

Teacher Training Program for English
Teachers
SEP + EPI

Teaching Reading

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23 July 2013

Reading Quiz

Read the following statements about reading and discuss them with your partners. Do you agree or disagree with them? Circle YES or NO for each statement.

1. Reading is a very complex process of problem solving in which the reader works to make sense of a text not just from the words and sentences on the page but also from the ideas, memories, and knowledge evoked by those words and sentences.
YES
2. Skillful reading requires readers to carry out certain tasks in a fairly automated manner.
YES
3. Fluency begins to develop when students have frequent opportunities to read texts that are easy for them.
YES
4. Using fluency instructional tools of repeated reading and listening-while-reading improves reading fluency.
YES
5. In order to be fluent readers, students need to be able to understand every single word in the text.
NO
6. A person who understands one type of text is not necessarily proficient at reading of all types.
YES
7. Students will learn more if they stop and look up every new word in a dictionary.
NO
8. There is a positive connection between pleasure (extensive) reading and a high level of literacy.
YES

Schoenbach, Ruch, et al. *Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms*. Jossey-Bass, A Wiley Company. 1999.

Q: When my students ask how they can succeed on the TOEFL, what do I say?

A: You need to read a lot and extensively!

TOEFL Scores and Number of Books Read in English

Number of Books	Mean	Standard Deviation	Number of Subjects
None	543.10	43.03	10
1-5 Books	555.15	42.88	20
6-10 Books	583.71	63.90	7
11-50 Books	605.33	18.58	3
Over 50 Books	613.00	47.62	3

Krashen, Stephen. "Free Voluntary Reading as a Predictor of TOEFL Scores." Applied Language Learning 1997: 111-118.

**THE THREE PILLARS OF A
READING CLASS ARE:**

INTENSIVE READING

+

EXTENSIVE READING

+

TIMED READING

INTENSIVE READING

- Includes pre-reading activities, a passage followed by process questions, and post-reading activities. Process questions are carefully designed to help students think about discerning main ideas and other vital reading skills. The questions should not test reading ability but teach reading skills.
- Students should learn to ask their own questions as they read and not be dependent on the teacher or textbooks to guide them to the meaning of the text.
- Having students write summaries is an invaluable component of an intensive reading program.

Pre-Reading Activities (Predicting-Previewing-Pre-teaching Vocabulary)

Predicting

- Predicting activates background knowledge; ask students to look at the title, pictures, subheadings, and brainstorm about the topic—use **the KWL chart**.

<i>K</i>	<i>W</i>	<i>L</i>
What we KNOW about the topic	What we WANT to find out about the topic	What we LEARNED about the topic

- Introduce predicting as a specific skill and provide a rationale (predicting helps with better understanding of the passage).

Previewing

- Previewing assists with getting a general sense of the passage by reading the first paragraph, the first line of every following paragraph, and the last paragraph.
- Have students scan the text for words or numbers that are easy to pick out (names, dollar amounts, dates, etc.) This can be done as a race.

Pre-teaching Vocabulary

- Pick out vocabulary items which are essential for getting the main idea of the text (see the dictation race from the morning presentation for more information).

Reading and Answering Questions

Have students read the passage individually and silently. While students are reading the text, the teacher can write questions about the text on the board. Or, these can be prepared on a handout. After the students have finished reading the text, give them the questions and have them read again to find the answers. For lower level students, it is helpful to have them read silently first and then after everyone is finished, the teacher can read the text aloud a second time while everyone follows along. After the students have answered the questions, have them pair up with a partner to compare answers and discuss any differences.

Note: If the text you are using does not have the lines numbered, add the numbers down the side, in increments of five. This makes things much easier to find while the group discusses the answers to questions.

Reading Comprehension Questions

The questions you give the students to answer should teach them how to find and follow the main idea of the text. Remember, you are not testing reading, but teaching it. In order to do this, read the text carefully yourself, and ask yourself these questions: What is the main point of the whole text? How about the main idea of the first paragraph? How is this idea stated? Are there some key links from one paragraph to the next that I need to help students pick up on? Are there some potentially confusing details that I need to help them sort out?

Here are some important types of questions to ask:

Main Idea Questions

To help students pick up and follow the main thoughts in the paragraph or passage. Note: Don't ask, "What is the main idea?" Instead, ask questions like, "According to the author, who are America's new heroes?" The answers to these questions will be the main ideas.

Support Questions

To help students understand how information is organized to support ideas. For example, "What are the three reasons for an increase in food poisoning?"

Reference Questions

To help students learn to quickly recognize the referents of pronouns. For example, “In line 12, who are ‘they’?”

Transition Questions

To help students recognize “road sign” words that indicate relationships between ideas, for example: *on the other hand, however, in addition, nevertheless, to sum it all up*, and so on. These occur more at higher levels. For instance, “What words in line 12 tell you that the author is going to make a contrast?”

Guessing Vocabulary from Context

To help students get in the habit of guessing unknown words. Make sure there is enough context given so that students have sufficient clues for meaning. For example, “His family was very poor, and he grew up living in a tiny shack.” What does “shack” mean? (Even if students don’t know the exact meaning, they can determine that “shack” means a dwelling where you would find poor people).

Scanning Questions

To give students practice in the important skill of searching a text quickly for the information they need. For example, “Scan the text to find the number of refugees who have crossed the border into Pakistan.”

Opinion or Response Questions

To give students an opportunity to say what they think about what they have read. For example, “Do you think that the judge’s decision was fair? Would the same thing happen in your country?”

As you write your questions, label them by type. This is not information you would give to students. It is to help you in the planning process, so that you can be sure you have used a variety of types. Up to half of your questions can be main idea questions. List your questions according to the order the answers come in the text, not according to the question type. This will aid students in the summary writing process.

Post-reading Activities

Have students compare their answers to questions in pair and discuss any differences.

Have students summarize the contents of the reading—orally or in writing.

Have students retell the story from the perspective of one of the characters.

Have students respond to the text orally or in writing, giving their opinions.

PREVIEWING AND INTERNATIONAL WRITING STYLES

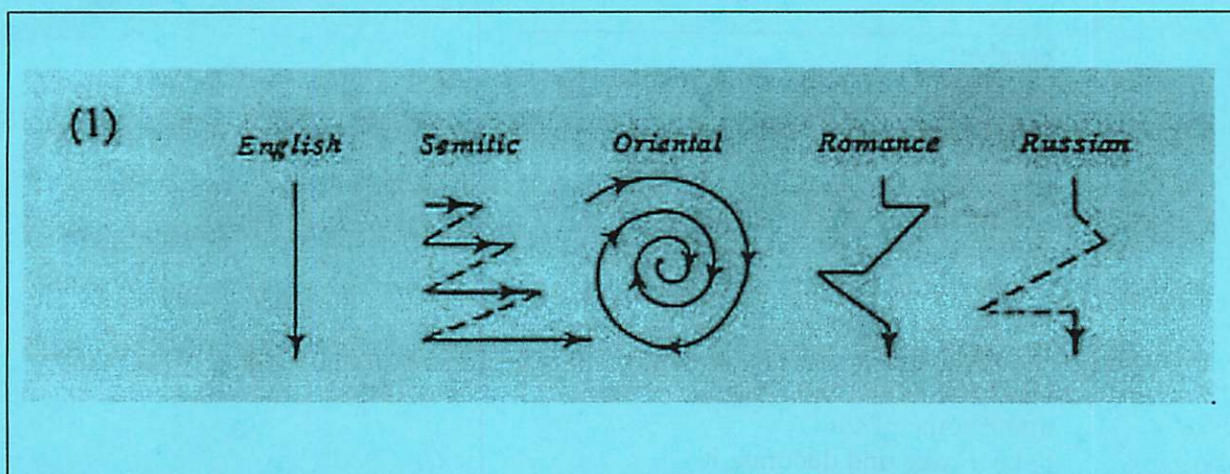
Contrastive rhetoric emphasized that language is a cultural phenomenon. Consequently, different cultures develop different rhetorical argument patterns. Those different rhetorical patterns may interfere in second language writing and reading.

ENGLISH is linear because an English text begins with a topic sentence, followed by supporting information.

SEMITIC languages base their paragraph writing on a series of parallel coordinate clauses; there is statement—restatement—expansion.

ORIENTAL languages are indirect in their approaches (no statement of focus) and come to the point at the end.

ROMANCE and RUSSIAN languages incorporate digressions and extraneous material that would seem excessive to the writer of English. There is a direct statement of focus, divergence, and return to focus in the end.



Hudson, Tom. *Teaching Second Language Reading*. Oxford: Oxford University Press, 2007.

What Is Summarizing?

Summarizing is the process of retelling the important parts of a passage in a much shorter form. It is an important reading skill. When you are able to summarize a passage, you can be confident that you have understood it.

Summarizing is also a good study skill. Often you must read, understand, and remember information from several textbook chapters. When you write summaries of your reading, the summaries can help you review for examinations.

Summarizing is also useful in completing written reports. When you are assigned to write a research report, you usually include information from several sources. By summarizing such information, you can make your report richer and clearer.

A good summary...

- includes the main ideas and the major supporting points of what you have read;
- does not include minor details or repeated details;
- does not include your own ideas or opinions;
- is much shorter than the original.

1.) Summaries of words/phrases:

A summary word (or phrase) names a general idea that has several examples or parts. Summary words and phrases are very helpful in summarizing.

a.) _____
baseball
basketball
swimming
football
swimming
tennis

b.) _____
clean the house
buy some chips and salsa
make some pizza
bake a cake and decorate it
wrap the presents
set the table
cool the drinks

2.) Summaries of sentences:

When you summarize a sentence, you make it much shorter. You can do this by using summary words and phrases to take the place of groups of words about the same topic. You should leave out descriptive words such as adjectives and adverbs, and keep only the words that tell the main point of the sentence. Use as few words as possible. The summary of a sentence should be a complete sentence.

- a.) The tall cowboy put the saddle on his horse, untied him from the fence, waved good-bye, and rode off into the sunset.

Summary:

- b.) After she turned on the oven, Yuki mixed the sugar, flour, eggs, milk, oil, and vanilla in the mixer, poured the batter into the buttered pans and put the cake in the oven.

Summary:

3.) Summaries of paragraphs:

A paragraph summary should be as short as possible, and it must be a complete sentence. The summary should express the main point in as few words as possible. Follow these steps:

A) Read the paragraph all the way through to be sure you understand it.

B) Check to see if the paragraph contains a topic sentence.

- If the paragraph has a topic sentence, does it state the main idea of the paragraph? If so, you can use it for your summary. Just make the topic sentence shorter by using summary words and phrases and taking out descriptive words.*
- If the topic sentence is not a good statement of the main idea, write it yourself and then make it shorter using summary words and phrases*

- a.) Shopping malls have produced a revolution in shopping and living habits in many industrialized countries. Before 1950, there were no malls, but now almost every city or region in industrialized countries has at least one. In fact, shopping malls have become a part of daily life. Many people even think of them as social centers. In a way, malls have taken the place of the main streets of a town or city. Shops and services that were once spread over several city blocks are now in one place at the mall. Everyone can save time by doing their shopping at the mall. Young people and old, with time on their hands, often say, "Let's go to the mall!"

Summary:

4.) Now students are ready to write summaries of multiple-paragraph works.

Mikulecky, Beatrice and Linda Jeffries. *More Reading Power*, 2nd ed. NY: Pearson Education, 2004.

