.g. an interesting choice of person/memorial). Give praise for correct English you heard. 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.

## BBC Learning English – Words in the News

### Tutu calls for more respect – 27 September 2006

#### WORKSHEET 1

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#### COMPREHENSION QUESTIONS

Are the following sentences true or false?

1. Desmond Tutu thinks that black South Africans have a negative opinion of themselves. T/F
2. Desmond Tutu has a very low opinion of Steve Biko. T/F
3. Steve Biko thought that the apartheid system was used to control black people's thinking as well as their behaviour. T/F
4. Steve Biko died in an accident. T/F
5. People in South Africa are often murdered just for the pleasure of the killers. T/F
6. Desmond Tutu thinks that South African people understand how their present behaviour is affected by their past experience of apartheid. T/F

## BBC Learning English – Words in the News

### Tutu calls for more respect – 27 September 2006

#### WORKSHEET 2

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#### VOCABULARY MATCHING TASK

Match these words and phrases to their definitions

- |   |   |
|---|---|
| 1. to despise   | A. to speak without worrying how people might feel or what they might think   |
| 2. a memorial   | B. cruelly, causing great damage  |
| 3. remarkable   | C. for fun, without any good reason   |
| 4. to throw off mental as well as physical oppression | D. an event or object to help people remember a famous person who has died  |
| 5. apartheid  | E. the effects of great harm which will last a very long time   |
| 6. to torture   | F. to hate, have a strong dislike for something   |
| 7. to pull no punches                                 | G. to get rid of and escape the negative things which stop their minds and bodies from being free                         |
| 8. for the sheer hell of it                           | H. the former South African political system which made it illegal for people of different races to live equally together |
| 9. wantonly   | I. to cause great physical and mental pain in order to get information or cooperation from someone                        |
| 10. long-term damage                                  | J. special and unusual, therefore talked about  |

# BBC Learning English – Words in the News

## Tutu calls for more respect – 27 September 2006

### WORKSHEET 3

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#### LANGUAGE FOCUS – Reflexive Pronouns

Reflexive pronouns are used when the subject and the object of a verb are the same. Here are some examples from the Words in the News text:

	subject	verb	object
... would be a South Africa where	everyone	respected	themselves
The fact of the matter is	we	despise	ourselves

Subject Pronoun	Object Pronoun	Reflexive Pronoun
I	me	myself
you	you	yourself
he	him	himself
she	her	herself
it	it	itself
we	us	ourselves
you	you	yourselves
they	them	themselves

**Practice:** Fill the gaps with the correct pronoun.

1. The boss gave a small pay rise to the workers, and a much larger one to \_\_\_\_\_ .
2. The little girl hurt \_\_\_\_\_ when \_\_\_\_\_ fell over.
3. Nobody helped \_\_\_\_\_ with my homework. I did it all by \_\_\_\_\_ .
4. She cheated in \_\_\_\_\_ exam. She passed, but \_\_\_\_\_ felt really ashamed of \_\_\_\_\_ .
5. The boys were playing outside, and got dirt all over \_\_\_\_\_ .
6. The accident was our fault. We blamed \_\_\_\_\_, and the police blamed \_\_\_\_\_ too.

# BBC Learning English – Words in the News

## Tutu calls for more respect – 27 September 2006

### ANSWER KEY

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#### WORKSHEET 1

1. True – Paragraph 1 says 'Archbishop Desmond Tutu ... said: the fact of the matter is we despise ourselves, we really despise ourselves'
2. False – Paragraph 1 says 'His Steve Biko Memorial Lecture praised the man who led the black consciousness movement in South Africa as a remarkable young man'.
3. True – Paragraph 2 says 'Steve Biko had underlined the need for blacks to throw off mental as well as physical oppression of apartheid rule.'
4. False – Paragraph 2 says 'Steve Biko died after being tortured by the apartheid police'.
5. True – Paragraph 3 says 'scared car owners handed over the keys but were then shot dead in cold blood for the sheer hell of it -- utterly, gratuitously, wantonly'
6. False – Paragraph 4 says that 'Archbishop Tutu questioned whether people realised the long-term damage of the apartheid system, saying: we seem to have lost our sense of right and wrong.'

#### WORKSHEET 2

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

#### WORKSHEET 3

1. himself/herself
2. herself she
3. me myself
4. her she herself
5. themselves
6. ourselves us