

## Classroom implementation

The *Reading* book develops three key reading skills: skimming, scanning and reading for detail. If you want to provide your students with practice in one particular skill, then use the icons to guide you directly to the relevant exercises and concentrate on these.



skimming



scanning



reading for detail

Below are some ideas for how you can adapt the various sections of each unit for use in the classroom.

Each time you see this symbol ❖ in the explanations below, it indicates a new section of the unit. These sections are the same in every *Reading* unit, so once you get to know the sections you will quickly be able to create your own lesson plans.

### ❖ BEFORE YOU START

#### *What is it?*

This section presents the unit text – the advert or article or other material on which most of the unit's tasks will be based. It also provides one or more activities to get students started, for example:

- questions to personalize the theme for students and get them thinking about it.
- pre-reading tasks such as predicting or guessing.
- speed-reading tasks such as skimming or scanning activities.

#### *Suggested implementation (pre-reading):*

1. Use the personalization activities as warmers to get students engaged in the lesson. Divide them into pairs or small groups to brainstorm the topic.
2. Get students to think about the text type before they read it. Ask questions such as:
  - 'What is this text type?'
  - 'Where would you normally see it?'
  - 'Why would you read this text?'
  - 'In that case, what sort of reading style is appropriate – skimming, scanning or reading for detail?'
  - 'How often do you read this sort of text?'
3. Pre-reading tasks often work well as group activities. Get students to guess or predict in pairs and feed back (if possible) with their most likely suggestion. If there is no guessing or prediction task in the unit, then you could make your own. Ask students to guess what the text might be about by just reading one of the following:

- the headings
- the topic sentences (first sentence of each paragraph)
- illustrations, graphs, charts, photographs and captions
- several key words from the text (which you will have written on the board).

#### *Suggested implementation of the unit text:*

1. Look at the text together as a class before students read it carefully. Get them to identify any features in the text that they could use to help them, for example:
  - charts or graphs
  - photographs or illustrations
  - headings
  - bullet points
2. Ask a number of students to read sections of the text aloud and make note of any pronunciation issues to feed back on later.
3. Ask students to read silently. Set a time limit and make sure that students are aware of it.
4. Speed-reading tasks should be done individually. Set a strict time limit and make sure that students are aware of it. Allow them time to check their answers with a partner before feeding back to the group.

### ❖ UNDERSTANDING

#### *What is it?*

This section directly follows the unit text and contains one basic comprehension exercise.

#### *Suggested implementation:*

1. Highlight that these are types of questions that students of this level are often faced with in exams. Make sure that students know how to answer them:
  - multiple choice
  - true/false/not given
  - short answer questions
2. Get students to answer the questions by themselves but allow them time to check their answers with a partner before feeding back to the class.

### ❖ PRACTISING YOUR READING SKILLS

#### *What is it?*

This section features two or three activities focusing on reading skills that are particularly suited to the text type. Some of these exercises will work better as individual activities and some as group activities.

**Suggested implementation:**

- The following types of exercises lend themselves well to pair work or group work:
  - inferring
  - distinguishing between facts and opinions
  - paraphrasing
  - discussion questions
  - questions that ask students to consider what happens next
- The following types of exercises are more suited to individual work with time allowed for students to check answers with a partner afterwards:
  - inserting missing sentences into text (which mirrors another common exam task)
  - summarising
  - finding evidence to back up claims made in text

**❖ LANGUAGE FOCUS****What is it?**

This section features a couple of exercises based on lexical or grammatical items from the text. These sorts of activities work equally well as individual and group activities.

**Suggested implementation:**

- Model and drill pronunciation of any new language. Provide feedback if possible.
- Provide extra practice of the target language if you think your students need it.
- If you run out of time in the lesson, these exercises work well as homework.
- Extend the activities if you have a particularly strong group of students:
  - Brainstorm around the lexical topic to find other related vocabulary.
  - Get students to write their own sentences using the target language.

- Get students to write their own gap-fill activities using the target language, then give them to a partner to complete.

**❖ ACTIVE READING****What is it?**

These boxes come at the end of every unit and contain hints and tips for improving reading skills.

**Suggested implementation:**

- Use these as a starting point for discussion about this reading approach – get students to find other texts in the book where the reading tip might be appropriate and use as practice.
- Homework activity: ask students to find a text where this reading tip might be appropriate. Ask them to bring the text to the next class and feed back about how the reading tip helped them.
- These serve well as fillers if you have a few spare minutes during the lesson.