The Differences between Intensive and Extensive Reading:

Type of Reading	INTENSIVE	EXTENSIVE
Class Goal	<i>Read accurately</i>	<i>Read fluently</i>
Reading Purpose	<i>Answer questions and write a summary</i>	<i>Get information and enjoy</i>
Focus	<i>Words, pronunciation, and sentence structure</i>	<i>Meaning</i>
Material	<i>Often difficult and teacher-selected</i>	<i>Often easy and student-selected</i>
Amount	<i>Not much</i>	<i>A lot</i>
Speed	<i>Slower</i>	<i>Faster</i>
Method	<i>Must finish and use a dictionary</i>	<i>Stop if you don't like it and use no dictionary</i>

Characteristics of an extensive reading approach (7-8)

1. Students read as much as possible, perhaps in and definitely out of the classroom.
2. A variety of materials on a wide range of topics is available so as to encourage reading for different reasons and in different ways.
3. Students select what they want to read and have the freedom to stop reading material that fails to interest them.
4. The purposes of reading are usually related to pleasure, information, and general understanding. These purposes are determined by the nature of the material and the interests of the student.
5. Reading is its own reward. There are few or no follow-up exercises after reading.
6. Reading materials are well within the linguistic competence of students in terms of vocabulary and grammar. Dictionaries are rarely used while reading because the constant stopping to look up words makes fluent reading difficult.
7. Reading is individual and silent, at the student's own pace, and, outside class, done when and where the student chooses.
8. Reading speed is usually faster rather than slower as students read books and other material they find easily understandable.
9. Teachers orient students to the goals of the program, explain the methodology, keep track of what each student reads, and guide students in getting the most out of the program.
10. The teacher is a role model of a reader for students—an active member of the classroom reading community, demonstrating what it means to be a reader and the rewards of being a reader.

Day, Richard, and Julian Bamford. *Extensive Reading in the Second Language Classroom*. New York: Cambridge, 1998.

EXTENSIVE READING

The best way to acquire new words is reading a lot. ER also enforces other skills, such as grammar and writing. Students need to self-select reading materials and read for pleasure. Day and Bamford argue that extensive reading materials should be i-1. In other words, the bulk of the words and grammatical structures they encounter should be easily within the students' level of competence. They say that as students' comfort zones expand, they will naturally gravitate to more difficult texts as they want to read material that is interesting. Students should be discouraged from overusing dictionaries. In fact, to break them of this habit, when they first begin reading extensively they can be instructed to not use dictionaries at all. Later, students can be instructed to underline unknown words as they read and at the end of each chapter look up a few of the min the dictionary. Three or four of the underlined words per chapter is a good goal. Reading assignments should be long enough to discourage intensive study or translation. There are ways to keep students accountable for their ER, such as oral and written reports or book conferences.

Extensive Reading Notes

- Self-selected voluntary reading is so pleasant that readers often report being addicted to it.
- The ability of reading to relax us may explain why bedtime reading is so popular.
- Studies have confirmed a positive relationship between the amount of free reading done and various aspects of second and foreign language competence (writing ability and vocabulary acquisition).

“I examined studies from a number of countries and found no exceptions: In every case, students in classes that included self-selected reading in English did better than those in traditional classes, and there was evidence that making more books available gave better results.”

Krashen, Stephen. Language Magazine. *A Conversation with Krashen*.

ALSO REMEMBER TO:

- Read aloud to your students.
- Ask students to bring their own pleasure reading material to class.
- Ask students to prepare reaction reports and write letters.
- Meet with students individually and have ‘conferences’ about their pleasure reading.
- Ask students to choose interesting lines from their reading and share those with other students.

Day, Richard, and Julian Bamford. *Extensive Reading in the Second Language Classroom*. New York: Cambridge, 1998.

- Neither too easy nor too difficult.
- The key is that students must be free to choose any book they want.
- Students should read fiction or nonfiction books—the aim is to develop the habit of sustained silent reading.
- Reading a whole book allows students to become comfortable with a writer’s style and lexicon.

Mikulecky, Beatrice S., and Linda Jeffries. *Reading Power*. New York.: Pearson Education. 2005.

Activities for Incorporating Extensive Reading into Your Class Time

Read aloud to your students. You can read a short chapter from a different book each day. Pass out copies of the section you read to the students or put it on an overhead transparency so students can read along. This way, students are introduced to different books and might be interested in reading on their own as extensive reading. Or, read aloud a whole book in installments throughout the term. Choose one with dramatic chapter endings so students are hungry for more the next day. After listening/reading, students could write answers to 1 or 2 comprehension questions. Each day you can prepare a 2-3 sentence summary of what's happened up to that point to share with the students at the beginning of class before the next reading. This reviews key vocabulary and keeps absent students up to date (131).

Instruct students to bring their pleasure reading books to class. Give students 15 minutes or more as a Sustained Silent Reading (SSR) period in class. Dedicating class time to the activity shows them how valuable it is. You can use this time to pull aside individual students and conference with them about their reading.

Do Repeated Timed Readings. This activity helps students develop their sight vocabulary. Each student uses his/her own pleasure reading book. Instruct students to make a light pencil mark in the text where they'd like to begin reading. Tell them to read at a comfortable pace for a specified period of time (2-3 minutes). Students put a mark in the text where they finish. Have them go back to where they began reading and give them the same amount of time to read comfortably and again put a mark. Most likely they will go well beyond their initial ending point. Do this a third time. For all of the reading, students shouldn't skim, but read for meaning. This activity could be done as an opening to a period of SSR. At the end of the third reading students just continue in their books (132).

For ER follow-up, structured, written summaries aren't the best choice. Instead, students could do reaction reports. They could be given a list of prompts to choose from in their reaction reports: characters they identify with, points of the story or behaviors that interest or puzzle them, personal experiences or thoughts related to the book, favorite parts, parts they dislike, how they would change the story, how they would act differently from the characters, larger issues dealt with or raised by the story (e.g. war), experiences while reading (meeting familiar words, sleeplessness). Instead of a written assignment, students could give oral reports. Put students in groups of four and give each student two minutes to summarize her/his story for the group. One student keeps track of the time (142-149)

Day, Richard, and Julian Bamford. *Extensive Reading in the Second Language Classroom*. New York: Cambridge, 1998.

Students can design posters for books they've read and display them in the class (153). Don't forget you can design an artistic wall display that shows all the books students have read (154).

Vocabulary: One-A-Day. Students need a stack of index cards. Every day during their extensive reading they write down one new word they encounter. On the back of the card they can write any information they need to help them remember the word. Periodically students change cards with a classmate and orally quiz each other. Every two weeks the teacher can quiz the students. Each student brings his/her cards and the teacher flips over ten words side-up for each student. They have to write the definition of each word and use it in a sentence (194).

Discussion questions about reading for the first day:

How much do you like reading in your first language?

What are your first memories of reading?

How much do you like reading in English?

What difficulties do you have with reading in English?

How much time do you spend each week reading for pleasure?

What makes a book a good book?

What kinds of books do you enjoy?

Tell about a book you have read recently.

What is the best book you have read in English?

What role does reading play in your life now?

Students can discuss these questions in pairs or groups and then introduce their classmates to the class including some of the information they learned about their partner's experience with reading (10).

The 4/3/2 Technique: For homework, tell students to read a book and prepare a 4-minute, then a 3-minute, and finally a 2-minute retelling of the story. In class they pair up and tell their stories in 4 minutes. Use a stopwatch to time the students. The listener has to ask at least one question about the story. Then, students find a different partner and tell the same story in 3 minutes and then they switch again and tell the story in 2 minutes (it can be 5/4/3 or 6/5 for lower level students). Students can prepare notes ahead of time, especially if they want to make sure to incorporate new words into their retelling (95).

N.B.! Be careful with your class time. There are a lot of interesting communicative activities you can use in class, but students should spend less time talking about what they read and more time actually reading.

Bamford, Julian, and Richard Day, eds. *Extensive Reading Activities for Teaching Language*. New York: Cambridge, 2004.

TIMED READING

Why is speed an issue in reading? To read something well, you need to be able to read 200 words per minute; 250—fair; 350—good. Students must realize they don't need to read every word to be good readers. Students CAN be trained to read faster. Training in reading faster makes it physically impossible for them to read every word. It's like weight-lifting—if you do it two to three times per week, you get better and thus faster at it. Students can use their pleasure reading to learn to read faster (Pleasure Reading Rate Finder) and they can do reading sprints.

What Is Timed Reading?

Timed reading is a technique to teach students that they can read and comprehend a text without attending to its every lexical unit, which should make them read faster. Reading faster forces readers to focus on groups of words together rather than every word. This assists the brain in reconstructing the meaning of what is read more easily. By encouraging readers to avoid unknown or nonessential words, the brain concentrates better on the general meaning of the text.

Mikulecky, Beatrice, and Jeffries, Linda. *Reading Power*. New York: Pearson Education, Inc. 2005.

Why To Read Faster?

- Many ESL students take three to four times longer than native-language students to complete reading assignments.
- Students in the U.S. colleges and universities are expected to read a lot of material in limited amounts of time.
- It leads to better comprehension of a text.
- It provides students with more flexibility and allows them to vary their reading speed based on their reading assignments.

Mikulecky, Beatrice, and Jeffries, Linda. *Reading Power*. New York: Pearson Education, Inc. 2005.

How To Read Faster?

- Check your students' reading habits—if students have a habit of moving their lips or following the text with their fingers while reading, it slows them down considerably.
- Teach students to skip over unknown or nonessential words—with as much as 18% of words missing students can understand and even answer comprehension questions about a passage (use cloze passages).
- Do timed readings—a good reader should be able to read about 350 words per minute.

How To Do Timed Readings?

- Give students a signal to preview the text, allowing about fifteen seconds or fewer.
- Have students begin to read at the same time.
- After one minute has passed, write on the time that has elapsed on the whiteboard.
- Update the time every ten seconds.
- Tell students to copy down the last time on the whiteboard.
- Have students answer questions that follow.

Spargo, Edward. *Timed Readings Plus*. Ohio: Glencoe/McGraw-Hill. 1998.

“Today a
reader,
tomorrow a
leader.”

Margaret Fuller

Teacher Training Program for English
Teachers
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Reading Activities

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23 July 2013

DEVELOPING READING SKILLS

➤ *Intensive Reading*

- *Done in class*
- *Teacher-selected*
- *Above the current level of students*
- *Activities: pre-reading, while-reading, and post-reading*

➤ *Extensive (Pleasure) Reading*

- *Done outside of class*
- *Student-selected*
- *At the current level of students*
- *Activities: reading reports, teacher-student conferences, book posters*

➤ *Timed Reading*

- *Done in or out of class*
- *Students can use their extensive reading books to measure their speed*
- *Reading sprints are recommended*

Lesson Plan for Developing Reading Skills

1. **Pre-reading activities.** The purpose of these is to activate and build the students' background knowledge in order to improve top-down processing. Get them thinking about what they already know about the reading before they begin. This will enhance their comprehension. Here are some options for pre-teaching activities. Select and combine as appropriate.

a. Predict:

- read the title together and make predictions about what information will be in the reading.
- Look at pictures, captions, or subtitles, and discuss what they tell you about the reading.
- Brainstorm about the topic.

b. Preview:

- Get a general sense of the passage by reading the first paragraph, the first line of every following paragraph, and the last paragraph.
- Have students scan the text for words or numbers that are easy to pick out (names, dollar amounts, dates, etc.). This can be done as a race

c. Pre-Teach Vocabulary

- Pick out vocabulary items essential for getting the main idea of the text. Students do not need to learn all the new vocabulary at this point. Prepare example sentences and definitions for the items you will pre-teach. Use an ESL dictionary as a source for the definitions. Limit the number of words to 8-10 (for beginners, use pictures, gestures, or translation. They usually cannot benefit from definitions.
- For a fun, competitive way of pre-teaching vocabulary in context, try a dictation race.
- Try interactive context exercises.

2. **Reading and Answering Questions.** Have students read the passage individually and silently. While students are reading the text, the teacher can write questions about the text on the board. Or, these can be prepared on a handout. After the students have finished reading the text, give them the questions, and have them read again to find the answers. For lower level students, it is helpful to have them read silently first, and then after everyone is finished, the teacher can read the text aloud a second time while everyone follows along.) After students have answered the questions, have them pair up with a partner to compare answers and discuss any differences.

Note: If the text you are using does not have the lined numbered, add the numbers down the side, in increments of five. This makes things much easier to find with the group discusses the answers to questions.

Reading Comprehension Questions

The questions you give students to answer should teach them how to find and follow the main idea of the text. Remember, you are not testing reading, but teaching it. In order to do this, read the text carefully yourself, and ask yourself these questions: What is the main point of the whole text? How about the main idea of the first paragraph? How is

this idea stated? What kind of support is given to develop it? Are there some key links from one paragraph to the next that I need to help students pick up on? Are there some potentially confusing details that I need to help them sort out?

