

**Discover  
the Magic  
of  
Teaching  
Reading**

Mark Richard



**Why read?**

**CLIL: knowledge through English**

- features of CLIL Readers

**Using Readers**

- tips and activities
- extending from the Reader

**Extra resources for teachers**



## Veríssimo Toste, Portugal

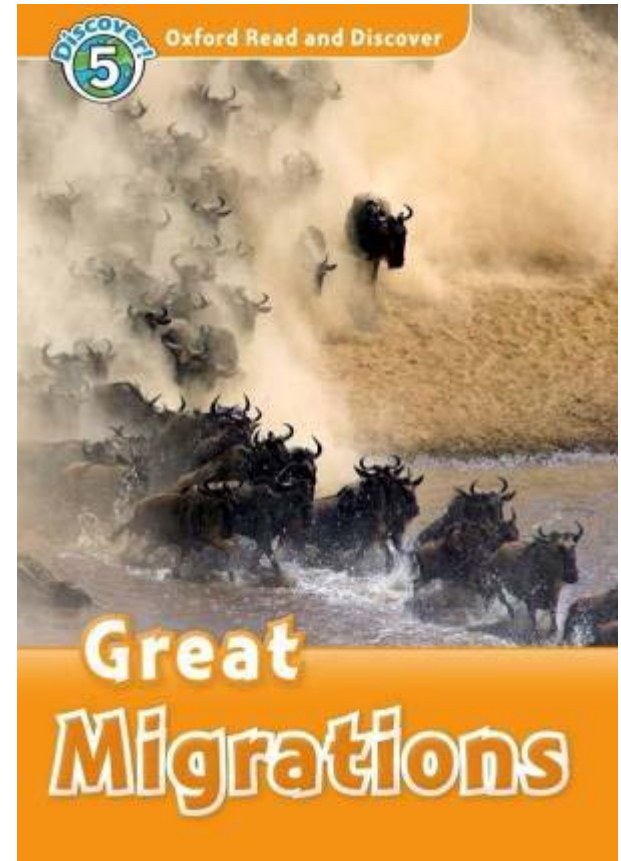
One of OUP's extensive reading experts

““ Going to a gym and doing the exercises works for us in making us fit.

It's the same for readers; through reading we learn the grammar, we learn the vocabulary, but unconsciously.””

# CLIL

## Content and Language Integrated Learning



CLIL teachers need  
content-rich books,  
targeted at young  
learners,  
in graded language

But for *all* teachers,  
non-fiction readers, are  
a great resource





A close-up photograph of a cleaner wrasse, a small fish with a white body and a yellow stripe, cleaning a larger, colorful fish (the client) in its mouth. The cleaner wrasse is using its mouth to pick parasites off the client fish. The background is a blurred underwater scene with coral and other marine life.

## A Cleaner Wrasse at Work



Go to pages 32–33 for activities.



## 8

# Amazing Places

Did you know that people also build structures under the ocean and on ice?

The Poseidon Undersea Resort in Fiji is a hotel 12 meters under the ocean. It's made of very strong metal and plastic. The windows are made of special, clear plastic, so people can see fish and other ocean animals from the hotel. To get to the hotel, you travel by submarine!

Poseidon Undersea Resort, Fiji



Halley 6, The Antarctic



Halley 6 is a research station in the Antarctic. It's built on ice. The ice moves 400 meters every year and the structure moves with it. Halley 6 is on skis so people can move it back to the right place. Building in the Antarctic is very difficult because of the very, very cold weather.



In the Antarctic, the wind speed can be 150 kilometers per hour. The temperature can be less than  $-50$  degrees centigrade.





# 6

## Different Shapes

With new building materials, people can build structures in many different shapes.

The O2, in London in the United Kingdom, is a dome. It was built for the millennium, the year 2000. The roof is made of a special plastic and glass material. It's 365 meters wide – one meter for every day of the year. It has also 12 support towers – one tower for every month of the year.

