

# ENGLISH

## Ways to improve reading skills

It is not necessary to carry out all the activities contained in this unit.

Please see *Teachers' Notes* for explanations, additional activities, and tips and suggestions.

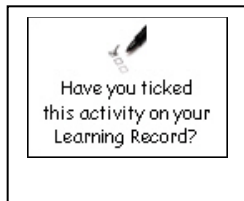
<b>Theme</b>	<b>Ways to improve reading skills.</b>
<b>Level</b>	<b>A1 – B1</b>
<b>Language focus</b>	vocabulary, word identification, grammar, use of student's own language.
<b>Learning focus</b>	Using English textbooks and accessing curriculum content and learning activities.
<b>Activity types</b>	Matching, word identification, structuring sentences and text, cloze, multiple choice, reading comprehension, categorising vocabulary, recording learning, developing a learning resource.
<b>Acknowledgement</b>	<b>Extracts from <i>Less Stress More Success – English Revision for the Junior Certificate</i>. Larry Cotter. Gill &amp; Macmillan.</b>  We gratefully acknowledge Gill & Macmillan for the right to reproduce text in some of these activities.
<b>Learning Record</b>	A copy of the Learning Record should be distributed to each student.  Students should: <ol style="list-style-type: none"> <li>1. Write the subject and topic on the record.</li> <li>2. Tick off/date the different statements as they complete activities.</li> <li>3. Keep the record in their files along with the work produced for this unit.</li> <li>4. Use this material to support mainstream subject learning.</li> </ol>

## Making the best use of these units

- **Introduction** should ensure that students understand **what** they are doing and **why**. Many students will have some difficulty in understanding both the language in the activity and the instructions/purpose for carrying out the activity.
- You can create your **personal teaching resource** by printing these units in full and filing them by subject in a large ring binder.
- **Encourage students to:**
  - Bring the relevant **subject textbooks** to language support class. It does not matter if they have different textbooks as the activities in these units refer to vocabulary and other items that will be found in all subject textbooks. These units are based on curriculum materials.
  - Take some **responsibility for their own learning** programmes by:



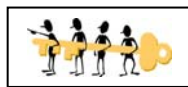
Developing a **personal dictionary** for different subjects, topics, and other categories of language, on an on-going basis. This prompt is a reminder.



Recording what they have learnt on the **Learning Record**, which should be distributed at the start of each unit.



Keeping their own **files** with good examples of the work produced in language support for different subjects and topics. This file will be an invaluable **learning resource** in supporting mainstream learning.



Indicates that answers may be found at the end of the unit.

Don't forget that many of the activities in these units are suitable as **homework** tasks, for **self-study**, or for use in the **subject classroom** with the agreement of the subject teacher.

## Keywords

The list of keywords for this unit is as follows:

### Nouns

autobiography  
biography  
books  
description  
email  
enjoyment  
entertainment  
event/events  
example  
information  
line of thought  
magazine  
memoir  
newspaper  
passage  
pleasure  
reader/readers  
sense  
sentences  
spelling  
style  
summary  
textbook  
theme  
train of thought  
understanding  
vocabulary  
words

### Verbs

to absorb  
to be  
to begin  
to complete  
to create  
to develop  
to explore

to have an idea  
to help  
to improve  
to introduce  
to skim  
to need something  
to pass  
to read  
to reread  
to remember  
to take in  
to think  
to write  
to rewrite  
to summarise  
to try  
to underline  
to understand

must  
will

### Adjectives

accurate  
brief  
casual  
clear  
common  
complex  
essential  
excited  
formal  
informal  
loud  
personal  
quick

**Adverbs**  
accurately  
clearly  
quickly

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### Vocabulary file 1

This activity may be done in language support class or in the mainstream subject classroom.

Word	Meaning	Word in my language
autobiography		
biography		
description		
entertainment		
pleasure		
memoir		
example		



Get your teacher to check this, then file it in your folder so you can use it in the future.

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### Vocabulary file 2

This activity may be done in language support class or in the mainstream subject classroom.

Word	Meaning	Word in my language
magazine		
sense		
style		
summary		
theme		
understanding		
to absorb		



Get your teacher to check this, then file it in your folder so you can use it in the future.

