

ANSWER KEY

3c Develop your reading

Introduction

The goal of this lesson is for students to understand a magazine article. To help them achieve this, they will focus on using a monolingual dictionary.

Warm-up

Tell Ss that today you'll be looking at using dictionaries. Ask them to discuss the following questions: *Do you use a paper dictionary or your phone/device to translate? When and why? What are the advantages of using a monolingual/bilingual dictionary? Are dictionaries still valid?*

- 1 Put Ss in pairs to talk about the questions. After a few minutes, conduct brief feedback. Ask a few groups what they answered and see if there are any common choices in the class.
- 2 Ask Ss to read quickly and find out the answer to the question. Give them a few minutes, then check the answer.

Answers:

Three:

- 1 the invention of the sandwich
- 2 the arrival of pre-prepared sandwiches
- 3 machines taking over the production of sandwiches from humans.

Teaching tip

Reading a text quickly for the first time is called reading for gist. This is a strategy for Ss to get an overview of a text as well as being better prepared for its content when looking at it in detail later. A time limit helps Ss develop their gist-reading skills, so it's a good idea to give a specific time frame. Simply asking Ss to 'read quickly' may make them feel stressed!

Culture notes

Marks & Spencer is a British clothing and homeware store which also has a high-quality food department. It is a popular lunch stop for workers as, like many British supermarkets, it sells ready-made sandwiches and salads. It is quite unusual for workers to eat lunch in a restaurant on a working day and the majority will eat a sandwich at their desk – the most popular filling being cheese. The average 'lunch hour' is about 30 minutes, with more than half the population having no lunch hour at all. Ss may like to compare this with their own countries.

- 3 Tell Ss they will now read the article more carefully and choose the correct answers to the questions. Allow a few minutes, then ask Ss to compare choices in pairs before going through the answers as a class. In each case, ask Ss to locate the answers in the article.

Answers: 1 b 2 c 3 c 4 b 5 a 6 c 7 a 8 b

4a Ask Ss to look at the context for the word *momentous* and suggest meanings. This can be a brief stage as Ss will check their ideas in the next exercise.

b Ask Ss to look at the Focus box and find the answer. Discuss how close Ss were in their guesses.

5a Ask Ss to guess the meaning of the other words in bold. Tell them they have a few minutes and they should refer to the context to help them, but they should not use any phones, devices or dictionaries yet. Then ask them to check in a monolingual dictionary.

b Point out that Ss should use dictionary entries to find out the number of syllables and common collocations for each word in bold. Discuss how syllables are usually shown in a dictionary (with a short vertical line or dot between each syllable; the vertical line comes before the stressed syllable). Ss make notes and then compare in pairs.

Optional alternative activity

Ask half the class to use a device, bilingual dictionary or online translation tool, and the other half to use a monolingual dictionary. When they finish, pair up Ss from different halves of the class to discuss their experience and which method is better, quicker, more accurate, etc.

6 This is an opportunity for Ss to comment on what they have read. Ask them to work in pairs. When they finish, open up a whole-class discussion.

Homework ideas

Workbook: Ex 1–7, pp.24–25

