

## Lesson plan

### Using Quick Reads books - 'Four Warned'

**Topic:** Reading for pleasure

**Level:** SfL L1/ SQA Intermediate 2/ CEFR B2

**Time:** 2 hours approx

### Aims

- To develop learners' ability to read a short story (by predicting, reading for understanding and specific information)
- To learn vocabulary from the text which focuses on a car chase
- To practise using the past simple tense for storytelling

### Introduction

This lesson is based on an a book from the Quick Reads series called 'Four Warned' and was written Jeffery Archer. The extract of the book that is used in this lesson focuses on a dramatic car chase. Learners have the opportunity to develop their reading, vocabulary and storytelling skills by using both online and classroom-based activities.

Learners can access a self-access version of these activities from:

<http://esol.britishcouncil.org/quick-reads/four-warned>

### Preparation

Worksheets 1-6: one copy per learner

Worksheet 2: one enlarged copy of the text for every four learners

Dictionaries: one per pair or small group

### A note about interactive whiteboards (IWBs):

Interactive activities are available to support this resource. We have provided links to each individual activity in the lesson plan (these activities are also available to learners as self-access items). On some interactive whiteboards (not all), the activities will be fully functional (i.e. you will be able to touch the screen to drag and drop, and so on). Links for interactive whiteboards appear in boxes throughout the resource.

## Suggested Procedure

### Warmer – Introduction to Quick Reads (5 mins)

- Tell learners that they are going to read a short extract from a story written by an author called Jeffery Archer. Explain that the book is part of a series of books published by Quick Reads.
- Elicit any learners' knowledge of Quick Reads and the other Quick Read activities for learners on the ESOL Nexus website. Explain that Quick Reads are shortened versions of larger books, which have been developed to encourage adult learners to read.

### Task 1 - Predicting the story – reading and speaking (15 mins)

- Hand out learner **Worksheet 1** for the warmer activity.
- Set up the learners to work in pairs and ask them to read through the words and phrases in the word cloud. Tell learners that these words and phrases come from a story that they are going to read.
- Ask learners to identify any words or phrases that are unfamiliar and explain any new vocabulary. Provide dictionaries for learners to use if they wish. Tell learners that much of the vocabulary will be explained in subsequent tasks.
- Ask the learners to use the words and phrases to predict what the story will be about.
- Ask each pair to feedback their ideas to the class.

### Task 2– Running dictation (20 mins)

- Stick enlarged copies of **Worksheet 2** onto the classroom wall (or corridor wall outside the classroom). Make sure the texts are far enough away that the learners cannot read them while sitting in their seats.
- Nominate one learner in each pair as the 'reader' and one as the 'writer'.
- Explain to the readers that they should stand up and walk to one of the copies of the texts on the wall. They should read and memorise the first sentence, return to their place and dictate the sentence to the writer.
- Repeat this process of memorising and dictating each sentence until the writer has completed the first paragraph. At this point ask the reader and writer to swap places and complete the next paragraph.
- After 10 minutes ask the learners to stop writing and sit back in their places.
- Tell learners to swap what they have written with another pair who should then correct and count up the number of mistakes. Learners can take down copies of the text from the wall and use these to help correct the texts.
- The winners of the running dictation will be the pair who has written the most, and has made the least amount of mistakes.
- Nominate confident readers to read the text aloud to the class checking pronunciation and stress.
- Ask the learners if any of their predictions they had made about the story were true.

**Task 3 – Vocabulary competition - find similar meanings (15 mins)**

- Hand out A4 copies of **Worksheet 2** to each learner.
- Tell learners that they are going to have a vocabulary competition and divide the class into two teams.
- Explain that you are going to read some short sentences aloud and the learners have to scan the 'Four Warned' text as quickly as possible to find sentences which mean the same.
- You can find the sentences to read out in the **Teacher's Resources** section at the end of this lesson plan. The first person to find the answer gains a point for their team. They must put their hand up to answer, rather than shout out.
- As learners find the sentences from 'Four Warned', write them up on the board. Check pronunciation.

**Task 4 – Vocabulary - consolidation (15 mins)**

- Hand out copies of **Worksheet 3** and ask learners to complete the task on their own before they check their answers with their partner.
- Monitor and provide content-based feedback if learners need it.
- Elicit peer feedback by nominating a learner to read each sentence and choose another member of the class to give the similar meaning.
- For an interactive version of the task which you could use during feedback, click on the link below.