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### Vocabulary file 3

This activity may be done in language support class or in the mainstream subject classroom.

Word	Meaning	Word in my language
to create		
to improve		
to underline		
accurately		
clearly		
quickly		
complex		



Get your teacher to check this, then file it in your folder so you can use it in the future.

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**Level:** All  
**Type of activity:** Whole class

**Focus:** vocabulary, spelling,  
dictionary  
**Suggested time:** 10 minutes

## Activating students' existing knowledge

Use a spidergram to activate students' ideas and knowledge on the key points in this chapter. See **Teachers' Notes** for suggestions.

Possible key terms for the spidergram:

**entertainment      reading      books**

- Invite students to provide key words in their own languages.
- Encourage dictionary use.
- Encourage students to organise their vocabulary into relevant categories (e.g. meaning, nouns, keywords, verbs etc.).



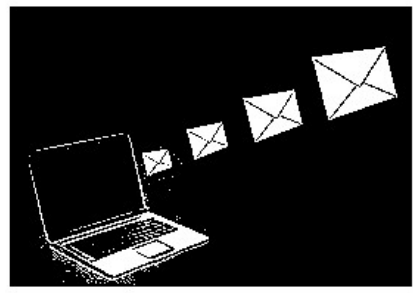
Students should record vocabulary and terms from the spidergram in their personal dictionaries.

**NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_  
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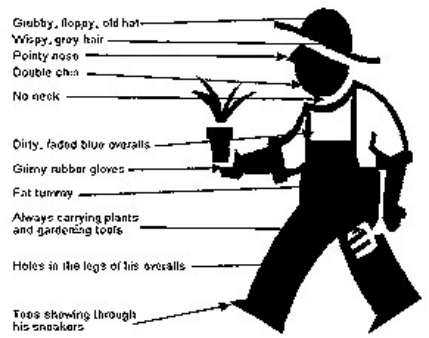
**Level:** A1  
**Type of activity:** Pairs or individual

**Focus:** vocabulary, spelling, dictionary  
**Suggested time:** 30 minutes

**Working with words**



- 1)
- a) phrase
  - b) email
  - c) example
  - d) think



- 2)
- a) grammar
  - b) newspaper
  - c) description of a man
  - d) textbook

**Singular and plural**

Write the singular or plural of these nouns. Be careful about spelling!



Singular	Plural
book	
	passages
	stories
memoir	
summary	
	schools
man	
enjoyment	
Check your dictionary carefully for spellings	



**Level:** A1  
**Type of activity:** Pairs or individual

## Picture Sentences - Tick the correct answer

1.
  - a) This is an audience.
  - b) This is a novel.
  - c) This is a newspaper.
  
2.
  - a) This is an event.
  - b) This is a debate.
  - c) This is a poem.
  
3.
  - a) These are spellings.
  - b) These are CDs.
  - c) These are chairs.

																
																
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">duck</td> <td style="padding: 2px;">cock</td> </tr> <tr> <td style="padding: 2px;">jack</td> <td style="padding: 2px;">rock</td> </tr> <tr> <td style="padding: 2px;">back</td> <td style="padding: 2px;">stock</td> </tr> <tr> <td style="padding: 2px;">clock</td> <td style="padding: 2px;">block</td> </tr> <tr> <td style="padding: 2px;">shack</td> <td style="padding: 2px;">speck</td> </tr> <tr> <td style="padding: 2px;">lick</td> <td style="padding: 2px;">deck</td> </tr> <tr> <td style="padding: 2px;">kick</td> <td style="padding: 2px;">crack</td> </tr> <tr> <td style="padding: 2px;">trick</td> <td style="padding: 2px;">quack</td> </tr> </table>	duck	cock	jack	rock	back	stock	clock	block	shack	speck	lick	deck	kick	crack	trick	quack
duck	cock															
jack	rock															
back	stock															
clock	block															
shack	speck															
lick	deck															
kick	crack															
trick	quack															

### Asking questions ? ? ?

Change some of the sentences above into questions.

Is this \_\_\_\_\_ ?

Is this \_\_\_\_\_ ?

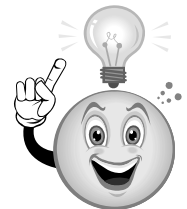
Is this \_\_\_\_\_ ?