**❖ LANGUAGE NOTE****What is it?**

These green boxes appear at varying points through the unit and contain additional information about language from the unit text.

**Suggested implementation:**

- Use these as a starting point for discussion about the language point.
- Homework activity: get students to find further examples of this particular language point.
- These serve well as fillers if you have a few spare minutes during the lesson.

## Unit 1: Websites

### SUMMARY

You can use this summary to guide the learning objectives and target setting for your class.

#### Can-do statements

By the end of this unit, students will be able to say:

- I can skim read a commercial web page to get a general understanding of what it is selling.
- I can scan a website to pick out the important details.
- I can understand the key common features of commercial websites.

#### Skill focus

Skimming:

#### Before you start

Reading for general understanding:

#### Understanding ① ②

Scanning:

#### Practising your reading skills ① ②

Reading for detail:

#### Language focus ① ②

#### Vocabulary

Websites: *Log in, Register, Site Map, Jobs, FAQs, Terms and conditions*

Banking: *deposit, mortgage, account, savings, credit, investments, loan, insurance*

*If you need to read fast, just read the title, first and last paragraphs and first sentences of each paragraph – that may be all you need.*

*Keep your eyes moving forward.*

*Choose an article of general interest.*

No: *Read at your own pace and take as long as you need.*

*Choose an article with lots of detailed information.*

*If you are not sure about something, look back as you read to make sure you understand.*

*Look up any unknown vocabulary as you read.*

#### 4. Feed back with the whole class.

Before starting on the exercises ask students whether they use the internet to buy things, and brainstorm ideas about what can be bought on the internet: *clothes, music (CD and downloads), books (print and downloads), film, TV and video games (DVD and downloads), furniture, food, cards, flowers, gifts, etc.*

### Using Understanding

After these exercises:

1. Ask students to identify the content and features which are common to many websites (*company logo, menu, tabs, search feature, sub menu, site map, legal details, terms and conditions, jobs section, etc.*).

### Using Practising your reading skills

*Practising your reading skills* focuses on scanning.

1. Ask the students for a definition of scanning (*reading when you have a limited amount of time and you need some specific information from a piece of text*).
2. Ask students what kind of situations might call for this style of reading (*finding train times in a timetable, looking up a word in a dictionary, checking the contents page of a book, etc.*).
3. Give students a copy of the *Scanning skills* handout and get them to work individually to fill the gaps, then compare their answers in pairs. The correct answers are:
  1. word
  2. information
  3. diagonally
  4. particular
  5. digits
  6. italics
  7. skip over
  8. carefully

#### 4. Feed back with the whole class.

Get students to do *Exercise 1* in pairs and then compare their answers with another pair. When they have done so, allow them to work in pairs to think of five more queries

### CLASSROOM EXTENSION IDEAS

You can use some or all of these ideas to check and enhance your students' understanding as they work their way through *Unit 1* of *Reading B1+ Intermediate* in class.

#### Using Before you start

*Before you start* is a skim reading activity.

1. Ask the students for a definition of skimming (*reading when you have a limited amount of time and you just want a general idea of what the text is about*).
2. Ask students what kind of situations might call for this style of reading (*a quick read through a newspaper or magazine article, a first reading of a brochure to see if you are interested, a first reading of a notice to see if it is relevant to you, etc.*).
3. Give students a copy of the *Skimming skills* handout and get them to work in pairs to decide which are good rules for skim reading.

Yes: *Set yourself a time limit.*

*Write a summary sentence when you have read it once.*

people could have about the websites and write them down to test another pair or the whole class.

### Using Language focus

After the exercises in *Language focus* students should have the knowledge and vocabulary they need to create their own website.

1. Bring in some magazines containing adverts with plenty of information about products and/or services offered by different companies (banks, supermarkets, car companies, etc.).
2. Tell the students you want them to choose a company and design a homepage for its website.
3. Give the students large pieces of paper (A3) on which to put their ideas.
4. Tell students they can add text to their websites if they need to, but that they should cut out material from the

magazines to provide the content and the look of the homepage.

5. Monitor and ask questions.
6. For feedback, allow willing students to present their homepages to the class, or stick them on the wall and get students to wander around and ask each other questions about them.

### Using Active reading

1. Get students to read the *Active reading* section and set homework around a web search activity.
2. Find a website which the students will be interested in, although might not know much about, and set some discovery questions which will require them using the search field.
3. Tell them you want them to scan for the information and either give them a time limit for the search or ask them to time themselves and record how long each search takes.

