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# Linguaskill Lesson Plans

## Reading Lesson 5

### Description

This lesson looks at vocabulary related to extreme sports and hobbies and the people who choose to do these activities. It gives learners step-by-step guidance for multiple-choice tasks related to a longer text, which is part of the Linguaskill Reading test.

### Teacher's Notes

| | |
|---|---|
| **Aims of the lesson** | • to present and practise vocabulary related to extreme sports and hobbies.<br>• to develop techniques and strategies for multiple-choice reading tasks for longer texts<br>• to give practice in an authentic example of this task type. |
| **Time required** | 45 minutes |
| **Level** | Suitable for B2 level and above |
| **Materials required** | Student's Worksheets 1-4 (one copy for each learner) |

### Procedure

1. Display a few pictures of extreme sports/hobbies, e.g. surfing, bungee jumping, motorbike racing, skiing and ask learners to talk with a partner to decide what they all have in common. Feedback to the class to elicit 'extreme sports/hobbies'. Write *Who?* and *Why?* on the board and ask learners to respond to the questions to build up an image of the type of people who choose to do such activities and why.

2. Give learners **Student's Worksheet 1** and ask them to categorise the comments - were they made by people who enjoy extreme activities or people who don't? Ask learners to check their answers with a partner before checking as a group. During feedback, draw learners' attention to the need to see words in context to fully understand the message e.g. *Feeling nervous is part of the attraction* gives a positive reaction (*part of the attraction*) to a negative feeling (*nervous*).

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**Student's Worksheet 1**
**Answer Key**

|  |  |
|---|---|
| *Feeling nervous is part of the attraction.*<br><br>*I like doing out-of-the-ordinary things.*<br><br>*She's happy to have a go at something new.*<br><br>*Taking risks appeals to me.*<br><br>*I'll give anything a try.* | *I'm a naturally cautious person.*<br><br>*Why on earth do people put themselves at such risk?*<br><br>*Heights make me feel uneasy.*<br><br>*I can't see the appeal at all.* |

3. Ask learners to look at **Student's Worksheet 2 Part 1** which has the first question of a sample multiple-choice reading task. The task is about the extreme sport of wing-walking. Ask learners to say what the question is about and to read through the options and decide which ones suggest Henry is the kind of person who enjoys extreme activities

**Student's Worksheet 2**
**Part 1**
**Answer Key**

**What is the focus of the question?**
The focus of question is the man's personality/feelings. Explain that this task often focuses on feelings, opinions and reactions in this way.

**Which of the options suggest that Henry enjoys extreme activities?**
B (takes unnecessary risks); C (does adventurous things) and D (enjoys testing out his own abilities).

4. Now ask learners to look at **Student's Worksheet 2 Part 2** (the paragraph which relates to the question in Part 1) and identify the correct option. Feedback on the task as a class and discuss why C is the correct option and why the other options are not correct (see Answer Key below).

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**Student's Worksheet 2**
**Part 2**
**Answer Key**

When describing the kind of person he is, Henry says he

**A.** finds it very easy to make new friends. **Not correct** - the text refers to friends and meeting people, but there is no comment about how easy he finds it to make friends. Nb. - make learners aware of the risks of word spotting, i.e. assuming an answer is correct because the same word is in the option and the text.

**B.** constantly takes unnecessary risks. **Not correct** - he does things which may seem risky to the reader (*sliding down ladders/jumping into piles of sand*) but these are not 'risks' for him (*it's not dangerous for me as I'm so skilled at it*), they are not 'unnecessary' because they are part of his job, and he doesn't say he does them 'constantly' (*I'll slide ...*).

**C.** often does adventurous things when he's working. **Correct** - *in my job … I'll slide down ladders … jump into a pile of sand.*

**D.** enjoys testing out his own abilities. **Not correct** - a rather vague option that has no specific reference in the text. It's a tempting option because it fits the image of an adventurous person, but there is nothing about Henry 'testing his abilities', he just does adventurous things. The reference to trying things relates to other people, not Henry (*anyone who hasn't tried it*).

5. Give learners **Student's Worksheet 3**, which has the remainder of the text and multiple-choice questions. Ask learners to work through this on their own and then check their answers with a partner. When they check together, ask them to discuss why the other options are not correct, as with the first question in the previous stage.

