



Take a text

30 activities from podcastsineenglish.com to go with your course book readings

Unit 4 Hopes & Fears

Reading and Listening

1 Look at the pictures and read about four language students in London.

2 Listen to three of the students and answer these questions. Write the names of the students in the table with the correct number.

Four students at the International School of English, London

I'm Chun Hei. I'm a student from Seoul in Korea. I'm not married.

My name's Elisaveta. I'm a student from Sofia in Bulgaria. I'm not married.

I'm Carola from Brazil. I'm a teacher in Rio de Janeiro. I'm married.

My name's Adriana. I'm a doctor from Milan, Italy. I'm married.

Useful phrases

- It's possible.
- I don't think ...
- Maybe ...
- I'm sure ... won't ...
- I'm sure ... will ...
- I hope not.

Reading

1 Which novels do students in your country usually have to read at school? Did you read them?

2 Look at the titles below of three famous books that students in many English-speaking countries often study. Do you know any of these books?

3 Read and listen to the summaries and tick (✓) the features they have in common.

- a The story happens in the future.
- b The government controls everything.
- c The story happens in England.
- d People are happy.

4 Read the summaries again and decide if the sentences refer to 1984, *Brave New World* (BNW) or *A Handmaid's Tale* (HT).

- 1 Women won't be able to have children.
- 2 There'll be only three countries in the world.
- 3 There won't have wars.
- 4 Babies will be born in factories.
- 5 The government will control people's thoughts.
- 6 Love will be a crime.
- 7 People won't get sick from disease.

5 Look at the sentences in exercise 4. Do you think these things will happen in the future? Tell a partner.

Things will get worse ... Famous dystopias in literature

Nineteen Eighty-Four

The novel is set in the future, but it is the year 1984. Winston Smith lives in London, part of the world of Oceania. There are three countries in the world: Oceania, Eurasia and Eastasia. Big Brother is the leader of Oceania. The government controls everything, even people's thoughts. Winston works for the government, but he is getting tired of his boring life. He meets Julia, another worker, and they fall in love – a crime in Oceania. The government discovers their secret, and Winston and Julia must go to the Ministry of Love, a centre for enemies of Big Brother.

Brave New World

London, 500 years in the future. People don't know are the rulers of the world. People don't know war, poverty, disease or pain. They enjoy leisure time, sports and passions, but they are not free. The controllers create babies in factories. Adults are divided into five social classes, from the intelligent alpha to the wild work or spawns. When a man from a wild area of the world gets to London, he criticises the society. In the end, he has to choose between joining them or dying.

A Handmaid's Tale

In the future a revolution replaces the government of the United States with the totalitarian Republic of Gilead. Because of pollution and nuclear accidents, many women are infertile. New laws create the job of handmaid, a woman who can have babies for rich families. This is the story of Offred, a handmaid. Offred works for Fred, a commander, and his family she wishes. If she can get away and learn about an underground resistance from another handmaid, but these last touch time. If Offred doesn't get pregnant soon she knows they will send her to the dangerous colonies.

Unit 4 Fears

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Note: when the instruction says 'OHT' this means an overhead transparency. You can of course use the interactive whiteboard if you have access to one.

BEFORE OPENING THE COURSE BOOK (pre reading)



1 Mutual dictation

What it practises

All four skills, pronunciation, punctuation, spelling and text cohesion and coherence.

Uses

Listening to isolated words or phrases from a text encourages students to concentrate on the detail. Group discussion helps to find the overall meaning. Grammatical features, (for example the present continuous) or new vocabulary can be clarified through context.

Before the class

The text needs to be re-written to make 8 - 10 phrases, each one to be on a separate strip of paper. Lower levels should have about 4 - 6 words a phrase; higher levels can have more. The phrases should not be full sentences. For lower levels you may be able to use the whole text or the start of a text (eg Global beginner *Eating in, Cuban style* unit 8). The example below shows how the text can be broken up into phrases, but it's possible to put back together again.

✂

A paladar is a Cuban	rice, meat, vegetables and
restaurant. It's a restaurant	fruit. The restaurant is a
but it's in a family home. The	family business and the
family cooks Cuban food:	money goes to the family.

Photocopy enough so that groups of 3 or 4 students have one set each. Cut the text into strips. Mix the strips up so that the text is no longer in the correct order.

In class

Put the students in groups of 3 or 4. Tell them to write the numbers 1 to 8 down the left hand side of a blank page. For this text students also need to know how to say capital letter, comma, full stop, colon and apostrophe. Distribute the mixed up strips of text face down in a pile so that each group has one full (but muddled) text.

