English lesson plans
for Grade 11

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Using these lesson plans

The lessons for Grade 11 represent the range of skills but are not specifically linked. The focus is moving away from discrete-item grammar towards skills and tasks. There is also a move to integrate one or more skills in the completion of the task and to involve the students in researching topics from the Internet. The objectives for the lessons are drawn from the curriculum standards. Main standards are listed in bold and subsidiary standards in normal print under the objectives at the top of the lesson plan.

Each lesson plan has sufficient material to support at least 45 minutes of direct teaching but many of the activities stretch into a homework or the next lesson, for example lesson 11A.1.

Lesson 11 Foundation 1 involves a task-based simulation, where students adopt roles in order to complete a specific task. The outcome of the task is not fixed at the beginning, this demands a more involved level of oral interaction to complete the task.

Lesson 11 Foundation 2 requires students to evaluate and respond to a persuasive argument in a listening text, as well as use the Internet to search for information about famous people.

Lesson 11 Advanced 1 involves the students preparing a ten-minute oral presentation on an issue-laden topic. They are given a structure, but are required to search the Internet for content details.

Grade 11 Advanced 2 integrates reading with summary writing and gives students a series of steps to follow in order to reduce a text to about half its original length.

Answer keys are provided to guide teacher correction and feedback but where tasks are subjective, these answers are not intended to be presented to students as the only ‘right’ way of completing the given tasks.
Speaking: the chocolate factory

**Objectives**

- Interact in group, paired and more formal discussion, speaking at length.
- Show awareness of other participants.
- Discuss a present scenario, weighing alternatives, options and consequences.

Some of the procedure and materials for this lesson are adapted from *Business Roles* by John Crowther Alwyn, Cambridge University Press 1997.

**Set the scene**

Show OHT 11F.1a. Ask the students about their chocolate-eating habits.

- What’s your favourite chocolate bar?
- Do you like nuts in the chocolate?
- Which is your favourite brand of chocolate? Cadbury’s, Mars, Hershey?
- What other brands do you know?
- Why do you think chocolate is so popular?
- If you are a lover of chocolate, what do you think the ideal job would be? Owner of a chocolate factory? Chocolate taster?
- Do you know what chocolate is made from?

Show OHT 11F.1b.

Get students to refer to this website for more information about chocolate:

http://www.bbc.co.uk/science/hottopics/chocolate/

**Ranking**

Tell the students that they work for a chocolate manufacturer in Australia. The company is intending to build a new factory. Hand out worksheet 11F.1a. Get students to look at the list of important factors to be considered when deciding where to put the factory. In pairs, have them choose the 10 most important factors. When this has been done, show OHT 11F.1c to get feedback from all the pairs. Go through the list of factors, and find out how many pairs have chosen that particular factor. The 10 factors with the most ‘votes’ will form the list for the class. Guide the class in their choices to help them focus on the key factors.

Get them to eliminate factors of little importance.

*beauty of site, near to a beach.*

Have students sort factors into those which are important to the workers and those which are important to the management. Students discuss the problems that arise from these different needs.

*quality of public transport, cost of housing in the area, quality of facilities availability of government subsidies, loans etc.; labour costs; location of competitors*
Get them to separate the direct-interest factors from social and environmental factors that may not affect the workers or the managers but may affect the community as a whole.

-image of town, area or country, levels of pollution, social problems in area

Get students to rank their key factors from 1 to 10. Monitor to find pairs with different rankings, put the pairs together and get them to justify to each other their selection and order. The important thing here is to introduce the students to the factors which they will be discussing later, and to get them to think about the issues from a disinterested point of view so that they can then compare their changing point of view once they become ‘commercially’ involved.

Preparation

Hand out worksheet 11F.1b. Give students time to read it and then check comprehension with a few questions. Explain any difficult vocabulary. Hand out worksheets 11F.1c(i) and (ii) and tell students these are their fact sheets. Briefly explain that:

- the first graph shows the cost of factory space;
- the second graph shows the cost of labour in the places under consideration;
- the map shows the main population centres.

Hand out role cards prepared from teacher’s resource 11F.1. If there is an odd number, get two students to ‘job share’ or leave out some of the jobs, for example F or G. The more demanding roles are A and C; decide whether to give these to more fluent students or the less prominent students. Get students to read through their roles. Ask them to find all the other students with the same role and to sit together. They may end up in pairs, threes or fours, depending on the size of the class. Get them to prepare their common role together. Give them some time to think, discuss and note down what they wish to say. Monitor, answer any questions they may have and ask checking questions to make sure they have understood the implications of their role.

