

## Classroom implementation

*Reading* aims to help students improve how they read in practical real-life situations and to widen students' range of vocabulary in line with A2 expectations.

The book contains twenty units, each of which can provide the basis of a lesson. They are divided across four sections:

1. *Communication*, dealing with contemporary text-based interaction between friends and within peer groups.
2. *Around town*, dealing with reading tasks students might confront as a tourist or a longer-term visitor to an English-speaking country.
3. *On the move*, which provides practical examples of readings activities on planes, trains, on the road and on foot.
4. *In your free time*, utilizing reading material like newspapers, magazines, instruction booklets, etc. which students might find in a more downtime context.

There are also appendices covering the following:

- different ways of reading (skimming, scanning for general understanding and reading for detail)
- study tips
- text types
- short forms
- punctuation
- signposting
- using a dictionary

All the units in *Reading* have a broadly similar structure and similar features. Below you can find explanations of how these features can be deployed for classroom use.

### ❖ GETTING STARTED

#### **What is it?**

Each unit begins with three or four simple *Getting Started* questions directed at the student. The aim of the questions is to introduce the topic and prepare for the texts which follow.

#### **Suggested implementation:**

1. Direct the questions at the class, personalizing the theme for the students and getting them thinking about the topic – which you can then discuss or brainstorm for vocabulary.
2. Get students to ask the questions of each other.
3. Highlight/clarify key basic vocabulary for the unit.
4. Write the questions on card, cut the sentences up into individual words and have students reassemble them.
5. Write model answers (perhaps your own) on card and get the students to match them with the questions.

### ❖ PARTS (A, B, C)

#### **What are they?**

The units are organized into parts (A, B and sometimes C), each with their own reading text (text chat, web page, newspaper article, sign), and each containing between one and eight exercises.

#### **Suggested implementation (pre-reading):**

Some initial exercises may provide pre-reading tasks such as vocabulary building or identifying the cultural context. If there is no obvious pre-reading activity, you can instigate your own such as predicting the content of the text.

1. Pre-reading tasks often work well as group/pair activities. Get pairs of students to predict the kind of language the text might contain, and feed back to the group with their most likely suggestions. Ask students to guess what the text might be about by just reading one of these elements:
  - the headings or bullet points
  - the topic sentences (first sentence of each paragraph)
  - illustrations, graphs, charts, photographs and captions
  - several key words from the text (which you will have written on board).
2. You might also want to get the students to identify the text type, and ask your students:
  - *Why and how often would you read this type of text?*
  - *Where would you normally see it? What is its normal context?*
  - *What sort of reading style is appropriate in that context: skimming, scanning or reading for detail?*
3. Asking students to read aloud is often discouraged in language teaching; it is often viewed as a skill in itself, and one which does not directly relate to language learning. However, it should be remembered that for some students it may well be a skill that can usefully be employed in their jobs. It also has value (particularly at pre-intermediate level) in getting students to look beyond individual words and see sentence and paragraph structure. At the very least, offering a different presentational approach to the texts will add variety to your lesson.
  - When choosing which texts, if any, to ask students to read aloud, select shorter ones and divide the task across the class.
  - Model new and difficult vocabulary first, and allow silent comprehension reading before asking students to read aloud.
  - Make notes of any pronunciation issues to model and drill later.

***Suggested implementation of the exercises:***

Each part contains between one and eight exercises which are all of the type that students may face in exams at this level (multiple choice, true/false/not given, short answer questions, gap-fill or sentence completion).

1. Some of these exercises will work better as individual activities and some as group activities. The following types of exercises lend themselves well to pairwork or groupwork:
  - inferring
  - distinguishing between facts and opinions
  - paraphrasing
  - discussion questions
  - questions that ask students to consider what happens next

The following types of exercises are more suited to individual work:

- inserting missing sentences into text (which mirrors another common exam task)
  - summarising
  - finding evidence to back up claims made in text
2. The exercises will variously test different reading methods (skimming, scanning for general understanding, and reading for detail). Alert yourself to what is required in each exercise so that you will be able to direct your students appropriately and ensure they employ the reading skills most suited to the text type and question. (See *Appendix 1: How should I read?*)
  3. Make sure that students understand the structure of the exercise before they begin, taking advantage of the examples where they occur.
  4. If students are working individually, allow them time to check their answers with a partner before feeding back to the class.
  5. Speed-reading (skimming and scanning) tasks are often better done individually. Set a strict time limit and make sure that students are aware of it. Allow them time to check their answers with a partner before feeding back to the group.

**❖ FEATURES*****What are they?***

All the units contain highlighted boxes for *Reading tips* (blue) and *Language notes* (green). These serve well as fillers if you have a few spare minutes during the lesson or for providing independent homework ideas. There is also a *My review* section at the end of each unit with a list of can-do statements for the students.

***Suggested implementation:***

1. *Reading tips*: These blue boxes appear at varying points in the unit and contain ideas for improving the students' reading skills, either appropriate to the text type or in a general sense.
  - Get students to find other texts in the book where the reading tip might be successfully employed.
  - Have a discussion about this approach or tip and how useful it would be in students' everyday reading activities.
  - As homework, ask students to find a text where this reading tip might be appropriate and get them to bring the text to the next class.
2. *Language notes*: These green boxes appear at varying points through the unit and contain additional information about language from the unit text.
  - Use these as a starting point for discussion.
  - Elicit further examples of the language identified, or set this task as research homework.
3. *My review*: These can-do statements should be used primarily as a way of checking that the students feel comfortable that they have made progress in the class and can make the statements with confidence. If you like, you can make them the targets of your learning programme, and create a table to record your students' progress. In class, get students to challenge each other about the statements: *Anna, can you understand signs in shop windows? – Yes, I can, I know how to find the till, how to find the departments.*  
Alternatively, you could ask students to talk about which of the can-do skills they think will be most useful for them and why.