

Teaching reading



A reading lesson

Our learners need to read different types of texts. Use this activity with a story, a coursebook text, a magazine article or newspaper story.

- Write the title of a text on the board. Ask learners where the text is from (a book, magazine, newspaper?).
- Learners think of as many words as possible connected with the title. Write the words on the board.
- Learners read the text quickly in silence. Can they find any of the words from the list on the board? Invite learners to the board to cross off the words they found.
- Learners read the text again and, in pairs, make a note of any names, numbers, and dates they see. Set a five-minute time limit. Ask a volunteer to list the names, etc. on the board.
- Cover the text. In pairs, learners try to remember what the names, numbers and dates refer to, then look at the text to check.

Running dictation

This lively activity uses texts to practise reading, speaking, listening and writing.

- Choose a short text. Put several copies of the text up around the walls of the classroom (or even the school building).
- Put the learners in pairs.
- The aim is for one of the learners in each team to walk (or run!) to read the text on the wall. They memorise some of the text (three or four words), return to their partner and dictate what they remember. Their partner writes the text.
- Learners swap roles when the teacher shouts 'Change!' Over several turns they build the whole text.
- The winner is the team that finishes first.
- Learners compare their writing with the text and make any corrections.
- Use the text for the next part of the lesson; for example, questions about the text, a discussion.

Words in a text

This activity helps learners to understand new vocabulary in a text.

- Each learner chooses five new words from a text that they have just read.
- In pairs, learners compare their five words. Can they explain or translate any of their partner's words? Then they choose five words from their combined list of ten.
- Pairs join to make groups of four. Learners compare words and translate or explain if possible, as before. Again they choose five words from their combined list of ten.
- Each group writes their five words on the board.
- Learners explain any of the words they know to the class; the teacher can explain any that are left.

The Teacher

The magazine for teachers everywhere

THIS WEEK'S HOT TOPIC

ANY BOARD CAN BE A SMART BOARD!

Hi, We wanted to interview you for The Teacher because people keep telling me what you use the board for in classes.

Maria: Ha, ha! My board work is usual things really; I put up a menu for the day so they know what they'll be doing. I try to stay organised about recording new language on it because I know they copy it down from there.

demonstrating activities that they're going to do in pairs or groups. I find it really helps for that. I mean, imagine I want them to do a survey, then I draw the paper they are going to fill in up on the board, bring a couple of students out in front of the class, and they do the activity in front of everyone. That really helps them understand what to do.

Q: They've told me you let your students write a lot on the board in general. What do they do?