- Questions to the Chief Executives: Why do you favour Melbourne? Why can’t you say so at the beginning of the discussion?
- Question to the Production Managers: Why do you think Perth is the best location?
- Question to the Financial Directors: Why not Geelong?
- Question to the Head of Sales: Why Sydney?

Have students practise speaking with each other, taking it in turns to argue their point of view, refine it, add better ideas from the group. Make sure they are not reading from their role cards and emphasise eye contact, body language, repetition of key ideas, etc.

Roleplay

When they are ready, put students into groups of seven so that each role is represented in each group. Show OHT 11F.1d and encourage students to use these phrases in their discussion.
Tell students they are having a board meeting and the aim of the meeting is to arrive at a decision as to which site would be the best for the new chocolate factory. Tell students to follow the agenda below during their board meeting.

1. Board members introduce themselves and say what their job is.
2. Chairperson starts the discussion by outlining the advantages and disadvantages of each site.
3. Board members each express their point of view. Others can interrupt, agree or disagree, ask for clarification etc. by using the phrases on OHT 11F.1d.
4. When everyone has had their say, the Chairperson concludes the discussion by getting the group to reach a decision, based on the discussion.

Leave the chairpersons to chair their meetings. There is no one ‘correct’ answer to the discussion. Allow different groups to come up with different solutions. Don’t interrupt and try not to correct language errors during discussion. (If one student is making a particular repeatedly, give them a brief written note.) Take notes of particularly good arguments or developments as well as errors. If you have a previous agreement with your class about video filming them, film excerpts of the discussion. Otherwise audio tape them. Save this material for a feedback session, probably in the next lesson, when you have had time to review what you’ve recorded.

When groups have finished discussing, get each Chief Executive to feed back to the whole class the decision they arrived at, giving reasons. Based on your written notes, give some positive feedback, noting any particularly appropriate language, expression of point of view, gesture etc.

In the follow-up lesson, use selected excerpts of the tape to get students to do self- and peer-correction, and to in-put the phrases on OHT 11F.1d if these were omitted in the discussion. You can do this by playing back the tape or by giving students transcripts of what they said.

Get students to fill in the evaluation form on worksheet 11F.1e. Ask them to discuss the results of the evaluation with a partner. Monitor and talk to individuals, getting them to focus on their perceived strengths and weaknesses in speaking at length and helping them to set goals for future speaking practice.

### Summary for students

In this lesson, you were asked to present a specific point of view about a particular situation and to negotiate with others. This allowed you to concentrate on the communication skills involved, how to say it, as well as what to say. You had time to prepare your ideas beforehand, in order to allow you to present the opinion you were given more efficiently. You practised showing awareness of other group members and interacting with them. The phrases I gave you helped you to do this in a polite way. Some of you had problems with accuracy – finding the right vocabulary and grammar; others had problems with fluency – speaking at length without hesitation, giving good examples to back up your point of view, convincing others. Others had problems with group dynamics – turn-taking, listening to others, keeping to the point, being too passive. The evaluation sheet I gave you helped you to reflect on how well you interacted in the discussion, and to focus on what to improve: accuracy, fluency, or group dynamics.
**Objectives**

- Understand and respond to persuasive arguments.
- Search the Internet for information related to a text.

**Pre-listening**

**Resources**
- OHT 11F.2
- Worksheets 11F.2a(i) and (ii)

**Objectives**

Grade 11F curriculum standards 3.2, 5.11, 6.5

**Listening: The price of greatness**

Some of the procedure and materials for this lesson are adapted from *Success International Teachers’ Book* by Marian Barry, Georgian Press 1998.

**Brainstorming**

Show the students OHT 11F.2. See if they can identify the people pictured. Do they know what they were famous for? What do they know about these people? Where and when did they live?

**Answer key**

- Mother Theresa of Calcutta. Born 1910 in Macedonia. Worked with poor people in India, and all over the world. Died 1997

**Research**

Ask the students to name someone that they admire. It should be someone who is famous for their life’s work and achievements. Get them to research the person on the Internet, and find out more about their life. Have them work individually or in pairs/groups.

