

Reading file 6 | Teacher's notes

Learning objectives in this lesson

Predicting, reading for gist, scanning for specific information, reading for detailed comprehension, paraphrasing and giving opinions about ideas in the text.

- 1 Put students in pairs to discuss the questions then take whole-class feedback. The questions are designed to get students thinking about the theme of business travel and lead them in to the topic of the text
- 2 Ask students to read the first paragraph and then discuss together what they think the rest of the text is about. The answer is the last sentence of the first paragraph. This allows you to check students understand the idea of a 'do's and don'ts' list.

Answer

'To help the business traveller we have compiled a list of do's and don'ts for those who travel with their laptops.'

- 3 Ask students to think about three pieces of advice they would expect to find in the text. Ask them to discuss it together and then as a group. You should make a note of their suggestions for comparison after they have read the article.
- 4 Give out the text telling students to keep it face-down until it's time to read. This ensures they scan the text without reading it in too much detail at this stage of the lesson. Tell students to read the text quickly. Give them a time limit if you wish. When they have finished ask them if their ideas were right / included in the text.
- 5 Students read the text again more slowly and decide if the statements are true or false. Encourage students to justify their answers. Before taking whole-class feedback, encourage students to compare answers with a partner.

Answers

- 1 F It's happening to US citizens not to people travelling to the US.
- 2 T
- 3 F Laptops are not supposed to pass through metal detectors.
- 4 T
- 5 F Doesn't say that, it says that those who draw attention to themselves may be searched.
- 6 T

- 6 Ask students to read the text and to try to answer the four questions. Try and encourage them to answer using their own words as this helps to check they have understood the text. When students have answered the questions, allow them to compare answers in pairs before taking class feedback.

Answers

- 1 Because it will help to prevent attracting unwanted attention from people who might want to steal it.
- 2 So that both security officers and thieves ignore you.
- 3 In case the laptop is stolen. That way you still have second copy of what you need in order to do business.
- 4 If it is cheap or second hand then you can use it as 'a travel' laptop so if it gets lost / stolen you won't lose everything.

- 7 Ask students to work in pairs. The idea is for them to rephrase the advice using *do* or *don't*.

Answers

- 1 Don't leave your laptop anywhere. / Do keep it with you all the time.
- 2 Don't worry about your laptop being X-rayed. / Don't put your computer through a metal detector. / Do let security hand check your computer.
- 3 Don't lose your mouse.
- 4 Do leave your computer on stand by.
- 5 Do keep a low profile.
- 6 Don't use your laptop in a busy place.
- 7 Do move if you think someone is watching your laptop.
- 8 Do have receipts with you.
- 9 Don't carry back ups / flash disks with the laptop.
- 10 Do buy a cheap second-hand laptop.

- 8 Ask students to match the bold words to the correct definitions.

Answers

- | | |
|-----------------|----------------|
| 1 compile | 5 prove |
| 2 a low profile | 6 customs duty |
| 3 pass through | 7 freshen up |
| 4 confiscate | 8 drop off |

- 9 This exercise allows students to choose words they think are useful for them. When they have chosen three words, encourage them to tell their partner / the class why they have chosen those words as this helps both check the pronunciation, that they know what the word means and how it works in a sentence.
- 10 The exercise is a discussion to allow students to react to the text. Get them to discuss the questions in small groups before taking class feedback.