Development of IELTS Materials for UAE University Students

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Need Assessment

There are some female and male students who are from the UAE University. They had finished their high school from different emirates. Their proficiency in English is intermediate. They have studied English since their fourth grade and took some English courses in their university. The students majors are different is Science not English. The students need to take the IELTS test to get admitted to their chosen specializations. It is a high stake for them.

Need assessment strategies:

- After taking the permission from the students, having contact with the current teachers of the students if they have time to ask them about their observation, assessment and evaluation of the students' weaknesses and strengthens in reading.
- Informal meeting with the students to have discussion :
    1- Asking the students who have taken the test before about their reading section score of the IELTS test.
    2- Asking the students about their scores in the reading class last semester.
    3- Asking the students this question and having discussion:
    1- What are your difficulties in reading in general and the IELTS Academic reading test?
- Before starting the course, I will give the students a reading IELTS test to see their difficulties in the reading (See the need assessment test).

After complementing these need assessment strategies, the teacher will have a clearer image of the students' difficulties in reading so; the teacher could adapt the course activities around each individual's needs.
Reading skill for the IELTS

Course syllabus

- 80 minutes, Monday and Wednesday
- six weeks

Target audience: Female and male students in the UAE Instructor : Ghadah Al Murshidi e-mail: g_almurshidi@uaeu.ac.ae Course goals and objectives

1) Students will get information about the questions types of the IELTS test
2) Students will practice some guessing vocabulary from context strategies
3) Students will learn some vocabulary related to the IELTS test.
4) Students will practice some reading strategies.
5) Students will practice speaking, arguing and giving opinions.
6) Students will practice summarizing the information which is in the reading passages.
7) Students will practice listening and summarizing the information from the video clips.
8) Students will learn some test taking strategies
9) Students will learn how to make prediction using the first Paragraph.
10) Students will learn how to looking for specific details from the passages.
11) Students will learn how to do the completion questions.
12) Students will learn how to answer Yes /No / Not Given questions.
13) Students will learn how to do the short answer.
14) Students will learn how to do the matching questions.
15) Students will prepare to the reading section of the IELTS test.

Course Materials

- Reading passages and different types of questions from different websites:

1- http://www.ielts-exam.net/index.php?option=com_content&task=view&id=109&Itemid=40
2- http://www.monash.edu.au/lls/llonline/writing/science/paragraphs/1.2.xml
3- http://www.cambridgeesol.org/teach/ielts/academic_reading/data/AC%20R%20Sample%20Task%20Type%207%20Task.pdf
4- http://www.aippg.com/ielts/downloads/Academic%20Reading%20ielts.pdf
5- http://www.gter.net/news/html/200506/1119549921.html
6- http://www.cambridgeesol.org/teach/ielts/academic_reading/data/AC%20R%20Sample%20Task%20Type%208%20Task.pdf
7- http://education.kulichki.net/lang/ieread.html
8- http://www.world-english.org/ielts_reading.pdf

- Video clips from http://www.youtube.com

1- http://www.youtube.com/watch?v=tPFQMRx2l3Y
2- http://www.youtube.com/watch?v=S336_9YaR54
3- http://www.youtube.com/watch?v=bffp7Sr5IBc
4 - http://www.youtube.com/watch?v=17L5S7Kk7Cc
5 - http://www.youtube.com/watch?v=yIURbmJZxIg&feature=related
6 - http://www.youtube.com/watch?v=ZeYRxlP4YEQ
7-http://www.youtube.com/watch?v=iEXWG6d6aoc&feature=PlayList&p=BEA3E1572D7369F6&index=10

- Vocabulary lists from the reading passages

Course Requirements Students are expected to

1) Attend the classes.
2) Participate in the class activities and discussion.
3) Take two reading tests which are similar to the IELTS test.
4) Complete the assignments.

Grading Policy

Two tests	40 % (20 % for each)
Assignments	30 %
Class participation	15 %
Attendance	15 %
	100 %

Note : two absences will affect in your overall grades.

Course Grade based on Total Points (100)
A 100-95
A- 94-90
B+ 89-85
B 84-80
B- 79-76
C 75-70
C- 69-66
D 65-60
F 59-0

General Course Outline

Week	Day	*Reading topic*	Strategy and question type	assignments
1	M	overview and frequent questions (reading section in the IELTS test) *Obsessive-compulsive disorder (OCR)*	Using the First Paragraph to Make Predictions	Finding the topic sentence *Cystic fibrosis*
1	W	*The motor car*	The passage heading s	The passage headings *Rising sea*
2	M	*Obsessive-compulsive disorder (OCR)*	Looking for Specific Details	Looking for Specific Details
2	W	*The government subsidies to farmers*	Multiple-choice (Specific information)	Multiple-choice (Specific information)
3	M	*Personal time management*	Sentence Completion questions	Sentence Completion questions
3	W	*The dander of the smoking*	Yes/ No/ Not Given	Yes/ No/ Not Given
4	M	*The Royal Society Journal*	True/ False / Not Given	True/ False / Not Given
4	W	*Hearing problems*	Short answers	Short answers
5	M	*Lessons from the Titanic*	Matching (cause and effect)	Matching (cause and effect)
5	W	*Greying population stays in the pink*	Matching (description)	Matching (description)
6	M	Reading test 1		
6	W	Reading test 2		

Lesson Plan: Week 1 Day 1

Reading topic	Strategy and question type	assignments
overview and frequent questions (reading section in the IELTS test) *Obsessive-compulsive disorder (OCR)*	Using the First Paragraph to Make Predictions	Finding the topic sentence *Cystic fibrosis*

Objectives:

1- Students have an overview of the IELTS reading section test.
2- Students will learn some new vocabulary.
3- Students will be able to make predictions about the topic of a reading passage.
4- Students will be able to recognize the organization of a passage.

Materials:

1) Information cards
2) Transparency of the paragraph
3) Handout of the paragraph and questions

Procedure:

A- The teacher will give the students some information about the IELTS reading section**.**

The IELTS Academic Reading Test has 3 sections. Each section consists of a reading passage and 13 or 14 questions. There are 40 questions in total. The students have 60 minutes to finish the test. The students should transfer their answers immediately to the answer sheet because there is no extra time for that. The all passages' length together can be between 2000 and 2750 words. Section 1 may be easier than the other sections.

B- The teacher will design frequent questions cards about the test. The teacher will ask the students to choose a card and try to answer the question if he/she knows the answer. Then they will discuss it with the whole class.

Q1
What are the questions types that I will see in the reading section?

Answer 1
- multiple choice
- short answer
- sentence completion
- notes/summary/diagram/flow chart completion
- choosing from a heading bank to identify paragraphs or parts of the text
- identification of writers opinions/ideas - yes/no/not given
- identification of information in the text - yes/no/not given OR true/false/not given
- classification
- matching lists or phrases

Q2 - From where are the texts taken?

Answer 2
Texts are taken from magazines, journals, books and newspapers. They are not specialized knowledge of a subject.

Q3- What reading skills are tested in the IELTS Academic Reading section ?

Answer 3
- identify the writer's overall purpose and/or target audience
- identify and follow key arguments in a text
- identify opinions and attitudes
- identify facts
- locate specific information
- read for detailed information
- extract relevant information
- distinguish the main idea from supporting detail
- recognise key points for a summary
- group pieces of information in a text in accordance with specific criteria
- transfer information from text into a diagram or chart
- make inferences
- use correct spelling and correct grammar in their answers

Q4_ What is skimming?

