

English in Mind Second edition

Level 5 Unit 8

Lesson Plan

British hermits: the growing lure of the solitary life

THE INDEPENDENT

AIMS

- to read extensively and study a text related to the Unit theme
- to practise reading for gist and for detailed comprehension
- to build vocabulary and develop understanding through context
- to revise and practise using negative prefixes
- to promote discussion and debate
- (further work) essay writing, grammar game

Total time (approx): 1 hour 40 minutes

(Note: Some exercises can be set for homework)

Lead-in

- 1 Tell students that they are going to read an article about modern-day hermits. Write the word 'hermit' on the board (for a definition see the 'Quick dictionary' at the end of the Worksheet) and to activate background knowledge/vocabulary, ask them what they know about hermits, how they live and why they choose a solitary life. Distribute the worksheet and put them into pairs to discuss the statement and questions in Exercise 1. Their responses to the first question may raise general issues about people living alone, whether willingly or through no choice of their own (e.g. the elderly, divorced couples). The second question draws them more specifically into the context of the article. Allow them to express themselves freely without commenting at this stage. Invite a few students to share their thoughts with the class.

Time: 6–8 minutes

Reading comprehension (1): reading for gist

- 2 Distribute the article. To gain an overview of its content, instruct students to read it through quickly, focusing on the questions. These mirror the questions in Exercise 1, but have specific reference to the text. Refer students to the 'Quick Dictionary' at the end of the Worksheet which provides Definitions of some vocabulary that may be difficult to explain, as well as some local dialect terms. Check their ideas

orally in class and discuss them in relation to their responses to Exercise 1.

Key:

- 1 Sue Woodcock didn't choose her solitary life. She was planning to share it with her boyfriend. Tom Leppard chose to live alone.
- 2 SW: she can do what she likes, no arguments. TL: he doesn't have to share the landscape with anyone.

Time: 6 minutes

Reading comprehension (2): reading for detail

- 3 This task focuses on the lives of the two people featured in the article and requires a closer reading of the text for detailed understanding. Students should work individually to complete the statements, by matching them either to Sue Woodcock (SW) or Tom Leppard (TL); those that are true of both should be marked (B). Encourage them to find passages in the text to support their choices. They can compare their answers in pairs, before they are checked in class.

Key: 2 (TL) 3 (B) 4 (SW) 5 (TL) 6 (SW) 7 (B) 8 (SW) 9 (B) 10 (SW) 11 (B) 12 (TL. NB He is tattooed like a leopard to match his surname, Leppard, pronounced in the same way)

Time: 10 minutes

Vocabulary: words in context

- 4 This exercise will help students with some words that they are less likely to be familiar with. They should find the words (in *italics*) in the text and try to infer meaning before matching them to the definitions given on the Worksheet. They can work individually on this, before comparing answers with a partner.

Key: 2h 3f 4i 5b 6a 7j 8e 9d 10g

Time: 10 minutes

- 5 This task familiarises students with some idiomatic expressions found in the article. They should work with a partner to find phrases in the text which fit the definitions. Paragraph numbers are given for ease of location and some phrases are partially

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completed. The completed phrase should fit the number of leader lines provided.

Key: 2 come back into vogue 3 the odd one out
4 stay put 5 doing your own thing 6 sense of apartness

Time: 6 minutes

- 6** This exercise requires students to insert the above phrases in prepared sentences, reinforcing what they have learnt in Exercise 5. Make sure the phrase is complete and grammatical forms changed where necessary.

Key: 2 stay put 3 the odd one out 4 do my own thing
5 come back into vogue 6 as a whole

Time: 5 minutes

Grammar: negative prefixes

- 7** This section provides students with an opportunity to revise and extend work on negative prefixes, which can continue to cause problems for many higher-level students. Ask them if they know of any 'rules' or 'guidelines' to help them (*un-* is the most common; *ir-* is often used before an initial *r-*; *il-* before *l-*; *mis-* means to do something wrongly, e.g. *misspell*, *misfire*; *non-* is usually hyphenated). The words in 1–7 occur in the negative in the article, and some (1, 3) in a previous exercise. Students should try these questions first from memory, before using the text to correct their answers. Check these before proceeding to the next set of words (8–14). Note that not all the prefixes are used.

Key: 2 unplastered 3 uninhibited 4 non-conformity
5 insane 6 illegally 7 unacceptable

The words in questions 8–14 either occur in the text in their *positive* form or can be related to the topic of the article. They will be used for practice in Exercise 8. Students should work in pairs to try the negatives, saying them out loud to see if they 'sound right'.

Key: 8 unmaterialistic 9 irrelevant 10 unsociable
11 misunderstand 12 immoral 13 intolerant 14 unreasonably

Time: 10–12 minutes

- 8 Practice.** In this exercise students are given a context to practise using the negative forms studied in Exercise 7. The positive forms are given in the questions here (highlighted in *italics*). In order to answer the questions, students may be prompted to use the negatives. The questions are also designed to stimulate discussion of some of the issues raised in the article. Begin by drawing your students' attention to the italicised words and checking that they remember the negative forms. Suggest they may use them in their answers, but do not intervene to interrupt the flow.

Time: 15 minutes

Discussion

- 9** A further opportunity to practise speaking skills is provided here, in the more formal task of a class debate. Check that students understand the statement and elicit some of the issues it raises (e.g. the importance of friendship vs. the difficulties of sustaining a relationship). Divide the class into two groups: one to prepare arguments *for* the statement; the other half *against*. Each group must present its case, with members taking turns to make points. Follow this with a free discussion, in which students may express their own points of view. Finish with a free vote.

Time: 20 minutes

Further work

- 10** The following are suggestions for further activities based on work covered in the lesson.
- a) **Essay.** The quotation in Exercise 9 would make a suitable subject for a discussion essay in which, as in the debate, students should present arguments supporting and opposing the statement, and then conclude with their own views. This is excellent practice for examinations such as the IELTS Writing Test.
- b) **Negative Prefix Voting Game.** This is a fun way of revising negative prefixes. Take an A4 sheet of paper and fold it so that it forms 8 equally sized

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rectangular boxes. Using a large felt-tipped pen, write a negative prefix in each rectangle (e.g. *un-*, *in-*, etc.). Photocopy one sheet for each student, which should be folded and torn into 8 slips of paper, each containing a prefix. These are placed face-up in front of each player. To play the game, write one word at a time in its positive form on the board. Allow students a little time to choose the appropriate prefix. On the command 'Now!', all must hold up the prefix they have selected. Watch those who have selected the wrong prefix

scramble to change it when they see what the majority have chosen!

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