Classroom implementation

The *Reading* book develops three key reading skills: skimming, scanning and reading for detail. If you want to provide your students with practice in one particular skill, then use the icons to guide you directly to the relevant exercises and concentrate on these.

Skim

skimming

Scan

scanning

Detail

reading for detail

Below are some ideas for how you can adapt the various sections of each unit for use in the classroom.

> Each time you see this symbol ❖ in the explanations below, it indicates a new section of the unit. These sections are the same in every *Reading* unit, so once you get to know the sections you will quickly be able to create your own lesson plans.

❖ BEFORE YOU START

What is it?

This section presents the unit text – the advert or article or other material on which most of the unit's tasks will be based. It also provides one or more activities to get students started, for example:

- questions to personalize the theme for students and get them thinking about it.
- pre-reading tasks such as predicting or guessing.
- speed-reading tasks such as skimming or scanning activities.

Suggested implementation (pre-reading):

1. Use the personalization activities as warmers to get students engaged in the lesson. Divide them into pairs or small groups to brainstorm the topic.
2. Get students to think about the text type before they read it. Ask questions such as:
   - 'What is this text type?'
   - 'Where would you normally see it?'
   - 'Why would you read this text?'
   - 'In that case, what sort of reading style is appropriate – skimming, scanning or reading for detail?'
   - 'How often do you read this sort of text?'
3. Pre-reading tasks often work well as group activities. Get students to guess or predict in pairs and feed back (if possible) with their most likely suggestion. If there is no guessing or prediction task in the unit, then you could make your own. Ask students to guess what the text might be about by just reading one of the following:

- the headings
- 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 the board).

Suggested implementation of the unit text:

1. Look at the text together as a class before students read it carefully. Get them to identify any features in the text that they could use to help them, for example:
   - charts or graphs
   - photographs or illustrations
   - headings
   - bullet points
2. Ask a number of students to read sections of the text aloud and make note of any pronunciation issues to feed back on later.
3. Ask students to read silently. Set a time limit and make sure that students are aware of it.
4. Speed-reading tasks should be 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.

❖ UNDERSTANDING

What is it?

This section directly follows the unit text and contains one basic comprehension exercise.

Suggested implementation:

1. Highlight that these are types of questions that students of this level are often faced with in exams. Make sure that students know how to answer them:
   - multiple choice
   - true/false/not given
   - short answer questions
2. Get students to answer the questions by themselves but allow them time to check their answers with a partner before feeding back to the class.

❖ PRACTISING YOUR READING SKILLS

What is it?

This section features two or three activities focusing on reading skills that are particularly suited to the text type. Some of these exercises will work better as individual activities and some as group activities.

Suggested implementation:

1. The following types of exercises lend themselves well to pair work or group work:
   - inferring
   - distinguishing between facts and opinions
   - paraphrasing
   - discussion questions
   - questions that ask students to consider what happens next
2. The following types of exercises are more suited to individual work with time allowed for students to check answers with a partner afterwards:
   - inserting missing sentences into text (which mirrors another common exam task)
   - summarising
   - finding evidence to back up claims made in text

❖ LANGUAGE FOCUS

What is it?

This section features a couple of exercises based on lexical or grammatical items from the text. These sorts of activities work equally well as individual and group activities.

Suggested implementation:

1. Model and drill pronunciation of any new language. Provide feedback if possible.
2. Provide extra practice of the target language if you think your students need it.
3. If you run out of time in the lesson, these exercises work well as homework.
4. Extend the activities if you have a particularly strong group of students:
   - Brainstorm around the lexical topic to find other related vocabulary.
   - Get students to write their own sentences using the target language.

- Get students to write their own gap-fill activities using the target language, then give them to a partner to complete.

❖ ACTIVE READING

What is it?

These boxes come at the end of every unit and contain hints and tips for improving reading skills.

Suggested implementation:

1. Use these as a starting point for discussion about this reading approach – get students to find other texts in the book where the reading tip might be appropriate and use as practice.
2. Homework activity: ask students to find a text where this reading tip might be appropriate. Ask them to bring the text to the next class and feed back about how the reading tip helped them.
3. These serve well as fillers if you have a few spare minutes during the lesson.

❖ LANGUAGE NOTE

What is it?

These green boxes appear at varying points through the unit and contain additional information about language from the unit text.

Suggested implementation:

1. Use these as a starting point for discussion about the language point.
2. Homework activity: get students to find further examples of this particular language point.
3. These serve well as fillers if you have a few spare minutes during the lesson.