

Level: B1
Israeli level: Advanced 1
Target audience: All students (Unit is designed as an introduction to Reading for Academic Writing)
General goals/objectives: Reading comprehension, Working with texts, Instilling good practices (how not to plagiarize)
Specific goals/objectives: Scanning, (Pre-reading skills, Taking Notes, Processing Notes, Writing
Materials needed for activity: Computer, projector
Time: 1 hour
Procedure: (1) Have students open the text. (2) Introduce/review pre-reading skills (find what jumps out), and have students collect information about text (length, proper nouns, numbers - dates or stats). (3) Guided Reading (the text does not lend itself to skimming) - Read together and try to find patterns or structures; note that in this article, the author writes “as my friend...”, as Trip Gabriel...”, “as Prof. Pritchard...” to organize the different illustrations and explanations of the main ideas/arguments. The author is citing his sources and attributing the content of his article to others. Students should give two or three word titles to the different arguments in the margins. (4) Have students convert their notes from the margins into a list of sentences (see Example of Steps 4-7). Upon completion, provide feedback immediately on the board from the example linked above. Here is a suggested template of our note taking page. (5) Have students use that list to write a paragraph. Provide feedback immediately by presenting the list of notes (thereby modelling the process) linked to above. (6) Have students reduce paragraph by 50% into a summary. Provide feedback immediately. (7) Have students reduce summary to 1 sentence to arrive at the gist of the article. Provide feedback immediately. Save work to be used later on if you continue with articles/lessons 2 and 3 of this unit). (Example of Steps 4-7)

CAN-DOs

Reception: Reading

Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively (B2)
Has a broad active reading vocabulary, but may experience some difficulty with low frequency vocabulary (adapted B2)
Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfill a specific task (B1+)
Can identify the main conclusions in clearly signaled argumentative texts (B1+)

Can recognize the line of argument in the treatment of the issue presented though not necessarily in detail (B1+)

Production: Writing

Can write a series of simple phrases and sentences linked with simple connectors, such as "and", "but", and "because" (A2)
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Can ask for or convey simple information of immediate relevance, getting across the point he/she feels to be important (adapted B1)

Can take a short simple message provided he or she can ask for repetition (A2+)
