Words In The News

Teacher’s pack
Lesson plan and student worksheets with answers

'Crunch time' for climate change –
12 December 2007

BBC WORLD SERVICE
LEARNING ENGLISH

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BBC Learning English – Words in the News
'Crunch time' for climate change – 12 December 2007

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Level: Intermediate and above

Topic: Politicians at a conference in Bali begin climate negotiations.

Language: Vocabulary of a news report

Aims:
- Reading skills – Understanding a short news report
- Language skills – Vocabulary – collocations – cops and robbers
- Writing skills – Writing a letter to the President of the USA

Materials:
- Worksheet 1 – Comprehension questions
- Worksheet 2 – Vocabulary matching task
- Worksheet 3 – Grammar/language focus – vocabulary

News story – Available online at:

Preparation: Before the lesson, make enough copies of worksheets 2 and 3 so that there is 1 worksheet for every 4 – 5 students. Cut up the vocabulary and explanations to make a matching exercise. Students also need one copy each of worksheet 1.
LESSON STAGES

A  Stimulate student interest in text
Ask students to match these three famous conventions or treaties with the correct dates and the reason for them.

<table>
<thead>
<tr>
<th>Convention or treaty</th>
<th>Reason</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Geneva convention</td>
<td>To end World War 2</td>
<td>1999</td>
</tr>
<tr>
<td>Paris peace treaties</td>
<td>How to deal with environmental problems</td>
<td>1925</td>
</tr>
<tr>
<td>Kyoto protocol</td>
<td>How to treat prisoners of war</td>
<td>1947</td>
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Answers:

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Ask students which treaty or convention they think is the most important and why.

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 together in small groups 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 are 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.

shifted
moved or changed from one position to another

head of state
the official leader of a country (sometimes an elected politician, sometimes someone who has little real political power)
the podium
a raised table or lecture that people make speeches from, on which they can keep their
notes to look at while they speak

cuts in greenhouse gas emissions
reductions in the amount of carbon dioxide and other gasses which cause pollution

stressed the need
said how important it was

villain
(informal) someone people think is harmful or dangerous

with a flourish
with a big, noticeable movement to draw attention to what has been done

allied with
connected, joined or united with

broke diplomatic protocol
disobeyed the formal rules on how politicians and ambassadors should work with each
other when they are at international conferences

he couldn't see the day
he thought it would be impossible, even in the future

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 the boardwork into their notebooks.

Boardwork:

shifted

head of state

the podium

cuts in greenhouse gas emissions

stressed the need

villain

with a flourish
allied with

broke diplomatic protocol

he couldn’t see the day

D Set a skimming question
Tell the students they are going to read a text about the Kyoto protocol. Ask them to predict any words they think they'll read in the text. Put their answers on the board:

Example answers:
environment climate pollution oil politicians

Then, put this answers on the board:

How many of our words or phrases are mentioned in the text?

Students read text the first time.

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

E Check answers
Answers will depend on what vocabulary students predicted. From the example vocab items 'climate' is mentioned in paragraph 3.

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 a second time 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
Students do the vocabulary matching exercise (worksheet 2 that you cut up before the lesson). In small groups they 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.

J  Vocabulary focus: Vocabulary – collocations
Elicit from students the words in the text which mean 'good people and a bad person'
(heroes and one {bad} villain). Elicit from students what the usual phrase is (heroes and
villains or a hero and villain). Ask students if the phrase is usually 'villain and hero' (no).
Tell student this phrase is a collocation, which is a fixed phrase (which means we don't
usually say 'villain and hero', for example). Other examples of these types of collocations
include:
dead or alive, heads or tails and pro and cons.

Then use worksheet 3 to focus on these beginning and end collocations.

