

Lesson plan

Reading

Topic

Books and reading

Aims

- To learn vocabulary related to reading and books
- To practise speaking about reading habits and complete a questionnaire, and develop discussion skills
- To develop speed reading skills with a reading race
- To develop reading for comprehension skills
- To design a library of the future

Age group

12 - adult

Level

B1 – B2

Time

60 – 90 minutes

Materials

1. Reading Student worksheet
2. Internet links: <http://www.teachingenglish.org.uk/britlit> - British Council Brit Lit site with a wealth of reading resources and activities
http://www.literacytrust.org.uk/sitemap_overview - The National Literacy Trust site
<http://www.teenreads.com/features/cool-new> - Website offering recommendations for teenage

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<http://news.bbc.co.uk/1/hi/education/4548226.stm> - BBC article about teenagers lacking reading stamina!

<http://www.teachingenglish.org.uk/article/teenagers-literature-> Article about teenagers and literature.

Introduction

This lesson is based around the topic of reading. Whether your students love it or hate it, the topic of reading will usually get them talking and expressing their opinions one way or the other. With any luck you'll have some keen readers in your class who will enjoy the opportunity to talk about their favourite books and you never know, they may even encourage the non-readers to pick up a book. The lesson starts with a simple vocabulary brainstorm, Task 1 is a mini questionnaire about reading for students to do in pairs. Students will then do a reading race and Task 2 is a reading activity for higher levels. The students will then take part in a discussion about reading, using some statements as prompts, and Task 3 is a creative group task where students design a library of the future.

If you want to take the topic of reading a step or two further and study some short stories or poems with your students there are some really excellent materials available on the British Council's BritLit site, which is currently sharing the home of the Teaching English website. You'll find a wealth of fantastic materials all ready to print off and use. The link is:

<http://www.teachingenglish.org.uk/download/britlit/britlit.shtml>

If you like you could tie this lesson into World Book Day which is celebrated in early March each year. Your country may also have other local events to encourage reading amongst young people, so keep your eyes open for local events or festivals connected to books and reading and you could use this lesson at an appropriate time.

Procedure

1. Introduce the topic – Book vocabulary	<p>Draw a book on the board. Invite students to offer words they think of when they look at the book. Try to elicit the vocabulary you'll need for the following activities such as the different genres of science fiction, adventure, romance, detective, biographies, magazines, author, library. Drill pronunciation of new vocabulary and make sure students note down any new words / phrases.</p>
2. Task 1– Bookworm questionnaire	<p>Start by asking your students to guess the meaning of the word 'bookworm' and ask if they have a similar word in their language. Then give students a copy each of the questionnaire and put them into pairs. If necessary, go through the questions together to check understanding and pronunciation. Then the pairs can do the questionnaires on one another. When they finish they should complete the sentence at the bottom – e.g. <i>"I think my partner isn't a bookworm because he doesn't like reading and has only read one book in the last six months!"</i>.</p>

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3. Reading race	<p>Choose a paragraph of text that is suitable for the level you're teaching. It could be from their course book, but preferably take it from a real book or newspaper article. If your students are lower level take a paragraph from a graded reader that is appropriate for the age and level of your students, so they won't find it too difficult. Make enough photocopies of the text so each pair of students will have one each and stick the texts up around the classroom walls. Put students into pairs and decide who is going to be the 'reader' and who is going to be the 'writer' (Students can change roles half way through.) Writers will need paper and a pen. When you are ready shout 'go' for the 'readers' – they should walk to the text, read the first line or two, remember it, go back to their partner and dictate it to their partner who should write it down. Depending on the length of the text the 'readers' will have to make several or many visits to the text.</p> <p>If you prefer, each pair could have a different section of the same text which, when put together at the end the whole group can make into a whole text. Use the texts that students reproduce as an introduction to a book you like or a short story. For younger learners there are lots of stories available on the British Council's LearnEnglish Kids website. For teens you could use a text from the BRITLIT materials.</p> <p>Here are the links:</p> <p>http://www.britishcouncil.org/kids-stories.htm</p> <p>http://www.teachingenglish.org.uk/download/britlit/britlit.shtml</p>
4. Task 2 – Chick Lit and Lad Lit! Reading	<p>This is a reading task for higher levels, about the trend in the UK of 'chick lit' and 'lad lit' novels. Give students time to read the text and work through the vocabulary. Then look at the questions that follow as a starting point for class discussion.</p>
5. Class discussion	<p>Copy one set of discussion statements for the class and cut them up into strips. If you have a very large class you may need two or three sets. Put students into groups of three or four. Give each group just one discussion statement. Tell the groups they have two minutes to discuss the statement. If necessary spend time beforehand revising language to agree or disagree and write it on the board. At two minute intervals get the groups to pass their statement to the next group so every two minutes the statements rotate and each group gets a new one.</p> <p>As students discuss the statements, go around the class and monitor, feeding in new language where necessary and correcting mistakes when appropriate. If you don't want to correct on the spot, make a note of the most common mistakes you hear and deal with them later in a correct slot. For more about error correction during free speaking practice check out this tip from the website:</p> <p>http://www.teachingenglish.org.uk/language-assistant/teaching-tips/error-correction</p>
6. Task 3 - Libraries of the Future	<p>Ask students about the libraries they know, whether their school library or local libraries in your town/ city. What do students think of them? Do they ever go to the library? Why / why not? You could go through some of the questions in task 3 together as a whole group, or put students into small groups to discuss the questions together. When they</p>

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have finished the groups should begin to design the library. Each group will need a large piece of paper. They can design the layout of the library and explain what happens in each area. Encourage students to use their imaginations and really think about what type of library they'd like to see in the future. Optionally, they could present their libraries to the rest of the class.

Contributed by

Jo Budden