<http://gamedata.bcdev.org.uk/p/MTY0OTA=>

**Task 5 – Reading for specific information (15 mins)**

- Hand out copies of **Worksheet 4** to the learners and ask them to work individually to choose the correct answer.
- Monitor and provide content based feedback if learners need it.
- Ask learners to check their answers with a partner.
- Nominate confident learners to feed back to the class.
- For an interactive version of the task, click on the link below.

<http://gamedata.bcdev.org.uk/p/MTY0MDg=>

**Task 6 – Grammar review - past simple (20 mins)**

- Write the example sentences 1 and 2 from **Worksheet 5** on the board. Elicit the learners' knowledge of the past simple by asking them to suggest words to fill the gaps.
- Explain that the first sentence uses a regular verb and the second sentence uses an irregular verb. Elicit further examples of sentences in the past simple using regular and irregular verbs.
- Write example sentence 3 on the board and elicit the negative form of the past simple.
- Ask the learners when the past simple is used. If necessary explain that we use past simple to describe finished actions in the past. We often use it in storytelling to say what happened.
- Hand out **Worksheet 5** and ask learners to work individually to fill the gaps with the correct verb in the past simple.
- Nominate confident learners to read the sentences and feedback to the class.
- An interactive version of the task can be found at the bottom of the page on the link below.

<http://learnenglish.britishcouncil.org/en/english-grammar/verbs/past-tense/past-simple>

**Task 7 – Summary – which also acts as grammar practice (15 mins)**

- Ask the learners to think of a sentence using the past simple to say how the 'Four Warned' story started. As a group, decide on one best sentence to write on the board.
- Put learners into groups of 3 or 4 and ask them to brainstorm the 'Four Warned' story as a mind map.
- Ask the learners to work in pairs and write a short summary of the story using the sentence on the board as a starter.
- Get the learners to swap stories with another pair and correct each other's work.
- Hand out copies of **Worksheet 6** and ask the learners to fill the gaps with the correct past simple form of the verb for homework.
- An interactive version of the task can be found on the link below.

<http://gamedata.bcdev.org.uk/p/MTY1NjA=>

**Cooler**

- Ask the learners to work in groups to decide how the story ends.
- Choose one learner from each group to feedback to the class.

**Extension activities / Homework**

- Tell learners to write a suitable ending for the story.
- Encourage learners to find the book in their local library and read the story.
- Tell learners that they can read other short stories on the ESOL Nexus website by following the link below.

<http://esol.britishcouncil.org/quick-reads>

### Answer key

#### Worksheet 3 - Vocabulary

1. a 2. b 3. a 4. a 5. b 6. b 7. a 8. a

#### Worksheet 4 – Understanding the text

1. True 2. True 3. False 4. No information 5. True 6. False 7. True 8. True

#### Worksheet 5 – Grammar review

1. took, paid 2. went, wore 3. left, drove 4. thought, understood 5. met, knew  
6. wrote, won 7. built, cost 8. heard, made 9. held, spoke

#### Worksheet 6 – summary

1. touched 2. flicked 3. blasted 4. swerved 5. accelerated 6. swung 7. came



### Teacher's Resources

#### Task 3 - Sentences to read aloud in the vocabulary competition

1. Diana drove faster and reached a speed of one hundred miles an hour.

Similar meaning in the text:

'She pushed her foot further down on the accelerator and touched a hundred.'

2. She very quickly switched her headlights onto their brightest setting.

Similar meaning in the text:

'She flicked her headlights onto high-beam.'

3. Diana made a very loud continuous noise with the horn of her car.

Similar meaning in the text:

'... and blasted her horn...'

4. She suddenly changed direction and moved back into the central lane in the road.

Similar meaning in the text:

'She swerved back into the middle lane.'

5. Diana stopped pressing the accelerator pedal and slowed down.

Similar meaning in the text:

'... and took her foot off the gas.'

6. Diana drove faster to get away from the van.

Similar meaning in the text:

'...accelerated away from the van.'

7. The van moved sideways to follow her.

Similar meaning in the text:

'he (simply) swung across behind her.'

8. She suddenly remembered all the details of the murder.

Similar meaning in the text:

'The details of the murder ..... came rushing back to her.'