6. Feedback on the task, checking the correct responses and the reasons why the other options were not correct.

**Student's Worksheet 3**
**Answer Key**

**1.** How did Henry feel when he was learning to fly?

**A.** He was prepared to try some difficult techniques. **Correct** - *difficult techniques* = *take my flying a stage further … perform a few tricks in the air* and *was prepared to try = agreed to have a go*.
**B.** He found it more challenging than he'd expected. **Not correct** - *more challenging* is contradicted in the text - *learnt … very quickly … found …quite easy*.
**C.** He worried about what his instructor sometimes asked him to do. **Not correct** - very tempting, because he was *a little nervous* about the tricks, but ruled out because of *sometimes* in the question. The tricks were a one-off suggestion, not a regular request.
**D.** He was surprised at what he achieved in a short time. **Not correct** - *short time* is tempting because of *very quickly* but there is no comment about being *surprised*, only *pleased* (the instructor) and *it was great* (Henry).

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**2.** What does Henry explain about wing-walking?

- **A.** It's an activity that's best suited to young people. **Not correct** - the reference to *people much younger than me* just says who does it, not that they are the best people to do it.
- **B.** Increasing numbers of people are taking it up. **Not correct** - *lots of people are becoming interested – in seeing other people doing it* not in doing it (i.e. *taking it up*) themselves.
- **C.** It's almost impossible to do it well. **Not correct** - the text says *it sounds pretty impossible'* not that it is almost impossible.
- **D.** People enjoy it as an exciting sport to watch. **Correct** - *lots of people are becoming interested – in seeing other people doing it*.

**3.** On his first wing-walking trip on a plane, Henry discovered that

- **A.** being blown around by strong wind was uncomfortable. **Not correct** - the text says, *your whole body is blown by the wind* but his reaction was positive, *it was the most amazing experience*, not negative.
- **B.** familiar locations looked very different from high up. **Correct** - *familiar locations* = *the area where I lived / looked very different* = I could hardly recognise it.
- **C.** hearing the engine start up was a difficult moment. **Not correct** - ruled out by the comment *I was too excited to wonder what on earth I was doing*.
- **D.** the speed of the plane was similar to that of a fast car. **Not correct** - the reference to a fast car is connected to the feeling not the speed of the plane.

**4.** Henry says that since his first wing-walk, he

- **A.** has got used to doing flights in poor weather conditions. **Not correct** - he has done one flight (not several) in *cold and wet* weather which *wasn't so enjoyable* (so he hasn't got used to it)
- **B.** has become well known in his local area for his flights. **Correct** - *well known* = *seen as a bit of a celebrity / local area = around where I live*
- **C.** has been invited to do a very long flight over the sea. **Not correct** - time reference in the option is past, in the text it is future and it is not certain it will happen, *I only hope no one suggests ... tempted to give it a try!*
- **D.** has started encouraging others to do similar flights. **Not correct** - *encouraging others* is paraphrased as *persuaded anyone* but the reference in the text is negative, (*hasn't persuaded*) and it is not something he has actively tried to do. People have asked him to do flights, *I'm often contacted by people asking me …wing-walks*, but he hasn't asked other people to do this.

7. Give learners **Student's Worksheet 4** and ask them to complete the top tips for completing multiple-choice Reading tasks. Feedback on the task and ask learners which tips they find most useful.

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**Student's Worksheet 4**
**Answer Key**

| | |
|---|---|
| **1.** All four options in the question will have some connection to the text, | **e)** so read them carefully to be clear exactly what information you are looking for. |
| **2.** Highlight or underline words in the text which are connected to each of the options, | **a)** then check the details. If you can't find something to highlight, the option may be too general to be correct. |
| **3.** Look for key words, such as adverbs (e.g. *completely, always, never*), | **d)** which may rule out an option that looks correct on first reading. |
| **4.** Always look at language in context. For example, | **c)** negative words may contradict positive comments or the action may be the same but the person who does it may be different. |
| **5.** Avoid trying to match words from the option with words in the text, | **b)** instead look for the same ideas expressed in different ways. |

8. To finish the lesson, you could ask learners to discuss which new hobbies or activities they would like to try and why.

