**Linguaskill Lesson Plans**

**Reading Lesson 8**

**Description**

The topic of this lesson is sport. Practice of vocabulary related to combining sport with studying is used to give guidance on completing gapped-text sentences tasks, one of the task-types in the Linguaskill Reading Test.

**Teacher’s Notes**

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| **Aims of the lesson** | * to present and practise vocabulary for discussing combining competitive sport with studying
* to raise awareness of the requirements of Linguaskill Reading gapped-text sentences tasks
* to develop techniques and strategies for this task-type based on practice of a sample task
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| **Time required** | * 45 minutes
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| **Level** | * Suitable for B1–B2 level
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| **Materials required** | * Student’s Worksheet 1: Linguaskill Reading gapped-text sentences – task requirements
* Student’s Worksheet 2: Studying and swimming – sentences
* Student’s Worksheet 3: Sample Linguaskill Reading task(Studying and swimming)
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**Procedure**

1. Start the lesson by talking about sport. Ask learners whether they do any sports, and how seriously they take them. Put learners in pairs and ask them to talk about the pros and cons of doing sport competitively. Discuss some of the responses as a whole group. Tell learners that this lesson will be about a student who is also a competitive swimmer.
2. Tell learners that in this lesson they will practise a Linguaskill Reading gapped-text sentences task. Ask if any of them know about this task-type. Give them **Student’s Worksheet 1** and ask them to decide if the descriptions of the task are true or false. You could check answers in whole-class feedback, using the notes in the worksheet key to explain the important points. Alternatively, to increase interaction in the class, you could cut the answers and explanations into individual slips and put them on the walls around the classroom. Learners work in small groups and take it in turns to go and find the answer to each question and read it to the group.
3. Give learners **Student’s Worksheet 2**, which has the sentences from the task. Look at the first sentence together. [*I don’t know when it’ll happen, but I want to be ready.*] Ask learners: *What information do you need to be able to work out where this sentence goes in the text?* [**KEY:** They need to know what *it* refers to.] Discuss with learners that they also need to notice that the sentence is about the future, which may affect where it belongs in the text. Ask learners to work in pairs to continue in the same way with the other sentences, in each case highlighting the words in the sentences which are important for making decisions on where to put them in the text. Check as a class and ensure all learners have highlighted the important words.
4. Now give learners **Student’s Worksheet 3**, which has the gapped-text from the task. Learners work on their own to complete the task. They can check with a partner before whole-group feedback. In feedback, ask learners to say which words in the text helped them make the correct match. Make sure that learners are aware of the different features of text structure, cohesion and coherence they need to consider, i.e. related vocabulary, linking words, pronouns, tense sequencing.
5. End the lesson by asking learners to discuss whether there is any sport they would like to learn and whether they would be happy to give up other things in their life to be really successful at it.

**Student’s Worksheet 1**

**Linguaskill Reading gapped-text sentences – task requirements**

**Read the description of the Linguaskill Reading gapped-text sentences task. Decide if the statements are true or false.**

1. There are five gaps in the text. **True/False**
2. Each gap comes at the end of a paragraph. **True/False**
3. You have to put all of the sentences in the text. **True/False**
4. It may be possible to put some of the sentences in more than one gap. **True/False**
5. You should read the whole text before you start putting the sentences in. **True/False**
6. Understanding how ideas are connected is an important skill for this task-type. **True/False**

**KEY**

1. True. There will be no gap right at the start or the end of the text.
2. False. The text may have one or more paragraphs. Gaps will be fairly evenly spaced throughout the text.
3. False. There are three sentences you do not need to use. They will be connected to the topic of the text, but they will not fit into the text.
4. False. Only one correct match is possible. If more than one sentence looks possible, check for meaning, grammar (i.e. suitable tense) and structure.
5. True. Reading through the whole text helps give you an overall understanding, so you may be able to spot similar topics or the sequence of tenses. Also read through all the sentences before you get started.
6. True. You need to look for cohesive devices, such as linking words and expressions, or pronouns which refer to words in the text. Remember that the referencing could go forwards or backwards.

**Student’s Worksheet 2**

**Studying and swimming – sentences**

**These sentences are all connected to a text about studying and swimming.**

**Highlight the words in the sentences which will help you decide where to put them in the text.**

1. I don’t know when it’ll happen, but I want to be ready.
2. My next one is the World Swimming Championships in Japan.
3. I think swimming feels more like a game.
4. People often ask me how I find time for both.
5. It was in France, where I went with my high school.
6. As well as all that, I enjoy playing the piano.
7. That’s a skill I never have to practise.
8. But doing well in this sport is not easy.