Let students use the questions on worksheet 11F.2a(i) as a basis for their research. Discuss the answers with the students. Feedback some of the answers on the board.

**Matching**

Tell students they are going to listen to a radio interview, where two speakers are discussing a book called *The price of greatness*. First, they are going to look at some of the vocabulary which is key to understanding the interview. Get them to do the matching exercise on worksheet 11F.2a(ii).

**Answer key**

1. genius - g. a person of exceptional ability
2. inner drive - f. a strong determination to achieve
3. genetic - b. inherited through your parents
4. setback - a. something making it difficult for you to do what you want
5. excel - c. reach an extremely high standard
6. psychological unease - d. unhappy feelings, anxiety and depression
7. mediocre - e. average, not particularly good
Prediction

From the research they did on famous people and on the vocabulary they have just learned, get students to predict what qualities they think are required for a person to become truly great. Remind students that the interview is about a book called *The Price of Greatness*. Elicit negative as well as positive qualities.

- Do you have to be rich?
- Do you have to come from a powerful family?
- Is greatness genetic?
- Where does inner drive come from?
- Do you have to suffer or have setbacks?
- Do you have to have a happy family life?
- Do you have to have a good husband or wife supporting you?
- What role does psychological unease play in becoming great?

Get students to come to the board and write down the characteristics of greatness as a brainstorm on the board. Ask them to choose three of the factors from the board that they think the interview will cover. Get them to write their list of three in their books.

Main ideas

Have students listen to tape 11F.2 and check their predictions. Erase predictions which weren’t mentioned in the interview, and add any others students remember which weren’t on the original list.

Answer key

Only keep the qualities that students heard. Don’t ‘give’ them the any qualities they didn’t hear in the first listening. As they listen a second and third time, build up the list.

- sacrifice of personal happiness
- inner drive
- inborn talent
- inherited brain chemistry
- parents
- environment
- setbacks
- loss of a parent
- illness, disability
- difficult family relationships
- feeling of inferiority
- depression, psychological unease
- peace and quiet
- time alone

Details

Get students to read through section A on worksheet 11F.2b and to answer any questions they can. Play the interview for the second time. Tell students to note down their answers (they do not need to answer in full sentences) while they are listening. Tell them that these first questions focus on factual information which can be taken straight from the tape.
**Answer key**

1. No, the speaker thinks that great thinkers often had a difficult childhood or problems in their lives.
2. Einstein and Picasso
3. Depression/illness/loss of a family member/feelings of inferiority
4. The sacrifice of personal happiness

Add any new ‘qualities’ that this activity draws out to the list on the board.

**Between the lines**

Get students to listen to the tape for a third time and choose the correct answer from the multiple choices in section B on worksheet 11F.2b. These answers are a little more difficult and require some interpretation. Have students compare their answers in pairs. If there are disagreements, isolate the questions they are having difficulty with and play the tape a third time, getting students to focus on the problem areas.

**Answer key**

1. b
2. a
3. c
4. b

Add any new ‘qualities’ that this activity draws out to the list on the board.

**Beyond the lines**

Get students to ‘apply’ the qualities on the board to the famous person they researched on the Internet. In pairs, get them to discuss and evaluate how true they think Professor Ludwig’s theory of the price of greatness is, giving examples from their research. Monitor and help students express their opinions, agree and disagree.

**Personalisation**

Ask students to assess how well-balanced, happy or depressed, sociable or unsociable they are. Get them to describe their characters in this way to their partners. Hand out the questionnaire on worksheet 11F.2c. Tell them this is a magazine-style personality quiz, to find out how happy you are; it should not be taken too seriously. For each question, get students to tick the answer which fits them best. Have students compare their results with a partner and discuss how effective they think the questionnaire is and how closely it matches their earlier assessment of themselves. Get them to discuss which personality type – A, B, or C – the questionnaire wants them to be and why. Monitor the groups, and help students to express their ideas. Remind them of the conversation strategies they already know for turn-taking, eliciting ideas from each other, expressing opinions and agreeing and disagreeing. Make notes of their typical problems or errors.

**Feedback**

As a whole class, get students to share and compare their ideas and opinions. Give students anonymised examples of errors they made while discussing and get them to make corrections and re-express the utterances.
Summary for students

In this lesson, you began by discussing the lives of some famous people. You then thought about your favourite famous person and researched their life on the Internet. From that, you began to collect a list of qualities that go towards making some people great. You then listened to a radio interview which added a different perspective or point of view to the topic. The way you practised listening was like this.

