

## Reading Strategies: (2 hours)

**Speaking / discussion:** reading strategies

**Vocabulary building:** summary & response

**Writing:** (optional): summary of introduction

**Reading:** key theories of leadership

**Text:** Chartered Management Institute: Understanding Leadership Styles

Link: <http://www.managers.org.uk/~media/Files/PDF/Civil%20Service/CHK-256.pdf>

[AEUK does not own the text – download from link].

### Lesson Plan

#### 1. Reading strategies (10-20mins)

[students discuss what they know about each key strategy / teacher conducts feedback as whole class).

- Purpose for reading.
- Surveying.
- Skimming.
- Scanning.
- Reading for detail.
- Annotating text.
- Credibility / limitations / evidence.
- Author's stance.
- Summarising.

#### 2. Reading strategies on an academic text. (40 minutes)

Each strategy is practised using the text – students go through the text and answer the questions. [\[Download text\]](#)

#### 3. Feedback: individually or group. (20 minutes)

You can do one question at a time and set a time limit or run as a workshop and feedback individually.

#### 4. Writing: write a summary using notes from question 4 / 6 (30 minutes)

Students write 100-150 words summary. Use key points in Q4 answers to check.

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## Reading Strategies

### General reading strategies

1. What do you know about the following reading strategies? Discuss with a partner.

- Purpose for reading.
- Surveying.  
[redacted]
- Skimming.
- Scanning.  
[redacted]
- Reading for detail.
- Annotating text.  
[redacted]
- Credibility / limitations / evidence.
- Author's stance.  
[redacted]
- Summarising.

### Reading questions

1. Complete the table [redacted] article.

Title	
Author	
Date	

2. Surveying the text. [redacted] the article.

Section 1	
Section 2	
[redacted]	
[redacted]	
[redacted]	

3. Text analysis. What is the main point of this article? Who is the intended audience?

Point:

[redacted]:

4. Skim read the introduction. **Highlight + write down** the key points.

5. Scan the text. **Highlight** the [redacted] Do you recognise any of them?

Who?

6. Look at one of [redacted] notes.

Theory:

Main idea:

Support:

7. What's the difference between action-centred and [redacted] leadership?

Summarise the two theories.

**Action-centred:**

[redacted]

Key [redacted]

8. Look at the action checklist. What else is an important action that is not on the list?

One new [redacted]

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One new idea for [redacted]

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9. Credibility. Is this journal article credible [redacted] ?

Yes or no? Why/why not?

10. Evidence. Is there sufficient evidence to [redacted]

Yes or no? Why?

11. Reference list. Is there an [redacted] the article?

Yes or no? Why?

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## Vocabulary / grammar development

Using only the three paragraphs of the introduction, complete the gaps:

### Collocation – [verb + noun]

1. To \_\_\_\_\_ rapport / trust / respect.
2. \_\_\_\_\_ relationships.
3. To \_\_\_\_\_ a suitable management style.
4. To \_\_\_\_\_
5. To actively \_\_\_\_\_ and \_\_\_\_\_ their style.
6. To \_\_\_\_\_.
7. \_\_\_\_\_ to you within an organisation.

### Collocation [adjective + noun]

1. The need to be an \_\_\_\_\_ leader.
2. Adopting \_\_\_\_\_
3. An e\_\_\_\_\_ aspect of being a good leader.
4. A less \_\_\_\_\_
5. A \_\_\_\_\_ style.
6. Some of the most p\_\_\_\_\_ theories.

### Linking phrases

1. **C** \_\_\_\_\_, leaders who adopt or display...
2. **R** \_\_\_\_\_ ...
3. \_\_\_\_\_ from manufacturing and heavy...
4. **M** \_\_\_\_\_ collaborative and coaching styles...
5. **An** \_\_\_\_\_

## **Reading questions ANSWERS**

1. Complete the table with the reference from the article.

Title	Understanding management and leadership styles checklist 256
Author	CMI – Chartered Management Institute
Date	Revised Nov 2013

2. Surveying the text. Write down the key section headings of the article.

Section 1	Introduction
Section 2	Definition

**ALL ANSWERS ARE INCLUDED IN PAID VERSION**