

Teacher's notes | Reading file 3

Learning objectives in this lesson

Reading for gist, scanning for specific information, reading for detailed comprehension and giving opinions about information in a text.

- 1 Ask students to work in pairs to discuss the questions, then take feedback from the whole class. If students are reluctant to talk about projects they have been involved in, ask them to consider government projects, e.g. redevelopment of an area or a new building.
- 2 Give out the text, putting it face down until ready so that students don't have too long to read. Ask students to find the four names in the text quickly and to decide who or what they are / what they do. Give them a time limit (2 minutes) to do this to encourage scanning. Get students to compare answers with their partner before taking class feedback.

Answers

The Standish Group – assessors of IT projects / they assess IT projects
Raquel Mendes – a project management consultant
Gregor McCleish – an IT specialist
Moncia Muth – an IT industry specialist

- 3 Ask students to read the text again, trying to place the sentences a–g in to the correct gap in the text. Encourage them to think of why the sentences go in each place so they can justify their answers later. Allow them to work in pairs before taking class feedback.

Answers

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

- 4 Encourage students to use their own words when they answer the questions. Get them to read the text alone before putting them in pairs to compare answers.

Answers

- 1 The main point is that projects such as building bridges are well planned and thought out so are unlikely to fail, unlike IT projects.
- 2 'Success' is for a project that succeeds both in terms of the time frame and budget. 'Failure' is the term for those that do not get completed and finally the third category is 'challenged' for those that are completed but not within the time or budget frame.
- 3 Not standing up to the client and therefore allowing a project to go over budget in both cost and time.
- 4 No, he states the planning stage must be well thought out.
- 5 Failure is very expensive.

- 5 Get students to work in pairs to search the text for words that match the definitions. Remind them that there are clues in the text to help them. After a few minutes, get feedback from the class.

Answers

- | | |
|------------------|---------------|
| 1 clear-cut | 5 doomed to |
| 2 rationalized | 6 crumbling |
| 3 scrutiny | 7 constraints |
| 4 to stand up to | 8 assessing |

- 6 Working in pairs again, get students to use the words in their own sentences. When you take feedback, check for the correct use of the word rather than a completely accurate sentence.
- 7 Ask students to look at the text again and find three words that would be useful in their line of work. Get them to discuss their answers with their partners giving reasons why.
- 8 The text has been shown to IT specialists who disputed some of the content. Ask your students to discuss in pairs whether they agree with the content of the text and to come up with reasons why they disagree.