• First, before listening, you predicted what it was you were going to hear.
• Then, on the first listening, you picked out the key phrases and through these the main ideas – in this case, the qualities of greatness.
• Then, you listened for details – who, what, why.
• After that, you listened ‘between the lines’ to infer the reaction and the mood of the speakers discussing Professor Ludwig’s book (the interviewer was less convinced by the theory than Steve Bowen was.)
• Then, you applied what you had learned from the interview to the research you did on your favourite famous person to ‘test’ Professor Ludwig’s theory.
• Finally, you personalised one of the themes in the interview – being well-adjusted and happy – and you reflected on this in your own life. This was done in a more light-hearted way and you realised that the quiz wanted you to score B so that you could feel good about yourself.
Interviewer: And time now for our interview of the day, and my guest in the studio this afternoon is Steve Bowman. Steve’s been reading an absolutely wonderful book, so he tells me, all about how you may have to sacrifice a lot of personal happiness if you genuinely want to achieve great things. Steve, what’s the book called and can you please tell us what makes great achievers different from everyone else?

Steve: Well, the main thing as I understand in this book, *The Price of Greatness* by Professor Ludwig, which is truly a fascinating study of great and original thinkers, Einstein, Picasso and so on, is that they have an enormous … an enormous inner drive to succeed.

Interviewer: Hmmm. Far higher, you’d say, than the average person?

Steve: Much higher. And then there’s the inborn talent. It’s suggested in the book that you need a precise blend of brain chemicals which are inherited.

Interviewer: So parents do play a part?

Steve: Yes, indeed. But what is a lot more surprising is how much … how much the environment plays in extraordinary achievement. Most people aren’t aware of the setbacks these people suffered. Did you realise that a huge number of gifted people lost a parent before the age of 14? Others suffered from, you know … a genetic disability of some kind. Or had a major illness like polio or TB before adulthood.

Interviewer: So Steinbeck wouldn’t have become a great writer if he hadn’t had pneumonia as a teenager?

Steve: That sort of idea, yes.

Interviewer: Ah, well, I … I don’t know. Surely a great many people got terrible illnesses, they lost a mum or dad – well especially if you’re talking about the past – and they didn’t go on to split the atom or whatever.

Steve: It’s the combination of many factors that’s important. Obviously; many people have got … got problems but are not going to be the next Nobel prizewinner. With great achievers, you can’t just pick out one or two factors. It’s a very complex web.

Interviewer: What other factors might you reasonably expect to find?

Steve: Clever but frustrated parents, erm, possibly brothers and sisters who they may have close but difficult relationships with, all these factors …

Interviewer: But you would expect these … well, these setbacks to be, er, very damaging to their future chances, wouldn’t you? And you’re saying they were not, in fact?

Steve: It seems that such children suffered from a feeling of … well, a … a feeling of inferiority, of not being good enough, which pushed them onwards to achieve more and more.
Interviewer: Hmm. So as adults, many of them will have ended with a very unhappy emotional life though, won’t they? They’ve probably suffered from depression … what Professor Ludwig calls a sense of psychological unease. Well, Steve, you’ve told us about the very many drawbacks these people have. What does the budding genius seem to need?

Steve: Peace and quiet. They need to bury themselves in work. As children, they’re loners and spend a lot of time by themselves.

Interviewer: And what might you tell parents who might … well, you know … might like to think they’re bringing up the next Nobel prizewinner?

Steve: If you want your child to be well, you know, well adjusted, forget about greatness. If you want your child to be kind to others and what have you, you’re cutting down your child’s chances to excel.

Interviewer: Do any of us want children growing up burdened with … well you’ve described it very well as psychological unease?

Steve: Yes, it … it may be that the … the sacrifice of personal happiness may indeed be the price of greatness. But, er, I wouldn’t say that you ought to stop trying to achieve your potential. Er … think of it this way: you might have an ordinary kid, who, well, mightn’t be the next superstar, the next Picasso, but everyone’s got their own … their own individual potential. You’ve got to make the most of that.

Interviewer: So how can ordinary children fulfil themselves?

Steve: Studies have shown that ordinary children who are well balanced in their lives but achieve a lot – they play football for school leagues, or win prizes for chess, art, music or whatever – well, it’s 5% talent and the rest is hard work.