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
Elicit from students the one main country which is criticised in today's text (USA). Ask
them why the USA has been singled out for criticism. Put some of their suggestions on the
board

For example:
  they produce a lot of oil
  they consume a lot of goods (TVs, computers, cars, fridges etc)
  they drive big cars
  they cut down a lot of trees
  they don't like to recycle or re-use things very much

Elicit reasons why the USA might not change its ways:
For example:
  they're rich
  they can afford new TVs
  climate change isn't obvious to most US people

Elicit from them what the consequences of increased CO2 emissions on the USA and the
rest of the planet.
For example:
  more hurricanes
  more droughts
  more floods
  more ice-caps melting
  more tsunamis
  fewer polar bears
Tell them they are going to write a letter to President Bush and they have to decide if they want to ask him to re-think his country's position on the Kyoto protocol or if they want to encourage him to stand by his beliefs. Ask them if their language should be formal or informal (formal).

Students can decide if they want to work by themselves or in small groups.

Give them 2 or 3 minutes to think about what they want to include in their letters and about 8 - 10 minutes to write them.

Circulate, while they are working, giving help with grammar and spelling, if necessary.

**Feedback**

If possible, display the letters around the room and ask students to read them. Ask them which ones they found the most persuasive, the most passionate, and the most convincing. Give praise for correct language, and give feedback on incorrect language. Maybe some of your students would like to send their letter to the President.

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.
### COMPREHENSION QUESTIONS

Are the following sentences true or false?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The journalist thinks that the world changed today because of the things people said.</td>
<td>T/F</td>
</tr>
<tr>
<td>2.</td>
<td>Only one politician went on stage and said that it was important to deal with pollution.</td>
<td>T/F</td>
</tr>
<tr>
<td>3.</td>
<td>The journalist highlighted three key politicians at the conference.</td>
<td>T/F</td>
</tr>
<tr>
<td>4.</td>
<td>Australia and the USA used to agree with each other but they don't now.</td>
<td>T/F</td>
</tr>
<tr>
<td>5.</td>
<td>It's usual for politicians to single out countries and criticise them at international conferences</td>
<td>T/F</td>
</tr>
<tr>
<td>6.</td>
<td>The American representative said he thinks that it is very unlikely that America will change its behaviour about pollution and the environment in the future.</td>
<td>T/F</td>
</tr>
</tbody>
</table>
STUDENT WORKSHEET 2

VOCABULARY
Match these words and phrases to their definitions.

<p>| | | |</p>
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<thead>
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</tr>
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<tbody>
<tr>
<td>1.</td>
<td><strong>shifted</strong></td>
<td>A. moved or changed from one position to another</td>
</tr>
<tr>
<td>2.</td>
<td><strong>head of state</strong></td>
<td>B. official leader of a country (sometimes an elected politician, sometimes someone who has little real political power)</td>
</tr>
<tr>
<td>3.</td>
<td><strong>the podium</strong></td>
<td>C. a raised table or lecture that people make speeches from, on which they can keep their notes to look at while they speak</td>
</tr>
<tr>
<td>4.</td>
<td><strong>cuts in greenhouse gas emissions</strong></td>
<td>D. disobeyed the formal rules on how politicians and ambassadors should work with each other when they are at international conferences</td>
</tr>
<tr>
<td>5.</td>
<td><strong>stressed the need</strong></td>
<td>E. reductions in the amount of carbon dioxide and other gasses which cause pollution</td>
</tr>
<tr>
<td>6.</td>
<td><strong>villain</strong></td>
<td>F. with a big, noticeable movement to draw attention to what has been done</td>
</tr>
<tr>
<td>7.</td>
<td><strong>with a flourish</strong></td>
<td>G. he thought it would be impossible, even in the future</td>
</tr>
<tr>
<td>8.</td>
<td><strong>allied with</strong></td>
<td>H. said how important it was</td>
</tr>
<tr>
<td>9.</td>
<td><strong>broke diplomatic protocol</strong></td>
<td>I. connected, joined or united with</td>
</tr>
<tr>
<td>10.</td>
<td><strong>he couldn't see the day</strong></td>
<td>J. (informal) someone people think is harmful or dangerous</td>
</tr>
</tbody>
</table>
STUDENT WORKSHEET 3

COLLOCATIONS
Match these collocation with their meanings.

