



Approaches to Teaching Reading

A. Reading for learning supports language growth

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Intensive Reading

Grammar Translation

Comprehension Questions & Language Analysis

B. Reading for pleasure supports fluency

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Extensive Reading

Reading for pleasure

Extensive reading involves students reading a lot of easy, interesting books that they select themselves.

Intensive Reading

- 100% understanding
- Limited reading
- Difficult texts
- Word-for-word reading
- Use dictionaries

Extensive Reading

- Overall understanding
- Reading a lot
- Easy texts
- Fluent reading
- Ignore unknown words

Types of classroom reading activities

- 1) **pre-reading phase**
 - motivates learners by giving them a purpose of reading
 - pre-teaches necessary vocabulary (by illustration, synonyms ..)
 - removes frustration and uncertainty
 - introduces background information that helps to understand the text better

Possible examples of the pre-reading exercises are:

Look at the pictures. What can you see?

Look at the pictures. What do you think is the text about?

Read the title of the article. What do you think is the text about?

Read the title and guess what key words could appear in the text?

Make a list of the words you know about

Ask the questions you expect to find the answers for in the text

- 2) **while-reading phase**
 - helps learners to keep their interest and focus
 - helps readers to keep their attention

Possible examples of the while-reading exercises are:

Provide the titles for the paragraphs

Summarize the content in a sentence or two

Guess or suggest what might happen next in the text

Answer the questions you composed before reading of the text

Fill in the gaps in the text

Compare the differences and similarities

Correct the mistakes in the text

Arrange the paragraphs

Ask questions about what you've just read

- 3) **post-reading phase**
 - gives students the sense of purposeful work
 - encourages speaking about what they read

Possible examples of the post-reading exercises are:

Responding in oral or written way

Re-presentation of content (pictures, colouring, mind map, list)

ACTIVITIES

READ and CORRECT

I cnduo't bvlieie taht I culod aulaclyt uesdtannrd waht I was rdnaieg. Unisg the icndebliire pweor of the hmuan mnid, it dseno't mtttaer in waht oderr the lterets in a wrod are, the olny irpoamtnt tihng is taht the frsit and lsat ltteer are in the rhgit pclae. The rset can be a taotl mses and you can sitll raed it whoutit a pboerlm. Tihs is bucseae the huamn mnid deos not raed ervey ltteer by istlef, but the wrod as a wlohe. Aaznmig, huh? Yaeh and I awlyas tghhuot slelinpg was ipmorantt!

READ and CORRECT

I couldn't believe that I could actually understand what I was reading. Using the incredible power of the human mind, it doesn't matter in what order the letters in a word are, the only important thing is that the first and last letter are in the right place. The rest can be total mess and you can still read it without a problem. This is because the human mind does not read every letter by itself, but the word as a whole. Amazing, huh? Yeah and I always thought spelling was important!

Ice-breaker

Summer holiday experiences: **2 Truths and 1 Lie**

- Each student shares 3 facts about themselves – e.g. from summer holiday. Two are truths and one is a lie. The others in the group try to guess which facts are the truths, and which is the lie.
- pairwork or group work

**Brainstorming** activities:

- A, orally
- B, on the board
- C, bingo game: **5 things ...**

Choose the topic / category you want to revise (food, parts of body, zoo animals, countries)

Write down YOUR (Teacher's) 5 words from the topic

Divide the students into teams of three or four and give each team a piece of paper. Explain that you are going to call out a category and that the aim of the game is for the teams to write down five answers that match the five answers you have written down.

Call out a category, e.g. 'Five things that are made of leather'. The students then brainstorm and write down five answers. When all the teams have five answers, have them swap papers for marking. You then call out your five answers. For each matching answer, teams score one point. Play several rounds. The team with the most points at the end of the game is the winner.



It's your turn: Write down 5 things I don't eat

Speaking activity: 1 – 2 – 3

Try to speak 1 minute about:

- the chosen topic (holiday, school subject, Xmas, your friend)
- the given picture (describe it / tell the story)
- list a set of words related to the topic (for younger children)

speaking / writing: Picture envelope game

- Put students into groups of 3-4
- Prepare 1 envelope for each group
- Stick a picture on the envelope
- Put 5 nouns and 5 verbs related into the envelope
- Ask students to guess all the words in the envelope
- Time limit: 2 minutes
- Check the words from the envelope
- Write the story using the words and the picture

Memory game: 20 objects

Put 20 objects / wordcards on the desk and after the minute hide them / cover them with a tablecloth.

Students have to jot down as many words as they remember.

Revising and learning vocabulary: Smiley game

- Write as many words as you want to revise on a (small) sheet of paper
- Each word is written separately in English on one side and Slovak on the other side
- Read the words in English and put it in the correct group + or – smiley
- Then go through the words from – smiley group and repeat the action
- You should have all / most of the words in + smiley group at the end of activity
- Then do the same with Slovak side of the sheet
- Students can swap their sets of wordcars

