

Words in the News

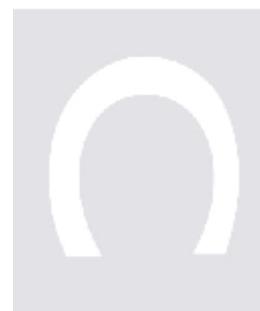


Teacher's pack

Lesson plan and student worksheets
with answers



Sheffield Museum 18 October 2006



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BBC Learning English – Words in the News

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Level: Intermediate and above

Topic: Museum reopens in Sheffield, UK

Language: Vocabulary of news report related to description of the reopening of a museum
Present participle clauses

Aims: Reading skills – Understanding a short news report
Language skills – Practising present participle clauses
Writing skills – Descriptive writing: a building or museum

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

http://www.bbclearningenglish.com/newsenglish/witn/2006/10/061018_sheffield_museum.shtml

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LESSON STAGES

A Stimulate student interest in text

Generate interest about today's topic by asking students about museums, both in general and those that they know. Some suggested discussion questions for students to use in pairs or small groups:

Are there any museums in your home-town? Have you been to any museums recently?

Do you have a favourite museum? Which museums have impressed you?

What are museums for, what are their roles? Are museums important?

What different types of museum do you know, what 'subject' do they focus on?

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.
- Which ever 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.

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major structural problems

big problems with parts of the building which could make it unsafe

have fitted out

have decorated and added all of the features

without exception

without anyone being different

going out of their way

being very helpful

archives

historical documents

birch beams

long, thick pieces of a particular kind of wood that are used to hold up a roof

a colony

a large group of animals or insects that live together

newly commissioned paintings

new pictures that people have been paid to produce

ancient

very old

contemporary

modern

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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:

major structural problems

have fitted out

without exception

going out of their way

archives

birch beams

a colony

newly commissioned paintings

ancient

contemporary

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D Set global questions.

Tell the students they are going to read a text about a new museum in the city of Sheffield, UK.

Put this question on the board:

Which is the best description of the museum?

- a. A museum that focuses on art and photography from around the world
- b. A museum that focuses on local life, nature and art
- c. A museum that focuses on wildlife and nature

Students read the text for the first time. Give them a time limit (1 - 2 minutes) to read the text quickly to find the answer to this question. They do not need to understand the details.

E Check answers

Elicit students' answers and confirm that the correct answer is 'b. A museum that focuses on local life, nature and art'

F Set specific information questions

Hand out Worksheet 1. 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: present participle clauses

Show students the first examples of a present participle clause in the article.

Paragraph 3: **‘There are some glass panels on the walls and new glass roofing, bringing more light into the rooms.’**

Show the students how the participle clause can be rewritten as two sentences, or as a single sentence with a relative pronoun.

‘There are some glass panels on the walls and new glass roofing. These bring more light into the rooms.’

‘There are some glass panels on the walls and new glass roofing, which bring more light into the rooms.’

Show the students the other two examples of similar present participle clauses in the text. Can they rewrite them as two sentences, or by using a relative pronoun?

Paragraph 4: **‘The first exhibition will be from photographer Faye Chamberlain, documenting the changes to the buildings in the Weston Park project.’**

‘The first exhibition will be from photographer Faye Chamberlain. It documents the changes to the buildings in the Weston Park project.’

‘The first exhibition, which documents the changes to the buildings in the Weston Park project, will be from photographer Faye Chamberlain.’

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Paragraph 6: **‘Sheffield's people, without exception, have been incredibly generous with their time, going out of their way to provide information’**

‘Sheffield's people, without exception, have been incredibly generous with their time. They have gone out of their way to provide information’

Hand out Worksheet 3, which focuses on the present participle clauses. Tell students to rewrite the sentences by using a participle clause or phrase.