One student in a group picks up the first strip and reads it out aloud *without showing the words*. The other students have to write down what they hear next to the first number. They should also pay attention to punctuation. If one student doesn't

understand the reader has to repeat clearly, or if necessary, spell the word. *The reader must also write the words down.* The second student picks up the next strip and does the same. Students work independently of the teacher.



This first task is finished when all the students in the group have the 8 phrases written down beside the 8 numbers. It may look like this:

- 1 family business and the
- 2 but it's in a family home. The
- 3 rice, meat, vegetables and
- 4 restaurant. It's a restaurant
- 5 money goes to the family.
- 6 family cooks Cuban food:
- 7 A paladar is a Cuban
- 8 fruit. The restaurant is a

Take the strips away and ask students to quickly check they have the same words – they can look at what they have each written.

The second task is to get the students to put the phrases in their correct order (which is why there should not be more than 10 lines, it would be too difficult). Elicit which is the first line (*A paladar is a Cuban*) and let them work out the order. Again students work unhelped, just give a few hints if they get stuck.

Finally, when most groups of students have finished, they can open their course books and self-check. Students, especially at lower levels, feel pleased when they have got it correct.

Top tip

If you can, photocopy the text on different coloured paper. It's very easy then to separate the different texts for each group, you just give one group all the blue strips for example.

As with most tasks do an example first. Choose one student in a group to pick up the first strip and read it out to the others. Everyone should see that it may be repeated a few times, and that the reader also writes the phrase down.

2 Running dictation



What it practises

All four skills, pronunciation, punctuation, and spelling.

Uses

This activity gets students moving and, because students always see it as a race, it also encourages them to read and write quickly.

Before the class


As the students have to read and dictate the whole text it's important that it's not too long. Cut the text up so that it makes around 6 separate sections (for lower levels one sentence per section). These are stuck up around the classroom or in the corridor so students can't read them when they're sitting down. The sentences can either be put up in order or mixed up. If mixed up the students can try re-ordering as the previous task.

In class

Put students into pairs. There is one secretary and one runner. The runner goes up to a sentence, reads it, and tries to remember as much as possible. They then run back to their partner and dictate the words. They may have to return to the same sentence a few times if they can't remember it all in one go. The runner must resist temptation to write anything down themselves; the secretary has to listen carefully. The runner can spell any words if necessary – but they are not allowed to shout across the classroom! They then swap roles and do another sentence.

Once all the text is written down get the quicker students to check the grammar and spelling until everyone has finished. Then they can all open their course books and self-check.

The example below comes from Reward Elementary Unit 18 *I was born in England*.



He was born in Wallsend, England in 1952, and lived there for over 20 years.
As a child he learned to play the piano and guitar.
He worked as a teacher in Newcastle.
In 1978 he decided to create the group The Police.
The Police played together until 1984.
The he started to sing on his own and received awards for several songs.

3 Shouting dictation



What it practises

All four skills, pronunciation, punctuation, and spelling.

Uses

It's a fun way of practicing all four skills.

Before the class

Cut the text up into three equal parts. Or use three short separate texts.

In class

Divide the students into three groups and separate them as much as possible. (Bigger classes can have more groups of course). Each student should have a piece of paper and pencil. Then choose a fairly confident speaker from each group and get them to stand as far away as possible from their group but facing them. The speaker is then given one of the three parts of the text. All three speakers have to shout their text to their own group at the same time. This can get quite noisy! When they have finished swap the texts and the speaker/shouter continues until they have shouted out all three parts. Take in the texts. Speakers then join their groups and, if possible, check that they have written everything down correctly. Again, depending on the texts, the students can put the sentences in their correct order.

Finally when most groups of students have finished, they can open their course books and self-check.

The following example comes from Reward Elementary *Hamlet was written by Shakespeare* lesson 38. Longer texts are more suitable of course for higher levels, but don't make the task too long.

Apple make computers.

Lemons grow on trees.

Gustav Eiffel built the
Eiffel Tower.

Marconi invented the
radio.

Beethoven composed the
Moonlight Sonata.

Leonardo da Vinci painted
the Mona Lisa.

Shakespeare wrote
Hamlet.

Fleming discovered
penicillin.

The Beatles sang Yellow
Submarine.

4 Gap dictation



What it practises

All four skills, pronunciation, punctuation, and spelling.

Uses

Good for revising vocabulary (for example clothes, the time) from a previous lesson or introducing a grammar point (for example articles, third person -s). Students often remember words / phrases better having done this kind of activity.