Are these \_\_\_\_\_ ?

Are these \_\_\_\_\_ ?

Are these \_\_\_\_\_ ?

Now write your own questions about an event:



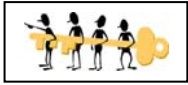
What words do you know for asking questions?

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
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**Level:** A1 / A2  
**Type of activity:** Pairs or individual

**Focus:** word identification, vocabulary  
**Suggested time:** 20 minutes

### Odd One Out



Circle the word which does not fit with the other words in each line.

*Example:*    *apple*    *orange*    *banana*    **taxi**

- |    |           |        |           |          |
|----|-----------|--------|-----------|----------|
| 1. | quickly   | water  | briefly   | clearly  |
| 2. | biography | book   | newspaper | photo    |
| 3. | sun       | father | parents   | children |
| 4. | books     | radio  | readers   | passage  |

Four of these words refer to people. Can you find the four words?

Write as many words as you can for the different members of a family:

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**Level:** A2 / B1  
**Type of activity:** Individual

**Focus:** key vocabulary, writing descriptive text  
**Suggested time:** 40 minutes

## English keywords

Fill in the missing letters of the keywords listed below.

On the line beside each word, write whether the word is a noun, an adjective or a verb.

1. des\_ri\_\_ng \_\_\_\_\_

2. und\_rs\_\_nd \_\_\_\_\_

3. u\_de\_\_ine \_\_\_\_\_

4. \_lea\_\_re \_\_\_\_\_

Write one paragraph about a person that you know. Use as many adjectives as you can.

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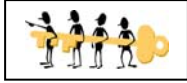
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Check that all the adjectives you used are in your personal dictionary.

**Level:** A1 / A2  
**Type of activity:** Pairs or individual

**Focus:** key vocabulary, pronunciation, spelling  
**Suggested time:** 20 minutes



### Unscramble the letters

- This is a short piece of a story      AGSEPSA  
**Answer** \_\_\_\_\_
- When you give the main points of a story      EURMSSMAI  
**Answer** \_\_\_\_\_
- This is the story of another person's life      IYOGBRHAP  
**Answer** \_\_\_\_\_
- Another way of saying 'to finish something'      OCLMTPEE  
**Answer** \_\_\_\_\_

Look at each word as you write the answer.

Is your spelling correct?

Can you pronounce the word?

Do you know what the word means?

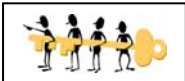
Have you got this word in your personal dictionary?



### Solve the secret code

English=	A	E	G	I	D	M	N	R	S	T
Code=	B	X	Y	F	C	G	S	Q	R	O

Example: (code) YBGX = GAME (English)

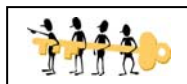


**QXBCFSY FR MQXBO =**

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**Level:** A2 / B1  
**Type of activity:** Pairs or individual

**Focus:** reading comprehension, extracting meaning from text, vocabulary  
**Suggested time:** 30 minutes



## Completing text

*Fill in the blanks in these sentences. Use words from the Word Box.*

Sometimes we read quickly, because we just want to get information. We want this type of reading \_\_\_\_\_ to be laid out accurately and clearly, so that, as \_\_\_\_\_ as possible, we can get the information we need.

Other reading passages are much more complex. In this case, we might have to \_\_\_\_\_ to follow the line of thought. We reread to take in and \_\_\_\_\_ what we skimmed over the first time. A good example to \_\_\_\_\_ of is reading a poem.

### **Word Box:**

think	reread	quickly	understand	passage
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Write a **NEW** sentence containing each of the 5 keywords from above:

think \_\_\_\_\_

reread \_\_\_\_\_

quickly \_\_\_\_\_

understand \_\_\_\_\_

passage \_\_\_\_\_



Are all these words in your personal dictionary?



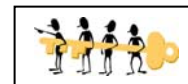
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Level: A2 / B1  
Type of activity: Individual

Focus: key vocabulary, topic information, reading comprehension  
Suggested time: 30 minutes

## Multiple choice

*(Read the text below and choose the best answers)*



Text:

There are many reasons why we read: for enjoyment, for information, for entertainment, to help us pass examinations, to enhance our store of knowledge, to learn about events, to be informed about what is happening in the world, or just for the pleasure of a story.

