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 ❶ ❷
Scanning:
Practising your reading skills ❶ ❷
Reading for detail:
Language focus ❶ ❷

Vocabulary

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

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

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.

    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 rea*d.

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

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).