Answer 4
We skim a text when we just look at the headings and subheadings and the first lines of each paragraph. We may notice key words that are repeated throughout the text. Our purpose is to understand the general idea of the text.

Q5- What is scanning?

Answer 5
We scan a text when we are looking for specific information or specific words. We ignore information that is not relevant. We use this technique when a question asks for specific factual information. It is also a useful strategy when we need to find the section of a text about which a question is asked.

Q6- What is reading for detail?

Answer 6
We read for detail when we read every word in a text and think carefully about the meaning of each sentence. It is often necessary in IELTS Academic Reading to read a section of a text in detail in order to answer a question correctly. Often a candidate will skim or scan the text first to find the right section and then read for detail.

Q7-How is the reading test scored?

Answer 7
The tests are designed to cover the full range of ability from non-user to expert user. Test takers receive a score of 0—9, with 0 being for those who did not attempt the test, and 9 being for the most proficient users. Most universities accept scores between 6—7 as being suitable for undergraduate study in English.

C- The teacher will ask the students some general questions about obsessive-compulsive disorder illness such as
1) Have you heard of obsessive-compulsive disorder illness?
2) What do you know about obsessive-compulsive disorder illness?

The teacher will discuss with the students these questions.

D- The teacher will show the students a video clip about obsessive-compulsive disorder illness (http://www.youtube.com/watch?v=tPFQMRx2l3Y) in order to give the students an idea of what the illness is like.

E- The teacher will distribute a handout which has a paragraph about obsessive-compulsive disorder illness with some questions. The teacher will ask the students to read the paragraph individually and find the familiar and unfamiliar words in order to discuss them .Then, the teacher will use a transparency to teach, explain and model to the students how to make predictions from reading the first paragraph of a passage. The teacher will tell the students that the first paragraph often includes the topic sentence, a definition of the topic, the author's opinion and the organizational clues which help the students to predict the context of the passage.

The passage:

Obsessive-compulsive disorder (OCR)
Obsessive-compulsive disorder (OCR) is ***clinically*** diagnosed as an anxiety disorder. This disorder affects up to 4 percent of adults and children. People who suffer from this ***debilitating*** disorder have distressing and obsessive thoughts, which usually cause them to perform repetitive behaviors' such as counting silently or washing their hands. Though OCR sufferers understand that their obsessions are unrealistic, they find it stressful to put these ***intrusive*** thoughts out of their minds. Those who suffer from obsessive-compulsive disorder develop strict behavioral' patterns that become extremely time-consuming and begin to interfere with daily routines. Many people with OCR delay seeking treatment because they are ashamed of their own thoughts and behavior (Ielts-exam.net, 2013).

http://www.ielts-exam.net/index.php?option=com_content&task=view&id=109&Itemid=40

The vocabulary list:

Word	***Part of speech***	***Definition***
Obsessive		
compulsive		
disorder		
clinically		
debilitating		
intrusive		

The question with the answers:

1) What is the topic sentence?

Obsessive-compulsive disorder (OCD) is clinically diagnosed as an anxiety disorder.

2) What is the definition of Obsessive-compulsive disorder illness?

People who suffer from this debilitating disorder have distressing and obsessive thoughts, which usually cause them to perform repetitive behaviors.

3) What are the organizational clues of the paragraph?

The author may discuss

• Obsessive behavior,
• Stress of sufferers, and/or
• Treatment

Homework

A- The teacher will ask the students to read the paragraph, answer a question about it and find the topic sentence. Look at the following extract from an essay on cystic fibrosis.

> Cystic fibrosis (CF) is one of the most common genetic disorders. CF is inherited as an autosomal recessive trait and a defective gene causes the body to produce an abnormal amount of very thick, sticky mucus which clogs the lungs and pancreas, interfering with breathing and digestion. This mucus builds up in the breathing passages in the lungs and the pancreas and respiratory complications develop from the blockage of the bronchial passages. Eventually, the cilia which are responsible for clearing the mucus are destroyed. In addition, the mucus traps bacteria which cause infections and permanent damage to the lungs, and may also block the ducts of the pancreas which contains enzymes necessary for the digestion of food (Alex McKnight, 2014).

http://www.monash.edu.au/lls/llonline/writing/science/paragraphs/1.2.xml

Question :

1 - Have you ever heard of Cystic fibrosis? If you have what do you know about it? If you haven't, can you guess, from the very first sentence of this paragraph what it might be?

2- Can you identify the topic sentence? Check one answer.

( ) sentence 1
( ) sentence 2
( ) sentence 3
( ) sentence 4
( ) sentence 5

B- The teacher will discuss the answers with the students in the next class.

Lesson Plan: Week 1 Day 2

Week	Day	*Reading topic*	Strategy and question type	assignments
1	W	*The motor car*	The passage headings	The passage headings *Rising sea*

Objectives:

1- Students will have knowledge about the car pollution, its environmental problems and some solutions.
2- Students will learn some scientific vocabulary related to the car pollution, its environmental problems and some solutions.
3- Students will be able to match headings which contain the main information of the paragraphs.
4-Students will have knowledge about raising the sea level and its impact.

Materials

1- The handout of the reading passage
2- The handout of the vocabulary list
3- The handout of the passage headings question
4- The home work reading passage
5- The handout of the passage headings question of the homework
6- A video clip about car pollution project (grodr030, 2014)

http://www.youtube.com/watch?v=S336_9YaR54

7-A video clip about the impact of rising sea level for the homework

http://www.youtube.com/watch?v=bffp7Sr5IBc

Procedure

A- The teacher will ask the students some questions and discuss them with the students

1- Is the number of vehicles in your country rising? Why?
2- Does using the cars cause environmental problems? If does, what are these problems?
3- Do you have an increasing rate of people death because of car accident in your country?
4- What are some solutions of the cars pollution?

B-The teacher will show the students a video clip about car pollution project to have an idea about the danger of the cars pollution, and some solutions. http://www.youtube.com/watch?v=S336_9YaR54

C-The teacher will announce for the students that today's lesson will be like a game. The teacher will ask the students to take a letter card from a small box. These letters refer to the paragraphs of the passage reading which the students will read.

D-The teacher will distribute the passage handout for the students. The passage includes seven paragraphs, a list of vocabulary and a question. Each student will be responsible for reading only one paragraph according to the letter which they chose. The teacher will ask the students to read their paragraphs out loud as a whole passage so; all the students will have a general idea about the passage.

B- The students will read their own paragraph silently to guess the meaning of the underlined vocabulary in his/ her paragraph, and to choose the sentence which has information about his / her paragraph to get points. It will take only four minutes.

C- . The teacher will ask the students to write down the number of the sentence which has the information of their paragraph on the back of the letter card; she will check the correctness of the answer. The teacher will use a transparency for the discussion.

D- The teacher will start asking the students about the meaning of the vocabulary in each paragraph. The students have to give the answer only once and have only one minute for each question. If a student answers wrongly, another student can ask permission from the teacher to answer. The students who will get more points will be the winner and will get a prize. The teacher will use the same transparency for the discussion.