Think about all the things you may have read in the last week: a set of instructions, a letter, emails, an official form, school textbooks, a novel, newspapers, magazines, advertisements, recipes, cinema listings.

*Make a list of your own showing what you have read in the last week.*

1. Why do we read?

- |                     |                     |
|---------------------|---------------------|
| a) for no reason    | b) to pass the time |
| c) for many reasons | d) to forget        |

2. What can reading do for our store of knowledge?

- |                 |               |
|-----------------|---------------|
| a). decrease it | b) nothing    |
| c). write to it | d) enhance it |

3. What items might you have read in the last week?

- |                             |                   |
|-----------------------------|-------------------|
| a) a music manuscript       | b) recipes        |
| c) the side of a cereal box | d) all of a, b, c |

4. Should you read for the pleasure of a story?

- |        |       |
|--------|-------|
| a) Yes | b) No |
|--------|-------|

5. Should you make a list of what you have read in the past seven days?

- |        |       |
|--------|-------|
| a) Yes | b) No |
|--------|-------|

*Now go on, make that list!*

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**Level:** A2 / B1  
**Type of activity:** Pairs / small groups

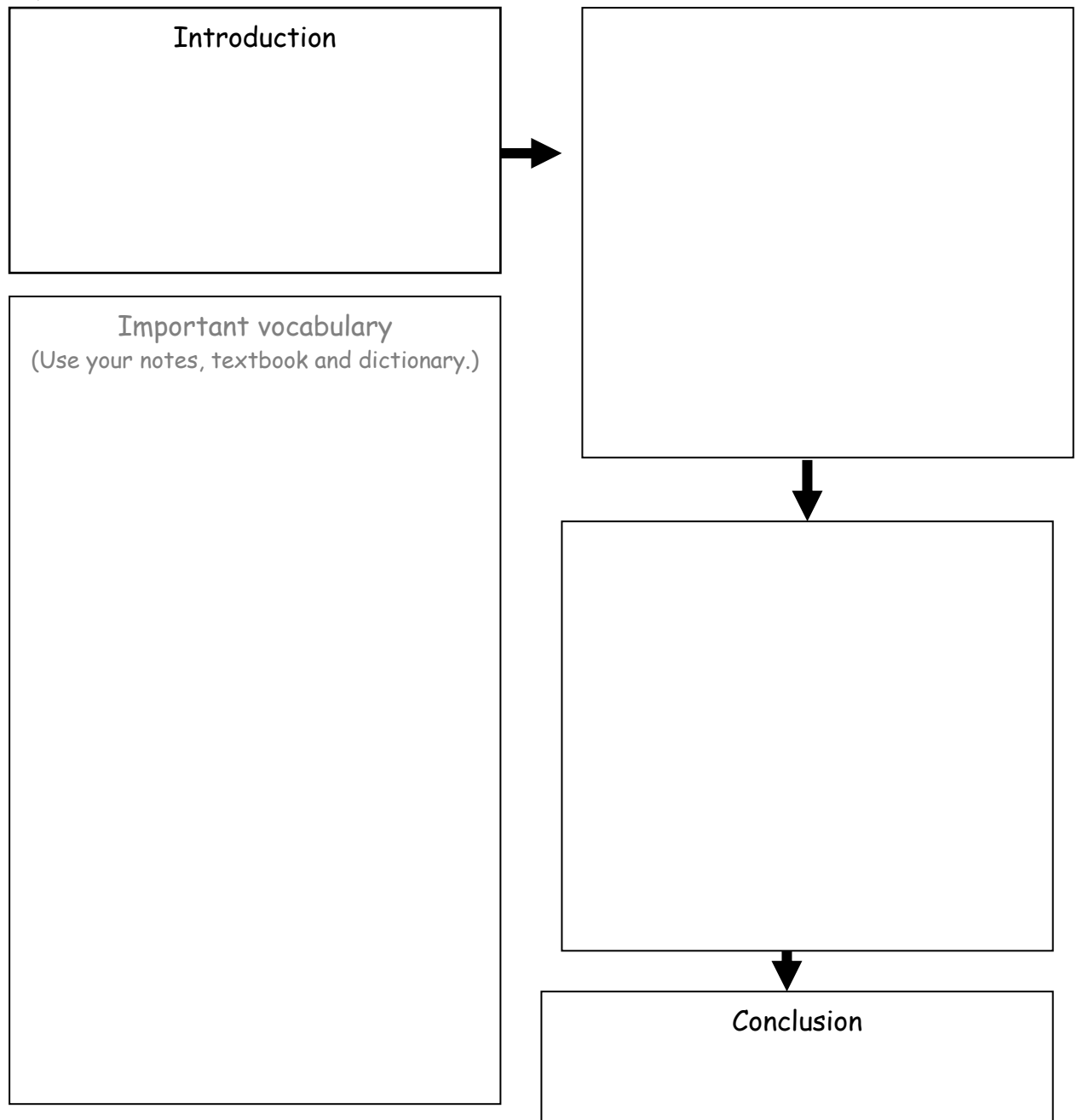
**Focus:** vocabulary, structure, creating text, spoken production  
**Suggested time:** 40 minutes

