

Words In The News

Teacher's pack

Lesson plan and student worksheets
with answers

London unveils Mandela
statue – 29 August 2008



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BBC Learning English – Words in the News

London unveils Mandela statue – 29 August 2007

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Level: Intermediate and above

Topic: A new statue of Nelson Mandela is uncovered in London's Parliament Square

Language: Vocabulary of a news report

Aims:

Reading skills	– Understanding a short news report
Language skills	– Vocabulary – neither and both
Speaking skills	– Nominating Noble Peace Prize winners

Materials:

Worksheet 1	– Comprehension questions
Worksheet 2	– Vocabulary matching task
Worksheet 3	– Grammar/language focus – neither and both

News story – Available online at:

http://www.bbclearningenglish.com/newsenglish/witn/2007/08/070829_mandela.shtml

Preparation: Before the lesson, make enough copies of worksheets 2 and 4 so that there is one 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.

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LESSON STAGES

A Stimulate student interest in text

Ask students to match the famous people with the year they won the Nobel Peace Prize

Winner	Year
Jimmy Carter	1979
Mikhail Gorbachev	1990
Mother Teresa	1993
Nelson Mandela and F.W. de Klerk	2002

Answers:

Winner	Year
Mother Teresa	1979
Mikhail Gorbachev	1990
Nelson Mandela and F.W. de Klerk	1993
Jimmy Carter	2002

Ask students if they think these people deserved their prizes or not. Ask them for their reasons why or why not.

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.

gesturing

moving your hands, arms or head to show an idea or feeling

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initiated by

made something start

anti-apartheid activist

someone who protests against laws which make it illegal for people of different races to live equally together

sculptor

person who makes statues and other works of art from materials such as clay, stone, wood, metal etc.

neither man lived to see

the two men died before they could see

fate

what happens to a particular person or thing (here, the statue), especially something final or negative

dogged

followed someone or something closely and continually

artistic merit

the quality of the statue's art

clutter

mess or overcrowd

unveiling

showing something (here, the statue) publicly for the first 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 the boardwork into their notebooks.

Boardwork:

gesturing**initiated by****anti-apartheid activist****sculptor****neither man lived to see**

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fate

dogged

artistic merit

clutter

unveiling

D Set a skimming question

Tell the students they are going to read a text about a statue of Nelson Mandela in London. Put this question on the board:

How many statues are mentioned in the text?

- A. 1
- B. 2
- C. 3
- D. 4

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

Four statues are mentioned. Paragraph 1 mentions the statue of Nelson Mandela and paragraph 2 mentions statues of Winston Churchill, Benjamin Disraeli and Abraham Lincoln.

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.

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I Check answers

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

J Vocabulary focus: Vocabulary – neither and both

Elicit/teach some of the rules of using the expressions – *neither ... nor* and *both.... and*

1. We can use them to join two nouns, verbs and other kinds of expressions.

She likes *both* tennis *and* football.

He can *neither* read *nor* write.

The film *both* amused me *and* made me want to drive a big, fast car as soon as possible.

2. *Both* and *neither* refer to two things or people.

She went to *both* France *and* Spain on her last work trip.

He is *neither* tall *nor* handsome.

3. We use *both* with positive ideas and *neither* with negative ideas.

She works with *both* children *and* animals.

He drinks *neither* beer *nor* wine.

4. We don't always have to use *nor* or *and* if the meaning is clear without it.

Would you like tea or coffee?

Neither, thanks.

I tried the dark chocolate and the white chocolate cake. I like *both*.

Then use worksheet 3 to focus on these expressions.

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

Ask students to think back to the beginning of the lesson and the Nobel Peace Prize winners they talked about. Tell them they are going to nominate someone for a special Nobel Peace Prize this year. It's special because the nominees aren't famous but are ordinary, everyday people.

As a class brainstorm the kinds of people that they might nominate and why. For example:

- a local shopkeeper who refuses to sell cigarettes even though she could make more money if she sold them
- a person who runs a marathon and raises a lot of money for charity
- someone who acts as a mentor to a teenager in trouble with the police
- an ex-drug addict who helps people in a homeless shelter

Encourage students to think of real people they know and share their ideas with the class.

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Put the students into small groups and get them to discuss their ideas. After two or three minutes they should decide on one person for their group to nominate.

