

Class reading
by Thais Casson

Age:	Teenagers / Adults
Level:	Pre-intermediate (A2) - Advanced (C1)
Time:	30-45 minutes
Objective:	To encourage students to discuss the type of books they like to read and give them the opportunity to ask each other questions
Key skills:	reading, speaking
Materials:	One copy of the pictures sheet per student; one copy of the worksheet per student

Before the lesson

The students need to have read a book, either their own choice or yours, before the lesson. They can all read the same book or different books. If your class consists of students with different levels of English, this activity can still be used – each student can read a book at his or her level.

Macmillan has a range of guided readers – books adapted to different levels – which you can take a look at here: www.macmillanreaders.com/.

Note: You do not have to complete all the activities in this lesson with your class. Due to time constraints or the level of your class, you may wish to skip certain activities. The activities are also easily adaptable. In step 1, for example, instead of using pictures, you could use excerpts from songs; in step 4, you could use different questions, with different structures or vocabulary.

The focus is on encouraging students to read and making them realize how much they can already accomplish with the English language, even if they're not advanced students.

Procedure

1. Show the class the pictures sheet. Ask them to

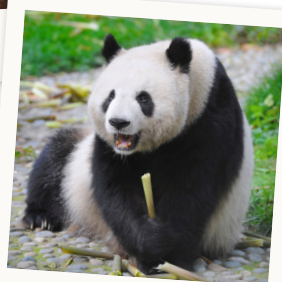
choose the one or ones that they believe relate to their book. Ask them to explain why. You may want them to discuss their answers in pairs first, before feeding back to the class.

2. Put the students in pairs or threes. Give each student a copy of the worksheet. They should read the true or false sentences out loud and both answer them. Tell the students that they must elaborate a little when giving their answers – it is not enough simply to respond 'True' or 'False'. Conduct a short feedback session, asking which statements were true for the book(s).
3. In the second activity on the worksheet, students work in pairs or threes and ask each other questions to learn more about their books using the key words on the sheet. The objective here is for them to 'build' the story so they should talk freely, using questions to help each other remember more details.

You can also adapt this activity to incorporate any grammar point you have been studying with your students. If they are studying *what* and *who*, for instance, you can tell them to form five questions with each of those words; or, if they are studying the present continuous, you can tell them to form some questions with the present continuous and some more with the present simple.

4. Students should now discuss the questions in the final activity on the worksheet. You can either hold a whole-class discussion or have students stay in their pairs or threes to discuss the questions. If students stay in their groups, hold a brief feedback session to round off the lesson.

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True or false?

Say whether each statement is true or false for your book and explain why.

1. My book has lots of main characters (more than five).
2. The story is about a woman.
3. The story is about a child.
4. There are animals in my story.
5. It's a realistic story – I can relate it to my life.
6. The title of my book says a lot about the story.
7. There is a lot of description in my book. Sometimes, it's too much.
8. It's a first person narrative (the person telling the story is one of the characters).
9. The book is really funny.
10. I can imagine a movie based on this book.
11. I was reminded of another story while I was reading this book.
12. I would recommend this book.

Remembering the story

Try to remember details about the story: the characters' names, place names, the plot and so on. Ask your partner questions about their book using the words below.

Where...?
When...?
What...?
Which...?
Is/Are there...?

Who...?
How many...?
How...?
Why...?

Discussion

- How long did it take you to read your book?
- Did you like the book? Why? Why not?
- What's the best thing about your book? What's the worst?
- Do you think the title of the book is appropriate? Would you change it?
- Has your book ever been adapted for film or television? If yes, who played the lead roles? If no, who do you think could play the lead roles?
- If you had to choose a song that relates to your book, which song would you choose?
- Describe your book in **one** word.