Before the class

Re-write the text so that there are two different versions. Text A has half the words and text B the other half. The following example comes from Global beginner unit 6 review:

A Jamie ____ a ____ in ____ Zealand. ____ works ____ a ____ farm ____ his ____ starts ____ early.

B ____ is ____ farmer ____ New ____ . He ____ on ____ sheep ____ and ____ day ____ very ____ .

So that all students aren't reading the same text do at least one other text, or a different part of the same text.

In class

Give one student text A, another text B, and so forth. Rearrange the class so that partners are sitting far apart and near students with a different text if possible. When ready all students start reading out their texts alternating the words and writing down the missing words in the gaps. Make sure that students are taking it in turns and one student isn't just reading out their part only.

Make it a race and see which couple can finish first. When all done students sit back in their pairs and check the words are written correctly. They can then re-read the text in the course book and do the activities that go with it.

Top tip

You can ask higher level students to look at their individual texts and guess the missing words on their own first. They then listen and see if they were correct. This is a good way of practising collocations.

5 Dictogloss



What it practises

Listening for gist.

Uses

Introduces a topic, introduces grammar points (present perfect), functions (expressions for giving advice) or vocabulary.

Before class

Make an OHT of the text you'll read out.

In class

Students listen only as you read a paragraph at normal speed. The second time you ask them to note down the key words needed to understand the main ideas of the text, not to write sentences. Students compare the notes with each other.

Tell them that these notes will be used to reconstruct the text but it is not important that it is the same as yours, only that the general idea is the same. Read it a third and final time; students can again make *notes*.

Students then work in pairs or threes to make a single text using all their notes. When done they team up with another pair/threesome and compare texts. They can then make any final amendments to their text.

When most groups have finished put up the text and get students to *compare* what they have written with the original. What they have written can well be different; the important thing is that the idea is the same.

At lower levels you can slightly exaggerate the stress on important words so long as you still read at normal speed. Although daunted at first elementary students gain confidence that they have reconstructed a text without having understood every word.

6 Stop the reader



What it practises

Listening, speaking and making predictions.

Uses

A novel way to get students speculating on the subject of a text. It also really motivates the students to read.

In class

Tell the students you are going to *silently* 'read out' a text. They can stop you a maximum of five times and you will then say aloud the part you have got to. This may be a word or short phrase. You can 'read' it a number of times until five words or phrases are heard and also boarded.

Then get the students in small groups to try and guess what the text is going to be about. They then open their course books and read to see if they were correct.

Variation

Choose 5 short phrases from the text that are thematically linked. Mix in another 5 which have no connection. Board all 10 and

- a get students to decide which phrases group together, and then
- b to consider what the text could be about.

7 Reading race



What it practises

All four skills and reading for specific information (scanning).

Uses

Fun reading practice; especially good for exam students who need scanning practice.

Teachers often have to give a mark for a student's reading ability at the end of a course. This activity highlights which students have more difficulties than others.

Before the class

Divide the text up into logical chunks, which may well be the original paragraphs. Put them up around the classroom or out in the corridor.

In class

Put students into pairs (or threes) and give them a list of questions. If you're going to practice scanning for specific information then wh- questions are good (What time did the party start? Who refused to drink?). Give the students time to read and understand the questions. If it's a topic the students may know something about they can speculate on the answers first. Then one student from each group runs outside to find the answer. They then return and tell the partner which question they have found the answer to and their partner writes it down. After half the questions have been answered roles are reversed.

Variation

For exam students you can have some paragraphs which don't have any of the information required so that students learn to quickly dismiss the irrelevant parts of a text.

This can also be used to match headings with paragraphs, students given the headings and the texts on the wall.

Different types of information can be sought too. Football schedules from the World Cup, for example, can be used to find out when a particular team is playing and against who. Timetables to find out when a train is leaving...

8 Comparing listening to reading



What it practises

Listening and reading for detail.

Uses

Provides reason for reading a story in a course book, especially if you think the students won't necessarily be interested in the topic.

In class

Settle the students and tell them you're going to tell them a story. Use the course book story but change certain facts, some obvious ones and some more subtle. Students just listen to you for the first task. For the second task they get together in pairs and come up with some questions they might have about your story. Answer these as you can, making up anything that you need to.

Students are then told to read the real story in their course books and to spot any differences between your account and the book's.

9 Who says that?



What it practises

Reading to confirm predictions.

Uses

For a text with dialogue students can start to get involved in the characters, and speculate on the story.