Then, regroup students into pairs so that each student is working with a different student from the previous small group stage. Have them discuss their nominations and decide on the one person to nominate.

Finally, re-group students for a third time into groups of four (made up of two sets of pairs from the previous stage, each pair will come to the group with the name of one nominee). Together this new group should debate and agree on which person of the two will be put forward by this group as the final nominee.

M Feedback

Make a list on the board of all the nominees and have the class vote for the top three nominations.

Give praise for the discussions you heard and show your interest in the different nominations you heard put forward. Give praise for correct language, and give feedback on incorrect language. 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.

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STUDENT WORKSHEET 1

COMPREHENSION QUESTIONS

Are the following sentences true or false?

1.	The statue shows Nelson Mandela sitting and thinking.	T/F
2.	Donald Woods protested against the unfair way black people were treated in South Africa and was the first person to suggest having the statue made.	T/F
3.	Both Donald Wood and Ian Walters went to the ceremony today.	T/F
4.	Everyone thought the statue was a great work of art.	T/F
5.	At first Westminster Council and the Mayor of London didn't agree about where to put the statue.	T/F
6.	Gordon Brown will go to the ceremony when the statue will be seen in public for the first time today.	T/F

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STUDENT WORKSHEET 2

VOCABULARY

Match these words and phrases to their definitions.

1.	gesturing	A.	showing something (here, the statue) publicly for the first time
2.	initiated by	B	person who makes statues and other works of art from materials such as clay, stone, wood, metal etc.
3.	anti-apartheid activist	C.	made something start
4.	sculptor	D.	the quality of the statue's art
5.	neither man lived to see	E.	moving your hands, arms or head to show an idea or feeling
6.	fate	F.	the two men died before they could see
7.	dogged	G.	mess or overcrowd
8.	artistic merit	H.	someone who protests against laws which make it illegal for people of different races to live equally together
9.	clutter	I.	what happens to a particular person or thing (here, the statue), especially something final or negative
10.	unveiling	J.	followed someone or something closely and continually

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STUDENT WORKSHEET 3

Fill in the blanks with *neither ... nor*, *both ... and*, *neither or both*.

1. I tried on the boots and the shoes and ended up buying _____ because I couldn't decide which ones I liked more.
2. A: Would you like beer or wine?
B: _____ I don't drink alcohol.
3. Those two brothers love anything made of sugar. _____ Peter _____ Mike have got a sweet tooth.
4. He's a Muslim so he eats _____ ham _____ bacon.
5. A: Can you come on Saturday or Sunday?
B: _____ I'm working this weekend.

Now, rewrite sentences using *neither ... nor*, *both ... and*, *neither or both*. The first one has been done for you.

6. Alice cried at the film and so did Hilary. Both Alice and Hilary cried at the film. / The film made both Alice and Hilary cry.
 7. Her job doesn't involve buying or selling. _____.
 8. The book was good and the film was too. _____.
 9. He can speak French. But he can't read it or write it. _____.
 10. I like savoury food and I like sweet food. _____.
 11. I asked two people to help me. They didn't help me. _____.
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ANSWER KEY

STUDENT WORKSHEET 1

1. **False** – Paragraph 1 says 'The nine foot bronze shows Nelson Mandela standing and gesturing, as if making a speech'.
2. **True** – Paragraph 1 says 'The idea for the monument was initiated by the anti-apartheid activist, Donald Woods'.
3. **False** – Paragraph 1 says 'neither man lived to see today's ceremony'.
4. **False** – Paragraph 2 says 'The statue's fate has been dogged by arguments over ... its artistic merit'.
5. **True** – Paragraph 2 says 'The Mayor of London, Ken Livingstone, had wanted it to stand on the north side of Trafalgar Square. But ... Westminster Council refused permission'.
6. **True** – Paragraph 3 says 'Gordon Brown will attend the unveiling'.

STUDENT WORKSHEET 2

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

STUDENT WORKSHEET 3

1. both
2. Neither
3. Both ... and
4. Neither ... nor
5. Neither
6. Both Alice and Hilary cried at the film.
7. Her job involves neither buying nor selling.
8. Both the film and book were good.
9. He can neither write nor read French.
10. I like both sweet and savoury food.
11. Neither person helped me.