Interviewer: Ah ha! So you’re saying you don’t have to give up all enjoyment – it’s important to keep a balance, isn’t it?

Steve: That’s right. You can still have time to do the things you want to do.

Interviewer: Thank you, Steve. It’s good to end on that positive note.

Adapted from Success International Teachers’ Book by Marian Barry, Georgian Press 1998
Integrated skills: preparing a presentation

Objectives
Grade 11A curriculum standards 5.7, 5.6

Presentation

Resources
OHT 11A.1a
Worksheet 11A.1a
Teacher’s resource 11A.1

- Organise and prepare a ten-minute presentation on a topic that interests and informs.
- Practise formulaic phrases for addressing an audience to introduce and link each stage of the presentation.

Set the scene
Show the image of John Wayne on OHT 11A.1a.

Read the quotation with the students. What do they think the message is here?

Pyramid prediction
Ask students to think about what makes a good presentation. Put them to work in groups of four or five and ask them to think of important factors for a good presentation. Each group should think of four or five factors.

preparation, interesting topic, good visuals, clear voice, good organisation

Get one group to join another and share their lists, adding any new ideas from the other group. Repeat the process, getting the larger groups to join up, share and compare lists. Collate the full class list of ideas on the board.

Hand out worksheet 11A.1a. Get students to complete the gapped phrases with words from the box about what makes a good presentation.

Get groups to compare the phrases with their list on the board, adding anything from the worksheet that they hadn’t initially thought of.

Pelmanism
Before the lesson, prepare the cards from teacher’s resource 11A.1. Photocopy the sheet enough times to have one sheet per pair of students. Cut up each sheet and stick the boxes onto cards. Put the students into pairs. Hand out one set of cards to each pair.

Tell the students to imagine that they were about to give a presentation. They had outlined a plan and had put each stage for the presentation on a card. They had also written short introductory sentences or phrases for each stage of the presentation. However, just before giving the presentation, they had dropped all the cards and got them mixed up. Now they have to order the cards again, matching each presentation stage with its correct introductory sentence.

Place the cards face down on the table. Students take it in turns to turn up two cards. They have to find a complementary pair: name of presentation stage and introductory sentence. If the pair of upturned cards are not complementary, then the cards are turned back over, in exactly the same place that they came from. If the pair of upturned cards are complementary, the student who turned them up takes them. When all the pairs have been claimed, the one with the most pairs wins. (The way to gain a pair is to remember which card is where when it gets turned up and then turned back over).
Ordering

Get students to discuss the order of the presentation stages and to put their cards from the Pelmanism game into that order.

Answer key

<table>
<thead>
<tr>
<th>State subject of presentation</th>
<th>I want to talk to you today about …</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invite questions</td>
<td>Please interrupt if you have anything you would like to ask.</td>
</tr>
<tr>
<td>Lead into part 1: overview of main issues</td>
<td>So let's start with the big picture.</td>
</tr>
<tr>
<td>Summarise and close part 1</td>
<td>To sum up, the main issues we are dealing with today are …</td>
</tr>
<tr>
<td>Link to part 2: options</td>
<td>Now I would like to go over some of the choices we face.</td>
</tr>
<tr>
<td>Visual aids to show figures and factual information</td>
<td>As you can see from this [graph] …</td>
</tr>
<tr>
<td>Summarise and close part 2</td>
<td>I've just outlined for you the decisions we face.</td>
</tr>
<tr>
<td>Move on to part 3: actions required</td>
<td>I'd like to suggest some solutions that I feel will work.</td>
</tr>
<tr>
<td>Effects of action: the future of the topic</td>
<td>Hopefully, in the future …</td>
</tr>
<tr>
<td>Close</td>
<td>Thank you for your attention.</td>
</tr>
<tr>
<td>Invite further questions</td>
<td>Does anyone have any further questions or comments?</td>
</tr>
</tbody>
</table>

Practice

Tell the students that they are going to plan and, in the next lesson, give a presentation on a chosen topic. They have to speak for ten minutes each. Put students into groups of three. Explain that each group of three will prepare a different presentation from the list of topics on OHT 11A.1b. Give each student the presentation plan framework on worksheet 11A.1b. Get them to use this framework to organise and plan their presentations. Tell them to find information on their topic from the Internet or the library and to complete this research for homework (including visual aids). Monitor, help with ideas, get students to practise linking one stage of the presentation to the next with the phrases given in the framework.

