

Words In The News



Teacher's pack

Lesson plan and student worksheets
with answers



Papua New Guinea elections

20 June 2007



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Level: Intermediate and above

Topic: Police and military will be sent all over Papua New Guinea before the elections in an attempt to prevent the repeat of the chaos and violence of the 2002 elections.

Language: Vocabulary of a news report

Aims:

| | |
|-------------------------|--|
| Reading skills | – Understanding a short news report |
| Language skills | – Future tense and present continuous for future |
| Speaking/writing skills | – Election campaign |

Materials:

| | |
|-------------|---|
| Worksheet 1 | – Comprehension questions |
| Worksheet 2 | – Vocabulary matching task |
| Worksheet 3 | – Grammar/language focus – talking about the future |
| News story | – Available online at: |

Preparation: Before the lesson, make enough copies of worksheet 2 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 worksheets 1 and 3.

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LESSON STAGES

A Stimulate student interest in text

Generate interest about today's topic by asking students if they know what is happening on June 27th in the UK (Tony Blair steps down as Prime Minister). Ask if students know who will be his replacement (Gordon Brown, the current Chancellor of the Exchequer; the UK equivalent of the Minister of Finance). Ask students if they know why it is Gordon Brown (Nobody else contested his leadership contest). To guide students to speak about elections, you could also prompt them by asking 'What is happening in the US in 2008?'

Tell them that today's article is about an election. Put students into groups of 2-3. Ask students to discuss the system in their own country (or another country they want to talk about). Give feedback on the discussions as appropriate.

After 5 minutes, tell students that they will play a word association game (to build a lexical set). You want each student in the class to say a word or phrase connected to elections. You could write any interesting or new terms on the board to prepare students for the final activity today.

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.

deployed

sent out (to do something)

contingent

group

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blighted

affected (negatively), disrupted

intimidation

making people afraid or fearful

electoral fraud

illegal interference or disturbance to the election process

ballot boxes

the containers where the votes are kept

allegations of corruption

charges of wrongdoing

vote rigging

controlling or fixing who gets the most votes

ahead of

before

rival factions

competing groups or parties

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:

deployed**contingent****blighted****intimidation****electoral fraud****ballot boxes****allegatations of corruption**

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vote rigging

ahead of

rival factions

D Set global questions.

Tell the students they are going to read a text which is about upcoming elections in Papua New Guinea.

Put these questions on the board:

1. What are the police and army doing in Papua New Guinea?
2. What happened during the last elections?
3. Do you think this election will be less corrupt and violent than the last one?

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 first 3 questions. They do not need to understand the details for each topic.

E Check answers

Elicit students' answers and tick the correct answers on the board.

The answers are:

- 1 – The police and the army are going to help monitor the elections (paragraph 1).
- 2 – The last election was very chaotic and not fair because of intimidation and fear (paragraph 2).
- 3 – Invite students to give and justify their opinions. There are 'signs of tension' and several people have already been wounded, but the Prime Minister has said that elections will be 'free and fair' (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 words with the right definitions.

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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 Grammar focus: Future tense and present continuous for future use

Tell students not to look at the text. Ask them what tense was used in the first paragraph. (future and future passive). Elicit form from students where possible.

The future tense is formed as follows: **subject + will + verb**

Example from text: 'This election **will see** Papua New Guinea's ...'

The form of the future passive: **subject + will + be + past participle (+ by + agent)**

Example: 'Thousands of officers **will be deployed**
They **'ll be supported** by the army

NB: the passive voice is used when emphasising the recipient of the action. It is often used in journalism and in academic writing as it is more impersonal.

Ask students if they know another way to express the future without using the future tense. Elicit 'present continuous'. Ask when the present continuous is used for future events. The present continuous is used for future events when arrangements are being made for a time in the future, and there is a suggestion that more than one person is aware of the event and that some preparation has happened.

The form of the present continuous is

Subject + present of 'to be' + verb+'ing'

Ask them to look at paragraph 3 and find a sentence which could refer to the future. Guide students to '3,000 candidates **are contesting** 190 seats in Papua New Guinea's parliament'. Ask them whether they think it is for future or present (both could be argued – future use as the election is at the end of June, present use because the campaign is ongoing).

Hand out Worksheet 3 which revises the future tense.

