

Lesson Plan:

Reading an academic abstract critically

LEVEL	TIME	TOPIC
Advanced (C1/C2)	60 minutes	Reading an academic abstract critically

Objectives

By the end of the lesson, students will be able to identify research question, method, main finding, and limitation. They will also use evidence from the supplied material and appropriate language to explain a choice or qualify a claim.

Materials

Whiteboard, pens, and paper. Copy or display the supplied model and practice details; hide partner-only details until checking. All sample data are fictional.

Warm-Up Activity (8 minutes)

Activity: Ask what outcome was actually measured.

Presentation (15 minutes)

Teach a four-part reading pass: purpose, participants or data, result, and scope. Avoid assuming an abstract proves causation.

Language support: research question, method, finding, scope; participants, comparison group, generalize. Association is not automatically causation.

Worked model / source: Fictional abstract: Forty adult ESL learners at one center revised two essays. Twenty volunteered for peer feedback; twenty revised alone. Feedback volunteers made more content revisions. Groups were not randomly assigned. The study examines revision frequency, not final language proficiency.

Guided Practice (15 minutes)

Activity: Label purpose, sample, comparison, result, limitation. Repair Peer feedback proves all learners become fluent.

Suggested answers / teacher notes: Correct: volunteers made more content revisions in this setting. Self-selection and one-center sample limit causal/general claims.

Procedure: Complete the first item together. Partners attempt the remaining items before seeing the notes. Ask them to explain a correction, then rehearse the corrected version.

Independent Practice (17 minutes)

Task: Write a five-sentence critical summary: question, method, finding, limitation, unanswered question. Suggest a more comparable group design without asserting its future result.

Success check: Check measured outcome and group assignment. Use The study suggests ___ within ___ rather than proves universal effectiveness.

Support and challenge: Offer the target phrase frames during planning. For a challenge, ask learners to justify a wording choice, consider a different audience, or identify a limitation without adding unsupported information.

Wrap-Up / Review (5 minutes)

Review: Ask what further detail would help evaluate the reported finding.

Ask learners to explain their response using the model or practice material. Revisit one shared difficulty before collecting the final work.

Homework (Optional)

Write a five-sentence critical summary of the abstract.

Follow-up: Use the supplied model as a reference. Bring the response back for a brief partner check against the lesson objective; correct one detail or language choice before submitting it.