The handouts:

The Reading Passage

The motor car

A There are now over 700 million motor vehicles in the world and the number is rising by more than 40 million each year. The average distance driven by car users is growing too from 8km a day per person in western Europe in 1965 to 25 km a day in 1995. This dependence on motor vehicles has given rise to major problems, including environmental pollution, ***depletion*** of oil resources, traffic ***congestion*** and safety.

B While ***emissions*** from new cars are far less harmful than they used to be, city treets and motorways are becoming more crowded than ever, often with older trucks, buses and taxis which emit ***excessive*** levels of smoke and ***fumes***. This concentration of vehicles makes air quality in urban areas unpleasant and sometimes dangerous to breathe. Even Moscow has joined the list of capitals ***afflicted*** by congestion and traffic fumes. In Mexico City, vehicle pollution is a major health ***hazard***.

C Until a hundred years ago, most journeys were in the 20km range, the distance ***conveniently*** accessible by horse. Heavy ***freight*** could only be carried by water or ***rail***. Invention of the motor vehicle brought personal mobility to the masses and made rapid freight delivery possible over a much wider area. In the United Kingdom, about 90 per cent of inland freight is carried by road. The world cannot ***revert*** to the horse drawn ***wagon***. Can it avoid being locked into congested and polluting ways of transporting people and goods?

D In Europe most cities are still designed for the old modes of transport. Adaptation to the motor car has involved adding ring roads, one way Systems and parking lots. In the United States, more land is assigned to car use than to housing. Urban ***sprawl*** means that life without a car is next to impossible. Mass use of motor vehicles has also killed or injured millions of people. Other social effects have been blamed on the car such as ***alienation*** and aggressive human behavior.

E A 1993 study by the European ***Federation*** for Transport and Environment found that car transport is seven times as costly as rail travel in terms of the external social costs it entails congestion, accidents, pollution, loss of cropland and natural habitats, depletion of oil resources, and so on. Yet cars easily surpass trains or buses as a flexible and convenient mode of personal transport. It is unrealistic to expect people to give up private cars in favor of mass transit.

F Technical solutions can reduce the pollution problem and increase the fuelled efficiency of engines. But fuel consumption and ***exhaust*** emissions depend on which cars are preferred by customers and how they are driven. Many people buy larger cars than they need for daily purposes or waste fuel by driving aggressively. Besides, global car use is increasing at a faster rate than the improvement in emissions and fuel efficiency which technology is now making possible.

G Some argue that the only long term solution is to design cities and neighborhoods so that car journeys are not necessary all essential services being located within walking distance or easily accessible by public transport. Not only would this save energy and cut carbon dioxide emissions, it would also enhance the quality of community life, putting the emphasis on people instead of cars. Good local government is already bringing this about in some places. But few democratic communities are blessed with the vision – and the capital – to make such profound changes in modern lifestyles.

H A more likely scenario seems to be a combination of mass transit systems for travel into and around cities, with small 'low emission' cars for urban use and larger ***hybrid*** or ***lean*** burn cars for use elsewhere. Electronically ***tolled*** highways might be used to ensure that drivers pay charges geared to actual road use. Better integration of transport systems is also highly desirable and made more ***feasible*** by modern computers. But these are solutions for countries which can afford them. In most developing countries, old cars and old technologies continue to predominate.

http://www.cambridgeesol.org/teach/ielts/academic_reading/data/AC%20R%20Sample%20Task%20Type%207%20Task.pdf

The Vocabulary List:

Word	***Part of speech***	***Definition***	***Example sentence***
depletion			
congestion			
emissions			
excessive			
fumes			
afflicted			
hazard			
conveniently			
freight			
rail			
revert			
wagon			
sprawl			
alienation			
Federation			
exhaust			
hybrid			
lean			
tolled			
feasible			

The question

The passage has eight paragraphs labeled **A to H**.
Which paragraphs contains the following information?
*Write the correct letter **A to H***
***NB** You may use any letter more than once.*

1 a comparison of past and present transportation methods
2 how driving habits contribute to road problems
3 the relative merits of cars and public transport
4the writer's prediction on future solutions
5 the increasing use of motor vehicles
6 the impact of the car on city development

Homework

A- The teacher will ask the students some questions such as

1- Do you think that the air temperature affect on the sea level?
2- In how many dimensions does the water in the ocean move?
3- What are the trade winds?

B– The students will watch a video clip to have knowledge about the impact of rising sea level .

http://www.youtube.com/watch?v=bffp7Sr5IBc

C- The students will read the passage, try to find the meaning of the difficult vocabulary in the list and answer the heading question.

D- In the next class, the teacher will discuss all the answers of the questions to assess the students' comprehension.

The Reading Passage

RISING SEA

Paragraph 1. INCREASED TEMPERATURES

The average air temperature at the surface of the earth has risen this century, as has the temperature of ocean surface waters. Because water expands as it heats, a warmer ocean means higher sea levels. We cannot say definitely that the temperature rises are due to the greenhouse effect; the heating may be part of a 'natural' variability over a long time-scale that we have not yet recognized in our short 100 years of recording. However, assuming the build up of greenhouse gases is responsible, and that the warming will continue, scientists – and *inhabitants* of low-lying coastal areas – would like to know the extent of future sea level rises.

Paragraph 2.

Calculating this is not easy. Models used for the purpose have treated the ocean as passive, stationary and one-dimensional. Scientists have assumed that heat simply *diffused* into the sea from the atmosphere. Using basic physical laws, they then predict how much a known volume of water would expand for a given increase in temperature. But the oceans are not one-dimensional, and recent work by oceanographers, using a new model which takes into account a number of *subtle facets* of the sea – including vast and complex ocean currents – suggests that the rise in sea level may be less than some earlier estimates had predicted.

Paragraph 3.

An international *forum* on climate change, in 1986, produced figures for likely sea-level rises of 20 cms and 1.4 m, corresponding to atmospheric temperature increases of 1.5 and 4.5C respectively. Some scientists estimate that the ocean warming resulting from those temperature increases by the year 2050 would raise the sea level by between 10 cms and 40 cms. This model only takes into account the temperature effect on the oceans; it does not consider changes in sea level brought about by the melting of ice sheets and *glaciers*, and changes in groundwater storage. When we add on estimates of these, we arrive at figures for total sea-level rises of 15 cm and 70 cm respectively.

Paragraph 4.

It's not easy trying to model accurately the enormous complexities of the ever-changing oceans, with their great volume, massive currents and sensitively to the influence of land masses and the atmosphere. For example, consider how heat enters the ocean. Does it just 'diffuse' from the warmer air vertically into the water, and heat only the surface layer of the sea? (Warm water is less *dense* than cold, so it would not spread downwards). Conventional models of sea-level rise have considered that this the only method, but measurements have shown that the rate of heat transfer into the ocean by vertical diffusion is far lower in practice than the figures that many modelers have adopted.

Paragraph 5.

Much of the early work, for simplicity, ignored the fact that water in the oceans moves in three dimensions. By movement, of course, scientists don't mean waves, which are too small individually to consider, but rather movement of vast volumes of water in huge currents. To understand the importance of this, we now need to consider another process – *advection*. Imagine smoke rising from a *chimney*. On a still day it will slowly spread out in all directions by means of diffusion. With a strong directional wind, however, it will all shift downwind, this process is advection – the transport of properties (notably heat and *salinity* in the ocean) by the movement of bodies of air or water, rather than by conduction or diffusion.