Here are some important types of questions to ask:

Main idea questions: to help students pick up and follow the main thoughts in the paragraph or passage. Note: Don't ask, "What is the main idea?" Instead, ask questions like, "According to the author, who are America's new heroes?" The answers to these questions will be the main ideas. Try to write one main idea for each paragraph of a longer sentence. This will aid the students in summary writing later on.

Support questions: To help students understand how information is organized to support ideas. For example, "What are the three reasons for an increase in food poisoning?"

Reference questions: To help students learn to quickly recognize the referents of pronouns. For example: In line 12, who are "they"?

Transition questions: To help students recognize "road sign" words that indicate relationships between ideas, for example: *on the other hand, however, in addition, nevertheless, to sum it all up*, and so on. These occur more at higher levels. For example, "What words in line 12 tell you that the author is going to make a contrast?"

Guessing vocabulary from the context: To help students get in the habit of guessing unknown words. Make sure there is enough context given so that students have sufficient clues for meaning. For example: "His family was very poor, and he grew up living in a tiny shack." What does "shack" mean? (Even if students don't know the exact meaning, they can determine that "shack" means a dwelling where you would find poor people.)

Scanning questions: To give students practice in the important skill of searching a text quickly for the information they need. For example: "Scan the text to find the number of refugees who have crossed the boarder into Pakistan."

Opinion or response questions: To give students an opportunity to say what they think about what they have read. For example: "Do you think that the judge's decision was fair? Would the same thing happen in your country?"

As you write your questions, label them by type. This is not information you would give to students. It is to help you in the planning process, so that you can be sure you have used a variety of types. Up to half of your questions can be main idea questions. List your questions according to the order the answers come in the text, not according to question type. This will aid students in the summary writing process.

3. Post reading activities—Some options.

Have students compare their answers to questions in pairs. Discuss any differences.

Have students summarize the contents of the reading, orally or in writing.

Have students retell the story from the perspective of one of the characters

Have students respond to the text orally or in writing, giving their opinions

Utilizing Process Questions and Summary Writing To Teach Both Reading and Writing by Glen Rice, EPI Instructor

NOTE: The following began as a presentation at International TESOL and has evolved into presentations given by Mr. Rice in teacher training contexts both in the United States and abroad. Mr. Rice is an expert in teaching L2 reading to secondary and post-secondary learners and consistently receives excellent evaluations of his teaching from students. He is a firm believer in the second language improvement resulting from writing summaries.

Abstract:

This teacher has found summary writing to be effective in improving both reading comprehension and writing fluency in intermediate through advanced ESL reading classes. This is consistent with Grabe (1991) who, in a review of L2 reading research, argues that since reading and writing seem to be “mutually reinforcing,” they should “be taught together in advanced academic preparation.” Furthermore, Kirkland and Saunders (1991), hold that “summarizing skills are essential to academic success.” In the writing of research papers, for example, the student must be able to accurately summarize source material without plagiarizing. In addition, this teacher’s students report that summary writing improves not only their reading and writing, but, as they use new words in summaries, their vocabulary as well.

The nearly convinced reading teacher, however, soon asks: “How can we correct all these summaries and still get some sleep?!” Experience indicates that the greatest benefit in summarizing is from the process itself with as much immediate in-class feedback as possible. Far less learning accrues from the corrected summary returned days later. This paper presents: (1) a lesson plan format for teaching summary writing; (2) a streamlined method of grading summaries, primarily focusing on content; (3) summary guidelines for students; and (4) students’ comments on the value of summary writing.

Lesson Plan Format for Teachers

I. PRE-READING

A. Build background or schema for the content of the reading (e.g. brainstorm, use pictures, etc.). Note: A Short Course in Teaching Reading Skills by Beatrice S. Mikulecky (Addison-Wesley, 1990) is an excellent resource for ideas in all areas of teaching reading.

B. Pre-teach key vocabulary, phrases, idioms, and/or cultural information (usually not more than 8-10 items). Use items in a sentence as well as giving definitions but the sentence you use should be in a context different from the article so as not to give away the main ideas of the article. Make sure items are key (i.e., important) to the comprehension of the article’s main message or thesis. Also, if there is enough context to guess the meaning of items, use the item in a “guessing vocabulary from context” process question below (i.e., II below) and not in Step I.

C. Pre-view in order to make predictions/form questions for intensive reading (Step II)

1. Discuss title, subheadings, pictures, graphs, etc. {What questions would you ask at this point to elicit discussion without giving away main ideas?}
2. Have students silently read first paragraph, first sentences of other paragraphs, and last paragraph. Possibly if you wish, you could follow this up with reading the same out loud, so they can hear correct rhythm and intonation, which often yields greater understanding. You could also make a copy of the article and “black out” all of the article except the first paragraph, first sentences of “body” paragraphs, and last paragraph. What questions would you ask, (fairly general, at this stage--more specific questions come in Step II) after, for example, the first paragraph, the first sentence of the next

paragraph? You don't have to do this for every paragraph.

3. Create one or two scanning questions (e.g., for dates, numbers, names, etc.)

II. INTENSIVE READING: As students begin to read intensively, put 10 - 15 process questions on the board or distribute a handout with the questions. Include the following types of questions:

A. Main idea questions (these should be most of your questions, but also include at least one of the following:)

B Support of main idea question

C Reference questions

D. Guessing vocabulary/idioms from context

E. Transition words/phrases (these show shifts in the author's main message) (e.g., "yet, as a result, on the other hand", etc

F. Inference/tone question

G. Possibly an evaluation question (e.g., What is your reaction to the author's point of view?)

NOTE: these questions should come in the order of the reading and not be categorized separately—i.e., just ask questions that help students uncover the main idea of paragraph 1, then paragraph 2, etc. Then at the end label your questions and see if you've covered all the above kinds of questions. If not, just work in a few more questions. Try to include one or two true and false questions, as well as open-ended questions. Answering your questions should give students the main "thread" of the article so that students are prepared to write a summary in the next step. During the time they are answering these questions, you can circulate to help and encourage students individually. If a student is lost on a question, underline the general location of the answer and later come back to see if he/she was able to find the answer.

III POST READING: Several possibilities:

A. Pair up students to see if they agree on answers to process questions above. If not encourage them to go back to the reading and negotiate the meaning of the text together. (Sometimes I have students work together Step II, instead of individually. They say that working together on the questions usually is quite helpful and more interesting.)

B. Have students reconstruct the thread/outline of the author's main message in pairs

C. Pull students together to answer the process questions as a group or at least reconstruct the thread/general outline of the author, so that everybody is clear.

D. Assign a summary of the article (emphasize no more than one quote per summary—i.e., summarize in their own words)

Grading or Marking Summaries

The value in students writing summaries comes from quantity. The quality generally improves as they write more and more summaries. I do not mark every mistake in a student's summary. If I did, the students would not get their papers back as quickly as is necessary for learning to take hold, and I would be marking summaries all night!

What I do and what works for me is the following:

Underline a well-expressed phrase, sentence, or correct concept, and put a "+" in the margin.

Underline a missed concept or incorrect interpretation of the reading, and put a "-" in the margin.

Underline plagiarized words, phrases, or sentences and put quotation marks around them, "...," and put a "-" in the margin.

If the student has more plusses (+) than minuses (-), give him/her a "+" or "A," if more minuses, a "-" or "C." If the plusses and minuses are equal or nearly so, give the student a check or "B."

Summary Guidelines for Students

What is a summary?

A summary restates the main ideas of an author (without most of the details) in your own words. It is generally about 25% the length of the original.

Why are summaries important?

In the upper class high school courses and certainly in university courses, you often have to write research papers. In these papers you gather information from many sources and include this information in your paper. A few direct quotations are allowed, but generally you are expected to summarize or paraphrase this information in your own words. (You also have to indicate the source of the information.) Summary writing gives you practice in this rather difficult task. Most students also tell me that when they write summaries, their understanding of what they are reading improves. In addition, by the end of the course many of my students say that they feel their writing has improved as well, and I would agree. Finally, as students use new words they have learned in their summary writing, their vocabulary improves as well.

How do I write a summary? (check off each step as you do it)

1. Preview the article (read the title, subtitle, headings, first paragraph, first sentence of the following paragraphs, and the last paragraph. Get an overall idea of what this article is about. This is when to use your dictionary. Look up unknown words that seem to be important from your preview.
2. Read the article. Underline (about 20%) as you read.
3. Go back over the article and make boxes over just the key words/phrases that you underlined. The boxes should remind you of the author's main idea. (Boxes should equal about 5% of the article). If I give you study questions to help you find the main ideas, answer those in your own words.)
4. Find the author's thesis statement and summarize it in your own words. You can use headings or the main text of the article.
5. Make an informal outline of the article from your "boxes". Usually, but not always, you should include in your outline one main idea from every paragraph of the article. Emphasize the points the author emphasizes.
6. Summarize the author's conclusion (last paragraph) in one sentence.

__7. Begin to write your summary from your outline, without looking at the original article.

__8. Your first sentence should approximately follow this model: "In his article 'March on Washington' (Newsweek, April 8, 1991) Osborn Elliot (discusses, states, argues, describes)..." MAKE SURE THAT YOUR FIRST SENTENCE GIVES THE THESIS (i.e., main thrust) OF THE ARTICLE.

__9. At a later point in your summary remind us one more time that you are summarizing another person's work: e.g. "Mr. Elliot (or 'the author') also (states, believes, argues, etc.)..."

__10. If you want to, you may directly quote the author once briefly. Use quotation marks.

__11. Include a response at the end. Mark it "MY RESPONSE" Here and only here should you include your opinions.

__12. Go back over your summary and check that you have used your own words and not copied! (By all means, use new vocabulary from this article in your summary. Underline these new vocabulary words.)

__13 Now read your summary out loud and make sure that your meaning will be clear to someone who has not read the article.

__14 Now read your summary out loud a second time, and look for mistakes. Especially look for mistakes in: (1) fragments and run-ons, (2) verb tenses, (3) articles, (4) spelling of easy words

__15. Type your summary and use spell-check. For most of the articles we read in this class your summaries should be not less than 200 words nor more than 250 words.

Students' Comments on Summary Writing

I did an anonymous survey of the students in one of my reading classes. These students range from roughly 460 to 480 on the TOEFL. I asked them to respond to the following question: "Summaries are [not so good, good, or very good] in helping me improve my reading. Why?" None of the students chose "not so good," 36% chose "good," and 64% chose "very good". Some of their comments as to why summary writing was good/very good in helping them improve their reading are as follows:

*Summaries are good because "in my opinion, I think that summaries can help me thinking about the article more deeply and see how many part I can understand."

*Summaries are very good "because when I read I must focus on the main idea to use it in my summary."

*Summaries are very good "because I can get a whole or general meaning of a article"

*Summaries are very good "because I can guess the meaning of words that I don't know maybe"


*Summaries are very good "because I learn different style of writing and improve my vocabulary. When people read can find many words that speaking can't. For me summaries are interesting."

Name _____

Date _____

Reading Interest Survey

It is important to me to get to know you as a person and as a student. Your answers to the following 19 questions will help me to understand your needs as a reader in our class, as well as a bit more about your routines outside of class.

1. Do you like to read? YES NO SORT OF  If you circled "SORT OF", then please explain: _____

2. How much time do you spend reading? _____ minutes per day; _____ minutes per week

3. What are some of the books you have read lately?



4. What is/are your absolute favorite book(s)?

5. Do you ever get books from the school library? YES NO

6. About how many books do you own? _____

7. What are some books you would like to own?



8. Circle the genres/types of reading material you like or might like best.



history	travel	plays	sports	science fiction
adventure	romance	detective stories	war stories	art
poetry	supernatural stories	car stories	novels	biography
astrology	humor	folktales	how-to-do-it books	mysteries
books in a series	drama	nonfiction	gaming	westerns

9. Do you like to read the newspaper? YES NO

10. What are your favorite TV programs?

11. How much time do you spend watching television? _____ minutes per day

12. Do you have a favorite magazine and what is it?

13. Do you have a subscription to any magazines and what are they?

14. What are your hobbies and interests?

15. What are your top 2 favorite movies you've seen?

16. Who are your favorite entertainers and/or movie stars?

17. Do you enjoy having someone read aloud to you? YES NO

18. Tell me anything else that you would like to say about yourself and your experience with reading:

19. Please write down any questions you might have for me.



Thinking about your reading habits

Your reading habits can make a big difference in your reading. Find out about your reading habits by answering these two questionnaires according to your own experience.