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## Student's Worksheet 1

**Look at the comments below. Were they made by people who enjoy extreme activities or by people who don't enjoy them? Write the comments in the correct column.**

|  |  |
|---|---|
| | |

*I'm a naturally cautious person.*
*Feeling nervous is part of the attraction.*
*I like doing out-of-the-ordinary things.*
*Why on earth do people put themselves at such risk?*
*Heights make me feel uneasy.*
*She's happy to have a go at something new.*
*Taking risks appeals to me.*
*I'll give anything a try.*
*I can't see the appeal at all.*

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## Student's Worksheet 2

**Part 1**

**Look at the question below. What is the focus of the question? Which of the options suggest that Henry enjoys extreme activities?**

When describing the kind of person he is, Henry says he

**A** finds it very easy to make new friends.

**B** constantly takes unnecessary risks.

**C** often does adventurous things when he's working.

**D** enjoys testing out his own abilities.

**Part 2**

**Now look at the paragraph which relates to the question in Part 1 above and decide which of the options is correct.**

I've always been the sort of person who does exciting, out-of-the-ordinary things. In my job as a builder, when I'm up high on roofs, I'll slide down ladders rather than climb down them, or jump into a pile of sand below. I know it's not dangerous for me as I'm so skilled at it, although I wouldn't recommend it to anyone who hasn't tried it! So learning to fly a plane seemed to be just the kind of exciting activity I needed. I had great fun and met some fantastic people who were similar to me, and who I still count as my friends.

**Why are the other options not correct?**

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## Student's Worksheet 3

**This is the remainder of the multiple-choice reading task you have started working on. Read the questions and choose the correct option according to the text.**

**1.** How did Henry feel when he was learning to fly?

**A** He was prepared to try some difficult techniques.

**B** He found it more challenging than he'd expected.

**C** He worried about what his instructor sometimes asked him to do.

**D** He was surprised at what he achieved in a short time.

**2.** What does Henry explain about wing-walking?

**A** It's an activity that's best suited to young people.

**B** Increasing numbers of people are taking it up.

**C** It's almost impossible to do it well.

**D** People enjoy it as an exciting sport to watch.

**3.** On his first wing-walking trip on a plane, Henry discovered that

**A** being blown around by strong wind was uncomfortable.

**B** familiar locations looked very different from high up.

**C** hearing the engine start up was a difficult moment.

**D** the speed of the plane was similar to that of a fast car.

**4.** Henry says that since his first wing-walk, he

**A** has got used to doing flights in poor weather conditions.

**B** has become well known in his local area for his flights.

**C** has been invited to do a very long flight over the sea.

**D** has started encouraging others to do similar flights.

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I learnt how to control a plane very quickly, and found flying straight and level quite easy. My instructor was pleased with my progress – and then wondered if I'd like to take my flying a stage further and perform a few tricks in the air. I must admit I was a little nervous about it after he'd explained what was involved, but I agreed to have a go. I tried what's called a loop-the-loop, when you fly the plane right up into the sky, then come down again in a complete circle. And it was great!

After that, there was no stopping me, and when one day at the flying club I saw a poster for something called wing-walking, I decided to have a go. Basically, it meant standing outside on the wings of a plane as it flies, which sounds pretty impossible! In fact, though, lots more people are becoming interested – in seeing other people doing it, anyway! But I've also seen a few people much younger than me, such as teenagers, having a go at it.

So that's how I found myself one weekend strapped onto a frame on top of a small plane. As the engine started and we took off, I was too excited to wonder what on earth I was doing. Some people say it's like sticking your head out of the window of a fast-moving car, but it's a bit more than that, as your whole body is blown by the wind. But it was the most amazing experience, especially as from right up in the sky; I could see the area where I lived – although I could hardly recognise it!

Since then, I've done all sorts of wing-walks, and I'm now seen as a bit of a celebrity around where I live, although that hasn't persuaded anyone else to join me on a trip. I've also done a flight where we were trying to break a record, and that wasn't so enjoyable as it was cold and wet on the day we'd planned it. But I was determined to do it, so off we went. And now I'm often contacted by people asking me if I'd like to try this or that route for my wing-walks. I only hope no one suggests wing-walking across the ocean, because I might just be tempted to give it a try!

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## Student's Worksheet 4

**The table below gives advice on completing multiple-choice Reading tasks. Match the two halves of each sentence. Then, discuss with a partner which tip(s) you find most useful.**

**Top Tips for multiple-choice Reading tasks**

| | |
|---|---|
| **1.** All four options in the question will have some connection to the text, | **a.** then check the details. If you can't find something to highlight, the option may be too general to be correct. |
| **2.** Highlight or underline words in the text which are connected to each of the options | **b.** instead look for the same ideas expressed in different ways. |
| **3.** Look for key words, such as adverbs (i.e. *completely, always, never*), | **c.** negative words may contradict positive comments/the action may be the same but the person who does it may be different. |
| **4.** Always look at language in context. For example, | **d.** which may rule out an option that looks correct on first reading. |
| **5.** Avoid trying to match words from the option with words in the text, | **e.** so read them carefully to be clear exactly what information you are looking for. |

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