Before the class

Take out some (or all) of the conversation from a text; this should be in the same order as in the text. You can write the conversation on the board or make an OHT.

In class

Students read the quotes and decide

- a what the conversation / story is about
- b how many people are talking
- c what kind of people there are and the relationship between them
- d how the remarks are spoken: angrily, quietly...

They then read the text in full – were they correct? Any surprises?

In this example the spoken sentences are taken from Inside Out pre-intermediate unit 13 *Billy Elliot*. Students are told that it's one young person talking. Can the students guess if it's a boy or a girl, who the person is talking to, and what the problem is?

So what's wrong with ballet?

It's perfectly normal.

What lads do wrestling?

I don't know what you mean.

10 Make a quiz



What it practises

Speaking and reading for specific information.

Uses

Provides a reason for reading and a way to personalise the information.

Before the class

Dictate some questions that students have to discuss together before they read the text. The following examples are for the reading on endangered animals from Reward Intermediate Unit 22 *Wild and beautiful*.

With a partner try and answer the following questions:

- 1 Where do tigers live in the wild?
- 2 Is the tiger in danger of extinction?
- 3 Why do people hunt tigers?
- 4 Where do elephants live in the wild?
- 5 Is the elephant in danger of extinction?
- 6 Why do people hunt elephants?
- 7 Grey whales living near California and Mexico are now worth more alive than dead. Why do you think that is?
- 8 "Take only pictures, leave only footprints" – who do you think this message is aimed at?
- 9 Are there any national parks in your country?
- 10 Are there any animals in danger of extinction? Why / why not?

Students then read to find the answers with an open feedback discussion on any endangered species in the students' home countries.

11 True or false?



What it practises

Reading for specific information.

Uses

Predicting content and raising interest in a subject which students may not have much knowledge about. Amelia Earhart, for example, is not as well known as perhaps she should be (perhaps because she was a woman??!) so brainstorming what students already know about her, or may like to know, could well fall flat. This task can motivate students about a person they know nothing or little about, and make them more interested in the reading as a result.

Before the class

Read the text and choose some controversial or surprising sentences and add a few of your own which are not from the text.

This example is from the *Lost in the Pacific* reading about Amelia Earhart, these sentences may be chosen:

- 1 In 1928 she became the first woman to fly across the Atlantic.
- 2 She became the first person to fly across the USA from coast to coast.
- 3 She became a fashion model.
- 4 Her family and husband were very supportive of her.
- 5 In 1937 she crashed into the Pacific.
- 6 She continued flying until she was 85 years old.

In class

Tell the students that they will read about a woman called Amelia Earhart. Either have the sentences already boarded or use an OHT. Students work in pairs or threes and discuss the sentences, deciding which ones could be true and which ones false.

They then read the text and confirm their predictions.

12 Spot the differences



What it practises

Listening and reading for specific information.

Uses

To provide a reason for reading.

Before the class

Re-write the text but make five or so mistakes.

In class

Read the text a few times for students to absorb the information before getting them to open their course books to spot the differences. For example the text from Global beginner unit 6 *A day in my life* can be changed like this:

Linda works in an office in **London**, England. She has breakfast with her **mother** and children at seven thirty and goes to work at eight **thirty**. She starts work at nine o'clock. She has lunch at twelve **fifteen**. She finishes work at three thirty and then she goes to her children's school. After that they go home – at about **five** thirty. They have dinner at six o'clock. Linda and her **mother** got to be at **twelve o'clock**.

Variation

Ask students to read and listen at the same time, can they hear the differences?

Students can also do this themselves ie they make some changes and then read the changed text out to a partner.

13 Jumbled sentences



What it practises

Syntax

Uses

Elementary students are often asked to do this but it's also good for higher levels especially those who have difficulties with word order when writing.

Before the class

Re-write the first few paragraphs of a text with the words jumbled up. You can board this or use an OHT.

In class

Students rearrange the words to make sentences, they then check with their work books. This can be done with, for example, 1 Reward Starter Unit 15 *Stand up!* or 2 Reward Intermediate Unit 37 *You should have been here last week:*

1

The Students' Charter

speach Don't English
in read Don't class
under your chair bags Put your
etc

2

Is this information about visiting Hong Kong true or false?

weather uncomfortably The in summer is hot
Victoria visit Most who to Peak people go
plenty There of restaurants are cheap
etc

Variation

Students can also jumble up their own sentences for their classmates to solve – good for revision classes.

