

S2 Lesson Plan and Learning Guide

Skimming and Scanning

Fanling Kau Yan College



S2 English Language (2018 – 2019)

Unit 1 Smart Buying & Selling



Open Class

Date: 1st November, 2018

Fanling Kau Yan College
S2 English Language 2018 – 2019
Unit 1 Smart Buying
Lesson Plan



Date: Thursday, 1st November, 2018

Topic: Reading advertisements

Duration: 50 minutes

Prior knowledge:

1. Students have come across the genre ‘advertisements’ in junior forms.
2. Students have learnt the skimming skill in the previous units.

Lesson Objectives:

Knowledge: To learn the structural features of advertisements

Skill: (Reading) To locate general and specific information from a text by skimming and scanning

Attitude: To learn to be a smart consumer

Time	Activity	Description
5 mins	Read aloud & Lead-in	<ul style="list-style-type: none"> ● Students read aloud the shopping guide and leaflet on P.4-5 of Oxford English 2A. ● Teacher goes through the lesson objectives, situation and tasks with students
15 mins	Sharing their preparation tasks (Part 3: Self-regulated learning)	<ul style="list-style-type: none"> ● Ask students to share their answers of task 1 and task 2 in groups ● Task 1: Teacher asks the following questions to check students’ understanding (Slide 6): <ul style="list-style-type: none"> ➤ What are the functions of an advertisement? ➤ What is the name of the product and how do you know? ➤ Why did the writer use a bigger font size for the name and the price? ➤ Is there any special offer in the advertisement? Do you think it is important to include special offers in an advertisement? Why? ➤ Is it a must to include a description of a product? ➤ Discussion: Apart from the features you found in the advertisement in your textbook, what else can we include in an advertisement to achieve the purpose of the genre? (Eliciting and responding to students’ thinking) ● Task 2: Teacher goes through the two reading skills, skimming and scanning with students and asks students to apply the skills when filling in a product comparison table. ● Teacher asks students to share the answers with the class by using the formulaic expressions. ● Mid-lesson check: <ul style="list-style-type: none"> ➤ Revisit the lesson objectives and ask students which one they have gone through. ➤ Ask students to share their learning outcomes with their 9 o’clock partner. (recall the formulaic expressions)
25 mins	Part 4: Let’s find out more!	<ul style="list-style-type: none"> ● Teacher asks students to share their answers of Task 1 in groups by using the formulaic expressions. Each student in a group is assigned to focus on one product. They are asked to use the three steps to explain how they get the answers. ● Teacher asks students to share their ideas on whether they would

		<p>recommend the product to their English teacher. In this round, each group is assigned to work on one product.</p> <ul style="list-style-type: none"> ● Each group is going to reach a consensus whether they are going to recommend the product to their English teacher and come up with the best two reasons. ● Two students in each group write their answers of Task 1 on the small chalkboard (i-board) and the other two students write their recommendation with two reasons on the blackboard. ● Students are then given time to prepare for their presentation in their own groups. ● Each student in the group presents different parts. <ul style="list-style-type: none"> ➤ Students E and A: Task 1 (Steps of skimming) (i-board) ➤ Students A and M: Task 2 (Recommendations) (blackboard) ● Expert group: two students in the class will present both parts on their own. ● Students are then given time to rehearse their presentation with another group. ● Teacher invites two groups and one expert to come out and present their answers and recommendations. ● Teacher chooses her pick and leads the whole class to discuss how to be a smart consumer. <ul style="list-style-type: none"> ➤ Do you think the information on advertisements is reliable? ➤ Before buying a product, what will you usually do? ➤ When we buy a product, what factors do we need to think about? ➤ Which factor is more important? <p>(Eliciting and responding to students' thinking)</p>
5 mins	Reflection	<ul style="list-style-type: none"> ● Conclude what students have learnt. ● Ask students to finish the reflection question and a reading exercise.

Follow-up:

- The lesson is the first lesson of the unit, Smart Buying. After the lesson, they will acquire vocabulary items related to buying and selling through multi-modal texts.
- The end products of this unit are an advertisement and a simulated sales presentation of a health product.

Section 1: Reading

1. Lesson objectives:

Knowledge: To understand the structural features of advertisements

Skill: (Reading) To locate general and specific information from a text by skimming and Scanning

Attitude: To be a smart consumer

2. Situation:

Your English teacher is looking for a health product to help him/her relax. In order to recommend a product to him/her, you are reading a shopping guide and a leaflet of a Health Shop for information.

You need to read the texts on p.4-5 of *Oxford English 2A* and finish the tasks in Part 3 '*Self-regulated learning*' and Part 4 '*Let's find out more!*' before you come to class. When you come to class, you should read aloud the texts on *p. 4-5 of Oxford English 2A*.



3. Self-regulated Learning:

Task 1: Features of advertisements

✓ **Knowledge:** to understand the features of different types of advertisements

Read OE p.4-5. Which of the following features can you find in advertisements? Tick the appropriate boxes below.