Fill in Questionnaire 1 about your reading habits in your first language (your native language). Then go on to Questionnaire 2 about your reading habits in English. (If your native language is English, skip Questionnaire 1. Go directly to Questionnaire 2.)

Questionnaire 1

Reading in Your Native Language

Native language: _____

For each statement, circle Y (Yes) or N (No).

- | | |
|--|-----|
| 1. I always read every word of a passage. | Y N |
| 2. Reading aloud helps me improve my reading. | Y N |
| 3. I say the words aloud when I read. | Y N |
| 4. I use different reading methods in my native language and in English. | Y N |
| 5. When I read in my native language, I understand more when I read slowly. | Y N |
| 6. If I don't know the meaning of a word, I always look it up in the dictionary. | Y N |
| 7. The best way to improve my reading in my native language is by learning as much grammar as possible. | Y N |
| 8. The best way to improve my reading in my native language is by learning as much new vocabulary as possible. | Y N |
| 9. When I am reading in my native language, I need to know every word in order to understand. | Y N |
| 10. To read well in my native language, I must be able to pronounce every word. | Y N |
| 11. I can't understand a paragraph if it has several new words in it. | Y N |
| 12. I use the same reading methods for all kinds of texts (books, newspapers, etc.). | Y N |

Questionnaire 2

Reading in English

For each statement, circle Y (Yes) or N (No).

- | | | |
|---|---|---|
| 1. I always read every word of a passage. | Y | N |
| 2. Reading aloud helps me improve my reading. | Y | N |
| 3. I say the words aloud when I read. | Y | N |
| 4. I use different reading methods in my native language and in English. | Y | N |
| 5. When I read in English, I understand more when I read slowly. | Y | N |
| 6. If I don't know the meaning of a word in English, I always look it up in the dictionary. | Y | N |
| 7. The best way to improve my reading in English is by learning as much grammar as possible. | Y | N |
| 8. The best way to improve my reading in English is by learning as much new vocabulary as possible. | Y | N |
| 9. When I am reading material in English, I need to know every word in order to understand. | Y | N |
| 10. To read well in English, I must be able to pronounce every word. | Y | N |
| 11. I can't understand a paragraph if it has several new words in it. | Y | N |
| 12. I use the same reading methods for all kinds of texts (books, newspapers, etc.). | Y | N |

Compare your answers in the two questionnaires. Are your answers the same for both?

Compare your answers with another student. Do you agree? Look at questions that you answered similarly and questions you answered differently.

Ideally, you circled **N** for every question in both questionnaires! If you marked some answers **Y**, then you may need to learn more about reading. *More Reading Power* will help you change your reading habits and become a better reader.

Literature Circles

1. **DISCUSSION DIRECTOR:** Your job is to develop five or six questions and lead your group in a discussion. Don't worry about small details; your task is to identify the big ideas in the reading and to facilitate the sharing of reactions. Usually the best discussion questions come from your own ponderings, reactions, and concerns as you read.

NAME: _____ CIRCLE: _____

MEETING DATE: _____ CHAPTER/S: _____

Q1: _____

Q2: _____

Q3: _____

Q4: _____

Q5: _____

Q6: _____

2. **SUPER SUMMARIZER:** Your job is to prepare a brief summary of the assigned reading. Your group discussion will start with your statement that covers the main events and ideas of the assignment.

NAME: _____ CIRCLE: _____

MEETING DATE: _____ CHAPTER/S: _____

Main Events:

A. _____

B. _____

C. _____

D. _____

Main Idea(s):

Literature Circles

3. **WORD WIZARD:** The words that an author chooses are deliberate. Your job is to be on the lookout for seven or eight especially important words in the reading. If you find words that are unfamiliar or puzzling, mark them while you are reading and then write down their definition, either from a dictionary or from some other source. Cite the words and the pages plus the paragraphs in which they are located. Be ready to point them out and to help members of the group discuss their importance.

NAME: _____

CIRCLE: _____

MEETING DATE: _____

CHAPTER/S: _____

WORD	Page # / Paragraph #	Definition

4. **LITERARY LUMINARY:** Your job is to locate at least three passages for your group to discuss. Your purpose is to help members of your group probe more deeply into some interesting, humorous, puzzling, or powerful passages. As you read and locate some interesting passages, be sure to jot down the page number and paragraphs. For example, you could use post-its to mark the passage in the book. Note why you chose the passage and be prepared to read the passage out loud. Lead the discussion.

NAME: _____

CIRCLE: _____

MEETING DATE: _____

CHAPTER/S: _____

PASSAGES: Humorous? Sad? Illuminating? Intriguing? Frightening? Important? Descriptive?
Powerful? Puzzling? Elaborate? Ponderous?

Page # / Paragraph	Why chosen?

Literature Circles

5. **IDEA INVESTIGATOR:** Your job is to dig up some background information on any topic related to your book/chapter. This is not a formal research report. The idea is to find bits of information or material that helps your group better understand the characters, setting, plot, and themes of the book/chapter. Investigate something that really interests you—something that struck you as puzzling or curious while you were reading. This might include information about the author, famous people mentioned in the book/chapter, or some other related topic. Cite your links and bring in copies of what you found so that your group can discuss it.

NAME: _____ CIRCLE: _____
MEETING DATE: _____ CHAPTER/S: _____

RESEARCH TOPIC(S)	URL ADDRESSES

Summary of findings:

6. **COOL CONNECTOR:** Your job is to find connections between the book/chapter your group is reading and the world outside. This means connecting the reading to your own life, happenings at school or in the community, similar events at other times and places, or other people or problems this book/chapter brings to mind. You may also see connections between this book/chapter and other books/writings. There are no wrong or right answers here. Whatever the reading connects you with is worth sharing.

NAME: _____ CIRCLE: _____
MEETING DATE: _____ CHAPTER/S: _____

Some connections I made while I read this section were:

Photo: Barbara Henry

Richard R. Day argues that all foreign language teachers should be encouraging their students to read more

Extensive reading belongs in the foreign language curriculum. Students who read extensively in the foreign language not only become better readers and develop positive attitudes and motivation to read, but their competency in other aspects of the language increases. They write better, their listening and speaking abilities improve, and their vocabularies get bigger and better.

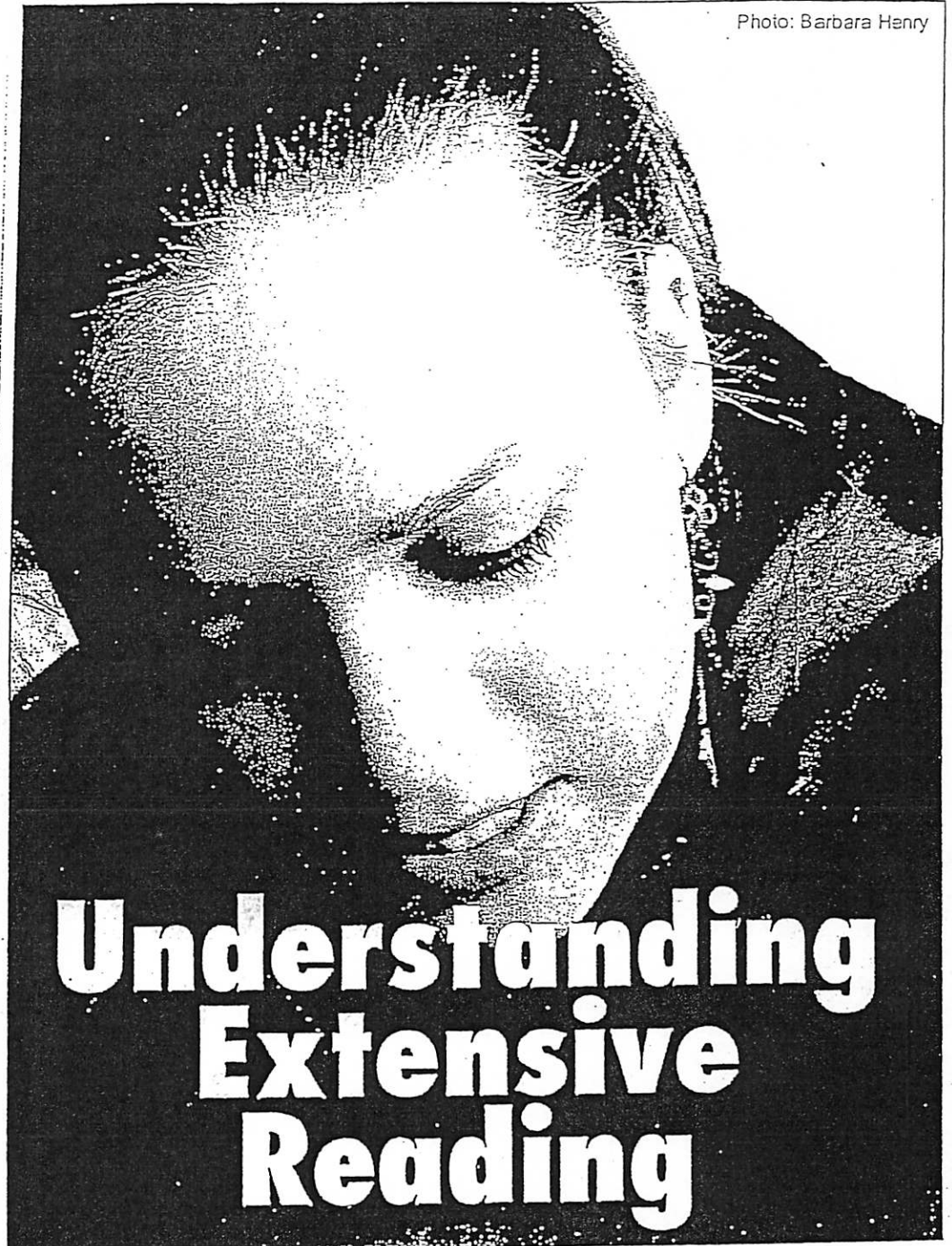
Extensive reading is appropriate for the learning of any language, not just English. Extensive reading can be used effectively in a variety of foreign language program (e.g., intensive program; a class that meets only once a week), and in a second language and first language context (for example, learning Japanese in Japan). Extensive reading works with language students of all ages and all levels of both language and reading abilities, from beginners to advanced. The only assumption is that students are literate in their first language.

In this article, I introduce extensive reading and address the most frequently asked questions that language teachers have when they consider using extensive reading in their classrooms.

What is Extensive Reading?

In foreign language instruction, extensive reading may be most easily defined as students reading large quantities of easy material that is of interest to them. The reasons for this reading is the same as for any reading—enjoyment, general knowledge or specific information. When a language learner reads extensively, the focus is on the content, not on the language.

In extensive reading, the main objective is reading in and of itself. Reading is its own reward. The reading materials do not form the basis of a language lesson; they are not used to illustrate a particular point of language. Since the focus is reading, and reading is a great deal, students need to be inter-



Understanding Extensive Reading

would be exceedingly difficult for them to do the amount of reading found in extensive reading programs.

One way to help ensure that students are interested in what they read is to allow them to select their own reading material. The teacher's job, then, is to have available to students a large selection of materials on a variety of topics, so as to make it easy for students to find something that interests them.

Another key part of extensive reading is the level of difficulty of the reading material. Students should be encouraged to read

experience a great deal of satisfaction when they are able to read in a foreign language with understanding. When students read material with vocabulary and grammatical structures that are too difficult for them, they become frustrated, and lose the motivation necessary to continue reading in their new language. Who enjoys stopping to look up a large number of words in the dictionary or trying to figure out a strange or unknown syntactic structure?

There is another reason why students should read material that is well within their reading comfort zone. It builds up their con-

from p.16

read in the foreign language and that it is a pleasurable experience.

It is important teachers guide their students as they read extensively. They must be on the look out for students who attempt to read outside their comfort zones consistently. In addition, they need to make sure that their students read progressively more challenging material as their comfort zones expand. Some students will discover on their own that material that was once difficult for them has become well within their linguistic and reading abilities. Others will need to be guided by their teachers. Also, students need to be made aware that, generally, reading materials at higher levels are more interesting.

