

Warm up

Write on the board *Some cities are becoming too big*. Establish that this is your opinion, rather than a fact. Elicit some evidence – *More than 30 million people now live in Tokyo*, for example – and some examples – *Many people spend more than three hours getting to and from work*. Gradually build up a short paragraph together.

Using the Factsheet

There are three possible ways to use the Factsheet:

- 1 Give students the Factsheet before the lesson, so they can read it at home and come to the lesson prepared to do the Worksheet. If you use this approach, start the lesson by checking that all students have read and understood the Factsheet, and answer any questions.
- 2 Give students the Factsheet at the beginning of the lesson and start by working through it with the students.
- 3 Focus on the Worksheet in the lesson, then give students the Factsheet at the end of the lesson so they can take it home and keep it as a reference or revision tool.

Theory to practice

- If students have done the Factsheet at home, check their understanding of this section in class.

Using the Worksheet

Practice

1 Complete the summary with the words from the box.

- Here, some key points from the Factsheet have been summarized as a task. If students have already done the Factsheet, they should have checked any unfamiliar words in the box. Otherwise you could clarify them here. Read the instructions with the class and tell students to work individually. They can use a dictionary if necessary.
- Allow some time for students to compare answers. Suggest that students briefly discuss what they learnt from the Factsheet, if they have already done it. Since the aim here is to clarify the advice given in the Factsheet rather than to promote spoken fluency, you might choose to allow some use of L1.

Answers

- a support
- b claim
- c evidence/examples
- d examples/evidence
- e strong

2 Read the first part of a text. Highlight the writer's claim in one colour, and the evidence that supports the claim in another colour.

- Read the instructions with the class slowly and methodically, making sure students know what to do. As they read, clarify any unfamiliar vocabulary – it is important they understand the task before engaging with the text. Give them time to identify the features before comparing answers with a partner. Ideally, show the extract electronically on the board so you can draw attention to and clarify the answers.

Answers

Answers are highlighted as follows: **claim**
evidence

Homeless people do not choose to be homeless. They become homeless because there is no other option. Recent research shows that 75% of homeless people do not have a job and cannot afford to rent a house or apartment. More than half of all people with no permanent address have no family that can help them.

3 Read the second part of the text. Highlight the writer's claim and the examples that support the claim.

- Work through as with Exercise 2. You will probably need to check more vocabulary. When giving feedback, point out that the final sentence is not an additional example – it is a case of the final line summarizing the main idea.

Answers

Answers are highlighted as follows: **claim**
examples

There are usually other difficulties that homeless people face. **Many are dependent on alcohol or drugs. Others suffer from depression or from severe mental illnesses. A high percentage have a criminal record, and some have been in prison.** Companies will not employ them, and property owners will not give them a home.

4  **Cover the texts in Exercises 2 and 3. Read the claims and work in pairs to remember the evidence and examples.**

- The aim is to consolidate and check that students have absorbed the main points, but also to provide some spoken practice. Emphasize that they don't need to remember each line word for word. Monitor to check how students are getting on; a formal feedback phase will not be necessary.

5 Read the text. The claims are highlighted. Highlight the evidence/examples that support each claim.

- Explain that students will now work with a more extended text. Draw attention to the photo and heading, and elicit or explain that *brilliant* here means *very intelligent*. You might want to ask students to predict in what way this child was brilliant before they read.
- Read the instructions with the class. Emphasize that the aim is not to distinguish *between* evidence and examples, but simply to identify how each claim is supported. Once students know what to do, work through as with the other extracts, but allow more time. Students might suggest that the final two sentences of the final paragraph also support the claim at the beginning of the text.

Answers

Answers are highlighted as follows: **claim**
evidence/examples

When he was seven years old, Ainan Celeste Cawley was one of the most brilliant children of his age in the world. **He passed a chemistry exam when he was just six and was studying to take a higher-level exam.** Although some people thought he was too young for further education, his parents felt Ainan was wasting his time at school and started applying to universities.

Ainan was clearly a special child right from the start. **He could walk when he was only six months old and talk in long sentences when he was one.** By the age of three, he was reading books independently and **could understand difficult scientific texts.**

In many ways, Ainan was like any other child. **He enjoyed drawing and painting, and he loved watching *Mr Bean* on TV.** His father first realized that Ainan was interested in chemistry when, at five years old, he saw a chemistry exam on the kitchen table and answered all the questions. He had learnt all about the subject by surfing the internet.

6 Read the statements and tick the correct box for each. Where did you find the answers?

- The aim now is to focus on identifying evidence to support an answer to a test or exam question. Read the instructions with the class slowly and methodically, making sure students know what to do. While they should aim to answer questions correctly, the real purpose is to identify the information that provides the answer. Students should work individually and then compare with a partner. Give clear feedback, ideally highlighting the relevant phrases on a copy of the text on the board.

Answers

- a False – He passed one chemistry exam at six, and was studying to take another at the age of seven.
- b True – They started applying to universities.
- c True – He read books independently and could understand difficult scientific texts.
- d Don't know – We only know that he loved one specific programme, *Mr Bean*.
- e False – He had learnt by surfing the internet.

- 7**  **Work with a partner. Write a short paragraph with evidence and examples to support claim A or claim B.**
- Explain that students are going to produce a simple paragraph in pairs to assess whether they have taken in the reading skill. While the primary aim of the Worksheet is not to develop writing skills, students should think about integrating what they have learnt into their writing. Stick to a time limit of 10 minutes and ensure students keep it simple. Encourage them to choose whichever claim they agree with. Monitor and help if students lack ideas. You will know how much guidance your students will need.
 - If you feel the task is too challenging or too time-consuming, build up one or both paragraphs on the board, eliciting ideas from various individuals as you go. Alternatively, set the task for homework (individuals can choose which claim to support) and exchange paragraphs at the beginning of the next lesson.

- 8**  **Exchange paragraphs with another pair. Identify the evidence and examples, and say what you think of the paragraph.**
- Give pairs time to read classmates' work and make some comments. If there is time, you can elicit suggestions from various pairs and build up two model paragraphs on the board.

Reflect

- 9**  **Discuss the questions.**
- Have a fairly brief whole-class discussion about what students learnt in the lesson. You might prefer to do this in L1. Answer any questions. You can tell students to answer the Reflect questions in pairs, but it might be more beneficial for students to think about the questions later at home.

Learning outcome

By the end of the lesson, students should:

- understand the concept of supporting a claim with evidence and examples
- be better able to identify evidence and examples in a text