Stage 1 (this lesson): Preparation, in groups of 3

Group 1 – Global warming
Group 2 – The digital divide
Group 3 – Women in the workplace
Group 4 – Endangered species
Group 5 – Human rights
Group 6 – Globalisation
Group 7 – Animal testing
Group 8 – Poverty
Group 9 – Pollution
Stage 2 (next lesson): Cross-group presentations

Cross-group students into new groups. Tell them to take turns to give their presentation to their new group, speaking for ten minutes each.

Groups 1, 2, 3 – Global warming, The digital divide, Women in the workplace
Groups 4, 5, 6 – Endangered species, Human rights, Globalisation
Groups 7, 8, 9 – Animal testing, Poverty, Pollution

Production

Get students to write key notes for each section on ten cards. Notes should be very brief and the headings should stand out clearly. Tell them to put their cards in order and give them time to individually rehearse what they will say. Get students to then take it in turns to stand up and practise delivering their presentations in their groups. Other group members should participate by asking the anticipated questions and then giving feedback to improve the presenter’s use of English, presentation of ideas, organisation, body language, ability to handle questions.

Monitor, spending a short time with each group, correcting, inputting the link phrases if students are leaving them out. In particular, get students to practise summing up before moving on to the next section. Focus on less-confident students and make a point of getting them to rehearse in front of their peers.

Feedback

Give individual feedback to each presenter you observe, after the presentations are over. Sandwich ‘can improve’-type comments between good points you have observed, to build students’ confidence. Focus on clarity, fluency, communication and presentation skills rather than students’ accuracy of language.

Summary for students

In this lesson, we prepared a ten-minute presentation which you will actually give in the next lesson. You looked at good presentation skills: thorough preparation, good organisation, enthusiasm for the subject, creative use of visual aids, clear voice and positive body language. You learned some useful phrases for addressing an audience. These phrases helped you to introduce, link and sum up the different stages of your presentation. You then began to plan your own presentation, choosing from a list of topics which have complex issues. You researched the topic from various sources such as the Internet and the library. You used a framework to plan and organise your ideas and you then transferred these notes onto cards that you could speak from. You rehearsed your presentations with a sympathetic audience of co-planners. These are the stages you should go through every time you have to plan a presentation.
Reading and summarising a text: Hair

- Make detailed notes from reading an information text.
- Write a summary of about half the length of the original text.

Some of the procedure and materials for this lesson are adapted from *New Hotline Intermediate* by Tom Hutchinson, Oxford University Press 1998.

**Awareness raising**

Get students to think about occasions when they might have to take notes to summarise something. Get them to brainstorm these in small groups and then share and compare their ideas.

- writing up ideas in an essay from a lecture or a long text
- taking a telephone message
- writing a review for a magazine or a newspaper
- writing an executive summary or a synopsis for a business report
- talking conversationally about something interesting they’ve read

**Set the scene**

Tell the students they are going to read a text, which they will later summarise.

Show the students *OHT 11A.2*. Elicit that the subject of the summary will be hair and hairstyles. Get students to look at the pictures on the OHT one by one; ask the students what they think of the styles.

- Can you see yourself with such a style?
- What sort of people would have this kind of hairstyle?

Get them to think of words to describe each of the hairstyles and build a list of relevant vocabulary with them.

- dreadlocks, braided, styled, punk, a Mohican, straight, waist-length, even ≠ ragged, standing-up, spiky, bald, shaved

**Reading comprehension**

Hand out *worksheet 11A.2a*. Get the students to look at the text and choose a suitable title and write it at the top.

- Possible ideas include:
  - The hair on your head
  - The purpose of hair
  - Hair: what’s it for?

Hand out *worksheet 11A.2b*. Get students to work their way through the worksheet completing the variety of tasks.
**Answer key**

**Section A**

1. 1. plait d. an interlocking hairstyle for women
2. 2. dye a. a chemical used to change the colour of something
3. 3. versatile k. useful for many reasons
4. 4. follicle j. the small hole in your head from which a hair grows
5. 5. perming g. making your hair wavy
6. 6. bleaching l. using a chemical to make the hair lighter
7. 7. wig h. false hair
8. 8. monks f. religious men
9. 9. samurai e. ancient Japanese warriors
10. 10. Rasta b. a religious group from Jamaica
11. 11. dreadlocks i. the hairstyle worn by a religious group from Jamaica
12. 12. skinhead c. a youth group who have very short hair
13. 13. stubble m. very short hair

2. a Qatari a person from Sweden ✓
   Because: fair-haired people have more hair follicles than people with dark hair.