Extensive reading can be summarized by ten principles:

1. The reading material must be easy. Students should know most of the vocabulary and grammar. Dictionaries should rarely be used while reading because the constant stopping to look up words makes fluent reading difficult.

2. A variety of reading material on a wide range of topics must be available. The success of extensive reading depends largely on enticing students to read. A large extensive reading library ensures that there will be material of interest to all learners.

3. Learners can choose what they want to read. This is the heart of extensive reading. Also, students should be encouraged to stop reading material that is too easy or too hard, or that is boring.

4. Learners ought to read as much as possible. The most critical element in learning to read is the amount of time spent actually reading. While most reading teachers

agree with this, generally, in intensive reading programs, students are not given the opportunity or incentive to read, read, and read some more.

5. The purpose of reading should be related to pleasure, information and general understanding. These purposes are determined by the nature of the material and the interests of the student.

6. Reading must be its own reward. The learners' experience of reading the text is the goal of extensive reading. Thus, extensive reading is not usually followed by comprehension questions. However, teachers may want their students to engage in follow-up activities based on their reading (see Bamford and Dav, (2003) for a wide variety

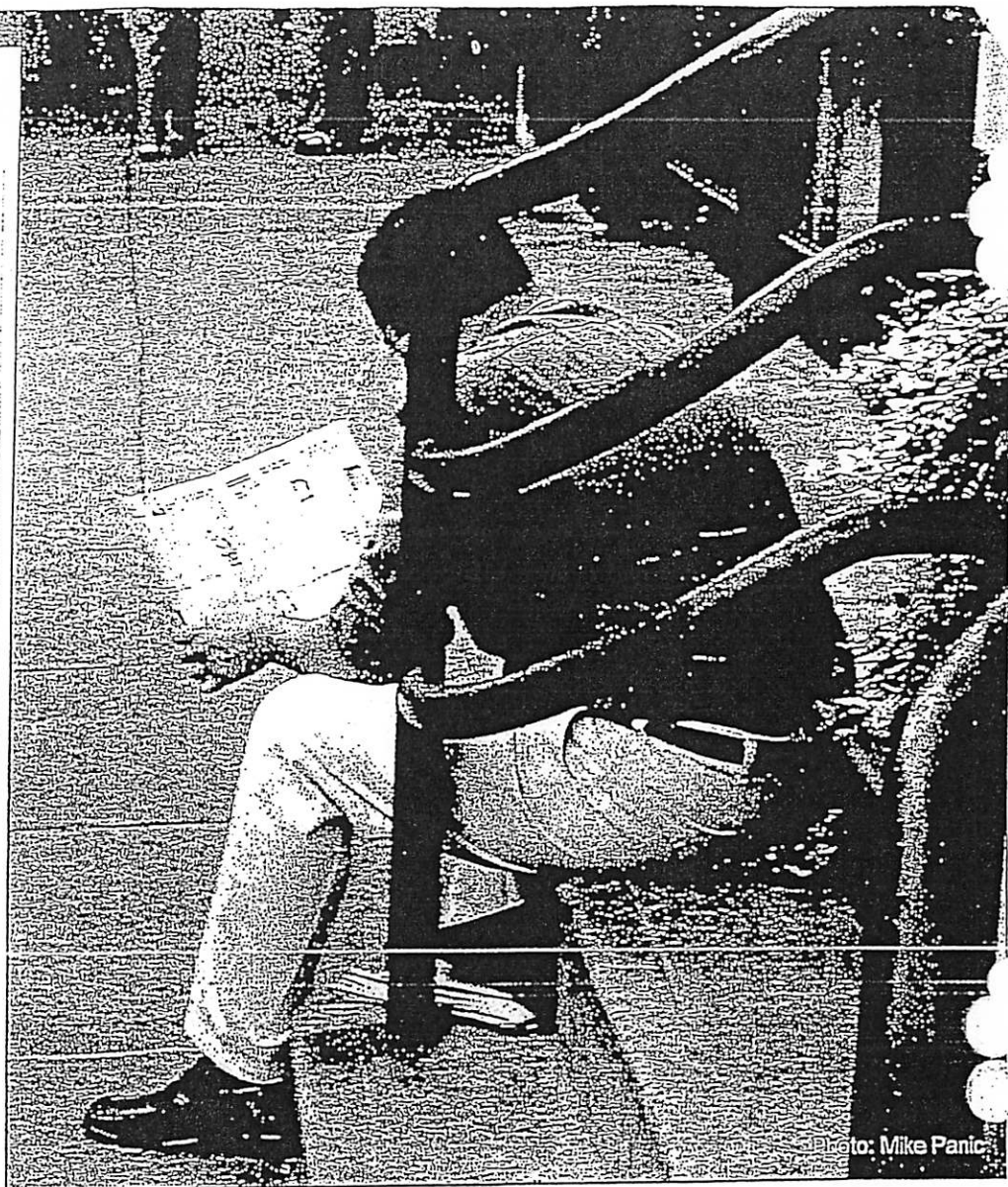


Photo: Mike Panic

“Some students will discover on their own that material that was once difficult for them has become well within their linguistic and reading abilities.”

of extensive reading activities for teaching foreign language.

7. Reading speed should be faster rather than slower. Reading fluency generally results when learners read books and other material they find easily understandable.

8. Reading should be individual and silent. This is in stark contrast to the way classroom texts are used to teach language or reading strategies or read aloud.

9. Teachers must orient and guide their students. Because extensive reading is so different from intensive reading, Students need to be introduced to it. Teachers might want to explain its benefits and methodology. They might also tell students that a general, less than 100%, understanding of

what they read is appropriate for most reading purposes

10. The teacher should be a role model of a reader. The teacher needs to be an active member of the classroom reading community, demonstrating what it means to be a reader and the rewards of being a reader. (Day and Bamford, 2003)

What Happens When Students Read Extensively?

The results from language programs (wide variety of circumstances and settings) provide a great deal of information about what we can expect when students read extensively in a foreign language. Nation (1997) and Day and Bamford (1998,

32-39) have summarized the bulk of published literature roughly into two categories: affect and ability in the foreign language.

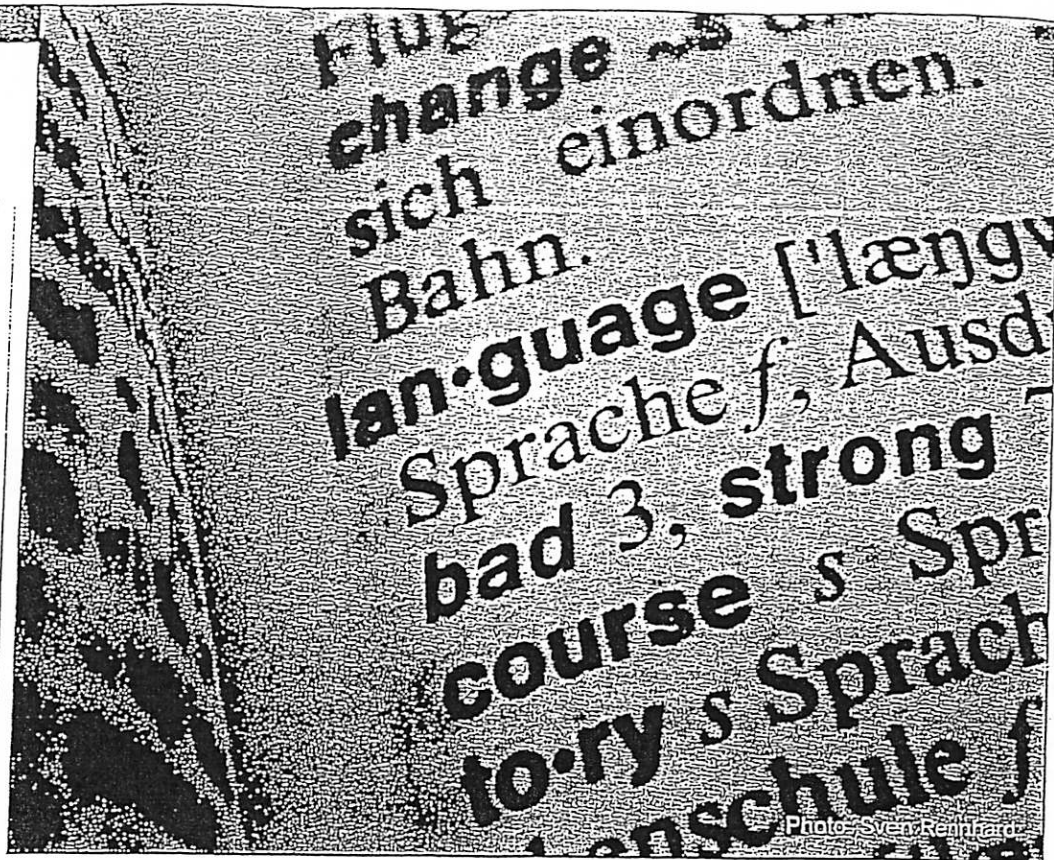
Affect is most easily described in terms of attitude and motivation. The defining characteristic of attitude is an evaluative aspect—the positive or negative manner in which a person reacts to another person, an activity or something else. For example, a student with a positive attitude toward learning a foreign language would react to role-play activity in the foreign language very differently from another student whose attitude towards learning the foreign language is negative.

Motivation is somewhat different from attitude. Motivation is what makes us do (or not do) something. Attitude influences motivation. Students with positive attitudes toward learning a foreign language are likely to have positive motivation—and they would be eager to try to learn it.

Attitude and motivation have long been recognized by language teachers and researchers as critical in successful language learning. It is significant, then, that studies of students who read extensively in a foreign language establish that the students develop positive attitudes toward reading in the language and become eager readers. This interest in reading in the foreign language often spreads to other aspects of learning. For example, one of the students in Victoria Rodrigo's investigation of university students studying Spanish in the United States reported, "Reading stimulated my interest in learning the language" (1995, p. 13).

When it comes to ability in the foreign language, not only does overall proficiency increase, but so do vocabulary, reading, writing, listening and speaking. Gains in these aspects of language learning are reported from both second and foreign language learning contexts, with varying degrees of time and different populations. The programs were studied for a year, while one program was conducted for only 11 weeks.

These gains in foreign language ability are achieved in extensive reading programs in situations somewhat different from integrating extensive reading into existing programs. However, we believe that improvement in foreign language competence can be achieved when students read extensively over time, regardless of the specific focus on a course. Importantly, gains are not limited only to reading ability but are achieved in



Why Should Teachers Go to the Trouble of Using Extensive Reading?

Adding anything to an already crowded syllabus inevitably causes problems. The payoff is worth the extra effort. Encouraging students to read extensively will result in a substantial increase in affect—positive attitudes and increased motivation. They will come to their foreign language classes ready and eager to learn. In addition, the reading they do will consolidate and increase their abilities in the foreign language.

If all of that is not sufficient, there is more. Foreign language teachers who integrate extensive reading into their courses and classrooms develop themselves professionally. They will expand their horizons and their capabilities as language teachers as they simultaneously enrich their curricula.

Shouldn't We Leave Reading to the Reading Teachers?

Foreign language teachers who have not taught reading might be concerned that they aren't reading teachers, and that they simply do not know enough about the theory and practice of reading to be effective teachers. This is a reasonable concern. However, with good preparation teachers can easily integrate extensive reading into their teaching. I believe that understanding and putting into practice the information presented and discussed in referenced texts will enable teachers to use extensive reading effectively.

Moreover, reading does not have to be—indeed, should not be—confined to the reading classroom. Reading is a skill that can

be used in many settings. I regard this as extensive reading across the foreign language curriculum, in which reading is used not only as an end in its own right but also as a vehicle to consolidate and advance other aspects of foreign language learning.

Conclusion

There are difficulties and problems in trying to change ideas, beliefs and classroom practices. Teachers generally do what they do because they are comfortable and their students learn. At the same time, effective teachers are always on the lookout for ways to improve their teaching and help their students learn better. Integrating extensive reading into any language curricula is one of these ways. ■

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Richard R. Day, a professor of Second Language Studies, University of Hawaii, is the author and editor of numerous publications, including *Impact Values* (Longman Asia ELT).

Jeffries, Linda, and Beatrice S. Mikulecky. *Reading Power*.
New York: Pearson Education, Inc. 2005.