### PHOTOCOPIABLES

#### Skimming skills

Which of these are good rules for skimming and which are not?

	YES	NO
Set yourself a time limit.		
Write a summary sentence when you have read it once.		
Read at your own pace and take as long as you need.		
If you need to read quickly, just read the title, first and last paragraphs and the first sentences of each paragraph – that may be all you need.		
Choose an article with lots of detailed information.		
Keep your eyes moving forward.		
If you are not sure about something, look back as you read to make sure you understand.		
Choose an article of general interest.		
Look up any unknown vocabulary as you read.		

#### Scanning skills

Here are some rules for scanning. Fill the gaps in the text with the words in the box.

particular	carefully	word	skip over
information	italics	diagonally	digits

Do not read every \_\_\_\_\_(1) of the text, but train your eyes to pass over the text looking for the \_\_\_\_\_(2) required. Some people scan paragraphs \_\_\_\_\_(3) or read down the page in the shape of a 'Z'.

Practise looking for \_\_\_\_\_(4) pieces of information in the text – for example, if you are looking for numbers make your eyes stop at \_\_\_\_\_(5); if you're looking for names or titles, stop when you see capital letters or \_\_\_\_\_(6).

Don't be distracted by information that is not relevant to you. Ignore and \_\_\_\_\_(7) these sections of text.

When you find the piece of information that you require, you may then have to read that section \_\_\_\_\_(8).

## Unit 2: Emails

### SUMMARY

You can use this summary to guide the learning objectives and target setting for your class.

#### Can-do statements

By the end of this unit, students will be able to say:

- I can identify the key parts of an email communication.
- I can scan emails for key information and check again later for important facts.
- I can differentiate between formal and informal styles in emails.
- I can identify and contextualize the use of idiomatic language in emails and informal communication.

#### Skill focus

Pre-reading:

#### Before you start

Scanning:

#### Practising your reading skills 2 3

Reading for general understanding:

#### Understanding 1 2

Reading for detail:

#### Practising your reading skills 3

#### Vocabulary

Online buying: *summary, invoice address, delivery address, payment method, account, debited*

Idioms: *reading between the lines, sounding out, a long shot, hard to come by, heart set on, shoot off*

#### Appropriateness

Formal and informal language in emails

The *Before you start* questions also ask students to identify which email is likely to be written in a formal style. Ask students what kinds of written features would identify an email as formal (*formal salutation, few contractions, no slang, very polite language, etc.*) and which would identify an email as informal (*casual language, ellipses, contractions, etc.*).

### Using Unit text and Understanding

1. Ask students to do *Exercise 1* of *Understanding* on their own to confirm the suppositions of *Before you start*. Set a time limit of approximately five minutes.
2. Ask students to answer the questions in *Exercise 2* on their own and then put them in pairs to compare their answers.
3. Get the students to look again and find the examples of the features which make the first email formal (*Dear ..., Thank you for choosing ..., Please note that acceptance of your order ..., Yours sincerely*) and the second informal (*Hi Joanna!, ... How's it going? ..., All is good ... Anyway, must shoot off. Write soon ... Love Sophia Xxx*).
4. Divide the *Unit text* into parts so that it can be read aloud by different students.
5. Put students into small groups and get them to write five new questions about the *Unit text* for the other group(s) to answer.
6. In the same groups, ask students to write some sentences that could be from either a formal or informal letter. Then ask them to show these to another group and get them to identify which is which.

### Using Practising your reading skills

*Practising your reading skills* focuses on identifying the difference between scanning and reading for detail. You might want to spend time helping students to understand different reading styles using the material from *Appendix 1 – How should I read?*

1. You could create your own handout for this matching exercise or just write it on the board. Write four speech bubbles with the words:
  - I don't have much time and just want a general idea of what this article is about.*
  - I'm in a rush and I need some specific information from this text.*
  - This is interesting. I'm going to read this to find out about the subject.*
  - I'd better read this carefully – there are a lot of important facts in here I need to know.*
2. Ask students to work in pairs to identify the reading style that each speech bubble would require (respectively

### CLASSROOM EXTENSION IDEAS

You can use some or all of these ideas to check and enhance your students' understanding as they work their way through *Unit 2* of *Reading B1+ Intermediate* in class.

#### Using Before you start

This unit is about emails. Before you start using the material from the book, you can personalize the material by starting a discussion on the students' use of emails.