O2, United Kingdom

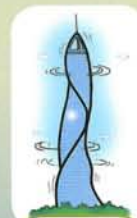


In 2008, David Fisher designed the first rotating skyscraper. It uses energy from the wind. People want to build these rotating skyscrapers in Dubai and in Moscow.

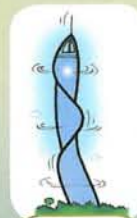
A Design for a Rotating Skyscraper



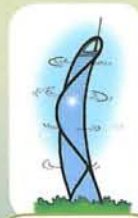
Each floor can rotate a full circle. People can decide when to rotate their floor. The skyscraper can be a different shape every day!



Monday



Tuesday



Wednesday

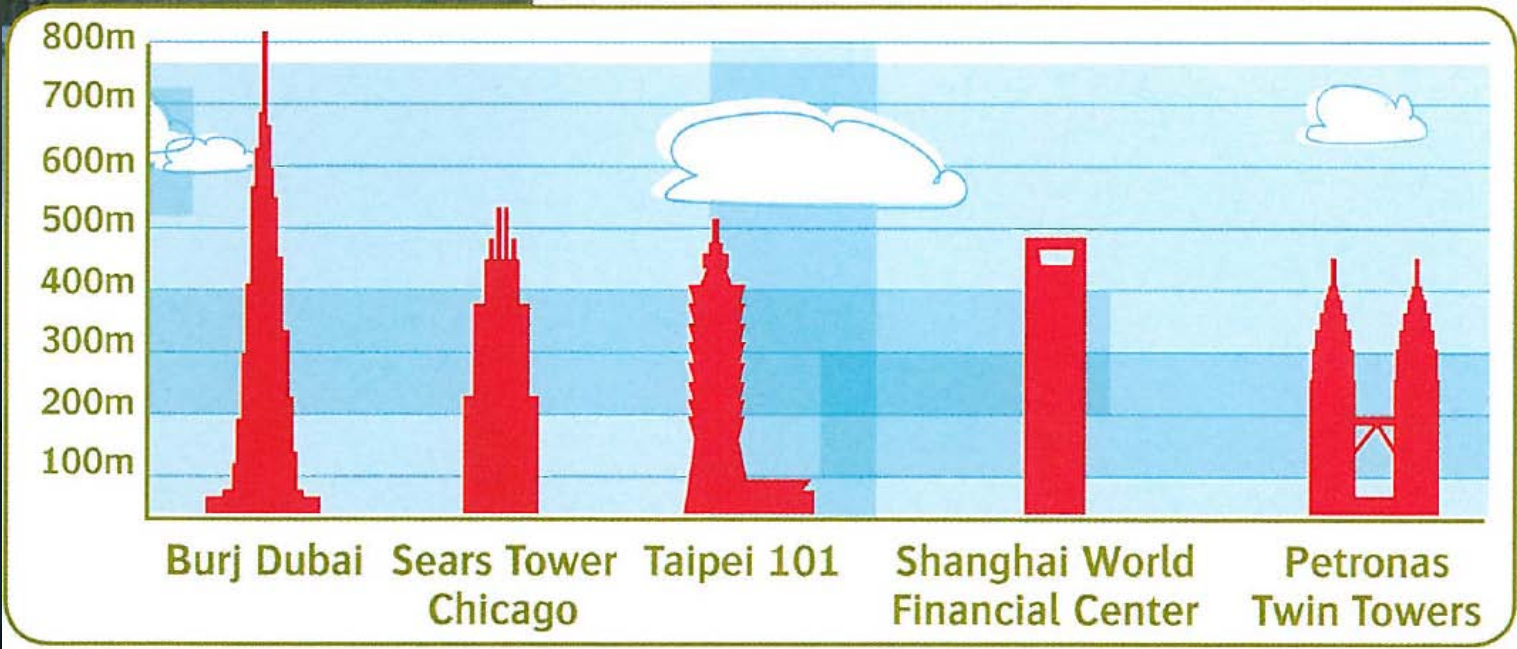




# 3

## Skyscrapers

One of the tallest skyscrapers is the Burj Dubai. It's in Dubai



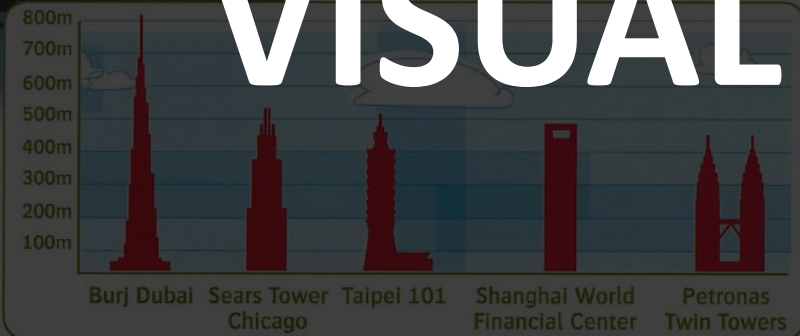
Petronas Twin Towers, Malaysia

is a bridge between the two towers called a skybridge.



The concrete in the Burj Dubai weighs the same as about 1,000 elephants

# VISUAL LITERACY



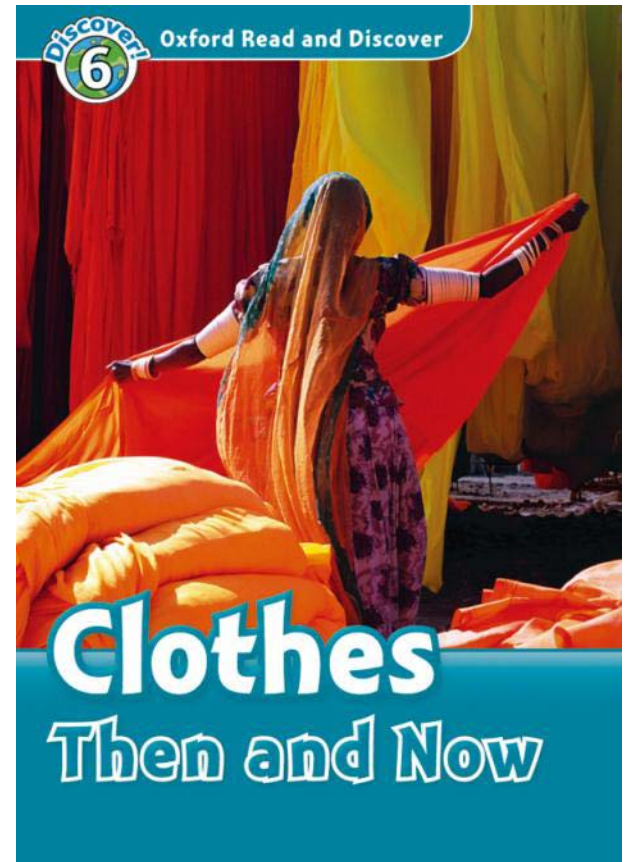
Burj Dubai, United Arab Emirates

# Powerful because...

...combines language learning  
and thinking skills

Students process  
information and develop  
critical thinking skills

‘chewy’ readers; brain food





How do I use non-fiction Readers?

- ✓ Individual Use **or** Whole-Class Use
- ✓ Whole Book **or** Chapter by Chapter





Okay, I'm going to use the Readers with my whole class, chapter by chapter. Do you have any practical ideas?

*Tips and activities for:*

- ✓ Before reading
- ✓ While reading
- ✓ After reading



My students don't think reading is interesting. They are not enthusiastic about the Reader. What can I do?

*Before students get the Reader:*

- ✓ Introduce the topic
- ✓ Check on previous knowledge
- ✓ Stimulate students' interest



Sounds good. But **how** can I do that? Any **practical** suggestions?

*Before students get the Reader:*

- ✓ Introduce the topic
- ✓ Check on previous knowledge
- ✓ Stimulate students' interest



# *True or False?*

Volcanoes can make new islands.

Antarctica is a desert.

There are mountains under the ocean.

Mount Everest is getting smaller.

There are no bridges on the Amazon.

Monkeys swim in volcanoes.

