

Reading

(-graded readers - Study centre - během polední přestávky
m. fo ryuč. se tam lze jodivat na knížky)

- reading: 1, self-study : adult / high level student
- 2, read as a class : a chapter a week (elementary) →
→ Questions / Discussion / Prediction (next chapter) / Vocabulary
- read at home - ^{it's} wasting the time in a class

Course book text

- 1, Predict : pictures
 - key words - 12 key words
 - title
- 2, Gist questions (= general idea x not detailed questions)
- 3, Detailed questions
- 4, Opinion - How do the pupils feel about the text? (Which festival is the best? Where would you like to go? Is it similar in your country? Have you ever been to a similar festival?,...)
- 5, Language - Why am I reading the text?

- reading skills: book Reading Power (different levels)
- Teaching Reading Skills
- book Writing skills - by Lewis Richards

Reading techniques

- 1, Jigsaw Reading
 - každý žák dostane půlku textu → musí doplnit zbytek informací
 - ve třídě umístěny očíslované části textu - každý žák čte přidělenou část, udělá si stručné

- poznámky → ve dvojici/skupině sdělí druhým její obsah → oni si napíší poznámky (doplní je do PL)
- pak dostane každý zák celý text - hledá v něm slovíčka
 - PL se slovíčky - doplň synonymní výrazy z textu
 - otázky k textu
 - role-play (viz text: 1 je podnikatel, druhý ne →
→ vzájemně se přesvědčují, používají nová slovíčka)

2) Guessing meaning from context

- nonsense words: abakak, lewjalaun - verb

example:

- Last night, I went home and ^{watched TV} lewjalaun for an hour.
- I went to the fishmarket and bought a really fresh ^{fish} lewjalaun for dinner.

- a) nejdrív se snaží vrát slovní druh
- b) doplň vhodné slovo (aby měla věta smysl)

3) Helping students to read for general understanding

- set a time limit
- write a short summary (students) - main idea

4) Helping students read better by ignoring unimportant words

- mohou ignorovat - členy, předložky, částice, ...
- slova, která neznají
- odborné výrazy
- přid. jména, která nejsou důležitá pro pochopení
- detailní informace

5) Teaching skills with micro-texts

- otázky / věty k textu → odpověď T/F/NG (not given = doesn't say)
- techniques:
 - a) ignore the text

b, Read question 1

c, Identify the key words

d, Look for topic (or a synonym)

e, Then look for answer

f, Prove it! Underline ^{the} answer in the text and write the answers

- úkol: text o vlastní třídě + věty / otázky na T/F/NG

1, doplňte odpovědi k textu - T/F/NG

2, připravte ve dvojici / trojici vlastní text s větami T/F/NG pro ostatní (např. jako Du)

6, Identifying topic sentences

- help students to understand the main idea of a paragraph

- gets students to think about how texts are organised

7, Adapting a course book text to get the most out of it

a, predict about reading - headline / picture

b, opinion - which cities are the worst?

- does the capital city have this problem?

c, read and summarise - main topic

(Jigsaw reading)

main topic	details

d, T/F questions - more detailed questions

e, discussion - how do you feel about it?

- Does your city have these problems?

- Compare the city (from the text) and the countryside

- Rank (seřadit) the problems: traffic 4.

- east 1.

- pollution 3.

- public transport 2.

f, write a summary of the text

g) language

- example :

a) commuting → _____
(commute to work at rush hour)

b) definition → vocabulary
going a long distance to work and back
every day → commute to work (paragraph 1)

h) make your own questions using the vocabulary /
write questions for students

- Would you ever commute to work? Why? / Why not?

i) HW - writing - summarise / essay : advantages / disadvantages
of the cities

j) vocabulary extension through speaking

- problems → solutions
- traffic → _____
- crime → _____
- pollution → _____

- If the government invested more in public transport,
fewer people would use cars. - 2nd conditional

- vocabulary: anticipate = predict
a highway toll

- One solution is to introduce a congestion charge
(paying to enter by car) in big cities.

- traffic jam - one (countable)

- traffic congestion - general (uncountable)

k) error correction

- traffic e _____

a) discuss cities

b) predict and check

- everything is closeby (=within reach)

- It would be good if the council built cycle lanes
spent more money for...

6, questions

- 11 questions → trick:

zdatnější žáci zodpoví všech 11, slabší jen 8 →

→ všichni mohou být úspěšní