1. Ask the students questions like: *How many emails do you get each day? Who sends the emails: friends, family or businesses? Is there a lot of 'spam'? Do you like to use email to contact people or do you prefer to text, phone, tweet, or write?* etc.
2. Get students to write their answers down individually and then put them in small groups to discuss and compare their answers.

*skimming, scanning, reading for general understanding and reading for detail).*

3. Ask students to identify which reading style they would normally use for each of these reading situations/texts:
  - a quick read of a newspaper story* (skimming)
  - looking for a particular word in a dictionary* (scanning)
  - song lyrics* (reading for general understanding)
  - a legal contract* (reading for detail)
4. Put students back into pairs or small groups and ask them to think of a couple of different reading situations/texts for each of the reading styles.
5. Get the pairs/groups to write the situations down without naming the reading style. Monitor to help frame the ideas (you can use the *Appendix* to assist with ideas).
6. Pairs/groups can then exchange their ideas with each other.
7. Feed back with the whole class.

### Using Language focus

The *Language focus* exercises highlight the use of idioms in informal texts.

1. Photocopy the *Idioms* handout, below, and cut out each idiom separately. You will need about four or five for each student – you can duplicate them or add some more of your own if you need to.
2. Clarify with students that idiomatic language might be used in a business context (it is not slang) but is normally

used where the people know each other. Ask students why that might be (*because it is possible that idiomatic language might be misunderstood, or suggest a certain informal tone*).

3. Distribute the idioms to the students randomly. Get them to read them and find the meaning in their dictionaries, or by asking their partner.
4. Tell the students that you want them to write an informal email using these idioms. They will have to use all the idioms they have been given in the email but you can allow them to swap them with other students if they want to. Ask the students to stand up and walk around the room, finding out what idioms other people have and explaining their own to see if they want to do a swap.
5. Monitor and check the use of the idioms while students write their emails.
6. If students finish early ask them to construct questions for their emails along the lines of those in *Understanding Exercise 2*. You can also set this task for homework.

### Using Active reading

Also for homework, you can ask students to look through the order confirmation of something they have bought over the Internet and check if it has the things listed in *Practising your reading skills Exercise 2*. (You can also set this for homework.)

### PHOTOCOPIABLES

#### Idioms

a shot in the dark	get your act together	drop the ball
burn your bridges	keep your chin up	carry the can
cut someone some slack	down to earth	be in the driver's seat
see eye to eye	have the edge	put your foot in it
put your foot down	get something off your chest	give someone the cold shoulder
stick to your guns	hit the hay	hit the nail on the head
jump to conclusions	know the ropes	keep an eye on
lay your cards on the table	turn over a new leaf	pay lip service
push your luck	speak your mind	put your money where your mouth is
nip something in the bud	on a roll	on the ropes
play it by ear	pass the buck	see red
rock the boat	set someone straight	sleep on it
spill the beans	suck it up	talk shop
bite your tongue	up in the air	under the weather

## Unit 3: Social networking sites

### SUMMARY

You can use this summary to guide the learning objectives and target setting for your class.

#### Can-do statements

By the end of this unit, students will be able to say:

- I can understand opinions about the advantages and disadvantages of aspects of the internet.
- I can read and understand messages and comments left on social networking sites.
- I can understand and use the terminology of social networking sites.
- I can understand some key differences in written British and American English.

#### Skill focus

Pre-reading:

#### Before you start ① ②

Scanning:

#### Practising your reading skills ② ③

Reading for general understanding:

#### Before you start ③

Reading for detail:

#### Practising your reading skills ①

#### Vocabulary

Social networking: *home, status, profile, friends, message, events, find friends, notifications*

American and British English differences: *color/colour, center/centre*

#### Grammar

Ellipsis: (*I'm Looking at ...; (I) Took this ...*)

#### Functions

Reading personal news: *Just been to ..., I'm going ..., I'm doing ...*

Reading opinions of advantages and disadvantages: *I'm just not interested in ..., I worry that ..., I love being able to ...*

1. Ask the class questions 1 and 2 of *Exercise 1* (*What are social networking sites? Which social networking sites do you use?*). Then allow them to discuss question 3 (*Why do you use them?*) among themselves in small groups.
2. Ask one or two students to report back to the class on their groups' answers – which was the most popular use and which the least?
3. You can collate the results from feedback on the board and have students create a pie chart or bar graph of the data.