14 Choose the best word



What it practises

Listening for detail

Uses

Gets students to think logically about what information they are going to hear

Before the class

Decide which key words from a text you want to leave out.

In class

Write up the key words randomly on the board. For example from the reading about Families (unit 6) of Reward Elementary you can choose:

farmer
father
five
Senegal
seven
thirty five
two
vet
wife

Then read out the text pausing at one of the gaps where a word has been taken out. Students shout out which word they think will come next. It could be a team game with students getting points for guessing correctly..

Kibiri is a and a in He's..... etc

15 What do you think?



What it practises

Reading for specific information.

Uses

Some texts give information about two or more different subjects (different people, animals, buildings etc). This information can be separated from the subjects and students decide how they are connected.

Before the class

Take out the information and offer a choice of who or what it is connected to. For example continuing with Kiribi and his family from Reward Elementary (unit 6) the following information can be turned into a short worksheet:

Who do you think does these jobs in Kiribi's family? Choose M if you think it is the men and the boys, W for the women and the girls, and E for everyone.

1	work on the farm	M	W	E
2	away from home with the animals	M	W	E
3	stay at home with the old and sick	M	W	E
4	make yoghurt and sell it for food	M	W	E
5	walk 10 kms twice a day to get water	M	W	E

In class

You can either read out the first 6 lines about his family (so students understand what the text is about and can identify the subjects first) or do the previous activity. Students are then given the worksheet and decide in pairs which is the correct answer. Encourage reasons for their answers. *I think the men walk for the water because water is very heavy and 10 kms is a very long way.*

Students then read the text and see if they were correct. Any surprises?

Follow up with some personalized speaking: What kind of jobs are done only by women and only by men in the students' families? Has it always been like this? Will this change in the future?

Variation

This kind of task may seem like a lot of preparation but it really motivates the students to read the text. You could read out the sentences rather than make a worksheet.

16 Remove the headings



What it practises

Reading for clues.

Uses

Texts often have headings that can be removed so that students have to read and work out what these are. This makes the reading more of a challenge and more motivating. For example the reading from Reward Pre-Intermediate on Average age (unit 18) explains how people change as they grow older. It's more interesting for the students to guess which decade the text is referring to rather than just be told.

Before the class

Re-write the text but take out the headings (and any give away words from the text). If this is a longish text it needs to be presented as a worksheet. Alternatively read out the text) and use it as a listening exercise.

In class

Students read (or listen) and guess the decade. Eg:

For optimists is one of the happiest ages, for pessimists it marks the end of feeling young. At this age you need to take a little more care with your body than when you were younger.

Alternatively, make an OHT of the text and cross out the words that give the paragraphs their headings. For example Reward Intermediate unit 26 *Eat your heart out... in the USA* describes food from different regions of the States. The regions can be boarded for students to refer to and they guess which paragraph is describing which region's cooking. A map of the USA would help this text.

..... is known for its fruit, especially oranges and lemons, and for its seafood, crabs, lobster and mussels. A lot of the cooking is with wine.

17 Disappearing sentence



What it practises

Pronunciation

Uses

By repeating the sentence students become more confident in speaking. Can be used with sounds that are difficult or to remind students of a certain structure. Students invariably remember the sentence all term long so it can be referred to in the future.

Before the class

Choose a sentence that would help students if they repeated it many times. Or an amusing sentence to liven up the topic, or one with some interesting vocabulary in. The sentence should be appropriate for the level, of course.

In class

Board the sentence and invite a student to read it out aloud to the class. Then ask the student to rub out any word of their choice. They then pass the board rubber to another student. The second student reads the whole sentence *including the word just rubbed out*. They then rub out an additional word of their choice and pass the rubber to a third student. Continue in this way until all the words have disappeared. The last student gets up and 'reads' the whole sentence even though there is nothing there! (It's also quite amusing as students keep looking at the board despite it being blank). There's no need for the teacher to be involved except to make sure all students are given the opportunity to have a go. The following sentence comes from Reward Intermediate Unit 31 *I never leave home without it*.

If you don't get the window seat on a train, bus or plane, falling asleep can be uncomfortable: when nodding off your head suddenly lolls uncomfortably to one side.

Perhaps this one could work for lower levels, from Global beginner unit 8 *Eating in, Cuban style*:

Tourists and Cuban people like these restaurants because they are small and friendly and the food is very good.

Variation

Rather than leave a blank space students can replace the word with a line. This provides a clue to how many words are missing, and their length:

Tourists and Cuban _____ like these _____ because they are small and friendly and the food __ ____ good.

