

Improving your reading with Quick Reads

Topic: Reading

Level: SfL E3-L2 / SQA Intermediate 1-Higher / CEFR B1-C2

Time: About 90 minutes

Aims

- To encourage students to read for pleasure by introducing them to Quick Reads books
- To provide students with practice in reading sub-skills of prediction, reading for detail and summarising a text

Introduction

This lesson encourages students to read for pleasure by introducing them to the Quick Reads series of books, which is accessible fiction written for emerging readers. The lesson provides students with the opportunity to develop the sub-skills of reading and to complete self-access reading exercises on the ESOL Nexus Learner website.

Preparation – print off:

- Worksheet 1 – (cut up) 1 copy of the table per student
- Worksheets 2 and 3 – 1 copy per pair
- Worksheets 4 A, B & C - Divide class into 3 groups (A, B and C) and make sure each member of each group has the appropriate copy of Worksheet 4.
- Worksheet 5 – 1 copy per student.

Visit the ESOL Nexus Learner materials site esol.britishcouncil.org/quick-reads and the Quick Reads website at www.quickreads.org.uk to familiarise yourself with the learner activities and books.

Display the PowerPoint presentation in the classroom if possible.

Procedure

Warmer - Find someone who ... (10 minutes)

- Write the word 'reading' on the board and ask the students this question: 'How does this word make you feel?' Encourage students to come to the board and add their answers or try to get a verbal contribution from each student.
- Tell the students they are now going to find out about the reading habits of their classmates.
- Display Slide 1 of the PowerPoint presentation (the 'Find someone who ...' table) on the board. Hand out **Worksheet 1** and elicit how to turn the statements into questions. For example: *Do you read every day?*
- Tell students to try to fill all the sections on **Worksheet 1** by talking to their classmates. Allow 5 minutes for this.
- If their classmate answers yes to any of the questions, they should write their name and a piece of extra information (e.g. when, where, how, etc.). If the answer is no, they should find someone else to ask the question to.
- Monitor and note down any errors the students make or examples of good language used. Provide feedback on any errors or good use of question forms and answers and invite students to comment on one of their answers.

Task 1 – Matching the blurb to the book covers (20 minutes)

- Dictate the five phrases below and ask the students to write them down. Allow students time to compare the phrases in pairs before eliciting them back and writing them on the board.
- Ask students where they think the phrases come from. Tell them they are from the blurbs (information on the back of a book) of 5 Quick Read books. Quick Reads books are shortened versions of longer books.
 1. [he] had a painful secret: he struggled to read.
 2. Five winners share the details of their shopping sprees and the highs and lows of life after a big win.
 3. Whether you want to get back into work or start your own business, use this ten-point plan to help you achieve your dreams.
 4. Here he describes the shock of sudden change and the challenges and joys of starting a whole new life.
 5. There are times when ladies must use all their wisdom and good sense to solve life's mysteries.
- Put students into pairs and give each pair **Worksheet 2**. Ask students to try and match the dictated phrases to the books they think they come from. Allow 5 minutes for this.
- Hand out **Worksheet 3** to each pair of students and ask them to find, underline and read the dictated phrases in the complete blurbs to give more context and allow for further checking.
- Nominate students to give their answer about which books the phrases/blurbs come from and write these up on the board. Invite students to share their thoughts about the phrases and books. Make sure they justify what they say.
- Elicit some different genres of books from the students (e.g. fiction/non-fiction, biography, horror, thriller, adventure, romance, crime, sport, lifestyle, etc.). Ask students to categorise the books from their titles, covers and blurbs. Give 5 minutes for this.
- Feedback on any errors or good use of language you noticed during the task.

Differentiation

- Invite fast finishers and higher ability students to work further with the texts, e.g. by looking for examples of parts of speech (nouns, verbs, adjectives, adverbs, etc.) or useful collocations. You may need to provide extra time for this.

