Hello fellow teachers

Here you will find activities/exercises which can be used when reading 'Learner Driver' with your class. You will also find all the illustrations in the book for use in pre- and post-reading activities. The activities are designed to help the learner ‘explore and exploit’ the text to better understand the text and the language of the text. Also included is an approach to reading I’ve used when reading a reader as a whole class activity. Happy Reading.

An Approach to Reading
By Karen Slkas Barber

(in the context of a Certificate in Spoken and Written English I class/beginner-ISLPR 1,1+, 0+, 0+)

Introduction

In my teaching of disparate groups of beginning level learners with limited experience of formal education, I found that learners were not able to understand the beginner level texts they were reading. Even though some of the learners could read each word in a text, they had difficulty comprehending the text. Also in each class there was a significant range in the learners reading abilities. To cater for these learners reading needs and abilities, I developed an approach to reading I call ‘A Reader a Term’. I continue to use this approach to teach reading in my beginning level classes and adopt a similar approach in teaching higher-level learners.

In a ten-week term learners in my beginning level classes read a variety of texts based on social and survival needs. Texts for reading include: forms, letters of invitation, shopping lists, school notes, personal experience stories, etc. Learners also read one ‘reader’ (narrative genre) in and out of class during the term.

At the beginning of a term, each learner is given the same ‘reader’ and a CD to use in and out of class. Then in a 15-hour/week class, about 2-4 hours a week are spent on ‘reader’ related activities. In the first week of class, we do ‘before you read’ activities which include: predicting content through looking at the illustrations, doing vocabulary and picture sequencing activities and skimming the text to get the gist. I also read the reader to the learners and show them how to read with the CD. Subsequent lessons during the ten-week term include activities which explore and exploit the text. Thus, every aspect of the text is used to build the learner’s knowledge of the semantic, syntactic and graphophonic systems. Through text-related activities, the learners learn to be code breakers, text participants, and text users. The text is also used to talk about cultural issues, to activate learners own world knowledge and to develop shared understandings within the class.

In order for the learners to interact fully with any text and get meaning from a text, I have found they need many opportunities to look at the text carefully, with the support of a teacher and many different types of text-based activities. They also benefit from the daily demonstration of reading strategies that they could use for their reading of the reader and for reading other texts. With each reading activity, the goal is to help the learners understand the text and to help the learners develop good reading strategies.

The mantra in the ‘reader’ reading lessons is always: explore and exploit the text to build knowledge of the three systems, use the reading of the text to develop reading strategies and always give the learner a reason to go back to the text to reread and discover.
So, for example, the first page of a reader is exploited to explore: initial sounds, final sounds, the simple past tense, noun groups, word order, the meaning of the text, guessing unfamiliar words, and predicting the content of the next page. The first page is then also used for large screen (enlarged text on an overhead transparency) choral or shadowed reading to practise reading in meaningful chunks and with an emphasis on reading for meaning.

To cater for the different reading abilities, tasks are written in stages, so that learners can go from one stage to the next, until they are unable to complete the task. At all stages, the learners are given support, but are also encouraged to ‘struggle’ with the task. For example, the first stage of a ‘noun group’ exploration activity would be to put a selection of words that make up noun groups into alphabetical order. The learner then goes on to match an adjective with a noun to make up a noun group. Then the learner can go on to play ‘noun group’ concentration with the words placed faced down. All of these activities are done in pairs and all learners do not progress through every stage of the task.

Parts of the reader are exploited in a similar fashion with text-based activities ranging from vanishing closes to recognising certain initial and final sounds. In this way the learners are using a familiar content to develop new knowledge and skills. In a ten-week term all of the learners would have read the book many times over, but not always from start to finish.

When teaching reading and writing to intermediate and advanced learners I also tend to use a one-text or one-genre approach. I have found that learners benefit from doing a range of activities with the same text and that this helps them to fully understand the text and also help them to develop their knowledge of the code and grammar. They can then go on to write a text of their own of the same genre.