For *Exercise 2*:

1. To make this exercise more interactive, photocopy the *Advantages and disadvantages* handout, below, and cut each speech bubble out individually.
2. Give a set of advantages and disadvantages to each pair of students and allow them to work on them together.
3. Ask them to think of two more advantages and disadvantages each. Get them to write them out, expressed as opinions in the same way as on the handout.
4. Feed back with the whole class, and allow students to share their additional ideas with the rest of the group.

#### Using Unit text and Understanding

1. First, get the students to read the *Unit text* on their own quickly and silently before answering the general comprehension *Exercise 3*. Then get feedback from the whole class.
2. Instead of asking students to read aloud, ask them to interpret and explain the individual entries for the class (e.g. *Debbie is in the Empire State Building in New York and she's taken and uploaded a photo of the city. She has a friend called Oscar Lilly who must live in New York, and another called Lillie Pittman who wishes she did.*).
3. Then get the students to answer the *Understanding* questions on their own and compare their answers with a partner, before getting feedback from the whole class.

#### Using Language note

After the *Unit text* it is worth directing the students' attention to the *Language note* at the end and asking them to identify other examples of ellipses in the Linksworld social networking site: (*I'm Looking at ...; (I) Took this ...*). Students might want to use this style of writing in the next activity.

#### Using Practising your reading skills

*Practising your reading skills* gives students the opportunity to add comments to the posts on Linksworld. After completing all three exercises, you can extend this activity by creating a Linksworld social networking site for the class.

### CLASSROOM EXTENSION IDEAS

You can use some or all of these ideas to check and enhance your students' understanding as they work their way through *Unit 3* of *Reading B1+ Intermediate* in class.

#### Using Before you start

Before presenting the *Unit text*, the first two exercises can be brought off the page and made more interactive.

1. Give each student a copy of the *Linksworld* handout, below, and get them to add a user name and a piece of news.
2. Students can then pass their handouts round the class (in the same direction) and other students can comment on their news one by one.
3. Remind students that they should read all the comments, and can comment on the comments of other students.
4. Encourage students to use ellipses but monitor to make sure they maintain coherent sentences.
5. Feed back with the whole group.
6. Students can use the new social networking page to develop a series of true and false questions to test their partners.

Exercise 3 contains a range of vocabulary associated with social networking:

1. Brainstorm other terminology associated with internet communication (e.g. *upload, download, like, block, tweet, share*, etc.).
2. Students can then work in pairs to write descriptions of these in the style of *Exercise 2*.
3. Pairs can then challenge another pair to guess what their descriptions are of.
4. Encourage students to add any new terminology to their vocabulary books.

### Using Language focus

*Language focus* highlights the differences between American and British English. After doing both the exercises:

1. Ask students why it is important to be aware of the differences between American and British English (*because communication is becoming more and more international and it is useful to be sensitive to the differences*, etc. In the context of a reading class they may also say that *many of the differences are in spelling*).
2. Find an article, webpage or section from a language book that deals with the differences between American and British English – or with other differences in international English – and provides a number of good examples. Photocopy one for each student.
3. Allow them time to read the text alone and then ask them to write three or four questions in the style of those in *Exercise 2 of Language focus*.
4. Monitor to ensure the questions are accurate.
5. Put students in pairs and get them to challenge their partners with their questions.

For practical purposes, you may want to raise the issue of safety on the internet and in chatrooms, or rules for good behaviour in chatrooms. This can provide a good discussion topic, research homework or another opportunity for creating a wall poster, and will allow you to activate the language *should/should not* or *do/do not*.

Rules for internet safety might include not giving out contact details or passwords. Rules for good behaviour might include not using insulting language (eg. *flaming, trolling*, etc.).

### PHOTOCOPIABLES

### Linksworld

# Linksworld



\_\_\_\_\_ [your user name]  
\_\_\_\_\_  
\_\_\_\_\_



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### Advantages and disadvantages

Social networking sites are an amazing way of keeping in touch with people who live a long way away.

We've banned access to social networking sites in our office – our employees were wasting so much time chatting to friends and they weren't getting enough work done.

The danger of social networking sites is that we care more about the quantity than the quality of friendship. It's simply impossible to be really good 'friends' with hundreds of people.

I worry that privacy settings might not work and that strangers might be able to see my personal information.

I'm just not interested in reading what people are doing at various points in the day! I'm too busy living my own life to care!

I love being able to see photographs of friends and family. It makes the world feel like a smaller place.

These sites are a great way to connect with people who have similar interests to you. I couldn't live without them now.

I love it because it's allowed me to reconnect with lots of old friends who I probably would never have spoken to again.