

Unit 4 Academic reading

Ancient art

Learning aims

- **topic: ancient art**
- **skills: identifying the purpose of parts of a text**
- **critical thinking: evaluating claims and beliefs**

1 The words in this exercise are all from the reading text on ancient art. If you think your students will already know some of these words, then focus on the words from the article first, and ask them to discuss what they think the words mean before getting them to match the words with the meanings. If students are unsure of some of the matches, then encourage them to consult an online dictionary to find the answers.

ANSWERS

1 h 2 f 3 a 4 b 5 d 6 i 7 e 8 c 9 g

2 Ask students to label the different parts of the hand. If you have a strong group, ask them to tell you the different names of the fingers and parts of the hand before doing this exercise as consolidation.

ANSWERS

1 d 2 c 3 f 4 e 5 b 6 a

3 Put students into pairs or small groups and ask them to use the words from Exercise 1 to talk about the photo. It is important they have time to discuss all the questions as these form the basis of the gist reading task. Get feedback from students so that different ideas have been heard before reading the text.

The photo shows ancient cave paintings from Cueva de las Manos ('cave of the hands'), in Patagonia in Argentina. The pictures are about 9,000 years old, and they show leaping guanacos (an animal like a llama) as well as hand prints and concentric circles.

4 Tell students that they are going to read an article and find out if the ideas they talked about in Exercise 3 were correct or not. Explain that the text won't provide definite answers to the questions, but it will discuss some theories. Set a time limit to read the text (approximately six or seven minutes) in order to encourage students to read quickly to check their ideas. At the end of the time limit, ask students to check their answers in pairs or groups, then check answers with the whole class. Encourage students to share what they found interesting in the text.

ANSWERS

- 1 The text doesn't say definitely who made the art but puts forward different views – men, women, adolescent boys, traditional healers.
- 2 The text says the animals were drawn probably to improve hunting success.
- 3 The text does not answer this question definitely but puts forward one view at the end that the hand stencils identified the artist and was a way of the artist saying, 'I did this'.
- 4 The text outlines two methods of research – one involves measuring the length of fingers, the other involves measuring the width of the palm and the thumb.

5 Tell students they are going to read the text again and fill in a summary of the main points from the text. Ask students to read through the summary first and fill in what they remember from their first reading. Then ask them to read the text again and complete the summary. Remind students they can only write ONE word in each gap. Ask students to check their answers in pairs before checking with the whole group.

ANSWERS

1 men / hunters 2 hunting 3 magic
4 index 5 ring 6 European 7 precise
8 similarity 9 size 10 women 11 boys
12 adventure 13 frightening 14 healers

Skills focus: It is important for students to develop the skills of recognizing the purpose of each paragraph in a text. It will help them to read more efficiently and also to make notes from and summarize texts better. The topic sentence in body paragraphs often signals what the paragraph will be about and students should be encouraged to read the first sentence of body paragraphs carefully. Read through the box with students before moving on to Exercise 6.

6 The aim of this exercise is to pre-teach key words that are used in Exercise 7. Get students to work in pairs to complete the task. Encourage them to use an online dictionary. Alternatively elicit the meaning of each word from the students and then use this exercise as a consolidation.

ANSWERS

1 an argument 2 a suggestion
3 an explanation 4 a counter-argument
5 a concurring argument
6 a re-statement 7 a reason
8 an acknowledgement 9 a mention
10 a background

7 Explain to students that they are going to analyse the structure of the article by completing an outline. First tell them to decide which headings in the box match which paragraphs of the article, then write them in the outline A–F. Help students with the meaning of *counter-argument* in this context – an argument against the main idea in the text, and *concurring argument* – a similar idea to the main one in the text. If students need extra help, do this part of the exercise together.

Then ask students to complete the outline by matching the summary sentences of the detail a–i to each paragraph. Do the first one together with the class to make sure they understand what to do.

ANSWERS

- A Introduction
 - 1 The background to the topic as a whole
 - 2 The first mention of the recent finding that is the focus of the text
- B Background to the study
 - 3 The reason why the recent research began
- C Details of the study
 - 4 An explanation of how the research was conducted
 - 5 A re-statement of the surprising outcome of the research
- D Counter-argument
 - 6 An argument against the research findings
- E Concurring argument
 - 7 An acknowledgement of the importance of the research
 - 8 Another possible reason for the research findings
- F Conclusion
 - 9 The suggestion that the research findings don't give us all the information we need

8 The aim of this exercise is to focus students on the language the writer of the text uses to evaluate other researchers' findings and their evaluation of each other's work. Explain that in the final two paragraphs of the text, the writer is introducing and evaluating the beliefs of other researchers. Note: the phrases starting the sentences could be used by students in their own academic writing when evaluating different claims and beliefs. Ask students to match the sentence beginnings and endings for each paragraph. Students can go back to the text to check their answers.

ANSWERS

1 c 2 a 3 d 4 b 5 h 6 g 7 e 8 f

9 This exercise is aimed at getting students to discuss whether the writer is successful in giving a balanced view of Snow's research by providing evaluations of his claims from other researchers. Ask students to discuss in small groups whether they think the writer has done this successfully. Encourage students to refer to the text when they give their opinion.

10 Students need time to read through the theories and decide which two or three they think are most likely.

11 Put students into small groups to discuss their ideas. One way is to ask them to agree on the two or three most likely ideas – they need to convince each other of their ideas.