I continue to use ‘a reader a term’ reading approach to teach reading. I think learners often need more time and space than I think to understand a text, to interact with it fully and to learn from it. And a good text, with rich linguistic input and authentic language can be explored and exploited to present and practise a multitude of language and language skills. The learners do not get bored with the text because they are doing something different with the text each time they approach it and they are increasing their understanding of the text with each activity. So, I joke with my colleagues, ‘just give me a good text and I can make it last for weeks’. And I certainly do!

(Thanks to Fran Murray and Pauline Gibbons for their books and publications on reading and writing for second language learners.)
Activity

Put words from 'Learner Driver' into alphabetical order.

<table>
<thead>
<tr>
<th>indicator</th>
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<tr>
<td>lesson</td>
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<td>speed limit</td>
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<td>km/h</td>
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<td>instructor</td>
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<td>mirror</td>
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<td>intersection</td>
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<tr>
<td>Reverse</td>
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<td>Drive</td>
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<tr>
<td>parallel park</td>
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</table>

It _________ Saturday morning. I _________ up at 8:30 am. I _________ myself a cup of coffee and I _________ down to read the newspaper. My wife _________ into the kitchen. “Sweetheart, why _________ you dressed yet?” she _________.

“It’s Saturday. I just _________ to relax and _________ the paper,” I _________ to my wife. “What’s the hurry?”

“You _________ to give Lucy a driving lesson at nine o’clock.”

“Oh, no!” I _________ . I _________ like giving Lucy driving lessons,” I _________.

Now write the past tense form of the verbs below.

forget / ____________
say / ____________

promise / ____________
ask ____________

is / ____________
wake / ____________

pour / ____________
sit / ____________
Activity: Answer the questions about ‘Learner Driver’. Check your answers by looking back at the text.

1. What time did Dad wake up? ________________
2. What did Dad have for breakfast? ________________
3. What was Dad doing when his wife came into the kitchen? ________________
4. What time was Lucy’s driving lesson? ____________
5. How many lessons did Lucy take from the driving school? ______
6. What did Lucy want to practise? _____________________
7. Where did they practise? _________________________
8. Why did Lucy’s dad look nervous? _____________________
9. Why was Lucy’s mum surprised? _________________________
10. Who was looking forward to the next driving lesson? ______
11. Who was the ‘Learner Driver’? ________________

Label the picture of the ‘Learner Driver’ family.
Activity: Read each sentence from ‘Learner Driver’ and write down what page number the sentence is on.

I poured myself a cup of coffee. Page ______

You promised to give Lucy a driving lesson. Page______

I thought you enjoyed it. Page______

I looked at my watch. Page______

She put the key into the ignition and she started the car. Page______

She put the car into Reverse and backed out of the driveway. Page______

I smiled at Lucy. Page______

She stopped in front of the white line. Page______

There were no on-coming cars, so she turned left. Page______

Lucy practised parking the car five or six times. Page______

She used her rear view mirror and she used her side mirrors. Page______

So I changed places with my daughter. Page______

Underline all the verbs in the sentences above that end with ‘ed’. Put the underlined verbs into the ‘sound’ chart below.

<table>
<thead>
<tr>
<th>/d/ (learned)</th>
<th>/t/ (laughed)</th>
<th>/id/ (rested)</th>
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7
Activity: Read the sentences below. Then put the sentences in order.
(1 – 14) Check your answers by reading parts of the story again.