You must give a talk to the other people in your class. You may choose the topic for your talk:

Either **What I like to Read** or **The things that people read every day**.

Use all the information that you have collected in these exercises. You should also use your textbook.

With your partner you should use this chart to make notes on what you are going to say:



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

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Use your notes to plan your talk:

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When your teacher has checked this, file it in your folder so you can use it in the future.



Have you ticked this activity on your Learning Record?



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
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**Level:** All  
**Type of activity:** Individual

**Focus:** content words,  
dictionary work, word  
identification  
**Suggested time:** 30 minutes

## Grammar points

In this Unit, we came across the following verbs:

- to improve
- to try
- to describe

Look up these words up in your dictionary.

The very *to try* is an irregular verb. Write the different forms here:

Verb	Present tense	Past tense
to try	I .....	I .....

### Verb Hunt

Circle the 10 verbs in these columns. Score 4 points for each correct answer.  
Who will score the highest? Perhaps you will. Good luck!

exciting

books

underline

briefly

magazine

understand

give

rewrite

iceberg

reading

gale

pier

father

introduce

about

create

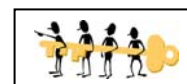
clearly

add

describing

parents

think



Score: \_\_\_\_\_points

**Level:** All  
**Type of activity:** Individual

**Focus:** prepositions, sentence structure, writing text  
**Suggested time:** 30 minutes

### Grammar points

In this Unit, we came across the following prepositions. Find these words in your textbook and check their meanings in your dictionary.

**A1 level:** write the words in a phrase using the textbook

**A2/B1 levels:** put the words into a short sentence

about \_\_\_\_\_

out \_\_\_\_\_

in \_\_\_\_\_


under \_\_\_\_\_

on \_\_\_\_\_

between \_\_\_\_\_

to \_\_\_\_\_

from \_\_\_\_\_

 Get your teacher to check your work then file it in your folder in the *English* section.

  
Have you ticked this activity on your Learning Record?

## Alphaboxes

Levels: A1 / A2

Using your textbook, find **one** word beginning with each of the letters of the alphabet.  
Write the word in the relevant box. You could also write the word in your own language.

a	b	c
d	e	f
g	h	i
j	k	l
m	n	o
p	q	r
s	t	u
v	w	xyz

Do you understand all these words?



Get your teacher to check this, then file it in your folder so you can use it in the future.



### Word Search

**Level: All levels**

Find the words below. When you have found all the words, write each word in your own language.

