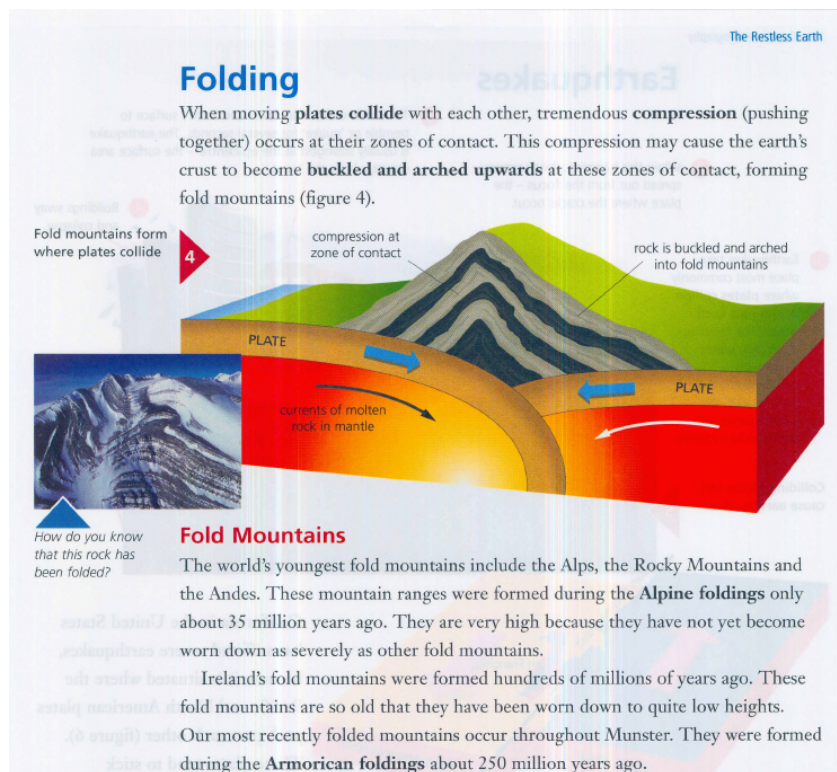


1.3 Learning to Learn

Thinking about reading in English

Focus: to think about the skill of reading, and to develop reading strategies.

1. Outside school we read in lots of different ways. With your class, discuss the differences between:
 - a. reading a menu to decide what you are going to eat.
 - b. reading the instructions on how to top-up your new mobile phone.
2. In school, we read textbooks to gather information about a topic. The textbooks are designed to help our reading. Look at the example below:



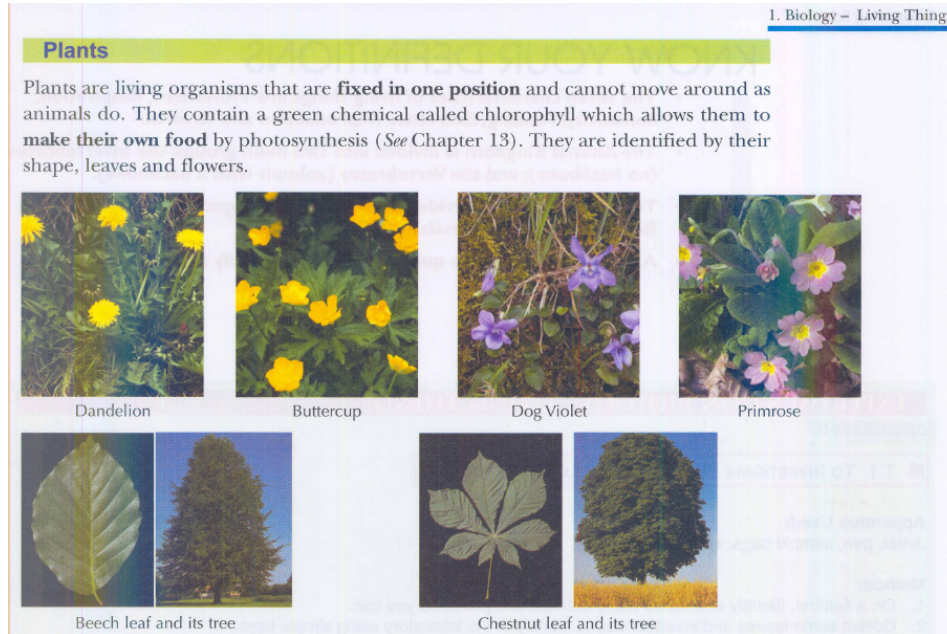
New Complete Geo, 3rd edition, Charles Hayes, Gill & Macmillan, p.3.

To help our reading and understanding:

- a. This is from a geography textbook, so you are expecting to read about certain subjects, the particular chapter is 'The Restless Earth' which gives you an idea of what you are going to read about.
- b. The heading is clear, and in a different colour – Folding
- c. The important words are highlighted – **plates, collide** etc.
- d. Explanations are given for some words. For example: example compression (pushing together)
- e. The diagram gives a complete visual explanation of what is described in the written text.

3. Below is an extract from a science book. With a partner, look at the extract, and then write out at least four ways it has been designed to help you with your reading.

(Screenshot of page 3, top half only, *Discovering Science*, John Cullen, Mentor)



- a. _____
- b. _____
- c. _____
- d. _____

4. Work in pairs. Choose another textbook. Without looking at the book, choose a page number. Give the number to your partner. Your partner must analyse the page and make a list of at least 3 strategies which are used on the page to help reading. Report back to one another.
5. How to be a good reader. Work in pairs, and think of three strategies. Share them with the class and write them on the board until you have lots of strategies. Select the top five, then make them into a class poster.

