Reading Part 5

In this part of the test, students will:

- practise skimming to find out main topic and general meaning.
- predict what words can be used to fill in the blank.
- make sure choices make sense and that the choices match grammarly.
- make use of vocabulary and some grammatical knowledge.

Start

- Write in the middle of the board the title "Superheroes".
- Ss brainstorm on powers, looks, rare characteristics of some popular superheroes.
- Divide the class into groups of 4 – 5.
- Tell ss that they will have 10 minutes to think up and create their own superhero.
- Let ss present their heroes to the class.

During

- Explain to ss that it is very important that they understand how someone is telling something. For example, if someone is describing, it is likely that he uses plenty of adjectives or adverbs. On the other hand, if he is narrating, telling what happened, it is likely that he uses verbs in the past form.
- Divide the board into three sections – write the words adjectives, adverbs and verbs in the past as headings – one in each.
- Elicit some examples – how words can be used.

Ex

- o Powerful – superman is very strong – he is powerful.

- o Incredibly – Superman flies incredibly fast.

- o Flew – Superman flew to the moon and back to the Earth.

- Write the following lines on the board (They are from the text on page 18.) and draw ss' attention to the parts that are in bold.

Superheroes are fictional characters that _____ *special powers* and great looks.

The first superhero story was written in 1938, in the USA, and _____ *then*, they have appeared in many comic books worldwide, and _____ *recently*, they are better *known* _____ film characters.

- Explain to ss:

  - special powers is something that superheroes possess, so … *that have* …
  - superheroes started to appear in comics in 1938, so *since then*… it is a combination.
  - in recent times, not back in 1938, so it is *more recently*.
  - a name, an activity or a characteristic someone or something is recognized by, so *known as*… It is also a combination.

- Get ss reading the text – by ideas – and do some analysis so that they can figure out what the missing word is.
- Write ss' ideas on the board, and then draw ss' attention to the options below.
- Explain to them that only one of the options is correct, so they must analyse the gapped idea and all four options.
- Ss check if their ideas match the options below the text.
- Let ss read the text again and choose a word for each gap.
- Remind ss that the word chosen must match by meaning and grammarly.
- Whole class check – get ss explaining their choices.

Finish

- Write some sentences on the board and get ss labeling them by grammar point / tense.
- Ask them to underline the changes by which each tense can be identified.
- Try to use some word combinations in the sentences, like the ones in the examples above, so that ss can get familiarized with these types of words and get used to using them more often.

Ex

1	I *often go* to the beach.	The Present Simple
2	I *went* to the beach *last week*.	The Past Simple
3	I *will go* to the beach *next month*.	The Future
4	I *have gone* to the beach *twice* this year.	The Present Perfect
5	I *would go* to the beach *if I were you*.	The subjunctive / 2nd conditional*

- You can also try it the other way around. That is writing one single sentence and a list of tenses which you'd like your ss to transform it into – always pointing out the changes or things which must be different depending upon the tense being used.