

A Few Suggestions for Tasks for Each Stage of the Lesson

Pre-text: Access

Introduction to Theme/Topic:

- put pictures around the room and have students categorize them in some way
- have students listen to sounds/music to set the tone or introduce topic (eg. traffic sounds to have students identify city as the place etc.)
- elicit theme through realia (pieces of fruit, kitchen ware etc)
- elicit theme with pictures and realia together (eg. pictures from magazines and travel brochures; food and menus, calendars and day books etc.)
- give students pictures and ask them to order them as they expect the text to flow
- introduce a task by doing it yourself first {and then (Breakdown) asking students to read about it and tell you what you did wrong}
- etc.

Introduction to Vocabulary/Meaning:

- rolling revision with new words
- introduction with pictures
- matching tasks (pictures to words, pictures to definitions, words to definitions etc.)
- categorizing words according to general meaning
- have students put words along a cline to demonstrate degree of meaning
- have students create mindmaps of all lexical sets (words which go together thematically)
- have students categorize words according to 'umbrella word' {hyponymy}
- ask students to match words according to their antonym
- ask students to try and think of synonyms for words they are already familiar with
- have students brainstorm synonyms and near-synonyms
- etc.

Text: Breakdown

- have students read the text and answer 'wh' questions
- have students read to different parts of the text and then share their knowledge with their partner
- have students skim the text quickly and then write down five key words
- ask students to read the text and underline the new lexis they met in pre-text phase
- ask students to underline the signposts/discourse markers/transition words and replace them with synonyms
- have students underline the nouns and circle the pronouns that refer to it in some way...have them use arrows to show connections
- have students highlight and then categorize all use of repetition in its variations within the text (eg. cat, cat food, tabby cat etc.)
- have students read the text and then put the action in order (either by numbering them or moving the cards around or drawing the action)
- have students read and answer true and false; multiple choice; short answer or discrimination questions to demonstration comprehension

- have students read the text and then create questions for their classmates to complete
- jigsaw reading: have students read part of the text and then meet up with the other students to complete all of the questions
- reading race: give students the text and put sentences up around the room so they have to read the question, then return to their group/partner and try to find the answer
- have students punctuate the text differently to see if it holds new meaning
- have students do a reading dictation and then reassemble the text in pairs
- etc.

Post-Text: Conceptualisation

- have students rewrite the text as a radio play
- have students rewrite the text using slang or more formal language
- have the students recreate the text with pictures and a code
- have students summarize the text
- have students verbally summarize the text while their partner writes it (dictation)
- have students do a running dictation of their written summary to their classmates
- have students rewrite the text, then post them around the room for peer correction
- have students rewrite the text, then post them around the room for peer evaluation (like at a critics circle)
- have students rewrite the text as a pair
- have students turn the text into a song
- have the students respond to the text (letter to the editor, review, advice, 'Dear John' letter, letter to a landlord, letter of complaint, letter of sympathy etc.)
- have students write a response to a want ad they just read
- have students write a response to a job ad they read
- have students rewrite their resume based on a job ad they read in the newspaper
- ask student so give a presentation based on their knowledge and reading of a topic
- have students write or give an oral book or article review
- have students keep reading diaries and report on them
- etc.