<table>
<thead>
<tr>
<th>Collocations</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. cops and robbers</td>
<td>A. a long time (from morning until night time)</td>
</tr>
<tr>
<td>2. heads or tails</td>
<td>B. good and bad aspects of something</td>
</tr>
<tr>
<td>3. now and then</td>
<td>C. police and thieves</td>
</tr>
<tr>
<td>4. give and take</td>
<td>D. two sides of a coin</td>
</tr>
<tr>
<td>5. life or death</td>
<td>E. at the end of a period of time</td>
</tr>
<tr>
<td>6. sooner or later</td>
<td>F. very important or critical</td>
</tr>
<tr>
<td>7. dawn till dusk</td>
<td>G. it might be good or it might be bad. You can't depend on it always being good</td>
</tr>
<tr>
<td>8. hide and seek</td>
<td>H. ready to accept suggestions or help from another person and give up some of your own ideas or give help another time</td>
</tr>
<tr>
<td>9. pros and cons</td>
<td>I. occasionally, not often</td>
</tr>
<tr>
<td>10. hit and miss</td>
<td>J. look for something that's been hidden or difficult to find</td>
</tr>
</tbody>
</table>

Now, complete the sentences using the correct form of one of the collocations above. The first one has been done for you:

1. Some nights the music is great other nights it's terrible. It's all a bit **hit and miss**.

2. OK no more arguing! What do you want ____________ ? Heads does the washing up, tails does the drying.

3. The children love playing games, especially ____________. Kate loves being in the wardrobe. The others never guess that's where she is.

4. Calm down! It's only a party. It's not as if it's a matter of ____________, is it?

5. The children enjoying playing games like ____________. But Johnnie always wants to be the good guy.

6. I think marriage is all about ____________. You have to help each other out.

7. ____________ I'm going to find out. You might as well admit to it now.

8. The police searched from ____________ but they still didn't find anything.

9. I don't really like chocolate. I only eat it ____________.

10. The report pointed out all the ____________ of expanding our business next year.
ANSWER KEY

STUDENT WORKSHEET 1

1. **False** – Paragraph 1 says, 'If the world were changed by words, it would have shifted today'

2. **False** – Paragraph 1 says, 'One head of state after another took to the podium demanding urgent cuts in greenhouse gas emissions'.

3. **True** – Paragraph 2 says, 'The meeting appeared to have two new heroes and one old villain'.

4. **True** – Paragraph 2 says, 'Kevin Rudd, Australia's recently elected prime minister, won applause after signing the Kyoto Protocol with a flourish. Previously Australia has been allied with the United States'.

5. **False** – Paragraph 2 says, 'Indonesia's president was interrupted by clapping after he broke diplomatic protocol to challenge America by name'.

6. **True** – Paragraph 3 says, 'The United States … climate chief told the BBC that he couldn't see the day when the US would manage even to stop the growth in its emissions'.

STUDENT WORKSHEET 2


STUDENT WORKSHEET 3


1. hit and miss
2. heads or tails
3. hide and seek
4. life and death
5. cops and robbers
6. give and take
7. Sooner or later
8. dawn till dusk
9. now and then
10. pros and cons
The UN Secretary General, Ban Ki-moon, has told the UN climate talks in Indonesia that the time for talking about climate change is over, the time for action is now. Politicians at the conference in Bali have begun efforts to negotiate a framework for a future deal on climate. Roger Harrabin reports.

If the world were changed by words, it would have shifted today. One head of state after another took to the podium demanding urgent cuts in greenhouse gas emissions and better protection of the rainforests which help to regulate the climate. They all stressed the need for this meeting to agree an ambitious agenda for the next two years' negotiations over a new deal on climate change.

The meeting appeared to have two new heroes and one old villain. Kevin Rudd, Australia's recently elected prime minister, won applause after signing the Kyoto Protocol with a flourish. Previously Australia has been allied with the United States in refusing to sign. Indonesia's president was interrupted by clapping after he broke diplomatic protocol to challenge America by name.

The United States says it is leading on climate change but its climate chief told the BBC that he couldn't see the day when the US would manage even to stop the growth in its emissions, let alone make the huge emissions cuts that scientists are demanding from it by 2015.

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