# *Practical suggestions*

- ✓ Show the cover. Students guess the topic.  
See what they already know (facts or words)
- ✓ Pre-quiz e.g. *True or False?*
- ✓ Use the photos and questions on p. 3
- ✓ Treasure Hunts
  - ✓ for pictures (from descriptions or find answers to questions)
  - ✓ for statistical information
  - ✓ for **Discover!** information



# *Before each chapter*

- ✓ Ask students about the photos, illustrations to stimulate discussion and thought.
- ✓ Use a world map as a 'way in'
- ✓ In Levels 5 and 6, you could read and discuss the introduction text in each new chapter



I'm concerned about new vocabulary. Should my students know all of the words before they start reading?



- ✓ Introduce key vocabulary first, or leave students to find it at the back when they need it
- ✓ Play vocabulary prediction games

# Picture Dictionary



boil



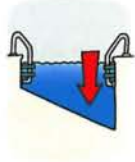
coast



cover



dangerous



deep



mountain chain



noise



ocean



pour



rainforest



desert



die



directions



Earth



earthquake



river



road



rocks



salt



sand



fall



flood



ground



hole



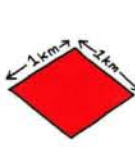
island



sculpture



skin



square kilometer



steam



stones



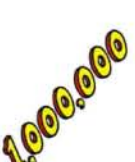
lake



loud



melt



million



minerals



stream



submarine



top



valley



wave



Good. Now what about **WHILE** my students read? Any teaching tips to help them become better readers?

*It's all about building students' reading **fluency** and **confidence**.*

# **KEY TIP: Don't start by asking your students to read aloud.**

Students lose confidence in their reading ability

They become self-conscious about pronunciation

They concentrate less on meaning

Listeners are exposed to expressionless reading

Everyone's enjoyment suffers



**KEY TIP: Do provide a good example for your students to emulate.**

Expose them to an example first (e.g. play the CD), encourage them to visualize:

Let them listen while looking at the pictures

Then they can listen and while following the text

Finally, students need time to read silently – this is true reading



Yes, but sometimes the students don't follow the text as they listen. How can I make sure they follow the text as I read it out?

### *Activities:*

- ✓ Shouting cloze
- ✓ Not that, this!
- ✓ Jump words

# KEY TIP: Students need more chances to practice and improve their fluency

## *Activities:*

- ✓ Repeated timed silent reading
- ✓ Bumper Cars reading race
- ✓ I'm feeling so emotional!
- ✓ Board games



And what about after reading?  
We should check students'  
comprehension, right?

*Yes, but try not to make it like a test:*

- ✓ Focus on knowledge gained (e.g. writing “3 things I’ve learned”)
- ✓ Games (T/F, Guess!, 20 Qs, Coffee Pot)
- ✓ What’s your favorite **Discover!** fact?
- ✓ Use a map to review knowledge, or the picture dictionary to review vocabulary








And what about after reading?  
We should check students'  
comprehension, right?




Use the **Activities** at  
the back of the Reader!

# 8 Spiders

Read pages 18–19.

1 Write the words spider web leaves  
poison juice liquid

1  2  3 

4  5  6 






**Consolidate  
vocabulary and  
spelling**

2 Write the words in order. Then write *true* or *false*.

- 1 spiders / silk. / All / make / can  
All spiders can make silk. \_\_\_\_\_
- 2 webs. / spiders / make / All  
All spiders make webs. \_\_\_\_\_
- 3 hunt. / spiders / All  
All spiders hunt. \_\_\_\_\_
- 4 spider / makes / a / The / web. / wolf  
The spider makes a web. \_\_\_\_\_
- 5 wolf / mice. / The / eats / spider  
The spider eats mice. \_\_\_\_\_

**Improve  
comprehension  
and sentence  
writing ability**

3 Complete the chart.

	Spiders	Insects
How many body parts?	 	  
How many legs?	_____	_____
How many eyes?	_____	Some have two eyes and some also have _____ eyes.
What food do they eat?	_____	_____
What can they make?	_____	_____