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: Listening/Speaking/Writing

Split the class into groups of about 4 people. Tell them that they are going to have their own elections for school President / Prime Minister. Each group is a different 'Party'. For the rest of the lesson they will be preparing their election campaign. Tell them that they have to produce the following by the end of the lesson (or with homework if appropriate):

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1. The name of their party
2. A manifesto (this will tell everyone what their principles are and what they would change if they were in power)
3. An election speech.

You may need to set a time limit for discussion and production phases.

You may ask students to make their 'election speeches' at the end of the class. You should make it clear that all members of the team should be able to answer the questions after the speech. They could complete their manifestos for homework and/or write correct versions of their speeches.

M Feedback

Give praise for content and show your interest in the different views expressed.

Give praise for correct language.

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.

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STUDENT WORKSHEET 1

COMPREHENSION QUESTIONS

Are the following sentences true or false?

1. The police will be supported by the navy. T/F
2. The first group of troops have been sent to the Eastern Highlands. T/F
3. The last election was in 2001. T/F
4. In the last election, people died as a result of the violence. T/F
5. This year, nobody has been injured because of the elections. T/F
6. The Prime Minister thinks the election will **not** be corrupt or violent. T/F

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STUDENT WORKSHEET 2

VOCABULARY

Match these words and phrases to their definitions.

- | | |
|-------------------------------------|--|
| 1. deployed | A. illegal interference or disturbance to the election process |
| 2. contingent | B. before |
| 3. blighted | C. affected (negatively), disrupted |
| 4. intimidation | D. competing groups or parties |
| 5. electoral fraud | E. charges of wrongdoing |
| 6. ballot boxes | F. the containers where the votes are kept |
| 7. allegations of corruption | G. making people afraid or fearful |
| 8. vote rigging | H. sent out (to do something) |
| 9. ahead of | I. group |
| 10. rival factions | J. controlling or fixing who gets the most votes |

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STUDENT WORKSHEET 3

GRAMMAR FOCUS – talking about the future

Exercise 1: Look at the following present continuous sentences. Decide if each is talking about the present (P) or future (F).

1. They are holding elections next month.
2. Papua New Guinea is experiencing heavy rain and strong winds.
3. Prime Minister Sir Michael Somare is meeting Australian leaders next week.
4. The head of police can't answer your call just now, he is speaking to the officers.
5. We are holding an election rally tomorrow afternoon. Do you want to come?

Exercise 2: Make sentences using the following prompts. Use the future tense but choose whether to use active or passive voice. You may need to add pronouns.

1. elections / hold / Papua New Guinea / next month
2. Prime Minister / speak / at parliament
3. The journalist / interview / the head of police
4. the head of police / interview / journalist
5. Citizens / vote / end of June
6. the army / help / the police
7. the police / assist / the army

Exercise 3: Complete these sentences using appropriate tenses. You may be as creative and imaginative as you want.

1. If the government _____,
I will vote for them in the next election.
2. I will only finish my homework if _____.
3. If it rains tomorrow, the trip _____.
4. If the tension gets worse in Mount Hagen, I'm worried that _____
_____.
5. It will be better for the country if _____
_____.

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ANSWER KEY

STUDENT WORKSHEET 1

1. False. Paragraph 1 says: 'They'll be supported by the army'.
2. False. Paragraph 2 says: 'The first contingent of troops arrived in Mount Hagen, the capital of the **Western** Highland Province'.
3. False. Paragraph 2 says: '... the last election in 2002'.
4. True. Paragraph 2 says: 'About 25 people were killed'.
5. False. Paragraph 3 says: 'Rival factions have clashed in Mount Hagen, leaving several people with knife and axe wounds'.
6. True. Paragraph 3 says: 'The Prime Minister Sir Michael Somare has ... said he's confident the vote will be free and fair'.

STUDENT WORKSHEET 2

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

STUDENT WORKSHEET 3

Exercise 1

1. future
2. present
3. future
4. present
5. future

Exercise 2: Accept any questions which are accurate and appropriate

1. Elections **will be held** in Papua New Guinea next month.
2. The Prime Minister **will speak** at Parliament (or **The PM is speaking at Parliament**)
3. The journalist **will interview** the head of police.
4. The head of police **will be interviewed by** the journalist.
5. Citizens **will vote** at the end of June.
6. The army **will help** the police.
7. The police **will be assisted** by the army.

Exercise 3: Accept any answers which are accurate and appropriate and demonstrate correct use of tenses.