

Cambridge IGCSE™ languages

Lesson plan: Reading skills using authentic texts

Learning objectives:	Develop confidence in approaching reading tasks by taking a step-by-step approach – preparing for the reading exam, with a focus on an authentic text
Lesson objectives:	<ul style="list-style-type: none"> Learners will develop, practise and learn various techniques for improving reading skills The class will establish a list of top tips for success in reading
Vocabulary:	Syllabus vocabulary in target language, vocabulary as appropriate to current topic/reading exam in general

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	Activities	Resources
Beginning (10 mins)	<p>Starter activity: Word association task – learners are provided with a series of categories and lists of associated vocabulary (depending on the ability level of the class there could be fewer/more categories/vocabulary to sort). Give learners a time limit to put the vocabulary into the correct category. To introduce a competitive element, this could be done in teams to see who can complete the task in the shortest time.</p> <p>Extension activity – learners are given an additional category and have to write down an extra set of vocabulary that could be included. Learners could also be asked to further categorise the vocabulary by sorting it into verbs/nouns/adjectives etc</p> <p>The task can then be marked as a whole class and feedback given as necessary. Learners could also be asked to read the words aloud in the target languages to practise/reinforce their understanding of phonics and the sound/spelling relationship.</p>	<p>PowerPoint slide/hand out with categories of vocabulary. An alternative approach would be to create a sorting activity with physical cards to move into the correct category column. This task could also be completed using one of the Teaching Tool resources, e.g. Match Up or Flip cards could also be used with learners who require further support – adding the English translation of the target language vocabulary on the reverse side. An example set of categories/vocabulary (to be translated into target language) could include:</p> <p>Categories:</p> <ol style="list-style-type: none"> Jobs Time phrases



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	<p>For a more grammar focused approach, learners could be also asked to sort a series of verbs in different tenses into the correct time frame category – this could also be followed up with some revision of the formation of the different tenses.</p>	<p>3. Healthy living Vocabulary examples</p> <ul style="list-style-type: none"> a) teacher b) baker c) butcher d) waiter/waitress e) police officer f) during g) next h) morning i) late j) always k) flu l) to feel ill m) pharmacy n) to breathe o) bone
<p>Middle (50 mins)</p>	<p>1. Reading skills: Present learners with the lesson title 'Improving reading skills', and the question 'How can reading skills be improved?'. Give learners a minute to discuss ideas in pairs and share as a whole class – as a discussion, or learners write a list on mini-whiteboards. Learners give a list of suggestions to rank in order of priority, or some ideas that they can categorise as true or false, e.g.</p> <ul style="list-style-type: none"> • You have to understand every word in the text (false) • It is a good idea to read the whole text before starting to answer the questions (true) <p>This discussion can be used to create a class list of 'Top tips to improve reading' that can be shared with learners. Key additional suggestions taken from the <i>How to improve students' reading skills</i> document can be added.</p> <p>2. Familiarise learners with the format of the Cambridge reading exam early in the course so that they know the types of questions to expect. The front page of</p>	<p>1. Tips for teachers to improve learner reading skills document can be used to start to generate ideas if needed</p> <p>Diamond 9s could be used if learners are to be given phrases to rank into order of importance</p> <p>True of False could be used to provide learners with suggested reading techniques</p>



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the paper could be shown, and any key information highlighted, for example, length of paper, time limits.

3. Introduction of an authentic text

Step 1: In pairs learners identify 10 words from the text that they already know. A selection of the vocabulary can be shared to create a class list of 10 known words from the text. Encourage learners to note down any words that they did not know.

Step 2: In pairs learners identify 10 words from the text that they don't know but can guess – this could be based on cognates or decoding meaning from the context of the sentence. Depending on the ability level of the class, some examples of cognates or of decoding unknown vocabulary via context may need to be given.

Alternatively, if learners struggle with identifying the words themselves, give learners a list for them to translate in pairs. A class list of 10 guessable words can be shared – learners will now have a list of 20 pieces of vocabulary to support them with the text.

Step 3: Learners work in pairs to identify 10 unknown words. A class list of unknown words is created – the list can be written up or discussed as a class to see if other members of the class are able to identify any of the unknown vocabulary. Highlight any key vocabulary that can be decoded from the context of the sentence/text at this stage.