18 Send a telegram



What it practises

Word stress and speaking.

Uses

Helps students identify content words and can highlight grammar.

Before the class

Re-write a paragraph of the text using only content words so that it looks like an old-fashioned telegram.

In class

Using the OHT ask students to read the telegram. This example text is from Inside Out pre-intermediate unit 2 *First impressions*.

Here a week, first impressions not good, terrible! City small, boring. Buildings modern unattractive, ugly office blocks. City centre dirty polluted, transport useless. Buses stop at night, impossible to get taxi.

Working in pairs students try and build up the paragraph by adding the missing words. Do the first sentence open class so students understand the task – elicit ideas, they don't have to be correct, it's more important that it's coherent and logical. This is a speaking task, not writing. Students then read to compare their ideas.

After completing the course book tasks students can then do the same thing with the other paragraphs – ie turn them into telegrams so that only the content words are used. Students compare their work. Then they read the original text aloud but put emphasis only on the content words:

I've been **here a week** and my **first impressions** are **not good** In fact, they are **terrible**...

19 Joined up words



What it practises

Spelling

Uses

Helps students to recognise individual words.

Before the class

Re-write a paragraph with all the words joined up.

In class

Students then separate the words and then read the text to self-correct.

**inmoscowatthemomentsomepeoplearehavingdinnerinrestaurantsgoingtothe
thetreorhavingacoffeeinbarsmanyfamiliesareathometheyrewatchingtelevision
readingthenewspaperorplayinggames**

20 What word is that?



What it practises

Vocabulary and/or grammar.

Uses

This can help students identify different parts of speech

Before the class

Choose a short text or paragraph and re-write it but replace key words with a symbol. For example all definite articles can be replaced with *, or auxiliary verbs with #. Students read and try to work out what the words could be. Having compared with another student they read the text to self-check. It's important that students realise that the same word is replaced each time by the *same symbol*.

The following example comes from Reward Elementary progress check Units 31-35.

* young man went into * local bank. # went up to = woman cashier and gave her * note and plastic bag. = note said, 'Put all your money into this bag, please.' = middle-aged cashier was very frightened so she gave him all = money. # put it in + bag and ran out of = front door. When # got back home = city police were there. + note was an old, white envelope and on = envelope was + home address.

*
=

+

21 Cover up



What it practises

Guessing content.

Uses

Encourages students to anticipate content and to be more active readers.

Before the class

Make an OHT of the text.

In class

Show the text but, using a piece of paper, cover up a portion of one side so that none of the endings of lines can be seen. Students guess the overall context of the text. Perhaps start with a text covered up only a little and then, as students become more confident, use texts that are more covered up.

The following example comes from Reward Elementary Unit 34 *Planning a perfect day*.

The perfect picnic

Everyone says that food and drink taste better when you have a picnic. But what do you need to have a perfect picnic? Here's some advice

- 1 Choose where you want to go very carefully. In the country? In the city? The picnic site should be attractive and interesting, to be sure there is plenty to do when you finish your picnic.
- 2 Check the weather forecast the day before you go. The perfect picnic needs perfect weather.
- 3 Don't take too much to carry. For the perfect picnic you leave home with food and drink and when you return only with rubbish.

etc

22 Take-away



What it practises

Syntax and coherence.

Uses

Helps students to identify the key words of a text and overall meaning.

Before the class

It's a good idea to have another text, or the start of a longer text, on an OHT to demonstrate.

In class

Show the text on the OHT and ask students to remove sections of the text without it losing coherence or the overall message. They should not remove a whole sentence. The example below comes from Reward Pre-Intermediate Init 34 *The Day of the Dead*.

It's the end of October, and Mexico is preparing to celebrate the Day of the Dead on 1 November. In cities throughout the country for several weeks before the festival begins, street markets and shops are filled with symbols of death. It's the highlight of the year for all Mexicans: the day when dead spirits return to the land of the living. But there's nothing sad about this festival. It simply reflects the Indian belief that death is a natural part of life.

Students might reduce it to this:

~~It's the end of October, and Mexico is preparing to celebrate the Day of the Dead on 1 November. In cities throughout the country for several weeks before the festival begins, street markets and shops are filled with symbols of death. It's the highlight of the year for all Mexicans: the day when dead spirits return to the land of the living. But there's nothing sad about this festival. It simply reflects the Indian belief that death is a natural part of life.~~

Then give different groups of students different paragraphs to reduce. *The Day of the Dead* text could be divided into four more sections and so four groups could be working together on one of the sections. When they have finished (and each person in the group writes down the reduced text) they can regroup so that new groups have one student each with a different paragraph. Together they compare with the original text. Was anything lost in the reduction? Is the text now easier to understand?