Paragraph 6.

Massive ocean currents called *gyres* do the moving. These currents have far more capacity to store heat than does the atmosphere. Indeed, just the top 3 m of the ocean contains more heat than the whole of the atmosphere. The origin of gyres lies in the fact that more heat from the Sun reaches the *Equator* than the *Poles*, and naturally heat tends to move from the former to the latter. Warm air rises at the Equator, and draws more air beneath it in the form of winds (the "Trade Winds") that, together with other air movements, provide the main force driving the ocean currents.

Paragraph 7.

Water itself is heated at the Equator and moves poleward, twisted by the Earth's rotation and affected by the positions of the continents. The resultant broadly circular movements between about 10 and 40 North and South are clockwise in the Southern Hemisphere. They flow towards the east at mid latitudes in the *equatorial* region. They then flow towards the Poles, along the eastern sides of continents, as warm currents.

When two different masses of water meet, one will move beneath the other, depending on their relative *densities* in the subduction process. The densities are determined by temperature and salinity. The convergence of water of different densities from the Equator and the Poles deep in the oceans causes continuous subduction. This means that water moves vertically as well as horizontally. Cold water from the Poles travels as depth – it is denser than warm water – until it emerges at the surface in another part of the world in the form of a cold current.

Paragraph 8. HOW THE GREEN HOUSE EFFECT WILL CHANGE OCEAN TEMPERATURES

Ocean currents, in three dimensions, form a giant '*conveyor* belt', distributing heat from the thin surface layer into the *interior* of the oceans and around the globe. Water may take decades to circulate in these 3-D gyres in the *lop* kilometer of the ocean, and centuries in the deep water. With the increased atmospheric temperatures due to the greenhouse effect, the oceans conveyor belt will carry more heat into the interior. This subduction moves heat around far more effectively than simple diffusion. Because warm water expands more than cold when it is heated, scientists had presumed that the sea level would rise unevenly around the globe. It is now believed that these inequalities cannot *persist*, as winds will act to continuously spread out the water expansion. Of course, of global warming changes the strength and distribution of the winds, then this 'evening-out' process may not occur, and the sea level could rise more in some areas than others.

http://www.aippg.com/ielts/downloads/Academic%20Reading%20ielts.pdf

The vocabulary list:

Word	***Part of speech***	***Definition***	***Example sentence***
inhabitants			
diffused			
subtle			
facets			
forum			
glaciers			
dense			
advection			
chimney			
salinity			
gyres			
Equator			
Poles			
equatorial			
densities			
conveyor			
interior			
lop			
persist			

The Question:

There are 8 paragraphs numbered 1-8 in the Reading Passage. The first paragraph and the last paragraph have been given headings. From the list below numbered A-I, choose a suitable heading for the remaining 6 paragraphs.

There are more headings than paragraphs, so you will not use all the headings.

List of headings

A THE GYRE PRINCIPLE
B THE GREENHOUSE EFFECT
C HOW OCEAN WATERS MOVE
D STATISTICAL EVIDENCE
E THE ADVECTION PRINCIPLE
F DIFFUSION VERSUS ADVECTION
G FIGURING THE SEA LEVEL CHANGES
H ESTIMATED FIGURES
I THE DIFFUSION MODEL

1 Paragraph 2
2 Paragraph 3
3 Paragraph 4
4 Paragraph 5
5 Paragraph 6
6 Paragraph 7

Lesson Plan: Week 3 Day 5

Week	Day	*Reading topic*	Strategy and question type	assignments
3	M	*Personal time management*	Completion questions	

Objectives:

1- Students will have knowledge about the circadian rhythm, its process and impacts on the human.
2- Students will learn some scientific vocabulary related to the circadian rhythm.
3- Students will learn and practice test taking strategy which is sentences completion

Materials:

1- video clip http://www.youtube.com/watch?v=17L5S7Kk7Cc about the circadian rhythm
2- Transparency of the reading passage and the completion question.
3- Handout of the reading passage, the completion question and the vocabulary list.

Procedure:

A- The teacher will ask the students some questions to give them a general idea about the topic of the reading passage. The questions are

1- How many hours do you sleep a day?
2- Do you know what the circadian rhythms are?

B- The teacher will show the students a video clip http://www.youtube.com/watch?v=17L5S7Kk7Cc to have a general idea and discussion about the circadian rhythm.
C- The teacher will use a transparency of the reading passage and the completion question to model only one of how to answer the completion question.
D- The teacher will give the students some advice about how to do the completion questions, and model them in the same time using the same transparency. The advice is :

- Read the instructions carefully.
- Read the sentences carefully.
- Examine any headings or subheadings.
- Try to get an idea of the topic.
- Decide what section of the passage the exercise covers.
- Anticipate grammatical form as well as vocabulary.
- If a box of answers is given, see if you can guess any of the matches & eliminate unlikely answers.

- If the question is in the form of a summary, read through it first and see if you can guess any of the missing words.
- Take each gap one by one and search the text for the best word(s) to fill the gap.

E- The students will work in pairs of four groups. The first pair will read "A , B and F" paragraphs , the second pair will read "C and F" paragraphs , the third pair will read "D and F" paragraphs and the fourth pair will read " E and F" paragraphs.
F- Each pair will try to find the meaning of the new vocabulary in their paragraph.
G- The teacher will give the students a handout of the completion question. Each pair will try to complete the sentences according to the information from their paragraphs.
H- Each pair will share the information which they learn from their paragraphs with the other pairs. They will discuss the meaning of the new vocabulary and model how they find the answers of the completion question.
I- The students will reflect on the strategies which they practice and learn in answering the completion question as an open discussion.

The reading passage:

Personal time managemen

A Since the early work of Halberg (1960),the existence of human "*circadian* rhythms" has been well-known to biologists and psychologists. Circadian rhythms dictate that there are certain times of the day when we are at our best both physically and psychologically. At its simplest, the majority of us feel more alive and creative in the mornings, while come the evenings we are fit only for collapsing with a good book or in front of the television.

B Other of us note that in the morning we take a great deal of time to get going physically and mentally, but by the evening are full of energy and bright ideas, while a very few of us feel most *alert* and *vigorous* in the late afternoon.

C Irrespective of our personal rhythms, most of us have a productive period between 10a.m.and noon, when the stomach, *pancreas*, *spleen* and heart all appear to be in their most active phases. Conversely, the majority of us experience a low period in the hour or two after lunch (a time when people in some societies sensibly take a rest), as most of our energy is *devoted* to the process of digestion. The simple rules here are: don't waste too much prime time having a coffee break around 11a.m.when you should be doing some of your best work, and don't make the after-lunch period even less productive by overloading your digestion. A short coffee or tea break is ,in fact, best taken on arrival at the office ,when it helps us start the day in a positive mood, rather than mid-morning when it interrupts the flow of our activities. Lunch is best taken early, when we are just beginning to feel hungry, and we are likely to eat less than if we leave it until later. An early lunch also means that we can get back into our productive *stride* earlier in the afternoon.