Step 4: Learners are presented with the comprehension questions related to the text. The questions should be similar to those in the reading exam (match up, multiple choice or short responses in target language). Learners work individually or in pairs to identify the answers based on their understanding of the text. If the group is of a higher ability, learners could proceed directly to the questions. For a lower ability class, or to provide a more gradual approach to the task, learners could identify sections of the text that fit with 'headlines' (e.g. which section of the text deals with the relationships within the family – this

Class list of top tips to improve reading can be created and shared with the class, as a reference guide to stick into their books for future reference.

2. An example of the relevant sections of the reading paper being covered – the front instructions page, for example. Learners could either have their own copy for future reference or be shown an example on a PowerPoint slide/visualiser. A short, key "reading exam details" document could also be shared (containing the basic details as described).

3. Provide learners with a copy of the chosen text. Depending on the level of the group, the authentic text could be selected from a target language internet site and adapted or taken from a past paper/published resource. An accompanying glossary could also be provided for any particularly challenging vocabulary/vocabulary outside of the syllabus list. Learners can be given their own copy of the text to annotate as necessary.

PowerPoint slide could be created to write up the chosen words at each step, or



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could be presented as a match up style activity) or the questions (question 1 asks about future travel plans – highlight the section of the text that refers to this before finding the answer). It may be necessary to have a second text that learners who finish quickly can then repeat the steps above for independently, or some additional, more challenging questions based on the same text.

Step 5: As a class discuss the correct answers. If available, a visualiser may be useful to demonstrate the correct answers (this could be particularly useful if learners have been asked to identify sections of the text that match with headlines/questions). Marking the task together will allow the teacher to identify any key misconceptions and address these with the whole class.

Step 6: return to the list of unknown vocabulary. Check to see if learners have been able to identify the meaning of any of the unknown words through their exploration of the text and accompanying comprehension questions, or was the vocabulary not needed to complete the task? If this is the case, it is a useful way of highlighting to learners that they do not always need to understand every word they read in order to achieve success (this is particularly true for authentic texts).

For more practice present learners with another text and set of questions. Give learners time to prepare individually, putting into practice some of the techniques considered previously – this may involve highlighting/underlining known/unknown vocabulary and/or dividing the text into sections – before completing the comprehension questions.

These stages of the lesson plan can be completed as many times as necessary with different question types in order to build both familiarity and confidence with the types of question that typically appear in the exams. This may be something that is covered in one lesson or returned to over a series of lessons to provide ongoing practice.

Extension task: provide learners with a translation of the task in English, with errors. Learners highlight and correct the errors, based on the original text.

learners provided with a worksheet on which they could write their choices of vocabulary at each step. If it was intended to return to the vocabulary at a later date, the [Spinner](#), [Magnetic words](#), [Drag and drop](#) or [Flip cards](#) could be used to create a record of the vocabulary to test learners on their recall of the meanings.

Sample questions can be written to accompany the selected authentic text or taken from a past paper or from a published resource. Sample questions could be chosen to cover the specific topic that learners are currently working from (particularly if this is an early introduction to reading skills towards the beginning of the course), or a more general range of questions (particularly if learners are at the stage of preparing for an exam). Show the different stages of the question as described in the activities section.

Teaching Tool: [Drag and match](#) could be used to support a more interactive approach if required

Teaching Tool: [Submit and compare](#) could be used to support this activity.



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End (5 mins)

Return to the top tips. Ask learners which one would be their key tip after completing today's lesson, or if there is anything they wish to add. Provide learners with an additional question to complete as homework, to consolidate the learning. Learners focus on one or two top tips and feedback in the next lesson with some discussion on how useful they found the idea.

Additional information

Differentiation

Adapt task for lower ability learners.
 A glossary if the text contains words that do not appear on the syllabus vocabulary list.
 Have different sections of the class working on different reading questions of varying difficulty. If a language assistant is available, they work with individual groups to provide additional support or stretch and challenge.

Assessment

Ongoing assessment throughout the lesson through sharing of answers and reacting to/correcting common misconceptions.
 The homework task could cover a task which will be formally marked.
 As a follow up lesson, ask learners to complete reading tasks to check their understanding, or start the next lesson with an activity to test the skills that learners have acquired.

Reflection and evaluation

Reflection:

Were the lesson objectives realistic?
 What did the learners learn today?
 What was the learning atmosphere like? Did my planned differentiation work well? Did I stick to timings?
 What changes did I make from my plan and why?

Summary evaluation:

What two things went really well? (Consider both teaching and learning.)
 What two things would have improved the lesson? (Consider both teaching and learning.)
 What have I learned from this lesson about the class or individuals that will inform my next lesson?