

Extensive Reading

The following overview presents some concrete ideas how to encourage a relaxing reading atmosphere.

Introducing & organising Extensive Reading

- **Questionnaire: Reading & you**

Pupils think about their reading habits and attitudes. They fill in a questionnaire and discuss their answers. Questions could be: How much time do think you spend reading in an average week? What kind of things (books, magazines, cartoons, ...) do you usually read? What is your most favourite one? Who is your favourite writer? What was the best thing you have recently read? Do you enjoy reading? Do you sometimes read in English? What would you like to read in English? ...

- **Matching blurb and title**

Pupils read copies of the blurbs of the available books and match them to the title or the book covers. There should be about 10–20 different books. Be careful that the blurbs are easy to read and include enough hints for children to find the matching title.

- **Listening to short excerpts**

The teacher reads out a short interesting passage from each book so as to help pupils to decide which book they want to read later on.

- **Find your level**

Pupils read sample passages from books and mark everything they understand to help them find out what reading level is most appropriate for them. If they were able to mark most of the text, the level is about right. Usually easy readers indicate on the cover their level. Once learners know what level they feel most comfortable at they can chose a book from that level.

Motivating & supporting Extensive Reading

- **Reading diary**

Pupils fill in a reading log to keep track when they read – also outside the classroom.

Weekly Reading Diary								
Name: _____					Date: _____			
Texts	Mon	Tue	Wed	Thur	Fri	Sat	Sun	Did I talk to anyone about this?

- **One sentence check**

In order to find out whether pupils have really read a book or a chapter, ask them to write one summarising or important sentence of what they have read on a slip of paper.

- **Book report**

Pupils work in pairs to talk about their reading, using the following framework that is presented on the board:

I read a book called....

It's a (adventure, mystery, science fiction, love, detective, true) story.

It's about...

The main characters are...

I (don't) like this book because....

Reading marathon

This idea encourages learners to read on a regular basis and motivates them to read as much as possible. During a designated period of time, pupils mark their amount of reading on the 'Marathon Course Form' (see picture on the right). In class it has to be decided how much reading has to be done for one kilometre (e.g. one book = one kilometre or 10 pages = kilometre, etc.). Winners are those who are able to finish the marathon – not only the fastest.

- **Act it out**

Pupils who have read the same books get together in groups and act out one scene from the book. They rehearse this scene in order to perform it later in a fluent way to the other classmates.

- **What's next?**

Pupils who have read a book, write six sentences about the content / plot of the book on paper cards. Each sentence should be on one card. The correct order of the sentences should be indicated on the back with numbers. These cards are then given to other pupils who have read the same book. They try to put the cards in the right order and check their solution by flipping the cards on the back.

Tip: These cards can be put aside. As soon as another child has read the same book, he / she can test his / her understanding of the book's content by arranging the cards in the right way.

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- **Choose a gift**

Pupils think about a gift that would be very suitable for the main character(s) of a story and they explain their choices. E.g. *Little Red Riding Hood should get a lexicon about animals so that she knows that wolves are very dangerous and cannot be trusted.*

- **The movie version**

Pupils draw a poster for a movie based on their book they have read. They should list main characters, create an exciting picture, invent a catchy slogan or subtitle and should include a short recommendation for whom this film would be suitable.

- **Haiku**

Pupils create a three-line poem, a Haiku, to summarise or describe the book they have read:

Little Red Riding Hood

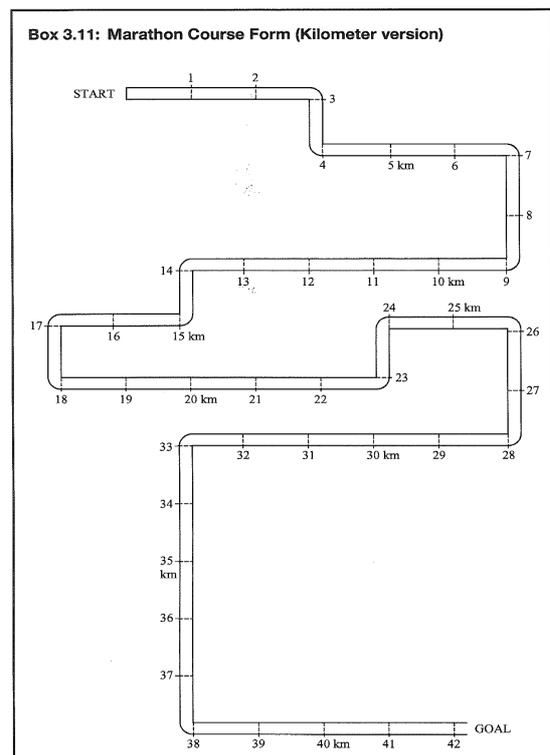
A girl walks to grandmother's (1st line: 5 words)

The wolf ate grandmother and the girl (2nd line: 7 words)

Finally the hunter saves them (3rd line: 5 words)

- **One a day**

Every time (day) pupils read, they should record one new word from their reading that they want to learn. Some of the children could present their new word. For example by adding it on a dedicated wall or in a fun way – through miming or drawing so the others have to guess it, etc.



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