

Putting it into Practice

Lessons, guidance and resources for an active and principled classroom



Sample Reading Skills Lesson
Holidays and Travel

Main aim: for students to practise and develop their ability to read quickly for overall understanding, more carefully for detail, and to practise their ability to work out meaning from context

Subsidiary aims: for students to practise and develop their fluency and ability to relay information and make comparisons in the context of talking about ways of travelling

Level: Intermediate

Lesson length: approx. 60 mins

Materials:

Handout 1 (student A version and student B version)

Handout 2 – discussion questions

Lesson plan

Timing and interaction	Stage name and aim	Procedure
5-10 mins T – Ss S – S Ss – T T – Ss S – S Ss - T	Lead-in - to engage students in the topic and the lesson - to encourage prediction which will make the text easier to deal with and activate what they already know about the subject	Tell students there are lots of places you would like to travel, but it isn't always easy. Elicit some of the reasons that we can't always go everywhere we want. (not enough money, not enough time off work, sometimes difficult to get visas etc.) <i>We are going to think about the costs of travel and holidays – what are all the things we need to pay for when travelling? Make a list with your partner and put in order – biggest cost at the top. 3-4 mins.</i> Students discuss in pairs then brief open class feedback on their ideas. <i>Now, again with your partner, discuss what ways you think you could reduce these costs.</i> Pairs discuss Teacher monitors. Brief open class feedback – elicit their ideas.
5 mins T- Ss	Pre-teach lexis - to remove blocking words from the text so students can complete the tasks	<i>We are going to read about two ways people travel, that mean they can do it with less money compared to usual holidays. But first there are two words we need to check.</i> Pre-teach the words a host to exchange

<p>5 mins</p> <p>T – Ss</p> <p>S</p> <p>S – S</p> <p>Ss - T</p>	<p>Reading for gist</p> <p>- for students to practise reading quickly for overall / general understanding.</p>	<p>Now let's find out about these ways of travelling.</p> <p>Divide students into As on one side of the room and Bs on the other side.</p> <p>Hold up handout 1A and 1B.</p> <p>Read the text quickly and see if any of your ideas for travelling more cheaply are similar to the ones in the text. You have only 1 minute to read.</p> <p>ICQ – do you read carefully and word by word? (N) What do you do if you don't know a word? (move on)</p> <p>Give Couchsurfing text to As and Workaway text to Bs – *these need to be folded so students cannot see the answers to the next task. *</p> <p>Students read then check quickly in pairs with someone who read the same text (As check together in pairs, Bs check together in pairs.). Teacher monitors.</p> <p>Open class feedback – ask if their ideas were the same or different to the text (but don't go into much detail here).</p>
<p>10 mins</p> <p>T – Ss</p> <p>S</p> <p>S - S</p>	<p>Working out meaning from context</p> <p>- students to practise reading around words and using context to guess meaning</p>	<p>Now you are going to check some more words in the text, which may help you understand it better. Look at the <u>highlighted</u> words and try to guess the meaning. (Handout 1 still folded)</p> <p>Students complete alone – Teacher monitors.</p> <p>Pair-check – students discuss their ideas – Teacher monitors.</p> <p>Feedback – students unfold their sheet and check their answers with the key. Monitor and clarify any problems with pairs as they check their answers.</p>
<p>10 mins</p> <p>T – Ss</p> <p>S</p> <p>S - S</p>	<p>Reading for specific and detailed information</p> <p>- for students to practise scanning and reading more carefully.</p>	<p>Students read the same text again, this time to the answer questions at the bottom of Handout 1.</p> <p>Students read and complete – teacher monitors.</p> <p>When they are ready - Pair-check - As check with As. Bs with Bs – teacher monitors carefully and clarifies any problems (don't do this as a whole class as it will prevent the next stage working).</p>
<p>10 mins</p> <p>T – Ss</p>	<p>Information exchange</p>	<p>Now you are going to tell a different student about your text and find out about theirs.</p>

<p>S – S</p> <p>T - Ss</p>	<p>- to practise reporting and comparing ideas</p> <p>- to clarify ideas from the text</p>	<p>Use the information you got from answering the questions and anything else you think is interesting that you can remember.</p> <p>You don't want then reading aloud from the text or their answers here, so:</p> <p>ICQs – Can you look at the text if you forget something? (Y) Can you read directly from your answers or the text? (N) Do you try and use your own words? (Y)</p> <p>Put students into pairs made up of an A and a B. Students exchange information – Teacher monitors</p> <p>Feedback – clarify anything students are still confused about.</p>
<p>10 mins</p> <p>T – Ss</p> <p>Ss-Ss</p>	<p>Productive follow up task</p> <p>- for students to have the opportunity to react personally to the ideas in the text</p> <p>- to practise and develop fluency</p>	<p>Option 1</p> <p>Put students into small groups (with a mix of As and Bs).</p> <p>Now let's see what you think of these two travel ideas. Take 2 – 3 minutes to read the questions (hold up handout).</p> <p>When students have read, give them time to discuss their ideas and opinions together.</p> <p>Option 2 – students write a <i>Workaway</i> profile as either a host or volunteer.</p>
<p>5 mins</p> <p>Ss – T - Ss</p>	<p>Feedback</p> <p>- for students to gain a sense of completion and compare their ideas with the group</p> <p>- to share good language use and correct errors</p>	<p>On task completion – elicit ideas and opinions and see what the most popular ones are / who agrees disagrees and why.</p> <p>On language use – highlight good language use then focus on relevant errors.</p>