**Revisit the text,  
process and  
record  
information  
logically**

4 Draw and write about spiders.

Spiders have \_\_\_\_\_  
\_\_\_\_\_

**Write informational  
paragraphs**

## The Parts of the Brain

cerebrum

**LANGUAGE LEARNING**

**SKILLS DEVELOPMENT**

**GAINING KNOWLEDGE**

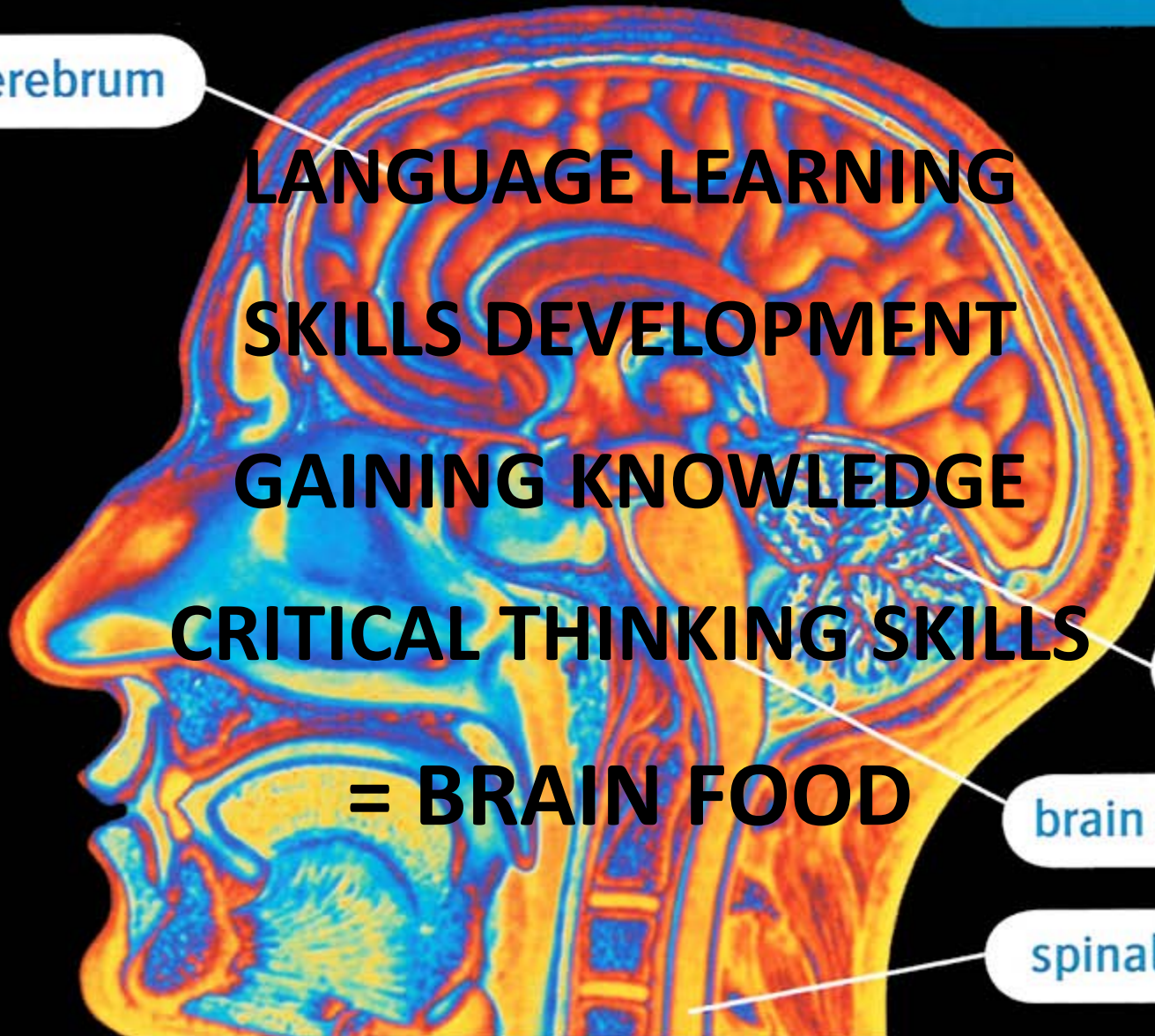
**CRITICAL THINKING SKILLS**

**= BRAIN FOOD**

cerebellum

brain stem


spinal cord



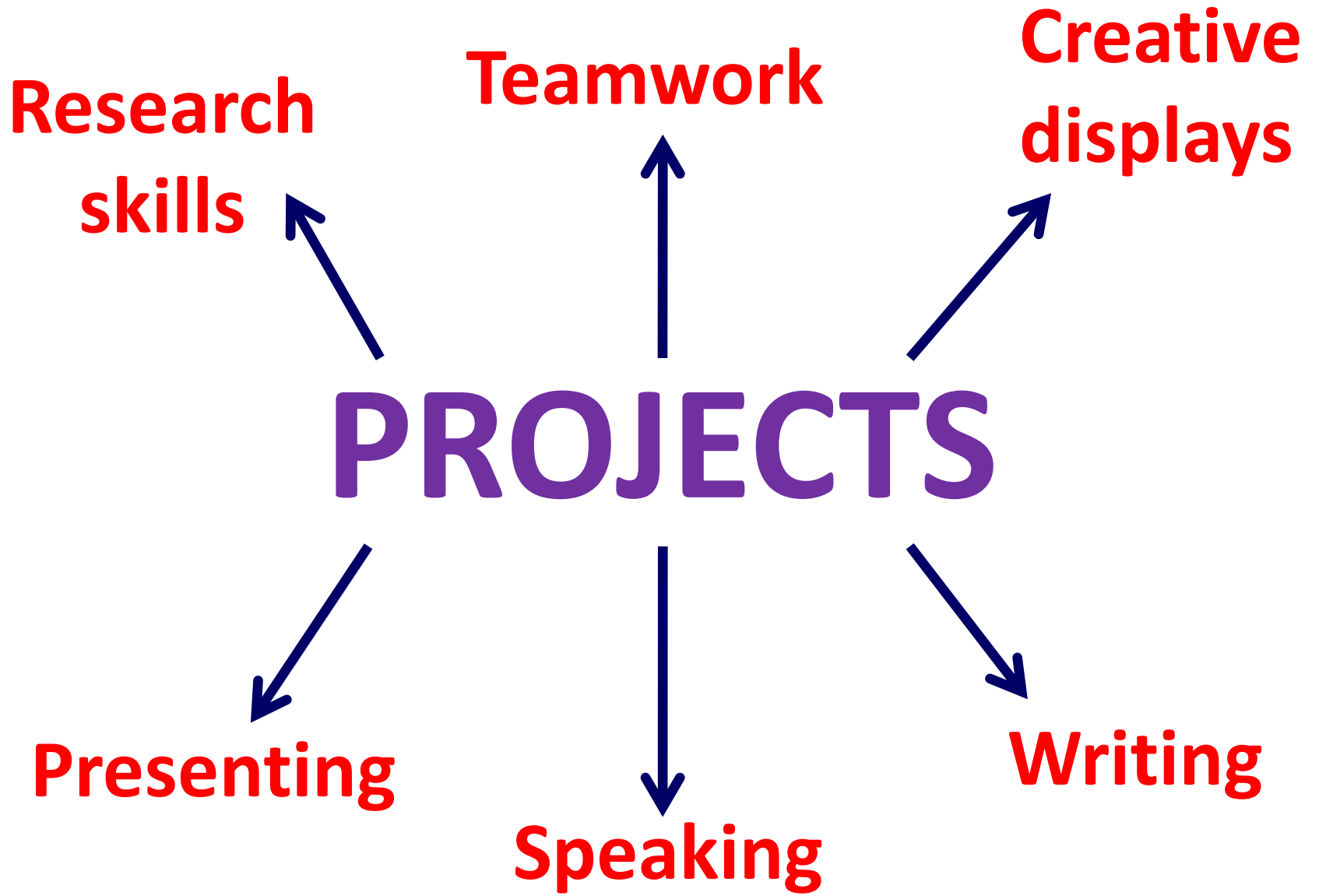


How can I **extend** from the Reader to ensure my students really improve their English?

