ULTIMAT

READINGS

1

The Best Selected Pieces of Readings

Authentic Readings by British Council

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Mehregan Language Learning

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To the Teachers

Warm Up:

Brainstorm: This step focuses attention on the topic, as well as activates pre-existing knowledge and language.

Step One: The teacher writes a key phrase or idea based on the article's topic on the board.

Step Two: Students get into pairs or small groups and discuss the phrase, speculating on the contents and focus of the article.

Vocabulary:

Synonym Match: Students match synonyms to better understand key vocabulary.

Step One: The teacher writes synonyms to the key words of the article on the board. Alternatively, he may prepare a worksheet with the synonyms. Students go through the list and check comprehension.

Step Two: Students work in pairs. They brainstorm additional words that match the synonyms. This will encourage additional links to the key words in the following step. The teacher should allot about ten minutes to brainstorm and discuss.

Step Three: The teacher now writes the key words on the board. Students continue to work in pairs and match the key vocabulary with all the synonyms generated.

Step Four: The class confirms answers together.

The Article:

Scan for Key Vocabulary: Students receive the article and see the key words used in context.

Step One: The teacher distributes the article to the class. Students quickly read through the article in two minutes (depending on the length of the piece) and circle the key words.

Step Two: In pairs, students the check the sentences containing the key words for context and comprehension. They then try to provide summaries/explanations for each sentence to one another, now with the added benefit of the vocabulary in context.

Read the Article: Students read through the piece for a more complete understanding.

Step One: The teacher allots five minutes for students to read through the article. They work to gain a better understanding of the piece, and not just focus on the key words as before. Students circle any additional words or phrases which hinder comprehension.

Step Two: In smaller classes, students write the unknown/difficult words and phrases on the board. The class discusses/defines the unknown information together, with the teacher offering clarification/explanations when needed. In larger classes, students form groups of four and work together to define, clarify, and explain the unknown and difficult material.

Application:

Vocabulary Discussion: Students recall how key vocabulary was used.

Step One: Students write up a list of the key vocabulary from the lesson. They shouldn't look at the article but should instead remember the words.

Step Two: Students find a partner to quickly compare lists. Pairs then remember how the words were used in the lesson. Although an exact word-for-word recall of each sentence isn't necessary, students should provide a general recap of the usage.

Step Three: Students discuss with the following questions: "Which word(s) did you know before the lesson? Which word(s) didn't you know? / Which word(s) were the most difficult? Why? / Which word(s) are the most useful? / Can you make a sentence with...?"

UNIT 1

Is It a Boy or a Girl?

WARM-UPS

1: Define: What does "gender" mean? Can you use it in a sentence? Can you give examples?

2: Brainstorm: Brainstorm with a partner words and ideas for "pregnancy" for two minutes. Next, talk about the words and ideas for five minutes.

3: Title: Today's article is: "Is It a Boy or a Girl?" What will you read about?

4: Do you agree or disagree? Why?

a.	In recent years, more girls than boys have been born.
b.	If it were possible, I would want to choose the gender of my baby.
c.	I would prefer a son to a daughter.
d.	I would want to know the gender of my child before he/she were born.
e.	The food a mother eats affects the gender of a baby.

Is It a Boy or a Girl?

If you search for **gender** selection on Google, there are more than 500,000 hits. Some sites have simple calendars to follow a woman's cycle, and others have star charts. There are even some websites that sell **unusual** and expensive services to help choose a baby's gender. But according to a new study, a woman's diet is important.

 The study followed the eating habits of 740 first-time mothers before and after they became pregnant. The women were placed into three categories based on how many calories they ate each day. 56% of the women who ate a high-energy diet with a lot of vitamins and minerals had boys. Of the greatest surprise, more sons were born to women who ate cereal each morning.

 Over the past forty years in the developed nations of the world, more girls have been born. The study **suggests** that unhealthy diets **cause** the change. For example, many adults **skip** breakfast or eat unhealthy fast food. Many women also diet, which can lower the amount of vitamins and minerals.

 The study didn't **make** any **recommend**ations. However, if women want to have a son, maybe they should eat food with a lot of vitamins, minerals, and energy.

* Bold italicized words are the recommended vocabulary for this lesson.

VOCABULARY

1: Vocabulary match: Individually or in pairs/groups, match the words in column A (from the article) with the best choice in column B.

a.	gender	u.	Strange
b.	unusual	v.	Suggest
c.	category	w.	Make
d.	cause	x.	male or female
e.	Skip	y.	section
f.	recommend	z.	miss out

2: Fill in the Blanks: Fill in the blank with the correct word.

recommendations		unusual	cause
gender		skip	categories
a.	If you search for ( ) selection, there are more than 500,000 hits.		
b.	There are some websites that sell ( ) and expensive services.		
c.	The women were placed into three ( ).		
d.	The study suggests that unhealthy diets ( ) the change.		
e.	Many adults ( ) breakfast or eat unhealthy fast food.		
f.	The study didn't make any ( ).		

3: Define: Look in your dictionary for each word. Write the definition, correctly pronounce the word, and give an example sentence to the class.

a.	gender:
b.	unusual:
c.	category:
d.	cause:
e.	skip:
f.	recommend:

WORD RECOGNITION

These activities reinforce vocabulary and increase reading speed.

1: Word Search: Find only the target words (in bold). Time yourself, and see how long it takes to find all the words.

recommendations	unusual	cause
gender	skip	categories

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R R I U L C J K N Q B C X P S
S E X D W A H I Q G W A V T F
F K C B K P U K C D I T Q B H
X R I C A Z Q S P V W E B J T
Y E P P O P S J U C T G M M W
V D K G C M Z S A N L O S Z L
Y N C U A S E T R W U R O W I
R E C O M M E N D A T I O N S
Q G M R L G S G D U X E C A A
B H R N O J N V T A B S Q I E
Y F V R U S B D O R T L O S U
R O Y L L U A S U N U I U A A
D S B I L O E B F K J A O L F
C D T X N U J J I Z C A U N B
C F C Z Z U V P B D G B N F S
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