Write a pleasure reading report

*Copy this form on a separate piece of paper. Then fill it in and give it to your teacher.
Other students can read your report and decide if they want to read the book.*

Pleasure Reading Report

Title of book: _____

Author: _____

Number of pages: _____ Date published: _____

Fiction or nonfiction? _____

What is this book about? _____

What is the best part? _____

Would you tell a friend to read this book? Why? _____

Fill in this information about yourself:

Name: _____ Date: _____

Native language: _____ Age: _____

Gender: _____ Profession: _____

This book is _____ easy _____ just right _____ difficult

Writing about Your Pleasure Reading Book

Write a letter

Write a letter to a friend about your book. Below you'll find an outline for a letter. Use the outline to help you write your letter on a separate piece of paper.

(date)
Dear _____,
I just finished reading a book called _____
_____. It was written by _____
_____. It is _____ pages long.
This book is about _____

The book is _____ to read. The best
part is _____

I think you would _____ this book because _____

Sincerely,

Some words to use in writing about the book:

like/not like	sad/happy	action
interesting/not interesting	difficult/easy	fiction/nonfiction
exciting/boring	people	imaginary/real life
long/short		

Jeffries, Linda, and Beatrice S. Mikulecky. *Reading Power*.
New York: Pearson Education, Inc. 2005.

Using Your Pleasure Reading Book to Practice Reading Faster

Here are two ways to use your pleasure reading book to work on reading faster.

Finding your reading rate in your pleasure reading book

Before you use your pleasure reading book to practice reading faster, you must find out how fast you read now. Follow these directions to find your reading rate.

Read this sample page from a book called *Murder in the Language Lab*. Before you start to read, write the starting time: ____ min. ____ sec.

Murder in the Language Lab

- 1 Against one wall there was a large machine. The sides
of the machine were made of black metal. The bottom
half of it looked like a large typewriter. The top
part of the machine was like a television set.
- 5 The man walked over to the tree. He looked up at the
hole in the roof.
The man called out, "Sally! Come down, Sally!"
After a short time, a face appeared in the opening. The
face had small, bright eyes. The mouth was very wide, and
10 the nose was flat. There were very big ears. The face was
covered with short brown hair. It was the face of a
chimpanzee.
The animal's lips opened, showing yellow teeth. It looked
like a smile. The chimpanzee made a happy sound.
- 15 "Come down here, Sally," the man said again.
Sally climbed down the tree very quickly. With her long
arms, it was easy for her to climb up or down very fast.
Sally looked at the man and smiled again.
"Do you want a banana, Sally?" the man asked.
- 20 Sally made another happy sound. She ran across the
room to the machine. She stood in front of the machine.
It looked like she was thinking very hard. She was studying
the part that was like a typewriter. There were many
more keys than are usually found on a typewriter. Also,
25 instead of letters there were little pictures or symbols on
the keys. There were circles and squares in different colors,
and many other symbols as well.
Sally looked at the keys with their symbols. She put out
her finger and pressed several keys. When she pressed
30 a key, that symbol appeared on the television part of the
machine. At the same time, words in English appeared
above the symbols. Sally finished pressing the keys. She
looked at the symbols on the television.

Write the time you finished reading: ____ min. ____ sec.

Look at the next page and read the directions carefully.

To figure out your reading rate:

1. Count the number of words in the first three lines. There are 30 words in the first three lines on the sample page from *Murder in the Language Lab*.
2. Divide the number of words by three (the number of lines). Then you will know the average number of words in one line.

$$\begin{array}{ccccccc} 30 & \div & 3 & = & 10 \\ \text{(words)} & & \text{(lines)} & & \text{(words in one line)} \end{array}$$

3. Count the lines on the page. On the sample page from *Murder in the Language Lab*, there are 33 lines.
4. Find out how many words there are on the page. Multiply the number of words in a line by the number of lines on the page.

$$\begin{array}{ccccccc} 10 & \times & 33 & = & 330 \\ \text{(words)} & & \text{(lines on the page)} & & \text{(words on the page)} \end{array}$$

Now that you know there are about 330 words on the page, you can find out how many words you can read in one minute.

5. How many minutes did you take to read the page of *Murder in the Language Lab*? (finishing time minus starting time equals reading time) _____ minutes

To find your reading rate, divide the number of words on the page by the number of minutes it took you to read the page.

$$330 \text{ words on a page} \div \text{_____ minutes} = \text{_____ words per minute.}$$

For example, if you read the page in 5 minutes,

$$330 \text{ words on a page} \div 5 \text{ minutes} = 66 \text{ words per minute.}$$

Next, you will learn how to figure out your reading rate for your own book.

Figure out your reading rate for your own book

You can use your own book to learn to read faster. About once a week, check your pleasure reading rate. Just remember to time yourself when you read.

Pleasure Reading Rate Finder

Book Title: _____

1. Find a full page in your book. Count the number of words in three lines: _____ words.
2. Divide that number by three to get the average number of words in one line: _____ words.
3. Count the lines on one page: _____ lines.
4. Find out how many words there are on the page. Multiply the average number of words in one line by the number of lines on the page.

$$\frac{\text{_____}}{\text{(words in one line)}} \times \frac{\text{_____}}{\text{(lines on one page)}} = \frac{\text{_____}}{\text{(words on one page)}}$$

Now that you know how many words there are on one page in your book, you can figure out your reading rate (words per minute).

5. Open your book and mark the page you are on.
Before you start to read, write the starting time: _____ min. _____ sec.
When you stop reading, write the finishing time: _____ min. _____ sec.
6. How many minutes did you read? Finishing time minus starting time equals reading time: _____ min. _____ sec.
7. How many pages did you read? _____
8. How many words did you read?

$$\frac{\text{_____}}{\text{(pages)}} \times \frac{\text{_____}}{\text{(words on one page)}} = \frac{\text{_____}}{\text{(number of words you read)}}$$

9. To find your reading rate, divide the number of words you read by the number of minutes.

$$\text{_____ words} \div \text{_____ minutes} = \text{_____ words per minute.}$$

Turn to page 21 and write the title and author of your book, today's date, and your reading rate on the Pleasure Reading Progress Charts.

Reading Sprints

Reading quickly is important in reading for pleasure. When you read too slowly, you can't follow the story. You can become bored and want to stop reading.

You can improve your reading speed by doing reading sprints. Runners often use sprints (short runs at fast speeds) to learn to run faster. They can help you read your book faster. Then you will enjoy it more.

Use your pleasure reading book for reading sprints.

Reading Sprints

Title of book: _____

1. Find out how many pages you can read normally in five minutes. Write the number of pages here: _____ (If you read only part of a page, include that amount.)
2. From where you just finished reading, count ahead that number of pages. (For example, if you read one and a half pages in five minutes, count ahead one and a half pages.) Mark the place in the margin with a pencil.
3. Try to read those next pages in only *four* minutes. If you cannot do it the first time, try again. (Use new pages.) Make your eyes move faster across the page. You may need to try several times.
4. Now try to read that same number of pages in *three* minutes. Count the number of pages again, and mark the place. Again, try until you can do it.
5. Finally, try to read the same number of pages in *two* minutes. You may feel that you do not understand very much. In fact, you may be able to read only some of the words on the page. This doesn't matter. You aren't reading for comprehension in this exercise; you are learning to move your eyes more quickly. It's enough to understand *something* from the text.
6. Now you are ready to read "normally" again. Read for five minutes. Don't push yourself, but don't relax too much either!

How many pages did you read? _____

Compare that with your first reading. Is it the same?

Repeat these reading sprints regularly. They will help you read your pleasure reading books quickly. And you will build up speed in all of your other reading, too. Reading faster will become easier, and your comprehension will improve.

Learning not to read every word

1

Sample Exercise C.1. (Every 10th word deleted)

Directions: Read the passage. Do not write the missing words. Answer the questions.

Dennis and Linda Wilson are married. They have three children. Dennis works full-time, but Linda _____ not work away from home. The Wilson family needs _____ money for clothes and food. Dennis wants to get _____ part-time job on Saturday. Linda wants to work, too. _____ does not want Linda to work. He wants her _____ stay home to clean the house and to take _____ care of the children.

1. Do Dennis and Linda both work? _____
2. Does the family have a problem about money? _____
3. Who cleans the house? _____
4. Who earns the money? _____

2

Sample Exercise D.6.

Directions: As you read this passage, you will find that you can understand the story and answer the True-False questions even if only half of each letter is printed. Your brain makes up the other half!

A car thief at Boston's Logan International Airport got more than he expected last night. The car he stole was not empty: A two-year-old girl and two poodle dogs were asleep in the back seat. Greg Winter, the thief's father, left the car outside the terminal, in order to run in to bring his wife, Susan, a sandwich. Susan works for a car rental agency in the main terminal.

Imagine Winter's dismay when he came out to find his car gone: He called the police and then he went with them to search the near-by streets. The car (with child and dogs safe inside) was found in less than two hours. The thief, apparently recognizing his mistake, had abandoned the car in East Boston.

Questions: True or False?

- | | | |
|--|---|---|
| 1. Three children were in the car. | T | F |
| 2. The father was at work that day. | T | F |
| 3. The car was found in East Boston. | T | F |
| 4. The mother works for a car rental agency. | T | F |

3

Sample Exercise D.7.

Directions: These words are hidden in the story.

a	was	and	about	to	the
But	about	could	not	This	she
of	She	this			

Read the story, and use the shapes to guess the words. Write the words under the shapes. Work with another student.

Helen Keller

Helen Keller was a famous American. She was a writer and a speaker. She wrote books and articles about education and politics. She traveled to every part of the world. A surprising fact about Helen Keller is that she could see and hear. She was blind, deaf woman and a very special person.

Acting is a momentary art; once a performance is over, there is nothing left but the memory of it. There is no history or record of acting itself before the end of the nineteenth century, but there are the written recollections of those people who saw it.

The great periods of acting are those in which actors were valued highly in society. Greek acting developed from the reciting and singing of poetic texts and the ritual dances honoring Dionysus, the god of wine and fertility. The first actor, tradition says, was Thespis, who introduced impersonation—pretending to be another person—in Athens about 560 B.C. Early actors developed acting without a mask in order to portray several characters in a play. Through mime—stylized gestures indicating the characters' emotions—they made their body express what their face, hidden by a mask, could not.

The Romans derived their theater from that of the Greeks and further developed the emphasis on voice. Their art of oratory, or public speaking, was often compared to acting, and the rules of orators have continued to influence actors. Actors in Rome were slaves, and the theater was viewed principally as entertainment. Acting as showmanship flourished as the virtuosity and beauty of an individual were emphasized.

Along with the serious acting tradition of the Greeks was a comical style of acting. Little is known about it except that it was very physical, relied on crude jokes and situations, and was apparently popular. Serious professional acting declined along with the Roman Empire and was suppressed by the church in the Middle Ages. Wandering minstrels kept the art of acting alive during this period.

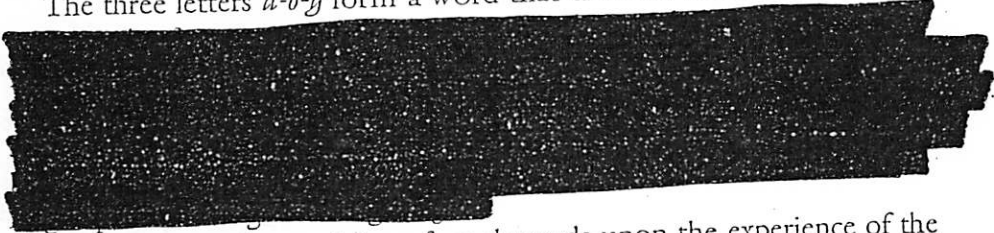
In Elizabethan drama of the late sixteenth and early seventeenth centuries in England, actors faced the problem of portraying not types but individuals. The characters of Shakespeare demand that actors have an understanding of the psychology that is driving the action on stage. Still, Elizabethan acting was probably not acting in the modern sense. The emphasis was still on admirable vocal delivery and choice of gestures appropriate to the poet's words.