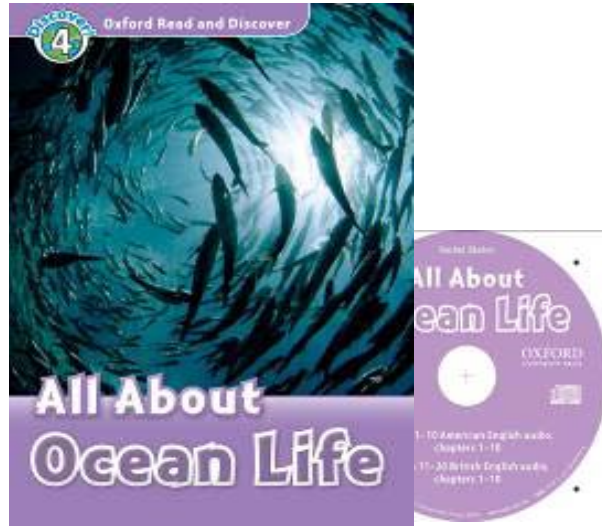
*Depends on your aims:*

- Vocabulary, Grammar, Reading, Writing
  - ✓ Activity Book (separate)
- Speaking
  - ✓ Interview the Expert
  - ✓ **Discover!** Presenter
  - ✓ 





# Components



## Reader

## Audio CD Pack

100% American English

**AND**

100% British English

## Activity Book

- Reading, writing, grammar practice for each chapter
- Consolidation activities
- Book review

## Introduction

Find out about the series and its components, and view a full list of Readers

[Oxford Read and Discover Introduction](#) (PDF: 585 KB)

## Summary of Contents

Overview and selector chart - shows the Readers by level and subject area, listing vocabulary and grammar content, and topics and curriculum links

[Summary of Contents](#) (PDF: 223 KB)

## Using Oxford Read and Discover

How to get the best use out of the series, with general teaching ideas - and a photocopiable world map

[Using Oxford Read and Discover](#) (PDF: 330 KB)

## CLIL Guidance

Find out about the benefits of Content and Language Integrated Learning, and how and why this series combines language with content

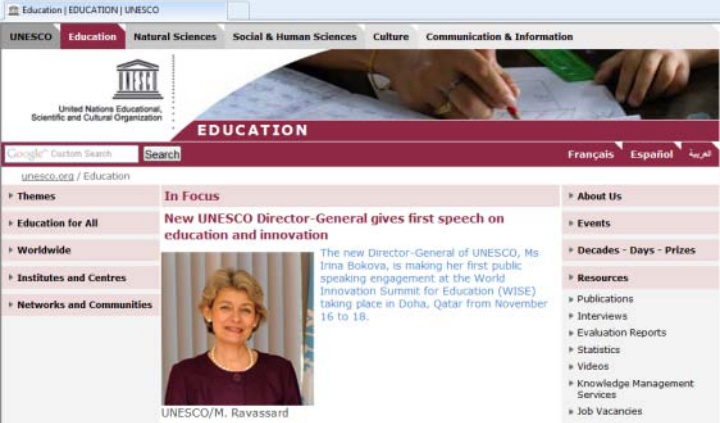
[CLIL Guidance](#) (PDF: 75 KB)

## [Teaching Notes & Activities Answers](#)

Teaching notes and ideas for each Reader, including Read and Talk, with Answer keys for activities in the Readers

## [Activity Book Answers](#)

Answer keys for the Activity Book



# UNESCO

(the United Nations Educational, Scientific, and Cultural Organization)

<http://www.unesco.org/en/education/>

'Literacy' is the ability to **identify, understand, interpret, create, communicate, compute** and **use** printed and written materials associated with varying contexts.

“...**participate** fully in the wider society.”



**Thank  
you.**

**Enjoy  
your**

**Oxford Read and  
Discover  
9.**