14 Dad was looking forward to his next driving lesson.
10 Kim told her dad that Lucy was waiting for him by the car.
09 Lucy taught her dad how to park the car.
08 Dad got dressed quickly.
07 Dad and Lucy read the list of things to practise for the driving test.
06 Lucy was waiting outside beside the car.
01 Dad was reading the newspaper when his wife came into the kitchen.
05 Mum was speechless.
04 Lucy drove to a quiet area near Kim’s school.
03 Lucy stopped at the intersection.
02 Dad said he hated giving Lucy driving lessons.
01 Lucy put the ‘L’ plates in the front and back window.
00 Lucy practised parking the car five or six times.
09 Dad drove home.
Activity: Photocopy onto coloured paper, laminate and cut out cards. Learners match one card with another with cards face up or with cards face down. Example: car + key

<table>
<thead>
<tr>
<th>parallel</th>
<th>parking</th>
<th>car</th>
<th>key</th>
<th>learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>driver</td>
<td>driving</td>
<td>instructor</td>
<td>Saturday</td>
<td>morning</td>
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<tr>
<td>driving</td>
<td>lesson</td>
<td>driving</td>
<td>school</td>
<td>car</td>
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<tr>
<td>park</td>
<td>quiet</td>
<td>area</td>
<td>front</td>
<td>window</td>
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<tr>
<td>speed</td>
<td>limit</td>
<td>white</td>
<td>line</td>
<td>Kim’s</td>
</tr>
<tr>
<td>school</td>
<td>blind</td>
<td>spot</td>
<td>front</td>
<td>garden</td>
</tr>
<tr>
<td>stop</td>
<td>sign</td>
<td>side</td>
<td>mirror</td>
<td>back</td>
</tr>
<tr>
<td>window</td>
<td>on-coming</td>
<td>car</td>
<td>youngest</td>
<td>daughter</td>
</tr>
<tr>
<td>eldest</td>
<td>daughter</td>
<td>middle</td>
<td>daughter</td>
<td>steering</td>
</tr>
<tr>
<td>wheel</td>
<td>head</td>
<td>lights</td>
<td>rear view</td>
<td>mirror</td>
</tr>
</tbody>
</table>
Activity: Read Lucy’s recount about her driving lesson.

I woke up very early last Saturday morning. I was very excited because my father had promised to give me a driving lesson. I got dressed quickly and had a quick breakfast. Then I went outside to wait for my father. While I was waiting, I put my ‘L’ plates in the front and back window of our car. At 9am I was still waiting for my dad. I went back inside the house. I found my dad reading the newspaper at the kitchen table. I asked him why he was reading the paper. He said he had forgotten about our driving lesson.

He got dressed quickly and then we went out for our driving lesson. I drove very carefully to my sister’s school. I practised parking the car many times. My dad was surprised that I could park the car so easily. Then I showed him how to parallel park. He wasn’t very good at parking, but after I taught him how to park the car, he improved. Finally he could park the car almost as easily as I could. Then he drove home. We felt happy because we both had practised how to park the car. I had a very good morning.

Underline all the words that show time or sequence.

How is Lucy’s story different from her Dad’s story?
Activity: Writing a note or message

This was Lucy’s note to her father about her driving lesson. Fill in the missing information.

Friday night
Dear ____________
Please don’t ____________ our driving lesson _______________.
Meet me outside the house at _______________.
Don’t be late! So go to bed ____________.
Thanks ____________!

XXOO
____________

Lucy put this note on the refrigerator, but her Dad didn’t see it. Where is a good place to put the note next time? _______________

This is Dad’s note to Lucy. He put it on Lucy’s bed. Fill in the missing words.

Saturday afternoon
Dear ____________
Thanks so much for your ____________________________. I learned so much. Now I can ____________________________. You’re such a good ________________.
I can’t wait for our next ____________________________!
Love
____________

11
Exercise
Match the instruction with the picture. These are the instructions that Lucy used to teach her dad how to parallel park.

1. Line up the back of the car with the back of the parked car. (Pull alongside and parallel to car you want to park behind.)

2. Reverse slowly. Do a full turn to the left until the car is at a 45 degree angle to the kerb.

3. Do a full turn to the right. Lock the steering wheel and ease into the parking space.

4. Move to the middle of the parking space.
Exercise
Label the picture with the words in the box below.

indicator  rear view mirror  side mirror
steering wheel  head lights  hood  roof
wheel  bumper  driver’s seat
passenger’s seat  windscreen