D Changes in one's attitude can also enhance personal time management. For example, the notion of pro-action is *eminently* preferable to reaction. To pro-act means to anticipate events and be in a position to take appropriate action as soon as the right moment arrives. To react, on the other hand, means to have little anticipation and do something only when events force you to do so. Pro-actors tend to be the people who arealways one step ahead of other people, who always seem to be in the right place at the right time, and who are always better informed than anyone else. Many of us like an easy life, and so we tend to be reactors. This means that we aren't alert to the challenges and opportunities coming our way, with the consequence that challenges bother us or opportunities pass us by before we're even properly aware they're upon us. We can train ourselves in *pro-action* by regularly taking the time to sit down and appraise the likely immediate future, just as we sit down and review the immediate past.

E Psychologists recognise that we differ in the way in which we characteristically attribute responsibility for the various things that happen to us in life. One of the ways in which we do this is known as *locus* of control (Weiner,1979), which refers to assigning responsibility. At its simplest, some individuals have a *predominantly* external locus of control, attributing responsibility to outside causes (for example, the faults of others or the help given by them) ,while with other individuals the locus of control is predominantly internal, in which responsibility is attributed to oneself (for example, one's own abilities or lack of them, hard work, etc.).

F However, the picture usually isn't as simple as this. Many people's locus of control is more likely to be specific to a particular situation, for example internal in certain areas, such as their social lives, and external in others, such as their working lives. Or, to take another example, they may attribute certain kinds of results to themselves, such as their successes, and certain kinds of results to other people, such as their failures. Obviously the best kind of locus of control is one that is realistic and able to attribute every effect to its appropriate cause, and this is particularly important when it comes to time management. Certainly, there are occasions when other people are more responsible for our time loss than we are, but for most of us, and for most of the time, the blame must fall fairly and squarely upon ourselves.

http://www.gter.net/news/html/200506/1119549921.html

The vocabulary list:

The first pair:

Word	***Part of speech***	***Definition***	***Example sentence***
circadian			
alert			
vigorous			

The second pair:

Word	Part of speech	Definition	Example sentence
pancreas			
spleen			
devoted			
stride			

The third pair:

Word	Part of speech	Definition	Example sentence
eminently			
pro-action			

The fourth pair:

Word	Part of speech	Definition	Example sentence
locus			
predominantly			

The completion question:

- Read the passage and try to complete the sentences below with words taken from reading passage, "Personal Time Management." Use NO MORE THAN THREE WORDS for each answer.

Example Most people are less productive..... **after lunch**

1) Our ..... influence our physical and mental performance
2) We are more likely to be productive in the afternoon if we have.....
3) A person who reacts tends not to see ..... when they are approaching.
4) Assessing the ..... ……aids us in becoming proactive.
5) A person with a mainly internal locus of control would likely direct blame towards .....
6) A person with a mainly external locus of control would likely direct failure towards …….. .....
7) A person with a healthy and balanced locus of control would attribute a result, whether negative or positive, to .....

The homework:

Lesson Plan: Week 3 Day 6

Week	Day	*Reading topic*	Strategy and question type	assignments
3	W	*The dander of the smoking*	Yes/ No/ Not Given	

Objectives:

1- The students will have more knowledge of the danger of the smoking.
2- The students will learn new vocabulary related to the smoking.
3- The students will practice creating summary map.
4- The students will learn some strategies about answering " Yes / No / Not Given " question .
5- The students will practice speaking about the danger of the smoking.

Materials:

1 - A video clip about the nicotine and its danger
http://www.youtube.com/watch?v=yIURbmJZxIg&feature=related
2- Handout and transprancy of the reading passage.
3- Handout of the vocabulary list.
4- Handout and transparency and the "Yes / No / Not Given " question .

Procedure:

A- The teacher will ask the students some questions to have a general discussion about the smoking and its danger. The questions are :

1- Does anyone from your family or friend smoke?
2- Is smoking common among young people?
3- Why do people begin to smoke?
4- What are the dangers of environmental (secondhand) tobacco smoke?

B- The teacher will divide the students into two groups which contain four students .The teacher will show the students a video clip about the nicotine and its danger twice **(**Proscia, 2013**)** (http://www.youtube.com/watch?v=yIURbmJZxIg&feature=related). The students will take few notes while they listen to it .Then, they will draw a short summary map on the board about it to explain it to the each other. Each group will explain their map to the other group.

C- The teacher will distribute the reading passage handout to the groups. The first group will read A, B, C and G paragraphs and the second group will read D, E, F and G paragraphs.

D- During the reading, the students will try to guess the meaning of some new vocabulary from the context and write them down in the vocabulary list because they will discuss the vocabulary meaning to each other.

E- Each group will summarize the information which they will learn from their paragraphs and draw a summary map on the board. The, they will explain the summaries to each other. They may compare the general information which they draw in the first map with the second detailed map which focuses on specific information from the reading passage.

F- The teacher will give the students a handout which has the "Yes / No / Not Given" question and will explain for them how to answer the question using a transparency. The teacher will give advice :

1- You need to understand clearly what Yes, No, Not given means:

- Yes – what the statement says is the same as what the text says. The words may be different but the idea is the same
- No – what the statement says is the opposite of what the text says
- Not given – what the statement says is not in the text at all

2- - Read the statements first. Find the key word. Use the key words to quickly find similar ideas in the text. Decide if they are the same as each statement, or if the information is not included.

3- - Be careful. Not given means the information is not in the text. You may know that something is true but if it is not in the text, then it is Not given.
4- The teacher will model these strategies for the students so; the students will know how to answer them in their groups easily.

The Reading Passage:

The dander of the smoking

A Discovered in the early 1800s and named 'nicotia nine', the oily essence now called nicotine is the main active ingredient of tobacco. Nicotine, however, is only a small component of cigarette smoke, which contains more than 4,700 chemical compounds, including 43 cancer causing substances. In recent times, scientific research has been providing evidence that years of cigarette smoking astly increases the risk of developing fatal medical conditions. In addition to being responsible for more t ha n 85 per cent of lung cancers, smoking is associated with cancers of, amongst others, the mouth, stomach and kidneys, and is thought to cause about 14 percent of *leukemia* and *cervical* cancers. In 1990, smoking caused more than 84,000 deaths, mainly resulting from such problems as *pneumonia*, *bronchitis* and influenza. Smoking, it is believed, is responsible for 30 percent of all deaths from cancer and clearly represents the most important prevent able cause of cancer in countries like the United States today.

B Passive smoking, the breathing in of the side stream smoke from the burning of tobacco between *puffs* or of the smoke exhaled by a smoker, also causes a serious health risk. A report published in 1992 by the US Environment al Protection Agency (EPA) emphasized the health dangers, especially from side stream smoke. This type of smoke contains smaller particles and is therefore more likely to be deposited deep in the lungs. On the basis of this report, the EPA has classified environmental tobacco smoke in the highest risk category for causing cancer.

C As an illustration of the health risks, in the case of a married couple where one
partner is a smoker and one a nonsmoker, the latter is believed to have a 30 percent higher risk of death from heart disease because of passive smoking. The risk of lung cancer also increases over the years of exposure and the figure jumps to 80 percent if the spouse has been smoking four packs a day for 20 years. It has been calculated that 17 percent of cases of lung cancer can be attributed to high levels of exposure to second hand tobacco smoke during childhood and adolescence.