										A	U	E																						
									I	B	P	A	D	A	W	J	M																	
									G	S	M	Y	B	D	L	Z	X	C	B	G	L													
									W	C	I	Q	Q	A	M	A	G	A	Z	I	N	E	O	J	E									
									E	V	E	S	S	E	N	T	I	A	L	G	F	Q	V	K	R	U	M							
									Y	N	A	E	N	T	E	R	T	A	I	N	M	E	N	T	N	M	P	L	E					
									S	P	E	L	L	I	N	G	E	D	E	S	C	R	I	P	T	I	O	N	Q					
									F	R	W	M	C	T	R	M	E	P	F	I	S	E	Q	D	D	O	A	B	D	M	W			
									G	C	O	M	P	L	E	X	H	T	H	G	Z	O	S	A	E	Q	E	M	A	I	L			
									R	H	H	O	L	I	N	E	O	F	T	H	O	U	G	H	T	K	R	H	Z	T	E	R	D	
									D	Q	K	R	M	H	G	A	B	C	D	E	X	A	M	P	L	E	M	D	R	L	Z	N	P	
									N	E	W	S	P	A	P	E	R	M	W	G	Y	Q	D	D	C	U	P	R	T	D	M	Q	J	
M									E	M	O	I	R	C	K	C	L	I	N	F	O	R	M	A	T	I	O	N	J	U	V	P	B	T
G									E	W	P	Y	U	C	O	M	M	O	N	U	A	C	C	U	R	A	T	E	T	Q	Y	M	G	U
Y									B	I	O	G	R	A	P	H	Y	P	Q	N	R	O	H	S	Z	F	I	X	R	C	Z	F	A	U
									E	S	O	M	S	Z	I	G	D	S	U	D	P	C	N	F	U	M	D	F	T	M	Y	E	B	
									Y	A	H	Z	G	B	O	V	K	U	I	L	X	R	U	E	X	I	R	P	G	X	M	I	U	
									D	T	B	F	L	X	F	Q	J	K	M	Z	I	C	A	I	H	P	A	S	S	A	G	E	A	
									K	O	K	V	E	J	S	V	Q	A	E	R	J	Y	C	B	Y	V	Q	Q	S	X	Y			
									E	S	I	I	C	A	S	U	A	L	N	V	W	P	Q	F	Z	W	D	A	R	Q	P			
									P	L	E	A	S	U	R	E	H	N	L	M	H	A	T	P	K	N	Y	B	Q					
									F	D	T	F	W	F	U	Y	V	Q	G	B	R	I	E	F	P	E	P	M	R					
									S	H	D	N	T	E	N	J	O	Y	M	E	N	T	K	O	R	T	U							
									C	L	E	A	R	R	A	Z	K	S	P	Q	A	A	I	W	P									
									E	M	E	Y	V	X	H	K	L	D	R	U	N													

ACCURATE  
 BIOGRAPHY  
 BRIEF  
 CASUAL  
 CLEAR  
 COMMON  
 COMPLEX

DESCRIPTION  
 EMAIL  
 ENJOYMENT  
 ENTERTAINMENT  
 ESSENTIAL  
 EXAMPLE  
 INFORMATION

LINEOFTHOUGHT  
 MAGAZINE  
 MEMOIR  
 NEWSPAPER  
 PASSAGE  
 PLEASURE  
 SPELLING

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### Play Snap

Make Snap cards with 2 sets of the same keywords. See *Notes for teachers* for ideas about how to use the cards.



<b>underline</b>	<b>underline</b>
<b>summarise</b>	<b>summarise</b>
<b>exciting</b>	<b>exciting</b>

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<b>rewrite</b>	<b>rewrite</b>
<b>read</b>	<b>read</b>
<b>holiday</b>	<b>holiday</b>

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<b>absorb</b>	<b>absorb</b>
<b>pleasure</b>	<b>pleasure</b>
<b>describe</b>	<b>describe</b>

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<b>understand</b>	<b>understand</b>
<b>try</b>	<b>try</b>
<b>improve</b>	<b>improve</b>



## Answer key

**Odd One Out** = water, photo, sun, radio (*you can't read the radio!*)

**Letter Scramble** = passage, summarise, biography, complete

**Secret Code** = reading is great

### Completing Text =

Sometimes we read quickly, because we just want to get information. We want this type of reading passage to be laid out accurately and clearly, so that, as quickly as possible, we can get the information we need.

Other reading passages are much more complex. In this case, we might have to reread to follow the line of thought. We reread to take in and understand what we skimmed over the first time. A good example to think of is reading a poem.

*(Less Stress More Success – English Revision for the Junior Certificate, page 25)*

**Multiple Choice** = c, d, can be any of a-d, a

**Grammar Points** = underline, understand, give, rewrite, reading (*to read*), introduce, create, add, describing (*to describe*), think