3

**Section B**

1. (a) To protect our head from the sun
   (b) About six years
   (c) 50 to 100
   (d) Cut it into shapes, grow it long, decorate it with ribbons and slides, plait it, tie in a bun, colour it, straighten it, make it curly, darken or lighten it.
   (e) Rasta, skinheads, punks
   (f) Army, Sikhs

2. Apart from protection, hair tells us a lot about you as a person ✓

3. Here is a rewritten version of paragraph 2. The original is 77 words, this version is 48 words, just over half the length. Unnecessary words have been crossed out and necessary changes or replacements have been made in italic.

   The average human head has over 100,000 separate hair follicles and which each follicle produces one hair. Fair-haired people have more than dark-haired people, but nobody knows why. If left uncut, you didn’t cut your hair it would continue growing until it reached your knees. Each hair very long, stops growing after about six years, then falls out. Then three months later, and is replaced by a new hair. starts growing from the follicle. We all lose between fifty and to a hundred hairs a day.
4 Here is a version of paragraph 3 rewritten without examples of what the hairdressers can do and with some grammar changes.

Everyone’s hair is different, but there are three basic hair types – curly, wavy and straight. But you don’t have to keep the type of hair that you were born with and you needn’t worry if you don’t like your new style it will always grow again.

5 If you don’t want to wait for it to grow, you can wear a wig.

6 Here is a summary of paragraph 5.

Hair has always been a strong symbol of group identity. It has been used by groups from monks to Samurai warriors. We can see the same thing today. The Rasta’s dreadlocks, the skinheads’ stubble and the punk’s spikes are all symbols of group identity.

Here is a summary of paragraph 6.

Many of the things that we do with hair wouldn’t be possible without a lot of equipment and cosmetics – brushes, combs, hairdryers, shampoo, conditioner, gel, mousse, grease and hairspray. Confusing, isn’t it? But don’t worry. Next week we are starting a new series on ‘You And Your Hair’. Maybe you could change your whole image!

7 The full summary should be approximately half the original length; this summary is 154 words. (This can be started in class and completed for homework.)

Apart from protection, hair tells us a lot about you as a person.

The head has numerous follicles which each produce one hair. Fair-haired people have more than dark-haired people. If left uncut, each hair grows very long, stops about six years, falls out and is replaced by a new hair. We lose fifty to a hundred hairs a day.

There are three basic hair types – curly, wavy and straight. But you don’t have to keep the type you were born with and if you don’t like your new style it will grow again.

If you don’t want to wait for it to grow, you can wear a wig.

Hair has been a symbol of group identity from Samurai to skinheads.

Many of the things that we do with hair wouldn’t be possible without equipment and cosmetics. Next week we start a series on ‘You And Your Hair’. You could change your image!

Mark students’ summaries and analyse the most common errors: not being severe enough in the editing process (still including too much); not identifying the main points; not having the courage to use their own words; being too mechanical in the process and losing sight of clarity in the text; changing the meaning by cutting and pasting the wrong parts. Present these common errors to the class and get students to do a second draft.

Instead of giving feedback at this point, wait until you have corrected students’ second draft. Then take time in the lesson as you hand back their work to explain your marking scheme, your criteria for assessment and the main issues in writing students should focus on. Give students class time to work on their own corrections.
Summary for students

This lesson gave you a series of steps for writing summaries of written texts and reducing them to about half the original length. This is the process.

1. Read the text, understand the main ideas and separate these from the details.
2. Identify the ‘topic sentence’ in each paragraph.
3. Cross out unnecessary, less important information such as examples, details.
4. Use your own vocabulary and knowledge of English to reduce sentences and phrases to their main idea only.
5. Make any necessary grammatical changes.
6. Check the final summary for overall clarity and cohesion – making sure you haven’t changed the original meaning.

Usually, the main problem with writing summaries is that you don’t have the courage to edit it enough or to impose your own vocabulary or style on it. Don’t be afraid of cutting out whole sentences if they don’t add any new ideas.

Summary writing is a skill. You need to practise doing it a lot.