Superior acting has continued on the basis of strong national theatrical traditions; this is especially true in Great Britain. The popular theatrical traditions of minstrelsy, variety, and vaudeville culminated in the United States with a group of brilliant actors, including W. C. Fields and Will Rogers, whose work blossomed in early motion pictures.

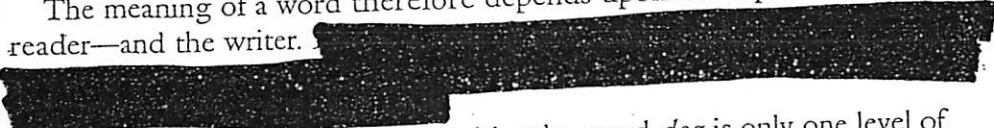
Reading Time _____

The first step toward writing that communicates is to have something to say and to understand very clearly what it is. The second step is to understand the background and ability of the reader. The third step is to select the words that will effectively bridge the gap between the writer and the reader.

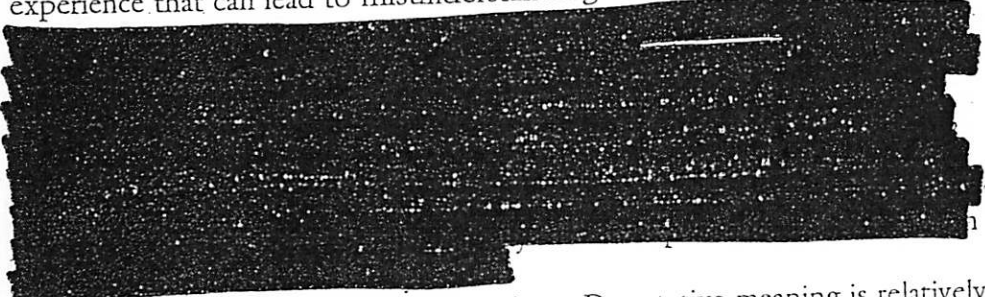
The three letters *d-o-g* form a word that children learn to read very early.



The meaning of a word therefore depends upon the experience of the reader—and the writer.



The type of dog brought to mind by the word *dog* is only one level of experience that can lead to misunderstanding between writer and reader.



Words thus have two kinds of meanings. Denotative meaning is relatively unchanging and refers to the thing the symbol stands for: the word *dog* means the animal known as a dog. Connotative meaning is the collective personal overtones suggested by the symbol. Both meanings depend upon the individual experiences of the writer and reader. No two people have exactly the same meaning for any word, because no two people have had exactly the same experience.

Recalling Facts

1. The first step toward writing that communicates is to
 - a. know the reader.
 - b. have something to say.
 - c. select the right words.

2. The meaning of a word depends upon
 - a. the area of the country where it is used.
 - b. the writer's and reader's experience.
 - c. the definition given in the dictionary.

3. Words have
 - a. one kind of meaning.
 - b. two kinds of meaning.
 - c. three kinds of meaning.

4. Denotative meaning
 - a. refers to the thing a symbol stands for.
 - b. is constantly changing.
 - c. reflects a mood.

5. Connotative meaning
 - a. can be found in a dictionary.
 - b. has personal overtones.
 - c. is the same for everyone.

Spargo, Edward: Timed Readings Plus: Book Ten.

22

A

Letter Writing

A direct, written message that is usually sent some distance from one person to another or to a group of people or an organization is called a letter. Over time, letter writing has also developed into a popular literary prose form, a type of biographical or autobiographical literature, intended in some cases for reading by the general public.

Letter writing began in the ancient world as soon as rulers of nations, separated by distance, found the need to communicate with each other. It is known from a collection of documents found in Egypt that many rulers in the ancient Middle East kept up a lively correspondence with the pharaohs. Among the ancients, Cicero was a prolific writer of letters, especially to his friend Atticus. In the Bible, most of the books in the New Testament are letters from St. Paul and other Christian leaders to various congregations and individuals. Throughout history, many well-known persons have written letters that, although originally intended as private correspondence, have been collected and published. Such collections are far too numerous to list. For example, in the modern period, the letters of such famous people as Charles Lamb, Robert Louis Stevenson, William Dean Howells, Ernest Hemingway, Groucho Marx, Sigmund Freud, Woodrow Wilson, George Eliot, Henry James, Virginia Woolf, Katherine Mansfield, and D.H. Lawrence have been rich sources of information on the people themselves and on the world as they saw it. In the matter of published letters, it should be noted that a letter as a document becomes the property of the recipient, but the contents remain the property of the sender, who must consent to any publication.

In the late twentieth century, the practice of letter writing has diminished considerably. This is probably due to the influence of mass communication technologies such as telephones and computers. Still, some types of personal correspondence remain in use: formal invitations and replies, business letters, thank-you notes and letters, and letters of application. Of these kinds of correspondence, only the thank-you note and letter are generally written at the warm, personal level. Invitations, for example, hardly seem to be letters at all, since they often are engraved on high-quality paper and are very formal. One kind of correspondence that is more public than personal is the letter to the editor, an individual expression of opinion on some issue of current interest written to be published in newspapers and magazines.

Reading Time _____

Recalling Facts

1. Letter writing satisfies the need for
 - a. communication between people.
 - b. setting down facts for history.
 - c. practicing penmanship.
2. Cicero wrote many letters to his friend
 - a. Caesar.
 - b. Atticus.
 - c. St. Paul.
3. Most of the books in the New Testament are
 - a. biographical essays.
 - b. sermons given by Christian leaders.
 - c. letters from Christian leaders to congregations and individuals.
4. The contents of a letter are the property of the
 - a. public.
 - b. sender.
 - c. recipient.
5. A letter to the editor of a newspaper
 - a. expresses the opinion of the sender.
 - b. is not intended for publication.
 - c. expresses the opinion of the newspaper.

Understanding Ideas

6. You can conclude from the article that most letters are intended
 - a. for publication.
 - b. as private correspondence.
 - c. for personal diaries.
7. It is likely that modern communication technology has
 - a. eliminated the need for writing letters.
 - b. encouraged the need for writing letters.
 - c. lessened the need for writing letters.
8. Personal letters published after the death of famous persons are valued because
 - a. they provide a personal point of view on people and events.
 - b. the writers wanted them to be made public.
 - c. privacy has been violated.
9. You can conclude from the article that publishing a letter without the consent of the sender is
 - a. a common practice.
 - b. against the law.
 - c. acceptable if the sender is famous.
10. The article suggests that personal correspondence has generally become
 - a. more personal.
 - b. less formal.
 - c. more formal.

A Trip to Forget

Dear Amanda,

You're not going to believe what happened on our train trip to Seattle to spend Thanksgiving with Gram and Gramp. It took 57 hours to get there from Chicago. We arrived 12 hours late. And all because Dad thought going by train would be an adventure. It was, but not the kind of adventure he had in mind.

First, police boarded the train in Wisconsin and took off one of the passengers. Next, the train hit a car that had been abandoned on the tracks. We had to wait about an hour and a half for the wreckage to be hauled away. Luckily, no one was hurt.

We'd finally gotten as far as Idaho when a freight train up the line derailed. We sat there, going nowhere, for eight hours while workers cleared the tracks. Some people held a sing-along to pass the time. The worst thing was that the dining car ran out of food! The train stopped in Spokane, Washington, to pick up more food. I think the crew was afraid we'd revolt if they didn't feed us.

I tell you, Amanda, I was never so thankful for anything in my life as getting off that train. A stagecoach might have been faster.

Your friend,
Lily

1. Recognizing Words in Context

Find the word *boarded* in the passage. One definition below is a *synonym* for that word; it means the same or almost the same thing. One definition is an *antonym*; it has the opposite or nearly opposite meaning. The other has a completely different meaning. Label the definitions S for *synonym*, A for *antonym*, and D for *different*.

- _____ a. entered
- _____ b. left
- _____ c. covered

2. Distinguishing Fact from Opinion

Two of the statements below present *facts*, which can be proved correct. The other statement is an *opinion*, which expresses someone's thoughts or beliefs. Label the statements F for *fact* and O for *opinion*.

- _____ a. The train hit a car that was abandoned on the tracks.
- _____ b. A derailed freight train delayed the train eight hours.
- _____ c. The worst thing was that the dining car ran out of food.

3. Keeping Events in Order

Two of the statements below describe events that happened at the same time. The other statement describes an event that happened before or after those events. Label them S for *same time*, B for *before*, and A for *after*.

- _____ a. Crews cleared the derailed freight train from the tracks.
- _____ b. The train sat there, going nowhere, for eight hours.
- _____ c. The train arrived in Seattle 12 hours late.

4. Making Correct Inferences

Two of the statements below are correct *inferences*, or reasonable guesses. They are based on information in the passage. The other statement is an incorrect, or faulty, inference. Label the statements C for *correct* inference and F for *faulty* inference.

- _____ a. It is unusual for so many bad things to happen during a single train trip.
- _____ b. The train trip from Chicago to Seattle normally takes far less than 57 hours.
- _____ c. Every train trip is an adventure.

5. Understanding Main Ideas

One of the statements below expresses the main idea of the passage. One statement is too general, or too broad. The other explains only part of the passage; it is too narrow. Label the statements M for *main idea*, B for *too broad*, and N for *too narrow*.

- _____ a. Misadventures that happened on a train trip from Chicago to Seattle delayed the train's arrival for 12 hours.
- _____ b. Crews took eight hours to clear a derailed freight train from the tracks.
- _____ c. Taking a train trip can prove to be an adventure.

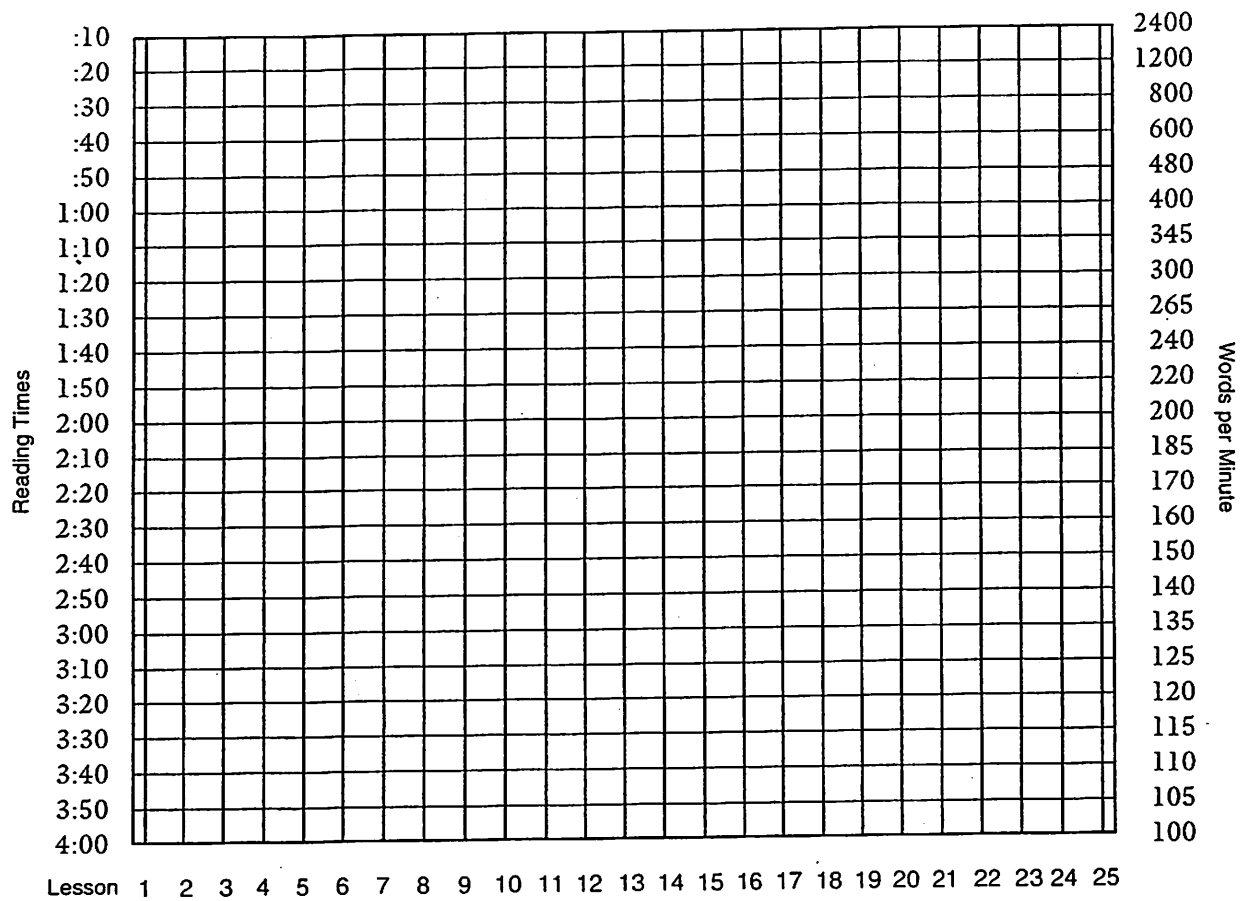
Correct Answers, Part A _____

Correct Answers, Part B _____

Total Correct Answers _____

READING RATE

Put an X on the line above each lesson number to show your reading time and words-per-minute rate for that unit.