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: Writing- Describing a museum (or a building)

- Ask students to think again about a museum that they like or know well. Tell them they are going to write a short description of the museum for an Internet tourism site. Draw students' attention to the way the text from the lesson included physical description of the building, description of the organisation of the museum and description of the contents of the museum. It does all of this to give a comprehensive picture of the museum for the reader.
- Ask the students individually to brainstorm ideas for each aspect of the description – the building, the organisation and the contents – of their chosen museum.
- They should then tell a partner their ideas, and their partner should say which things seem interesting and useful, and which things might not be needed in the description.
- Students then write their descriptions. They should have a short introductory paragraph, a few paragraphs describing the museum and a final paragraph giving a strong personal recommendation to visit the museum.

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- Following the writing, put the students in small groups to swap descriptions and to read them. Do they know the museums being described? Would they like to visit them?

If the students are not motivated to write about a museum, they could choose another kind of building.

M Feedback

- Give praise for content and show your interest in the different places described.
- Give praise for correct examples you saw.
- 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 opening of the museum was delayed for financial reasons. **T/F**

2. The museum is in a completely new building. **T/F**

3. Chamberlain's photographs will not always be on display. **T/F**

4. Local people helped greatly with the development of one gallery. **T/F**

5. You can see some of the displays live on the Internet. **T/F**

6. You can see art from history in the About Art room. **T/F**

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WORKSHEET 2

VOCABULARY

Match these words and phrases to their definitions

- | | |
|--|--|
| 1. major structural problems | A. have decorated and added all of the features |
| 2. have fitted out | B. being very helpful |
| 3. without exception | C. long, thick pieces of a particular kind of wood that are used to hold up a roof |
| 4. going out of their way | D. new pictures that people have been paid to produce |
| 5. archives | E. modern |
| 6. birch beams | F. big problems with parts of the building which could make it unsafe |
| 7. a colony | G. without anyone being different |
| 8. newly commissioned paintings | H. historical documents |
| 9. ancient | I. a large group of animals or insects that live together |
| 10. contemporary | J. very old |

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WORKSHEET 3

GRAMMAR FOCUS – Present participle clauses

Re-write these sentences, or pairs of sentences, with a present participle clause.

1. The road that joins the two towns is very dangerous
2. I was woken up by a telephone that was ringing.
3. I live in a lovely flat that overlooks the sea
4. Sarah was the woman who was living in the flat below us at the time.
5. The prisoners who are being released are not a danger to the public
6. Gareth, who was feeling tired after a long day, went to bed early.
7. I like the exhibition that shows how people lived in the last century, but I don't like the one that illustrates the development of the city.
8. The students have worked well today. They have concentrated in class and spoken confidently.

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ANSWER KEY

WORKSHEET 1

1. False – Paragraph 1 of the text says, 'Sheffield's Weston Park Museum was due to re-open in autumn 2005, but work was delayed because of major structural problems.'
2. False – Paragraph 3 says, 'Many of the original features are in place.'
3. True – Paragraph 4 says, 'The Harold Cantor Gallery will contain temporary exhibitions. The first exhibition will be from photographer Faye Chamberlain...'
4. True – Paragraph 6 says, 'Sheffield's people, without exception, have been incredibly generous with their time, going out of their way to provide information and photographs from their family archives...'
5. True – Paragraph 8 says, 'Both displays are fitted with webcams to see into their world.'
6. False – Paragraph 4 says, 'There are newly commissioned paintings and sculptures in the About Art room.'

WORKSHEET 2

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

WORKSHEET 3

1. The road joining the two towns is very dangerous
2. I was woken up by a telephone ringing. [Or, I was woken up by a ringing telephone.]
3. I live in a lovely flat overlooking the sea
4. Sarah was the woman living in the flat below us at the time.
5. The prisoners being released are not a danger to the public
6. Gareth, feeling tired after a long day, went to bed early. [Or, Feeling tired after a long day, Gareth went to bed early.]
7. I like the exhibition showing how people lived in the last century, but I don't like the one illustrating the development of the city.
8. The students have worked well today, concentrating in class and speaking confidently.