D A more recent study by researchers at the University of California at San
Francisco (UCSF) has shown that secondhand cigarette smoke does more harm to nonsmokers than to smokers. Leaving aside the philosophical question of whether anyone should have to breathe someone else's cigarette smoke, the report suggests that the smoke experienced by many people in their daily lives is enough to produce substantial *adverse* effects on a person's heart and lungs.

EThe report, published in the Journal of the American Medical Association (AMA), was based on the researchers' own earlier research but also includes a review of studies over the past few years. The American Medical Association represents about half of all US doctors and is a strong *opponent* of smoking. The study suggests that people who smoke cigarettes are continually damaging their *cardiovascular* system, which adapts in order to *compensate* for the effects of smoking. It further states t at people who do not smoke do not have the benefit of their system adapting to t he smoke inhalation. Consequently, the effects of passive smoking are far greater on nonsmokers than on smokers.

F This report emphasizes that cancer is not caused by a single element in cigarette smoke; harmful effects to health are caused by many components. Carbon monoxide, for example, competes with oxygen in red blood cells and interferes with the blood's ability to deliver life giving oxygen to the heart. Nicotine and other toxins in cigarette smoke activate small blood cells called *platelets*, which increases the likelihood of blood *clots*, thereby affecting blood circulation throughout the body.

The researchers criticize the practice of some scientific consultan s who work with the tobacco industry for assuming that cigarette smoke has the same impact on smokers as it does on nonsmokers. They argue that those scientists are underestimating the damage done by passive smoking and, in support of their recent findings, cite some previous research which points to passive smoking as the cause for between 30,000 and 60,000 deaths from heart attacks each year in the United States. This means that passive smoking is the third most prevent able cause of death after active smoking and alcohol related diseases

G The study argues that t e type of action needed against passive smoking should be similar to t hat being taken against illegal drugs and AIDS (SIDA). The UCSF researchers maintain that the simplest and most cost effective action is to establish smoke free work places, schools and public places.

http://www.cambridgeesol.org/teach/ielts/academic_reading/data/AC%20R%20Sample%20Task%20Type%208%20Task.pdf

The vocabulary list:

Word	***Part of speech***	***Definition***	***Example sentence***
leukemia			
cervical			
pneumonia			
bronchitis			
puffs			
opponent			
cardiovascular			
compensate			
platelets			
clots			

Questions

Do the following statements reflect the claims of the writer in the passage?

YES *if the statement reflects the claims of the writer*
NO *if the statement contradicts the claims of the writer*
NOT GIVEN *if it is impossible to say what the writer thinks about this*

1 Thirty per cent of deaths in the United States are caused by smoking related diseases.
2 If one partner in a marriage smokes, the other is likely to take up smoking.
3 Teenagers whose parents smoke are at risk of getting lung cancer at some time during their lives.
4 Opponents of smoking financed the UCSF

The homework

Lesson Plan: Week 4 Day 8

Week	Day	*Reading topic*	Strategy and question type	assignments
4	W	*Hearing problems*	Short answers	

Objectives:

1- Students will have knowledge about the hearing problems.
2- Students will practice guessing the meaning of the vocabulary from the context.
3- Students will learn some vocabulary related to hearing problems.
4- Students will practice some strategies about how to answer the short questions
5- Students will be able to answer the short questions.

Materials:

7- The handout of the reading passage
8- The handout of the vocabulary lists.
9- The handout of the "short answer" question
10- A video clip about hearing protection noise safety training (SafteyCare, 2014) http://www.youtube.com/watch?v=ZeYRxlP4YEQ

Procedure

E- The teacher will ask the students some questions and discuss them with the students

5- Do you live in a quiet place?
6- Do you feel comfortable with the noise?
7- Do you feel sometimes that your hearing is less than before?
8- Does anyone from your family or friend have a hearing problem?

F- The teacher will show the students a video clip about hearing protection noise safety training to have an idea about the hearing problems before reading the passage. http://www.youtube.com/watch?v=ZeYRxlP4YEQ

G- The teacher will ask the students to take notes while they are listening to answer some questions and discuss them :

1- What are the causes of the hearing loss?
2- What damage could happen to the ear by the noise?

H- The teacher will discuss the meaning of the new vocabulary which occur in the video clip as listed below :

Word	***Part of speech***	***Definition***	***Example sentence***
Induced			
Defect			
Blows			
Hazardous			
Permanent			
Amplitude			
Pneumatic			
Nerves cells			

I- The teacher will distribute the handout of the reading passage which includes eight paragraphs. The teacher will let the students to choose a letter of a paragraph randomly from a small box so each student will be assigned to read only one paragraph.

J- The teacher will give them the vocabulary list related to their paragraphs so; they can guess the meaning from the reading context while they are reading.

K- Each student will be responsible of summarizing the information from their paragraphs to the whole class.

L- The teacher will give them a handout of the questions which require short answers to answer and discuss them together.

M-The teacher will ask the students about the strategies which they use to find the answers and discuss the usefulness of these strategies. The handout:

The reading passage:

Hearing Problems

Paragraph 1

The old *adage* *extols* the virtue of silence by claiming it is golden, yet experience tells us that silence is as hard to come by as the *precious* metal itself. The benefit of silence to the human ear is scientifically demonstrable. Less *superfluous* noise; less impairment to the hearing. Yet this precious *commodity* is no longer valued. Noise is ever present in modern life and is an accumulative experience. The ill effects of noise pollution are of two kinds: *acute - exposure* to an individual instance of a very loud noise, such as a gunshot or explosion; and *chronic* - the experience of too much noise over an extended period of time.

Paragraph 2

City and urban *dwellers* exist in an increasingly noise-ridden environment, and it is now almost impossible to escape exposure to high noise levels. Even if we exclude the more obvious sources of noise pollution such as jet plane engines, road works, power tools, loud music at dance parties and so on, it is clear that noise is a constant and often unwelcome *companion*. We have only to walk through a suburban shopping mall or department store, or catch a bus or train to be subjected to noise levels that a few decades ago would have been considered beyond human endurance. The popular practice of "*layering*" sound, by adding a louder source of noise to that which already exists in order to mask it, merely *compounds* the problem. Because of the accumulative nature of noise abuse, constant noise is worse than noisy periods interspersed with silence.

Paragraph 3

Our noise level acceptance *threshold* is rising in step with the number of persons developing hearing problems. Data available from a recent survey conducted by the Australian Bureau of Statistics show that 7.4% of people over 14 years of age have some *discernible* hearing problem. According to the survey, 24.6% of the 7.4% of persons with affected hearing have problems caused by *subjection* to a constant *barrage* of noise, either at work, in the everyday living environment, or as the result of a particular choice of leisure activity. The problem is most severe for males aged between 25 and 64 years of age, 9.1% of whom have a hearing disability, and for which the cause is constant noise in 44.4% of cases.

Paragraph 4

Of current concern to *acoustical* engineers and psychologists at the National Acoustics Laboratories in Sydney, Australia, is the potential for damage to the eardrum caused by the transmission of loud sound through earphones placed directly into the ear canal. An almost universal *fad* among young people, the pocket-sized radio-cassette player (commonly known by the brand name "Walkman") may be exposing its owner to greater than the maximum safe *dosage* of noise recommended for industrial workers – 90 decibels* over a period of 8 hours. This dosage, called Dose 1, can be achieved much sooner by exposing the ear to only slightly more than 90 *decibels*. Increases to the decibel level *logarithmically* shorten the exposure time required to reach a given dose. For instance, to achieve Dose 1 in 4 hours, it is necessary to raise the decibel exposure level by a mere 3 decibels.