- Writer's name
- Date
- Photo
- Price
- Special offers (e.g. free gift, discount)
- Name of product
- Email address
- Description (functions and features)

Task 2: Getting information from a shopping guide and a leaflet by skimming and scanning

✓ Skill: (Reading) to locate general and specific information from a text by skimming and scanning

Task 2a: What are skimming and scanning?

Study the following table and watch a video to learn how to skim and scan a text.

Reading skill	Skimming	Scanning
What kind of information do we look for?	General information e.g. Main ideas of the text, structure of the text	Specific information
What should we read? / What are the steps? 	<ul style="list-style-type: none"> ✓ the title ✓ headings ✓ topic sentences ✓ special print types ✓ special features 	<p>Step 1: Read the question & find the keywords in the question</p> <p>Step 2: Scan for and highlight the keywords in the text</p> <p>Step 3: Answer the question and check the answer</p>
Tips	<ul style="list-style-type: none"> ◇ Examples of special print types: words in bold, <i>italic</i>, font size or <i>font type</i> ◇ Example of special features: pictures, flow chart, tags 	<p>Pay attention to:</p> <ul style="list-style-type: none"> ◇ the part of speech (e.g. noun, verb) ◇ the form of verb ◇ singular / plural noun ◇ units (e.g. \$, %, cm)

Task 2b: Applying skimming and scanning

Study Questions 1 and 2 in Exercise B on **Oxford English** P.7

Name	Price	What it does	Special offer?
ElectroMassager 501	(1) <u>\$200</u>	gives you a (2) <u>massage</u>	/

Question 1

Step 1:

In Question 1, I need to find out the price. The keywords are the name of the product, ElectroMassager 501.

Step 2:

In line 4, I can find ElectroMassager 501. The price is usually in the tag.

Step 3:

The answer is \$200. I need to add the dollar sign \$ as the question asks for the price.

Question 2 [challenge yourself***]

Step 1:

In Question 2, I need to find out what it does, i.e. the function. The keywords are the name of the product, ElectroMassager 501.

Step 2:

I can find ElectroMassager 501 in line 4. The function is suggested in the name of the product***.

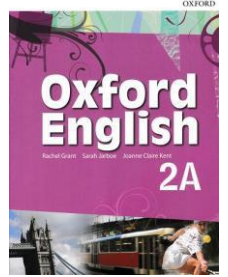
Step 3:

The answer is massage. I need to change massager to massage as the question asks for an activity instead of a product.

Task 2c: Testing yourself

Complete Questions 3, 4, 5 and 7 in Exercise B on **Oxford English** P.7.

Use the language support when you share your answers with your group mates.



Language support

Step 1:

In Question ____, I need to find out _____. The keywords are _____.

Step 2:






In line ____, I can find the keywords _____.

Step 3:

Therefore, the answer is _____.

Task 3: Self-evaluation

- a. After your self-regulated learning, how much do you understand about scanning and skimming?
Circle the appropriate number.

0	1	2	3	4
				
I don't get it.	I understand it with the help from the teacher.	I understand it with the help from my group mates.	I understand it, but I need more practice!	I understand it very well.

- b.  I want to ask my group mates/ teacher the following question:

4. Let's find out more!

Task 1: Skimming and scanning for information

✓ **Skill:** (Reading) to **locate general and specific information** in the text by **skimming** and **scanning**

To help your English teacher to look for a suitable product, you have taken **an advertisement leaflet from Broadway**. Read the **advertisement leaflet** (deleted because of Copyright) on the **next page**, and complete the following summary table.

Product #	Name of Product	Features	Price (for one)	Special offer (if any)
1	(19) _____ _____	<ul style="list-style-type: none"> • (2) RAM: _____ • (3) Storage: _____ 	\$8,890	(4) _____ if you buy online
2	iPad mini 4	<ul style="list-style-type: none"> • Thickness: 6.1mm • Weight: (5) _____ • Has a high-resolution retina display 	(6) _____	Students ordering online enjoy: <ul style="list-style-type: none"> • \$400 discount • (7) _____
3	(8) _____ _____	<ul style="list-style-type: none"> • Can make perfectly textured milk • Can set (9) _____ of steamed milk 	(10) _____	<ul style="list-style-type: none"> • (11) _____ stainless steel milk jug • (12) Loyalty card holders get _____
4	Osim uInfinity Luxe Massage Chair	(13) Enjoy a personalized massage experience by _____ to the chair	(14) _____	(15) _____ off the original price
5	(16) _____ _____ _____	<ul style="list-style-type: none"> • (17) _____ • (18) _____ 	\$628	(19) _____ _____

Task 2: Presenting your recommendation of the health product to your English teacher!

- ✓ **Skill:** (Reading) To locate general and specific information in the text by skimming and scanning
- ✓ **Attitude:** To be a smart consumer

Decide whether you would recommend the product to your English teacher and give two reasons to support your recommendation. Work on the designated product.

Product 1	Product 2	Product 3	Product 4	Product 5
Groups 1 & 2	Groups 3 & 4	Groups 5 & 6	Group 7	Expert Duo

Name of product:	
Would you recommend the product? Why (not)? Give TWO reasons.	<p>I <u>would recommend / would not recommend</u> the product.</p> <p>Reason 1: _____</p> <p>Reason 2: _____</p>

Language support for presentations

Step 1: In Question ____, I need to find out the _____. The keywords in the question are _____.