More and more people are travelling these days, and a growing number of people are looking to find ways to be able to travel further away from their home countries, and to travel for longer. This has led to an increase in the use of sites and organisations that enable people to see the world, without having to spend a lot of money. Here we look at one example of this: Couchsurfing

Couchsurfing

The *couchsurfing* website has been around since 2011 and the idea is now very popular. It gives people the opportunity to find a place to stay while travelling, by putting them in contact with people who can give them that place. This could be on a couch or sofa in their house (this gave the site its name), or perhaps in a spare room. There is no money involved and the aim of the site is not only to help people travel cheaply, but to increase cultural exchange and understanding between people of different nationalities. Hosts are usually people who want to make new friends and enjoy meeting people from different places. They often feed their guests or show them around the local area, so it can be a great way to experience a country in a slightly different way to seeing it as a tourist. Since the hosts are going to open their homes to people they don't know, *couchsurfers* have to prove their identity and hosts can leave reviews about the people that have stayed in their homes. If you are a bad guest, the host can leave a bad review. This would make it difficult to find places to stay in the future, so it helps to make sure guests are honest and can be trusted. Usually people stay with a host for a few days before moving to another place. People who have joined the *couchsurfing* website also keep in contact with each other, and sometimes arrange social events and meet-ups in different countries around the world.

put people in contact	phrase	to give people each other's e mail or telephone details so they can communicate	
spare /eə/	adjective	extra, can be used for something else, not the only e.g. spare room, spare key, spare time	
● ● slightly /aɪ/	adverb	a little bit, not much	
prove /u:/	verb - transitive	show something, so that we know a piece of information is true or correct e.g. prove your age, prove your address, prove you didn't commit a crime	
● ● ● identity	noun- countable	who you are	

Answer the questions – make notes.

1. When did it start?
2. What is the service? How is it organised?
3. Does anyone have to pay to use / do *couchsurfing*?
4. What do people who use this website need to do?
5. How does the website increase safety / security?

Handout 1 - Student B

More and more people are travelling these days, and a growing number of people are looking to find ways to be able to travel further away from their home countries, and to travel for longer. This has led to an increase in the use of sites and organisations that enable people to see the world, without having to spend a lot of money. Here we look at one example of this: *Workaway*.

Workaway is basically a work exchange website. It offers information on hosts from all around the world who will provide you with accommodation and possibly food and leisure activities in exchange for some kind of help. Many of the hosts are families, and they often look for people who can help teaching languages to their children, or help around the house with cleaning and maintenance. There are also quite a few ecological projects that need help with things like building or growing and picking organic vegetables. Some of the hosts are businesses who want people to help with serving customers in accommodation and cafes, or cleaning. Some of them are charities, who are looking for volunteer teachers. Another skill that is in demand is internet marketing; for example, writing blogs, setting up websites or maintaining Facebook pages.

How much work people do, and what they get in return, depends on the host, and this information is provided in the host's profile. Typically, you are given accommodation and at least one meal a day in exchange for around 4-5 hours work a day, 5 days a week. The workers also need to create a profile to use the service. In this way, both hosts and workers can try to make sure that they are well-matched. They can also leave reviews about each other. Volunteer positions can last anything from around a week, to a few months. It's free to visit the *Workaway* website, but there is a small fee to join and post your profile. *Workaway* has been operating since 2002.

• • • organic	adjective	grown without the use of chemicals e.g. organic vegetables	
• • • charities /rə/	noun – countable	organisations that work to help people e.g. a charity that works with homeless people or an educational charity	
• • in demand	phrase	wanted, needed	
• • • typically /kli/	adverb	usually, normally	
a fee	noun – countable	an amount of money you pay to use something e.g. gym fees	

Answer the questions – make notes.

1. When did it start?
2. What is the service? How is it organised? What do people do?
3. Does anyone have to pay to use workaway?
4. What do people who use this website need to do?
5. How does the website increase safety / security?

Think about your answers to the following questions, then discuss them with your group.

1. Would you be a *Couchsurfing* host and have people come and stay at your house? Why / Why not?
2. Would you be a *couchsurfer* and go stay at another person's house? Why / Why not?
3. Do you think it is fair to work for no money? Would you do this?
4. If you were going to do *Workaway*, how many hours would you agree to work, and what would you want in return?
5. Do you think *Workaway* is taking jobs away from the local people?

Answers

Handout 1 – student A - Couchsurfing

1. When did it start?

2011

2. What is the service? How is it organised?

A way to stay for free with people you connect with through the internet site.

3. Does anyone have to pay to use / do *couchsurfing*?

No

4. What do people who use this website need to do?

Prove their identity

5. How does the website increase safety / security?

Proving identity and a system of reviews

Handout 1 – student B - Workaway

1. When did it start?

2002

2. What is the service? How is it organised? What do people do?

Work exchange – bed and or food for an agreed amount of work

3. Does anyone have to pay to use *Workaway*?

Yes. Not each time – but a small yearly membership fee.

4. What do people who use this website need to do?

If they want to take part, not just look at the website – they need to join and create a profile.

5. How does the website increase safety / security?

System of reviews.