23 Add a word



What it practises

Syntax and coherence.

Uses

Encourages students to relate to a text and explore the English language. It can also help to improve their writing.

Before the class

Put an example text on an OHT to use as an example. Prepare another paragraph for students to expand.

In class

Using the OHT invite students to add extra words or phrases to the text so that they provide additional, appropriate information.

The following example comes from Reward Intermediate Unit 26 *What's your advice?*

I'm going out with a really nice guy. He says he loves me, and he even wants us to get married. The problem is, I don't love him. I'm in love with his best friend and it's driving me crazy. I dream about him all the time and often cry myself to sleep. I've tried to find out how he feels, but he's in a difficult position too. My friends say I should stop seeing my boyfriend. But, if I can't have the boy I love, surely he is the next best thing?

Students could suggest the following additions:

I'm going out with a really nice guy **called Tom**. He says he loves me **a lot**, and he even wants us to get married **soon**. **But the** problem is, I don't love him **at all**. I'm in love with his best friend **Harry** and it's driving me **really** crazy. I dream about him all the time and often cry myself to sleep **at night**. I've tried to find out how he feels **about me**, but he's in a difficult position too. **All my** friends say I should stop seeing my boyfriend **immediately**. But, if I can't have the boy I love **so much**, surely he is the next best thing?

Then hand out the other paragraphs and ask students to re-write them adding new information where possible but making sure it still makes sense. They then give these to another student who tries to identify the newly added sections. Students read the original paragraphs in the book to self-check.

MORE PRE-READING TASKS



Make your own notes on this page.

AFTER OPENING THE COURSE BOOK (post-reading)



1 Did I read this?

What it practises

Speaking, considering content and word association/themes.

Uses

Provides a task that gets students reflecting on what they have just read.

Before the class

Make an OHT with three columns of words, the first two columns have words from the text but the third column doesn't (although it does include some words that could have been there, as well as some obvious ones that weren't). The following list could be used with Reward Intermediate Unit 3 *All dressed in red* :

bride	lucky	ring
studies	choose	new moon
weeks	excitement	balloon
friends	hands	wedding cake
jewels	reception	presents

In class

Having read the text students are asked to close their books and look at the OHT. In pairs they discuss which words they think were in the text and which ones weren't. They can then compare their ideas with another pair, and perhaps a quick feedback open class. Students are then asked to read the text again to self-check.

2 Discussing the content



What it practises

Speaking and reacting to a text.

Uses

Provides a task that gets students deciding if they agree with what they have just read.

Before the class

Prepare an OHT with some of the views expressed in a text, this can be the writer's point of view (*I think that the monarchy should be abolished*) or a statement that is often taken for granted (*The Taj Mahal is one of the most beautiful buildings in the world*). Ask students to reflect on the statement and then to decide, individually at first, whether they agree or not. They then compare their thoughts with another student giving reasons for their opinion. The following statements come from Reward Pre-Intermediate Unit 4 *First impressions*:

About Britain:

The police are very friendly.

The weather is awful.

Nobody ever talks on buses.

Driving on the left is very confusing.

About the United States:

It's so cheap.

The people are very generous.

The insects are very big.

In California the sun shines everyday.

Variation

We often read texts without noticing what is fact and what is opinion. Higher level students can re-read a text and underline the (hidden) opinions, newspaper articles work well for this. They can then decide if they agree or not.

3 Male / female words



What it practises

Speaking, considering the sound/spelling/feel of a word.

Uses

Provides a task that gets students personalising vocabulary, can also help to remember words.

Before the class

Make an OHT of words from a text that you think students might enjoy discussing.

In class

Ask the students to look at chosen the words from the text and, individually at first, to decide if the words, or phrase, seems masculine or feminine to them. Do one first open class as an example, eliciting views and reasons for that. The following list can be used with Reward Intermediate Unit 16 *Do it in style*.

pretty
education
crimson
black leather
phone call
hairdresser
sunglasses
admirer
nibble daintily
mid-morning
early evening
academic work
café terrace

Students then compare their views with another students to compare, and then a few minutes spent open class to compare everyone's ideas. Make sure students try to explain why they have decided on a particular gender.

Variation

Other categories could include hot / cold words, friendly / unfriendly, useful / not useful...

4 Nice Words



What it practises

Speaking, considering the sound/spelling/feel of a word.