Task 2 – Jigsaw reading (30 minutes)

- Arrange the students into three groups of equal numbers. Allocate each group a letter A, B or C. Hand out copies of the reading texts in **Worksheet 4** to each group, so each student has a copy. **Only give Worksheet 4A to group A, Worksheet 4B to group B, etc.**
- Ask the students to read their text quickly and decide which genre it belongs to. Set a time limit of two minutes for them to read.
- Allow students time to share their thoughts in their groups before feeding back to the whole class. Write the book titles and genres up on the board.
- Tell students they are going to read the texts in more detail. Hand out a copy of **Worksheet 5** to each student. Tell students to make notes to summarise their texts in their own words.
- Allow the students 15 minutes to read and make notes. Allow the students to compare what they write in their groups and discuss vocabulary queries that arise. Monitor the students as they work.
- Collect the texts on **Worksheet 4** and regroup the students so that there is at least one student from each of the previous groups A, B and C.

- The students then take turns to talk about the book extract they have read. As they listen to each other speak, they should fill in the second and third columns of **Worksheet 5** with notes about the other books.
- Students decide which book they would most like to read from what they have heard.
- Students return to their original groups and share this with each other.

Task 3 – Reading activities (15 minutes)

If there is computer access for all students:

- Ask students to go to the ESOL Nexus Quick Reads page for the book they chose in the previous task and do the learner activities:

The Hardest Test

<http://esol.britishcouncil.org/quick-reads/hardest-test-quick-reads>

Get the Life You Really Want

<http://esol.britishcouncil.org/quick-reads/get-life-you-really-want-quick-reads>

The Cleverness of Ladies

<http://esol.britishcouncil.org/quick-reads/cleverness-ladies-quick-reads>

If you have one computer (with a projector):

- Get students to vote which is the best of the three books and do the activities as a class. Print off the reading texts, so they can do the speed reading activities first.

If you have no computer access:

- Students could do the activities in the library or at home.

Cooler - Word association (10 minutes)

If you have access to a computer:

- Show students the Quick Reads website <http://www.quickreads.org.uk> and explain how to search for a book by clicking on 'By Book':

Search Books

By Author ▼

By Book ▼

- Browse the book titles as a group and click on a book the majority would like to read.
- Have a quick look at the blurb and ask one student to choose a word from it in order to play word association (the person sitting next to them says the first related word that comes into their mind, and then the next person does the same). Ask the students to continue to play the game by using more words from other Quick Read book blurbs they find interesting.
- If no computer access, choose words from the Quick Reads texts used in class.

Extension activities / Homework

- Ask students to try more of the ESOL Nexus Quick Reads activities at <http://esol.britishcouncil.org/quick-reads>.
- Ask students to choose a Quick Read extract and record themselves reading it aloud by using: Vocaroo <http://vocaroo.com/>. If you haven't used Vocaroo before, you can find more information about how to use it in this lesson plan: <http://esol.britishcouncil.org/lesson-plans/using-vocaroo-develop-speaking-skills>.
- Ask students to go to the Quick Reads site <http://www.quickreads.org.uk>, and look for a book that they would like to read and tell the class about in the next lesson.
- If your students show enthusiasm for reading, you could set up a reading group at your institution: <http://www.quickreads.org.uk/quick-reads-reading-breaks/reading-breaks>.

Answer key

- Task 1 - matching blurb to book covers

1. Book A
2. Book E
3. Book B
4. Book D
5. Book C

- Task 1 – categorising books to genre

Book A (The Hardest Test): (auto)biography, sport, factual/non-fiction

Book B (Get the Life You Really Want): lifestyle, self-help, advice, factual/non-fiction

Book C (The Cleverness of Ladies): crime, novel, fiction

Book D (Life's New Hurdles): (auto)biography, sport, lifestyle, factual/non-fiction

Book E (We Won the Lottery): lifestyle, factual/non-fiction