Paragraph 5

One danger posed to young ears is that the peak sound level from these radio-cassette players is often far too great; at high volume it is all too easy to receive Dose 1 in a short period of time. Any further noise heard above 90 decibels that day and the recipient is causing measurable damage to his or her ears. Another danger is the likelihood of a change in the pain *threshold* of noise resulting in users *compensating* by increasing the volume to levels way above what is considered safe. Finally, insertable earphones block the ear canal, thereby further increasing the noise level absorbed.

Paragraph 6

But perhaps the most *alarming* potential for danger caused by insertable earphones is the ease with which the listener can exceed the safe time length of exposure to noise. The small earphones can be comfortably worn for extended periods of time. What is more, there is the danger of falling asleep with the earphones inserted, leading to an accumulation of *excess* noise while unconscious.

Paragraph 7

Noise abuse soon leads to varying degrees of hearing loss. What may begin as an *acute* temporary condition, in time becomes a *chronic* and irreversible disability. A common complaint is "*tinnitus*", or a "ringing in the ears" which fails to *subside* after the ears are subjected to a short but extreme dose of noise. It is an *exhausting* condition that can seriously threaten the composure of the sufferer who can be driven to near madness. It is believed the composer Beethoven was particularly *aggravated* by this *malady*. At present, there is little that can be done in the majority of cases, although the victim might be able to obtain some temporary relief by using a masking device which blocks out the *offending* frequencies of sound with other, less annoying frequencies.

Paragraph 8

Inevitably, though, years of excessive noise accumulation take their *toll* and partial or complete deafness results. If silence is the cure for *ailing* ears (or, at least, the best way to prevent further *deterioration* of one's hearing), it is *sobering* to realise that it is also the unfortunate and permanent curse of a lifetime of noise abuse caused by ignoring the warnings (Education.kulichki.net, 2013).

http://education.kulichki.net/lang/ieread.html

The vocabulary list:

Paragraph one:

Word	***Part of speech***	***Definition***	***Example sentence***
adage			
extols			
precious			
superfluous			
commodity			
acute - exposure			
chronic			

Paragraph two:

Word	**Part of speech**	**Definition**	**Example sentence**
dwellers			
companion			
layering			
compounds			

Paragraph three:

Word	**Part of speech**	**Definition**	**Example sentence**
threshold			
discernible			
subjection			
barrage			

Paragraph four:

Word	**Part of speech**	**Definition**	**Example sentence**
acoustical			
fad			
dosage			
decibels			
logarithmically			

Paragraph five:

Word	**Part of speech**	**Definition**	**Example sentence**
threshold			
compensating			

Paragraph six:

Word	**Part of speech**	**Definition**	**Example sentence**
alarming			
excess			

Paragraph seven:

Word	**Part of speech**	**Definition**	**Example sentence**
acute			
chronic			
tinnitus			
subside			
exhausting			
aggravated			
malady			
offending			

Paragraph eight

Word	**Part of speech**	**Definition**	**Example sentence**
Inevitably			
toll			
ailing			
deterioration			
sobering			

The question:

- *Answer the questions below by using words and phrases taken from the reading passage entitled "Hearing Problems".*

*Note: use **NO MORE THAN THREE WORDS** for each answer.*

Q1. **In Paragraph 1, what are the words of the old adage?**

Q2. **In Paragraph 1, less damage to the hearing is the result of...**

Q3. **How many sources are given for hearing problems caused by constant noise?**

Q4. **What might a sufferer of "tinnitus" get by blocking out certain sound frequencies?**

The answers :

Q1. **In Paragraph 1, what are the words of the old adage?**

silence is golden

Q2. **In Paragraph 1, less damage to the hearing is the result of...**

less superfluous noise

Q3. **How many sources are given for hearing problems caused by constant noise?**

3

Q4. **What might a sufferer of "tinnitus" get by blocking out certain sound frequencies?**

(some) temporary relief

The homework

Lesson Plan: Week 5 Day 9

Week	Day	*Reading topic*	Strategy and question type	assignments
5	M	*Lessons from the Titanic*	Matching (cause and effect)	

Objectives:

1- Students will have knowledge about how Titanic sunk and learn some lessons from this disaster.
2- Students will learn some vocabulary related to the time of Titanic.
3- Students will practice answering "cause and effect" question.
4- Students will practice take noting strategy.
5- Students will practice speaking, arguing, and giving opinions.

Materials:

1- The handout of the reading passage
2- The handout of the vocabulary list
3- The handout of the " cause and effect " question
4- a documentary video clip about the Titanic ship and its disaster http://www.youtube.com/watch?v=iEXWG6d6aoc&feature=PlayList&p=BEA3E1572D7369F6&index=10

Procedure

A- The teacher will ask the students some questions which they can give their opinions :
   1- Did you watch the Titanic movie?
   2- What do you know about the Titanic ship?
   3- Have you read about the Titanic disaster?
   4- What are the causes of Titanic to sink?
   5- Was the titanic a 'man made' disaster, or a 'natural' one, because of the iceberg?

B- The teacher will show the students a documentary video clip about the Titanic ship and its disaster to have more authentic knowledge about it. http://www.youtube.com/watch?v=iEXWG6d6aoc&feature=PlayList&p=BEA3E1572D7369F6&index=10

C- The teacher will ask the students to take notes while listening to discuss the information of the Titanic disaster which occurs in the video clip as a whole class.

D- The teacher will distribute the handout of the reading passage. The students will work in four groups which include two students. Each group will read only two paragraphs, and the teacher will read the last three paragraphs. While they are reading, they will try to guess the meaning of some new vocabulary from the context which is listed in the vocabulary list.

E- Each group will summarize the information which they have in their paragraphs to the whole class and give some arguments and opinions about the causes of this disaster.
F- The teacher will distribute the handout of the"cause and effect "question to answer it in their groups.
G- The teacher will discuss the answers with the students; ask the groups about the place where they find the answers from the reading passage, and strategies they use in answering this question.
H- The teacher will ask the students: "What did you learn from the Titanic disaster?" and discuss that as a whole class.

The handout:

The reading passage:

Lessons from the Titanic

A From the comfort of our modern lives we tend to look back at the turn of the twentieth century as a dangerous time for sea travelers. With limited communication facilities, and shipping technology still in its *infancy* in the early nineteen hundreds, we consider ocean travel to have been a risky business. But to the people of the time it was one of the safest forms of transport. At the time of the Titanic's *maiden voyage* in 1912, there had only been four lives lost in the previous forty years on passenger ships on the North Atlantic crossing. And the Titanic was confidently proclaimed to be unsinkable. She represented the *pinnacle* of technological advance at the time. Her builders, *crew* and passengers had no doubt that she was the finest ship ever built. But still she did sink on April 14, 1912, taking 1,517 of her passengers and crew with her.

B The RMS Titanic left Southampton for New York on April 10, 1912. On board were some of the richest and most famous people of the time who had paid large sums of money to sail on the first voyage of the most luxurious ship in the world. Imagine her placed on her end: she was larger at 269 metres than many of the tallest buildings of the day. And with nine *decks*, she was as high as an eleven storey building. The Titanic carried 329 first class, 285 second class and 710 third class passengers with 899 crew members, under the care of the very experienced Captain Edward J. Smith. She also carried enough food to feed a small town, including 40,000 fresh eggs, 36,000 apples, 111,000 lbs of fresh meat and 2,200 lbs of coffee for the five day journey.

