**Linguaskill Lesson Plans**

**Reading Lesson 4**

**Description**

This lesson develops learners’ ability to complete the open-cloze (‘gap-fill’) reading task in the Linguaskill Reading test. It also introduces vocabulary related to the topic of a healthy lifestyle.

**Teacher’s Notes**

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| **Aims of the lesson** | * to present and practise vocabulary related to a healthy lifestyle * to present and practise grammatical forms that are commonly tested in the open-cloze reading task * to raise awareness of the format and requirements of the open-cloze reading task * to develop techniques and strategies for this task-type based on practising a sample task |
| **Time required** | * 45 minutes |
| **Level** | * Suitable for B1–B2 level |
| **Materials required** | * Student’s Worksheets 1–3 |

**Procedure**

1. Explain that the lesson will be about having a healthy lifestyle and will help prepare learners for the open-cloze task in the Linguaskill General Reading test.
2. Write *A healthy lifestyle* on the board and ask learners to come up and add words around it, e.g. *good food, exercise, sleep,* etc., creating a mind map. When you have a range of words, ask learners to talk in small groups about why these words are all connected to a healthy lifestyle, then discuss as a class.
3. Give learners **Student’s Worksheet 1**, which gives tips on having a healthy lifestyle. Ask them to scan the tips and see how many they have already mentioned. Then ask learners to complete the sentences, using one word for each gap.
4. Feedback on the task and discuss reasons for any wrong answers. Write on the board the words used to complete the sentences and ask learners if they can name the grammatical forms. Ask learners to highlight or underline the word(s) that helped them find the answer.

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| **Key**   1. Eat a balanced diet with at **least** five portions of fruit and vegetables daily. – preposition (fixed collocation) 2. Do some form of **exercise** three times a week. – verb (also accept ‘Try’) 3. Walk **rather** than drive whenever possible. – preposition in a comparative structure 4. Spend **more** time outside and less time inside. – determiner in a comparative structure 5. Find a/some **way** to reduce how much time you spend looking at screens. – determiner 6. Choose **activities** which **help** you relax. – relative pronoun 7. Get **plenty** of sleep every night. – dependent preposition |

1. Explain to learners that the open-cloze Reading task tests grammatical forms like these. Note that to choose the correct word to fill the gap they need to look at words before and after the gap. Note also that these key words may be separated from the gap by one or more other words (i.e. Example 2 and 4), so it is important to read the whole sentence.
2. Look at the mind map and healthy lifestyle tips and focus on the references to sleep. Brainstorm some vocabulary connected to sleep then give learners **Student’s Worksheet 2** and ask them to look at **Exercise 1** – matching words and expressions with definitions. Feedback and note collocations, articles, prepositions, pronouns which could all be tested in the open-cloze task.

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| **Key**   |  |  | | --- | --- | | 1. I need to **have a nap**. | **e)** sleep for a short time | | 1. I feel really **sleepy**. | **d)** tired | | 1. He always **has a lie in** at the weekend. | **b)** stay in bed after you wake up | | 1. The noise **keeps me awake**. | **a)** prevent sleep | | 1. She’s **fast asleep**. | **c)** sleeping deeply and difficult to wake up | |

1. Ask learners to look at **Exercise 2** – some questions about sleep habits. First ask them to complete the gaps in the questions and check as a class, highlighting the type of word used and the reasons for any incorrect answers.

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| **Key**   1. How much sleep do you usually get each night? – determiner, ‘much’ not ‘many’ because ‘sleep’ is uncountable 2. Would you like to get more sleep, or do you think you get enough? – pronoun for comparative structure, links with ‘more sleep’ 3. Do you ever have problems getting to sleep at night? – preposition 4. What can you do to make sure/certain you get a good night’s sleep? – infinitive to express purpose 5. Do you sleep during the day? – article, not ‘a day’ because the reference is to a habit |

Then ask learners to discuss the questions in small groups.

1. Give learners **Student’s Worksheet 3**, which has a full sample open-cloze test. Ask them to work on this individually, before checking with a partner. Remind them to read the full sentences and use words before and after the gap to help them choose the correct word.

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| **Key**  For people of all ages, getting a good night’s sleep can feel quite challenging, but 1. there **are** many things you can do to improve your sleep. Creating a bedtime routine is just 2. as relaxing for an adult **as** it is for a small child. Take time before bed to relax in a warm bath or empty your head by writing a journal. Do **whatever** 3. is necessary to help you switch off. You might want to end the day with some gentle yoga moves. You should also make your bedtime reading different to **all the magazines, newspapers and books** 4. that normally **vie for your attention**. During the day be as active as possible. Even gentle exercise 5. such **as** walking and swimming will help you feel awake during the day while calming your mind and helping you sleep better at night.   1. pronoun 2. comparative structure 3. verb form 4. relative pronoun 5. fixed phrase – ‘such as’ |

1. To finish the lesson, ask learners to discuss whether they think the advice given in the text ‘A good night’s sleep’ would work for them.

**Student’s Worksheet 1**

**Look at the tips below about having a healthy lifestyle. Use one word in each gap to complete the sentences.**

1. Eat a balanced diet with \_\_\_\_\_ least five portions of fruit and vegetables daily.
2. \_\_\_\_\_\_\_ some form of exercise three times a week.
3. Walk rather \_\_\_\_\_\_ drive whenever possible.
4. Spend more time outside and \_\_\_\_\_\_ time inside.
5. Find \_\_\_\_\_ way to reduce how much time you spend looking at screens.
6. Choose activities \_\_\_\_\_\_\_\_ help you relax.
7. Get plenty \_\_\_\_\_ sleep every night.

**Student’s Worksheet 2**

**Exercise 1**

**Match the words in bold on the left with the definitions (a–e) on the right.**

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| 1. I need to **have a nap**. | 1. prevent sleep |
| 1. I feel really **sleepy**. | 1. stay in bed after you wake up |
| 1. He always **has a lie in** at the weekend. | 1. sleeping deeply and difficult to wake up |
| 1. The noise **keeps me awake**. | 1. tired |
| 1. She’s **fast asleep**. | 1. sleep for a short time |

**Exercise 2**

**Complete the questions below by writing one word in each gap.**

1. How \_\_\_\_\_\_\_\_\_\_ sleep do you usually get each night?
2. Would you like to get more sleep, or do you think you get \_\_\_\_\_\_\_\_?
3. Do you ever have problems getting to sleep \_\_\_\_\_\_\_\_ night?
4. What can you do \_\_\_\_\_\_\_\_\_ make sure you get a good night’s sleep?
5. Do you sleep during \_\_\_\_\_\_\_ day?

**Now discuss the questions with your partner(s).**

**Student’s Worksheet 3**

**This is a sample task from the Reading test.**

**For each gap, write the word that is missing.**

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| **A good night’s sleep** |
| For people of all ages, getting a good night’s sleep can feel quite challenging, but  **(1)** \_\_\_\_\_\_\_ are many things you can do to improve your sleep. Creating a bedtime routine is just **(2)** \_\_\_\_\_\_\_ relaxing for an adult as it is for a small child. Take time before bed to relax in a warm bath or empty your head by writing a journal. Do whatever  **(3)** \_\_\_\_\_\_\_ necessary to help you switch off. You might want to end the day with some gentle yoga moves. You should also make your bedtime reading different to all the magazines, newspapers and books **(4)** \_\_\_\_\_\_\_\_ normally vie for your attention. During the day be as active as possible. Even gentle exercise **(5)** \_\_\_\_\_\_\_\_\_ as walking and swimming will help you feel awake during the day while calming your mind and helping you sleep better at night. |