

ULTIMATE READINGS

2



The Best Selected Pieces of Readings
Authentic Readings by British Council
Compiler: Ali Shirvani– Ahmad Mohseni



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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 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

No Hugs, No Shake! (COVID 19 !!!)



WARM-UPS

1: Define: What does "public displays of affection and pandemic" mean? Can you use it in a sentence? Can you give examples?

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

3: Title: Today's article is: "No Hugs, No Shake! (COVID 19)"
"What will you read about?"

4: Do you agree or disagree? Why?

a.	Holding hands in public with friends is never okay.
b.	Junior high school students shouldn't be allowed to date.
c.	I'm embarrassed if my parents/significant other gives me a hug or kiss in public.
d.	It's important to follow what society thinks is acceptable and unacceptable.
e.	Rules are important, and we should always follow them.



No Hugs, No Shake! (COVID 19)

In a junior high school in America, a very **strict** rule states that hugs aren't allowed. Each hug equals one after-school **detention**. In fact, if the children display any kind of public affection at school, they will get punished.

It sounds like a joke. Unfortunately, Megan Coulter found out that the school is very serious about the rule, because she got in trouble when she hugged two friends. She explained that the hugs weren't real hugs. She threw an arm over her friends' shoulders, offered a quick **squeeze**, and said goodbye for the weekend. It's **ridiculous** to think that teachers would waste time on such a policy.

But the school superintendent supports the school's decision, as teachers followed the guidelines in the school handbook. The handbook states, "**Displays** of public affection should not occur on the school campus at any time." Other supporters believe the rule lets students focus on learning.

Coulter's parents think the decision is unnecessary and **silly**. Affection and physical contact are a basic human need, and people of all ages often hug or **hold** hands. The rule also **shows** that educators are more likely to follow rules instead of use common sense.

Megan will stay after school as **punishment**. Her parents hope to change the rule at the next school board meeting.

* 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.	strict	u.	show
b.	detention	v.	severe
c.	display	w.	silly
d.	squeeze	x.	defend
e.	ridiculous	y.	punishment
f.	support	z.	hold

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

	detention squeeze	supports display	strict ridiculous
a.	In a junior high school, a () rule states that hugs aren't allowed.		
b.	Each hug equals one after-school ().		
c.	If the children () any public affection, they will get punished.		
d.	She offered a quick () and said goodbye.		
e.	It's () to think that teachers would waste time on such a policy		
f.	But the school superintendent () the school's decision.		

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.	strict:
b.	detention:
c.	display:
d.	squeeze:
e.	ridiculous:
f.	support:

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.

detention squeeze	supports display	strict ridiculous
TZISDRFQUSKNEVC GLTPBIJLTJJOPHG PRBDTDSRAWQTXAS UPQAIIPBRNSUA PAGLYCGYLIDEPPD CZQWTUATDAXTOEU SWOVFLYIYDYEASO YTWZPOCPMLTDPQN KCRSIULUSJUHRUL GHSOLSNOITNETED XIJUPSQUEEZETA DEOTAPEBUGBHBZZ ISGBLRUANZOFIEO ENJALBXSBOKDTNP VIBJLZWWIEVMHDT		