**KEY**

1. I don’t know when **it**’ll happen, but I want to be ready. *When will what happen?*
2. My next **one** is the World Swimming Championships in Japan. *The next what?*
3. I think swimming feels **more like** a game. *More like a game than what?*
4. People often ask me how I find time **for both**. *This sentence refers to two things. It should follow some reference to time in the text.*
5. **It** was in France, where I went with my high school. *What happened in France? Notice the past tense.*
6. **As well as** **all that**, I enjoy playing the piano. *This is introducing a new point. What is ‘all that’?*
7. **That**’s a skill I never have to practise. *What skill doesn’t the writer need to practise?*
8. But doing well in this sport is **not easy**. *The next sentence is likely to have an example or explanation of how or why doing well in the sport is ‘not easy’.*

**Student’s Worksheet 3**

**Sample Linguaskill Reading task (Studying and swimming)**

**This is a full Linguaskill Reading gapped-text sentences task on the topic of studying and swimming.**

**Read the text and choose the correct sentence for each gap.**

**You do not need to use three of the sentences.**

***Studying and swimming***

***by Sara Overmars, age 16***

I first went swimming when I was only three years old. It was good to start when I was so young because at that age you are less likely to be frightened of getting in the water.

**1.** \_\_\_\_\_\_\_\_\_\_ That’s probably why it’s always seemed fun to me. Now I swim every day and I find that it gives me time to think and it helps me to relax.

Each time I swim, I try to go faster than last time. I think I’m succeeding because last year, when I was 15, I became the 400m champion in my region.

**2.** \_\_\_\_\_\_\_\_\_\_ For example, swimming practice takes two hours every night, and I go twice every Saturday. I also have to do workouts in the gym every day. Another thing that takes up my time is competitions as there are races every week from September to the end of July.

After training, it’s hard to do any studying because I’m so tired. **3.** \_\_\_\_\_\_\_\_\_\_ The way I do it is by writing down all the schoolwork I have to do and all my training times into a weekly timetable, which I have to follow. It’s normal for me now, but it does mean I don’t have much free time. I just try to do my schoolwork as soon as I get it. And I go out with my friends whenever I can find a free moment. **4.** \_\_\_\_\_\_\_\_\_\_ That’s something my grandmother taught me to do before I did so much swimming.

My sport has taken me all over Europe for competitions. **5.** \_\_\_\_\_\_\_\_\_\_ I’m really excited about that. I’d also like to study at university, maybe in the USA, but for now, I just have to think about getting faster in the pool.

**KEY**

**1.** C *it* refers to *swimming.* The information is connected by related vocabulary: *game* and *fun.*

**2.** H *For example* introduces an explanation of why it *is not easy* to do well in the sport.

**3.** D The writer needs to find time for *both* things: *training* and *studying.* The text after the gap explains more about the way she organises her *time.*

**4.** F *all that* refers to the things she does: *swimming, schoolwork, go[ing] out with friends,* and *playing the piano* is one more thing she does. In the sentence after the gap, *That* refers to playing the piano.

**5.** B *competitions* and *championships* are words which are connected in meaning. *One* in the gapped sentence refers to *competitions.* In the sentence after the gap, *that* refers to the World Swimming Championships.

I first went swimming when I was only three years old. It was good to start when I was so young because at that age you are less likely to be frightened of getting in the water. **1** I think swimming feels more like a **game**. That’s probably why **it**’s always seemed **fun** to me. Now I swim every day and I find that it gives me time to think and it helps me to relax.

Each time I swim, I try to go faster than last time. I think I’m succeeding because last year, when I was 15, I became the 400m champion in my region. **2** But doing well in this sport is **not easy**. **For example**, swimming practice takes two hours every night, and I go twice every Saturday. I also have to do workouts in the gym every day. Another thing that takes up my time is competitions as there are races every week from September to the end of July.

After **training**, it’s hard to do any **studying** because I’m so tired. **3** People often ask me how I find time for **both**. The way I do it is by writing down all the schoolwork I have to do and all my training **times** into a weekly timetable, which I have to follow. It’s normal for me now, but it does mean I don’t have much free **time**. I just try to do my schoolwork as soon as I get it. And I go out with my friends whenever I can find a free moment. **4** As well as **all that**, I enjoy playing the piano. **That**’s something my grandmother taught me to do before I did so much swimming.

My sport has taken me all over Europe for **competitions**. **5** My next **one** is the World Swimming Championships in Japan. I’m really excited about **that**. I’d also like to study at university, maybe in the USA, but for now, I just have to think about getting faster in the pool.