Uses

Provides a task that gets students personalising vocabulary, can also help to remember words.

In class

After reading write a chosen word from the text eg *shivered* from Reward Pre-Intermediate Unit 32 *Time travellers* on the board. Explain to students that you like this word because, for example, it has a nice sound and the sound is like the action. Ask students to look at the text again and to underline 5 words that they think are 'nice'. They then compare their chosen words with another student and explain their reasons for their choice (perhaps the sound, the meaning, the spelling or it might remind them of another sound or word they like).

Variation

Get students to also identify words / phrase they dislike too (eg *eighteenth-century* because it's both difficult to spell and pronounce).

5 Collocations



What it practises

Vocabulary and collocations.

Uses

Raises awareness of word partnerships.

In class

After reading a text provide students with an appropriate section re-written with the second half of a collocation removed, students try and guess or remember the missing word. They then check with the text to self-correct.

The following text is from Reward Pre-Intermediate Unit 7 *The world's first package tours*.

When was the last ____ you had a holiday? And did you ____ the trip or did you take a package ____? These days, most people choose a package ____, especially when they go ____ on holiday. They pay for their accommodation in their own country, and they take traveller's ____ which they exchange for local ____ when they arrive in the foreign ____.

Students then re-read the text to self-correct.

Students then read through the rest of the text and underline all the collocations they can now recognise. Identifying collocations after reading a text can be a regular exercise for students, and one which they can link with their writing. Being aware of collocations / word partnership and using them can improve a student's level enormously. Point out that partnerships can include set phrases (the last time), verbs and nouns (to organize a trip), compound nouns (package tour) or verbs and adverbs (to go abroad).

6 Complete the word



What it practises

Vocabulary, collocations and spelling.

Uses

Although similar to the previous task the beginning of the word acts as a prompt, and more words can be gapped. It can help students to remember new words.

Before the class

Take a part of the text students have already read and re-write with some words only having the first two letters.

In class

Students are given the text and asked to complete the missing words. This can be used as a warmer for the following lesson. The text below is from Reward Pre-Intermediate Unit 23 *It's a holiday*.

We've ce_____ Guy Fawkes Night on No_____ 5th every year since 1605. Guy Fawkes was an En_____ Ca_____ who wanted to kill the Pr_____ King James 1. He tried to de_____ the Ho_____ of Pa_____ in Lo_____ with a bo_____. The plan fa_____ when one of the Ca_____ warned a re_____ not to go to Pa_____ that day. So_____ ar_____ Guy Fawkes and he was ex_____.

Variation

Do two versions. Students work individually and then find a partner to self-check:

A We've celebrated Guy Fawkes Night on No_____ 5th every year since 1605. Guy Fawkes was an English Ca_____ who wanted to kill the Protestant King James 1. He tried to de_____ the Houses of Pa_____ in London with a bo_____. The plan failed when one of the Ca_____ warned a rebel not to go to Parliament that day. So_____ arrested Guy Fawkes and he was ex_____.

B We've ce_____ Guy Fawkes Night on November 5th every year since 1605. Guy Fawkes was an En_____ Catholic who wanted to kill the Pr_____ King James 1. He tried to destroy the Ho_____ of Parliament in Lo_____ with a bomb. The plan fa_____ when one of the Catholics warned a re_____ not to go to Pa_____ that day. Soldiers ar_____ Guy Fawkes and he was executed.

Even better, get the students to do this themselves. Students can work on different paragraphs which they then give to another student to do.

7 Using the dialogue



What it practises

Speaking and intonation.

Uses

This brings the text alive and can be quite fun.

In class

After doing the reading and all the tasks from the course book divide students into two or three depending on how many are needed. For this example, taken from Inside Out pre-intermediate unit 13 *Billy Elliot* three people are needed: Dad, Nan and Billy.

Working together, students remove only the dialogue from the text to make a play script. Each student should be doing the same thing:

Dad	Ballet
Billy	So what's wrong with ballet?
Dad	What's wrong with ballet?
Billy	It's perfectly normal.
Dad	Normal?
Nan	I used to do ballet.
Billy	See?

Etc

Each student gets one of the parts. Intonation is very important – how does the father say 'Ballet'? Get some ideas open class and then get the students to read their parts and really get into the roles. (Nan only has one line so students can swap roles)

Those who are happy to do so can act out the plays in front of the whole class. Stronger students can have a go doing this without looking at their scripts – especially Nan!

MORE POST-READING TASKS



Make your own notes on this page.