Activities for Incorporating Extensive Reading into Your Class Time

From:

Day, Richard, and Julian Bamford. *Extensive Reading in the Second Language Classroom*. New York: Cambridge, 1998.

- Read aloud to the students. You can read a short chapter from a different book each day. Pass out copies of the section read to the students or put it on an overhead transparency so students can read along. This way, students are introduced to different books they might be interested in reading on their own as extensive reading. Or, read aloud a whole book in installments throughout the term. Choose one with dramatic chapter endings so students are hungry for more the next day. After listening/reading, students could write answers to 1 or 2 comprehension questions. Each day you can prepare a 2-3 sentence summary of what's happened up to that point to share with the students at the beginning of class before the next reading. This reviews key vocabulary and keeps absent students up to date (131).
- Instruct students to bring their pleasure reading books to class. Give students 15 minutes or more as a Sustained Silent Reading (SSR) period in class. Dedicating class time to the activity shows them how valuable it is. You can use this time to pull aside individual students and conference with them about their reading.
- Do Repeated Timed Readings. This activity helps students develop their sight vocabulary. Each student uses his/her own pleasure reading book. Instruct students to make a light pencil mark in the text where they'd like to begin reading. Tell them to read at a comfortable pace for a specified period of time (2-3 minutes). Students put a mark in the text where they finish. Then, have them go back to where they began reading and give them the same amount of time to read comfortably and again put a mark. Most likely they'll go well beyond their initial ending point. Do this a third time. For all of the readings, the students shouldn't skim, but read for meaning. This activity could be done as an opening to a period of SSR. At the end of the 3rd reading students just continue in their books (132).
- For ER follow up, structured, written summaries aren't the best choice. Instead, students could do reaction reports. They could be given a list of prompts to choose from in their reaction reports: characters they identify with, points of the story or behaviors that interest them, points of the story or behavior that puzzle them, personal experiences or thoughts related to the book, favorite parts, parts they dislike, how they would change the story, how they would act differently from the characters, larger issues dealt with or raised by the story (e.g., war, sexism), experiences while reading (meeting familiar words, sleepiness, etc.). Instead of a written assignment, students could give oral reports. Put students in groups of 4 and give each student 2 minutes to summarize his/her story for the group. One student keeps track of the time (142-149).

- Students can design posters for books they've read and display them in the class (153).
- Design an artistic wall display that shows all the books students have read (154).

More ideas from:

Bamford, Julian, and Richard Day, eds. *Extensive Reading Activities for Teaching Language*. New York: Cambridge, 2004.

- Vocabulary: One a Day Students need a stack of index cards. Every day during their extensive reading they write down one new word they encounter. On the back of the card they can write any information they need to help them remember the word. Periodically students change cards with a classmate and orally quiz each other. Every two weeks the teacher can quiz the students. Each student brings his/her stack of cards and the teacher flips over 10 word-side-up for each student. They have to write the definition of each word and use it in a sentence (194).
- Discussion questions about reading for the first day:
 - How much do you like reading in your first language?*
 - What are your first memories of reading?*
 - How much do you like reading in English?*
 - What difficulties do you have with reading in English?*
 - How much time do you spend each week reading for pleasure?*
 - What makes a book a good book?*
 - What kinds of books do you enjoy?*
 - Tell about a book you have read recently.*
 - What is the best book you have read in English?*
 - What role does reading play in your life now?*

Students can discuss these questions in pairs or groups and then introduce their classmates to the class including some of the information they learned about their partner's experience with reading (10).

- The 4/3/2 Technique: For homework, tell students to read a book and prepare a 4-minute, then a 3-minute, and finally a 2-minute retelling of the story. In class they pair up and tell their stories in 4 minutes. Use a stopwatch to time the students. The listener has to ask at least one question about the story. Then, students find a different partner and tell the same story in 3 minutes, and then switch again and tell the story in 2 minutes (it can be 5/4/3 or 6/5/ for lower level students). Students can prepare notes ahead of time, especially if they want to make sure to incorporate new words into their retelling (95).

***BE CAREFUL WITH YOUR CLASSTIME** There are a lot of interesting communicative activities you can use in class, but students should spend less time talking about what they read and more time actually reading.

Parroting

Students work with articles they have already seen, analyzed, and interpreted. Decide who the main reader and who the 'parrots' will be. The main reader reads the first sentence of the text and the first parrot then repeats this sentence word by word. If the 'parrot' makes a mistake, the main reader reads the sentence again and the 'parrot' tries to repeat it again. Continue until all the sentences have been read and repeated. For higher-level classes, have your students repeat content words only. To make the exercise a little more challenging, use a text students are not familiar with. To make this activity into a game, divide the class into two groups. One group reads, and the other group parrots. When they are done, the groups switch their roles using a new text. If students make a mistake while parroting, they lose a point. Ideally, this activity should be fast-paced and the text used should not be new to students.

Story Acting

This activity will probably work better with higher-level students, but with a good choice of reading material it might work well at lower levels also. Give students a short story to read. There should be two copies of each story for reading. Allot specific time for this. When students are done, ask them to find the partner who read the very same story. Allow students to discuss the story for two or three minutes and work on unknown vocabulary. Then ask for the first pair to come to the front of the room. Ask one of the students to read the story out loud very slowly and the other student to act the story out. When they are done, ask all the other students in class to rate the reading (0-10) and acting (0-10). This can be done anonymously. After that, ask

another pair to come to the front of the room and read and act their story out. Add the points up and announce the winning team when you are finished.

Newspaper Skim and Scan

Divide your class into teams of three students. Give each group a copy of the same newspaper (News For You, for example). Tell students to put the newspaper on the table in front of them. Describe an event, ad, fact, picture, or article from this newspaper. Alternatively, you may ask students to scan for specific information (dates, numbers, names) or skim texts for main ideas. Students have to locate the correct article, copy its title together with the question number onto a piece of paper and or write down the main idea, make a snowball out of the paper they wrote the information on, and throw this paper into a container or a basket. The first team to 'make the basket' gets two points (one for being the first, one for the correct answer). Students must answer the tasks in their respective order and not skip ahead (i.e. they cannot answer question 2 before answering question 1, etc.). Deduct points for incorrect answers. Instead of describing the information students need to look for, give the tasks to them in writing for extra reading practice.

Workstations Scramble

Prepare three or four stories (or as many stories as there will be groups) for students to read. Cut the stories into several pieces. Make sure that each strip of paper has a letter or number on it. Include a piece of text that does not belong to the story. Create and number workstations (tables or desks or chairs) and place the stories there (if the area is not large enough, put the strips of paper into envelopes). Each group works at a

different story at a time. They have to read and unscramble their stories and write their answers (letters or numbers in the correct order) on a sheet of paper. When their time is up, they move on to the next workstation to read and unscramble another story. They continue in this fashion until they have read and unscrambled all the stories. Go over the answers together and assign points for all the correct ones. Award a prize to the winning team with most points.

Group Scramble

Prepare a story with as many sentences as there are students (I know this is hard to accomplish, but give one or two students two strips of paper instead of one if some students are absent or you can take be part in the activity yourself). Ask students to communicate together and put the story in the correct order by standing in the order of the story. Give students a time limit for this. Alternatively, you can ask students to memorize their sentences and 'retell' the story to you by standing in the order of the story.

Noisy Main Ideas and Details

Students read a text quickly. This should preferably be a text they have already worked with, but it can be a new text if students are familiar with most of the vocabulary in it. It can also be a text from a review unit. While students are reading, write the title and main ideas/subheadings from the text onto the whiteboard, or have those ready on a transparency, etc. When students are finished with their reading, ask them to close their books, and divide them into groups of 3-4. Ask each group to give you their team name. Write those on the whiteboard, and then ask the teams to choose a team 'noise'. Tell students that you are going to choose a random

sentence from the text they have just read, read it out loud, and the groups have to decide which subheading or title this sentence belongs to. When they have decided, they make their team noise to indicate that they are ready to answer. If the answer they provide is correct, they get two points (one for being the first to answer and the other one for the correct answer). If they answer incorrectly, subtract two points from their overall score and let another team answer if they so wish. However, this group receives only one point for their answer. Lower level students may read several shorter articles. You can then ask them to tell you which title the sentences you read belong to.

Smileys

Give each student an index card with a sad face on it. Put the text you are going to read on a transparency for students to see. Insert several sentences that do not belong to the text. Then read this text very slowly and remember to pause after each sentence. Students need to listen and read very carefully and after each sentence—when you pause—they show you or not show you the card. If students show you the card, it means that the sentence does not belong to the text.

Extensive Reading Rewards I.

To motivate your students to read more, tell them that you will reward them for reading. One way you can do this is to assign one mile for each page they read for extensive reading homework. Their goal then is to earn enough 'miles' to travel (i.e. read) around the world. But you can ask students to read enough pages to travel to a certain country or a continent only. When they reach that point, reward them with a little gift (for example a jigsaw puzzle from a dollar

store). However, this technique can be applied to earning points instead of miles for reading—just like you earn rewards with your credit card. Olympics Party would be a nice end-of-term class activity where the student with the most pages or books read wins the gold, the second most wins the silver, and the third most wins bronze. You can get plaques or some sort of ribbons and/or medallions from a dollar store and you can award those to students. You can also have a platform and during the awards ceremony you can play songs that the winners have requested.

Extensive Reading Rewards II.

This project actually requires that the teacher be very organized and thorough. Find a number of books for your students to read from our EPI library. Assign points for these books. So, for example, if a level three student reads 'Jane Eyre' from 3/4-level shelf, they will get four points for it. If a level three student reads a book from 2/3-level shelf, they earn only three points for it, and so on. However, to ensure that they really read the books, you need to give students a quiz or have them fill out a detailed reading report where they will answer a number of questions. If most of these questions (or whatever number you decide on) are answered correctly, students earn the points you assigned to the book. You can use all of the titles for your level from the EPI library to ensure that your students get a chance to be exposed to a greater variety of genres. The number of points assigned to a book depends on the book level and its difficulty. If students earn certain number of points by the end of the term, they win a prize.

Book Posters

Once students have read a book from EPI (or some other

library for that matter), ask them to make a book poster or a book ad in order to convince their fellow classmates to 'buy' (i.e. read) the book also. They should include a title, pictures, and some catchy phrases from the book without revealing too much about the plot. You can then host a 'book poster party' where half the class walks around and chats with the 'advertisers,' who present and try to 'sell' their books. You can even give your students fake bills to buy these 'books' with and the advertiser who earns most money from their sale gets a prize. You can also ask the advertisers to choose and be ready to read a passage they particularly liked in 'their' book out loud to buyers.

Book Jeopardy

If prepared with care, book jeopardy can be a really attractive game to play at the end of the term when students are finished reading their book/novel. You can play jeopardy in several different ways. One way to do this would be to divide your class into two groups and ask them to prepare questions about the book for the other team and vice versa. You could also ask individual students or pairs of students to prepare game questions for the other pair or student. Furthermore, you could make questions for your class and have them play in teams. Finally, you could play jeopardy with another class that read the very same book. Keep in mind that when students themselves need to prepare questions, it forces them to think about the book in more depth, they have to look at certain passages in more detail, they have to work with and review vocabulary, as well as work with subtleties of the target language, and all this should help them to become better readers and language users.