Step 2: In line ____, I can find the keywords _____.

Step 3: Therefore, the answer is _____.

Example: Question 1

Step 1: In Question **1**, I need to find out **the name** of the product. The keywords in the question are **RAM and \$8,890**.

Step 2: In line **3**, we can find the keyword **RAM** and **the price \$8,890** in the **tag**.

Step 3: Therefore, the answer is **Google Glass**.

5. Benchmark Test:

1. When do we use **skimming** and **scanning**?

We use skimming when we want to find general / specific information from a text, and we use scanning when we want to find general / specific information.

2. What should you do when **scanning** a text?

Step 1: Read the q_____ and identify k_____ in it.

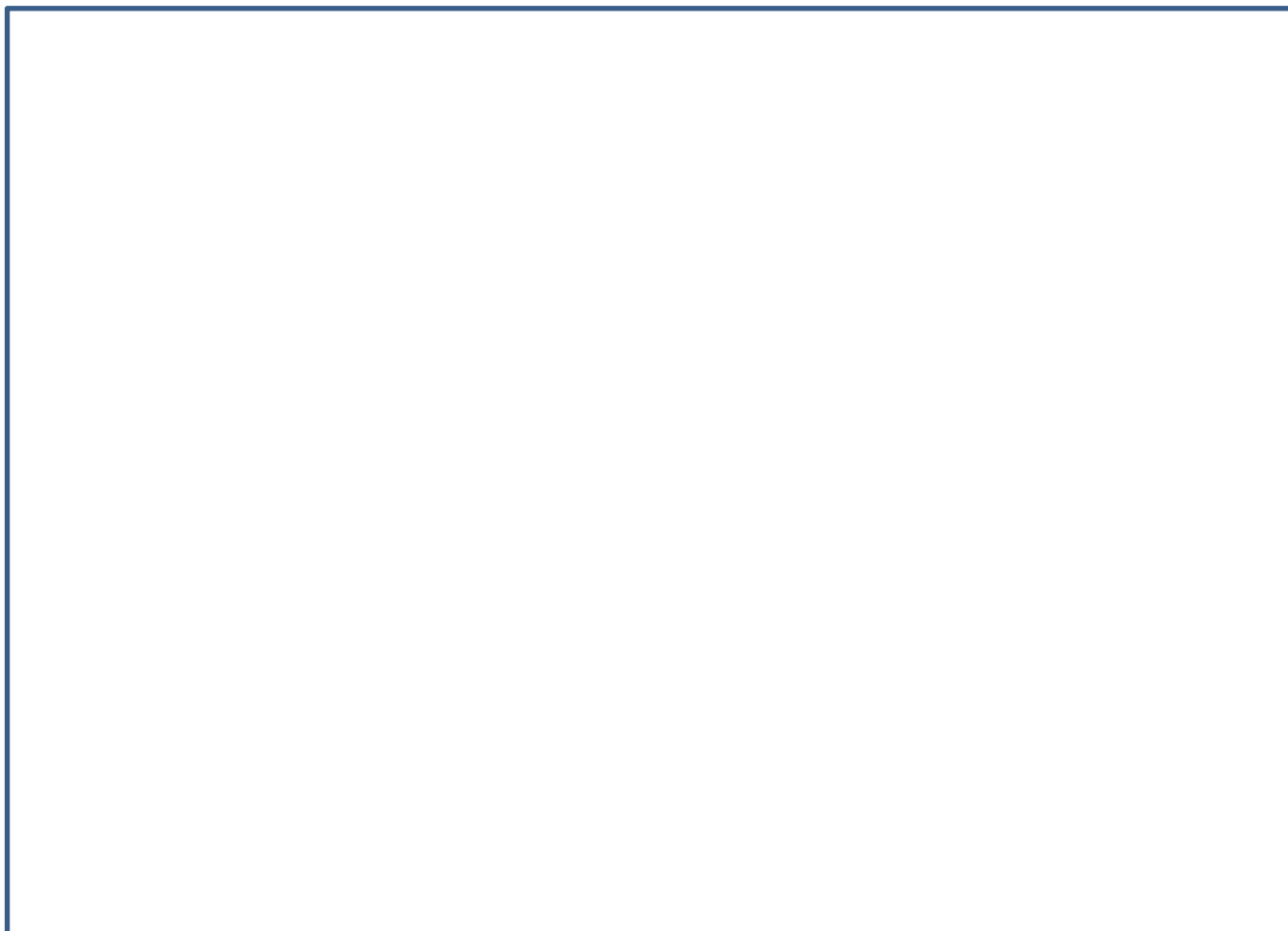
Step 2: S_____ for and h_____ the keywords in the text.

Step 3: A_____ the question.

3. Finish Exercise C on OE P.7.

6. Reflection Question:

Find an advertisement from the newspapers. Stick it below and **label the features** you learnt.



7. Practice Makes Perfect:

- Complete Oxford English 2A P.6 Part A and P.7 Part C