C RMS Titanic was believed to be unsinkable because the *hull* was divided into sixteen *watertight compartments*. Even if two of these compartments flooded, the ship could still float. The ship's owners could not imagine that, in the case of an accident, the Titanic would not be able to float until she was rescued. It was largely as a result of this confidence in the ship and in the safety of ocean travel that the disaster could claim such a great loss of life.

D In the ten hours prior to the Titanic's fatal *collision* with an *iceberg* at 11.40pm, six warnings of icebergs in her path were received by the Titanic's wireless operators. Only one of these messages was formally posted on the bridge; the others were in various locations across the ship. If the combined information in these messages of iceberg positions had been *plotted*, the ice field which lay across the Titanic's path would have been *apparent*. Instead, the lack of formal procedures for dealing with information from a relatively new piece of technology, the wireless, meant that the danger was not known until too late. This was not the fault of the Titanic crew. Procedures for dealing with warnings received through the wireless had not been formalized across the shipping industry at the time. The fact that the wireless operators were not even Titanic crew, but rather contracted workers from a wireless company, made their role in the ship's operation quite unclear.

E Captain Smith's seemingly casual attitude in increasing the speed on this day to a dangerous 22 knots or 41 kilometres per hour, can then be partly explained by his ignorance of what *lay* ahead. But this only partly accounts for his actions, since the spring weather in Greenland was known to cause huge chunks of ice to break off from the *glaciers*. Captain Smith knew that these icebergs would float southward and had already acknowledged this danger by taking a more southerly route than at other times of the year. So why was the Titanic travelling at high speed when he knew, if not of the specific risk, at least of the general risk of icebergs in her path? As with the lack of coordination of the wireless messages, it was simply standard operating procedure at the time. Captain Smith was following the practices accepted on the North Atlantic, practices which had *coincided* with forty years of safe travel. He believed, wrongly as we now know, that the ship could turn or stop in time if an iceberg was sighted by the *lookouts.*

F There were around two and a half hours between the time the Titanic *rammed* into the iceberg and its final *submersion*. In this time 705 people were loaded into the twenty lifeboats. There were 473 empty seats available on lifeboats while over 1,500 people drowned. These figures raise two important issues. Firstly, why there were not enough lifeboats to seat every passenger and crew member on board. And secondly, why the lifeboats werenot full.

G The Titanic had sixteen lifeboats and four *collapsible* boats which could carry just over half the number of people on board her *maiden voyage* and only a third of the Titanic's total capacity. Regulations for the number of lifeboats required were based on *outdated* British Board of Trade regulations written in 1894 for ships a quarter of the Titanic's size, and had never been revised. Under these requirements, the Titanic was only obliged to carry enough lifeboats to seat 962 people. At design meetings in 1910, the shipyard's managing director, Alexander Carlisle, had proposed that forty eight lifeboats be installed on the Titanic, but the idea had been quickly rejected as too expensive. Discussion then turned to the ship's décor, and as Carlisle later described the incident … 'we spent two hours discussing carpet for the first class cabins and fifteen minutes discussing lifeboats'.

H The belief that the Titanic was unsinkable was so strong that passengers and crew alike *clung* to the belief even as she was actually sinking. This attitude was not helped by Captain Smith, who had not *acquainted* his senior officers with the full situation. For the first hour after the collision, the majority of people aboard the Titanic, including senior crew, were not aware that she would sink, that there were insufficient lifeboats or that the nearest ship responding to the Titanic's *distress* calls would arrive two hours after she was on the bottom of the ocean. As a result, the officers in charge of loading the boats received a very *halfhearted* response to their early calls for women and children to board the lifeboats. People felt that they would be safer, and certainly warmer, aboard the Titanic than *perched* in a little boat in the North Atlantic Ocean. Not realising the *magnitud*e of the *impending* disaster themselves, the officers allowed several boats to be lowered only half full.

I Procedures again were at fault, as an additional reason for the officers' *reluctance* to lower the lifeboats at full capacity was that they feared the lifeboats would *buckle* under the weight of 65 people. They had not been informed that the lifeboats had been fully tested prior to departure. Such procedures as assigning passengers and crew to lifeboats and lifeboat loading drills were simply not part of the standard operation of ships nor were they included in crew training at this time. © 1999 Holmesglen Institute of TAFE 5

J As the Titanic sank, another ship, believed to have been the Californian, was seen motionless less than twenty miles away. The ship failed to respond to the Titanic's eight distress *rockets*. Although the officers of the Californian tried to signal the Titanic with their *flashing* Morse lamp, they did not wake up their radio operator to listen for a distress call. At this time, communication at sea through wireless was new and the benefits not well appreciated, so the wireless on ships was often not operated around the clock. In the case of the Californian, the wireless operator slept unaware while 1,500 Titanic passengers and crew drowned only a few miles away.

K After the Titanic sank, investigations were held in both Washington and London. In the end, both inquiries decided that no one could be blamed for the sinking. However, they did address the fundamental safety issues which had contributed to the enormous loss of life. As a result, international agreements were drawn up to improve safety procedures at sea. The new regulations covered 24 hour wireless operation, crew training, proper lifeboat drills, lifeboat capacity for all on board and the creation of an international ice *patrol* (Preparing for the IELTS test with Holmesglen Institute of TAFE', 2013).

http://www.world-english.org/ielts_reading.pdf

The vocabulary list:

Paragraphs A and B :

Word	***Part of speech***	***Definition***	***Example sentence***
infancy			
maiden			
voyage			
pinnacle			
crew			
decks			

Paragraphs C and D :

Word	***Part of speech***	***Definition***	***Example sentence***
hull			
watertight			
compartments			
collision			
iceberg			
plotted			
apparent			

Paragraphs E and F:

Word	**Part of speech**	**Definition**	**Example sentence**
lay			
glaciers			
coincided			
lookouts			
rammed			
submersion			

Paragraphs G and H:

Word	**Part of speech**	**Definition**	**Example sentence**
collapsible			
maiden			
voyage			
outdated			
clung			
acquainted			
distress			
halfhearted			
perched			
magnitude			
impending			

Paragraphs I, J and K:

Word	**Part of speech**	**Definition**	**Example sentence**
reluctance			
buckle			
rockets			
flashing			
patrol			

The "cause and effect" question

The reading passage describes a number of cause and effect relationships. Match each cause (1-4) in List A with its effect (A-H) in List

List A: Causes	List B: Effects
1. Outdated regulations designed for much smaller ships 2. Captain Smith's failure to communicate sufficient information to officers 3. No requirements for 24 hour a day wireless operation 4. Lack of procedures for dealing with wireless messages	A. Lack of lifeboat training and drills B. More than two of the watertight compartments filled with water C. Locations of icebergs received in ice warnings were not plotted D. Half full lifeboats did not return to rescue people E. Nearby ship did not come to Titanic's rescue F. Not enough lifeboats G. Passengers panicked H. Lifeboats were not fully loaded

The answers:

1	F
2	H
3	E
4	C

The homework:

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