

Again, depending on the level of your class, you may need to set tasks which emphasise gist or scanning as opposed to full comprehension: these texts are also an opportunity to cover the vocabulary, spellings, or grammar that you find within them.

R4 is a true story, which could be used with supplementary material about Windsor Castle or other museums in the UK. Note that the article is written in a colloquial style including expressions which mean more than the sum of their parts, such as 'what could go wrong?'; students could discuss formal and informal aspects of the text, or even act out the metal detector scene as a creative means for you to carry out a concept check!

R5 is a comprehension and linking words review: students construct full sentences from the text provided, which could be cut into strips for them to move around on their tables. Again, the a and b worksheets allow for differentiation within the class.

R6 works as a differentiated worksheet, or alternatively as a two-stage activity: R6a could be used for a dictation or as a listening task in which you write the sports on the board and students match them with the texts you read. R6b could then be used as a follow-up, or it could be used as a gapfill dictation instead. Note that R6a could be given to the students *after* R6b for them to check their answers and to set new follow-up tasks. Remember also that gapfill worksheets can always be adapted with clues such as the first letter of a word where appropriate.

R7 is a difficult reading text which includes descriptive language and long sentences, but the questions on the worksheet do not require the reader to understand every word in the article: picking up the main points in this way is a skill that you can demonstrate to students and thus help them gain confidence in reading authentic English, e.g. from a newspaper or the internet.

R8 is also designed to train students for reading authentic texts, with the activity requiring them to choose the correct definition of words in the article. The second half of the worksheet addresses the further skill of deducing meanings, and once again these are techniques which could be used with various texts.

## R4 Windsor Castle

*This famous castle, near London, is open as a museum for the public. What do you think you can see there? Read this text to see if your ideas are mentioned. Did this teacher enjoy visiting the castle?*

A student trip to Windsor Castle – what could go wrong?

My students were all adults and they had all come to England from other countries. So I was expecting them to be more familiar with the airport-style metal detector: however, some didn't want to give up the items in their pockets, while one forgot to pick his wallet up after passing through the machinery.

I brought that wallet, along with the student's jacket, with me. Then as I returned them, another student realised she had forgotten to pick up her keys after passing through the metal detector.

I went back to help her find them, but the one key that had been found, which was on a green key ring, wasn't hers. I tried to persuade her that if it wasn't there, we would have to come back later and hope it had been handed in.

Just when I had finally cajoled her into setting off, and I thought we could set foot into the castle grounds, yet another student noticed that she too had left her keys at the metal detectors.

"Was yours on a green key ring?" I asked desperately, wondering if the stress of this day would put me off teaching for life.

Fortunately that key was hers, and while I was away one of my other students found the other missing keys in the pocket of the jacket he had left with his wallet.

Finally we could get started. However, as the day went on, everything else went wrong. First of all, my students used their mobile phones inside the castle, and took photos of the jewellery, the furniture, the clothes, and the ceilings, completely disobeying both of the stipulations on the many signs. Even though that meant they were already in trouble with the security staff, then they joked about which painting they were going to come back and steal!

I was relieved to get them out of the castle but when they failed to return to the rendezvous point in time for the train I had told them we had to catch, I thought my nightmare was never going to end.

Eventually everyone got back safely and I put my feet up at home, relieved that it was all over. The classroom is much easier work every time!

*What things can visitors see in the castle, according to this text?*

*Read the story again and try to answer these questions:*

How many students left something at the metal detectors?

What items did they leave?

What do the signs say inside the castle?

What happened after this group left the castle together?

Why did the teacher think it was a nightmare that was never going to end?