Classroom implementation

The aim of *Reading* is to give students access to a wide range of different text types. As many of the texts in this book are authentic, students will gain real insight into how vocabulary, style, tone and even grammar change in different texts. Students will have further practice in the reading skills of skimming, scanning and reading for detail, and they will begin to gain an understanding of how to make inferences from texts.

Attention is also paid to vocabulary, and students will practise the useful skill of deducing meaning from context. Other vocabulary skills covered in the book include: recognizing formal and informal vocabulary; recognizing how the choice of vocabulary affects the tone of a text; separating facts from conjecture, and how texts convey humour, sarcasm, poetic and emotive language.

Special attention is given to phrasal verbs and idioms, and students can refer to a glossary at the back of the book to clarify what these mean in the context they are used. Sentence examples in the glossary are taken from the Collins COBUILD Corpus.

The book contains twenty units, divided into five sections, each with four units. The last unit of each section is longer, allowing students to get experience of reading extended texts. The five sections are:

1. *Correspondence*
2. *Products and service information*
3. *Travel information*
4. *Factual information*
5. *Reading for pleasure*

The units in *Reading* have a broadly similar structure. Below are some suggestions as to how each of the unit features can be best used in the classroom.

❖ GETTING STARTED

What is it?

Each unit begins with some simple *Getting started* questions directed at the student. The aim of these is to involve the student personally in the topic and to prepare them for the texts that follow.

Suggested implementation:

1. Give students a minute to think about their responses before giving them the chance to share their answers in pairs or small groups.
2. After discussing in groups, students can think of two or three more questions that follow on naturally from the initial questions. Students can change groups and ask / answer both the original questions and the new questions.

3. Ask one student in the class one of the questions. Then tell that student to ask a question to any other student in the class. You can use this opportunity to check grammar or pronunciation, or suggest better ways to get an idea across.
4. You could even invite students to answer the questions in a way that is completely untrue!

❖ PARTS A AND B

What are they?

The units are organized into two parts, *A* and *B*. In most units each part concentrates on a separate text. Often, *Part A* presents several shorter texts, while *Part B* presents a longer text. Each part contains exercises to aid understanding.

Suggested implementation:

The exercises provided in the book are enough to form a full lesson. Additionally, extension ideas and further teacher guidance are provided for units 1–3 in the 'Unit lesson plan' documents.

❖ LANGUAGE NOTES

What are they?

These green boxes (e.g. page 9) contain additional information about language from the unit text.

Suggested implementation:

You can:
- use these as a starting point for discussion.
- elicit further examples of the language identified
- link to exercises in a grammar book which practise the grammar point

❖ READING TIPS

What are they?

These boxes (e.g. page 13) only appear in some units. They contain ideas for improving your students' reading skills, either appropriate to the text type or in a general sense.

Suggested implementation:

The *Reading tips* will probably not take up a lot of class time. However, if you want to concentrate on a particular tip, you can:
- get students to find other texts in the book where the reading tip might be successfully employed.

- discuss how / where / when this information may be useful, and to what extent students could utilize it in their everyday reading activities.

❖ NEXT STEPS

What is it?

This box, which comes at the end of every unit, gives ideas for further reading activities that students can do, related to the content of the unit.

Suggested implementation:

If you have computers on your premises, many of these exercises can be done using them. This will give you a chance to look at students' Internet search skills. You can refer them to the appendix of the book for advice if they are finding this problematic.

Next steps can also be given as a homework task. You can ask students to feed back what they have found out in the form of:

- a brief chat to a partner about their findings
- a formal presentation
- a poster
- a short paragraph
- a longer article, review or essay

❖ PLANNING A LESSON

It is recommended with reading texts that you do a pre-reading task, several while-reading tasks and then finish with some post-reading analysis. Here are some ideas for each of these:

Pre-reading

Prediction exercises are always useful as they prepare the student for the material to be read, often making the text easier to digest, even if students do not predict correctly. *The Getting started* questions are often an ideal pre-reading task. Other suggested activities are as follows:

Prediction activities

Prediction activities can cover structure, content, style and level of formality.

1. Ask students to look at the pictures and the layout of the text. Ask students to predict:
   - what sort of text it is
   - where they would see a text like this
   - what information they expect to see within the text
   - whether the language will be formal or informal.
2. If the text has a title, ask students to read it and brainstorm the topics they expect the text to include. Ask students to read the topic sentences (the first sentence in each paragraph – see page 102 for further information) and amend their ideas.

Vocabulary activities

Pre-reading vocabulary activities can help students understand a text better at the first reading.

1. Scan the text for vocabulary that you think your students will find challenging. Focus on vocabulary related to the topic, and key vocabulary. Do not pull out every word, otherwise students will not have the opportunity to practise deducing meaning from context. Pre-teach the vocabulary, or give students time to look up meanings themselves.
2. Ask students to skim-read the text and highlight key vocabulary themselves. Advise them to look out for:
   - words already in bold (this will either be because the author plans to study this word, or because the original writer of the article wants the reader to notice this word)
   - vocabulary that is often repeated – such vocabulary is more likely to be central to the text
   - vocabulary connected to the topic of the text.

Students can compare their vocabulary with a partner, and organize it by creating a Mind Map.

3. Check pronunciation as well as meaning.

While reading

There are a number of exercises in the unit related to each text. Each exercise will encourage students to read the text in a different way: skimming, scanning or reading a section of the text in 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 most suitable reading skills for the question.

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:

- comprehension questions
- gapfills and matching exercises
- inserting missing sentences into text
- summarizing

Where students are working on an exercise individually, allow them time to check their answers with a partner before feeding back to the class. Put students in pairs or groups with similar reading speeds. That way, one student does not have to wait excessively for his / her partner to finish. Faster students can get on with some of the post-reading tasks below while waiting for slower students.

Post-reading

The *Next steps* box at the end of each unit offers useful post-reading tasks. Additionally, the following tasks can be used in classes when:

- you have time to fill before the end of a lesson
- faster students are waiting for slower readers to complete the exercises
- you need to set a homework task.

Each of these will employ a different reading technique.

1. Ask students to read aloud sections of the text. They can focus on one or several of the following:
   - Sentence stress – Students focus on emphasizing stressed words and skimming over less important words such as articles and auxiliaries. They should aim to produce rhythmic speech, rather than sounds of equal length
   - Word stress – Particularly useful for texts with long words, students focus on the correct stress and pronunciation of longer words
   - Intonation – Students focus on the way the voice rises and falls when reading
   - Clarity – Students focus on making individual sounds correctly. To do this, students could take turns dictating sentences to each other.

2. Ask students to create further questions for other students to answer. These can include:
   - Comprehension questions – open answer or multiple choice
   - Matching questions – for example, matching vocabulary to its meaning
   - Gapfills – these can be information based or vocabulary based
   - Discussion questions – questions inspired by the text that fellow students can discuss.

3. Tell students to note down useful vocabulary. With this vocabulary, students can:
   - organize it into a Mind Map
   - write the words on scraps of paper and test each other on meaning
   - use the words in sentences of their own.

4. Ask students to write a text inspired by the text they have read. You can leave students to decide what to write, or come up with a suitable task yourself. Encourage students to pick out phrases from the text that they can use in their writing.