

Using Oxford Read and Discover Levels 1–2

Oxford Read and Discover is designed to develop reading, writing, listening, and speaking skills, as well as general critical thinking skills. The Readers can be used in a number of ways, with individuals or with a whole class. With a whole class, you have the option of using the same Reader with all students, or allowing your students to read independently, choosing different titles at different levels. How you use the Readers will depend on the teaching context and linguistic and cognitive abilities of your students. You can adapt the general teaching suggestions below to suit your needs.

Reading Skills

The main goal of the Readers is to provide opportunities for intensive and extensive reading practice. Students can read intensively, making use of the activities for each chapter at the back of the book as an integrated part of reading. They can do the relevant activities after reading each chapter, or they can do all the activities after finishing the whole Reader.

Students can also use the Readers for extensive practice, reading independently for pleasure. This approach is particularly suitable for students with higher levels of English, or even bilingual students. You may want them to work on Readers in a particular order, or you can allow them to explore the topics in their own order of preference. Encourage students to keep track of the Readers that they have completed.

Writing Skills

The activities at the back of the Reader provide integrated reading and writing practice, with a variety of activity types at word and sentence level, such as matching, labelling, completing sentences, circling the correct words, true/false sentences, answering questions, ordering words, puzzles, and providing personal responses.

The projects provide further opportunities for reading and writing. Students can also explore topics in other books or on the Internet, and they can present their findings, for example, as posters, fact boxes, charts, or summaries.

For further reading and writing practice, give students sections of text with key words removed or changed, and ask them to complete or correct the text. You can also give students key words from the picture dictionary and ask them to write sentences with the words. Students can then create their own versions, and test other students.

The Activity Books provide additional reading and writing practice.

Listening and Speaking Skills

To develop listening skills, the texts are recorded onto Audio CD. You can choose between American and British English:

	Level 1	Level 2
American English	tracks 1–8	tracks 1–8
British English	tracks 9–16	tracks 9–16

To raise their awareness of pronunciation and intonation, students can listen to the Audio CD as they read.

For active practice of pronunciation and intonation, students can listen and read out loud at the same time, or pause the Audio CD after paragraphs and repeat what they heard. Students can then listen to the Audio CD after they have read each chapter or the whole book, with their books open or closed.

For active listening practice, give students sections of text with key words removed or changed, and ask them to complete or correct the texts while listening.

For speaking practice, use the questions on the introduction page of the Reader (page 3) to engage students in discussion before reading. You can also build on these questions to stimulate discussion after students have read the Reader.

Some of the projects also provide an opportunity to develop simple listening and speaking skills, for example, with surveys and presentations. See also the After Reading ideas on page 9, and look out for the  ideas in the teaching notes for each Reader.

Critical Thinking Skills

The Readers in this series help to develop critical thinking skills, as students need not only to understand English, but also to process topic information. The activities provide practice of both the language and content of the Reader, and they develop students' critical thinking skills with activities such as organizing information into charts, sequencing or correcting information, solving puzzles, giving personal opinions, writing notes, and planning projects.

Individual Use

If a Reader is read by one student only, the student can work at his/her own pace. You can check their understanding by asking simple questions, for example: *What is your favorite chapter / page / picture?* If the student is also doing the activities, you can also check these orally.

Some of the projects ask students to work with others. If a student is not working with a whole class on the same Reader, he/she may be able to talk to other class members to do the project. Otherwise he/she can ask friends or members of the family, or you can work with the student. Students may want to do this in their first language, but you can then help them to present their findings in English.

Whole-Class Use

If a whole class is reading the same Reader, you can use some of the Before Reading and After Reading ideas on page 9.

Some projects provide good opportunities for whole-class activities, for example, class surveys. Some ideas are provided in the teaching notes for each Reader. You can also use the After Reading ideas on page 9.

Before Reading

If you are working with the whole class, you can introduce the topic, check on previous knowledge, and stimulate students' interest with the following activities.

- Show the cover, initially hiding the title, and ask students what they think the book is about, and what they already know about the topic, for example: *What is the title of this book? What is this book about? What do you know about [eyes / young animals]?*
- Ask students what vocabulary they know about the topic, and ask them to guess what vocabulary will be in the Reader. You can write all the vocabulary on the board, and also introduce any key vocabulary from the picture dictionary that you think students will need. Or you can leave students to find the new vocabulary at the back of the Reader when they need it.
- Use the photos and questions on the introduction page of the Reader (page 3) to stimulate discussion and thought.

- If the Reader includes content from around the world, you can use the ideas and the world map below.
- Before each chapter, ask students about the photos and illustrations, for example: *What can you see? Where is the [monkey]? What is it doing?*

After Reading

After each chapter or after the whole Reader has been read, check how much students have understood and provide opportunities for revision and further practice with the following activities, as a whole class or in pairs. In a mixed-ability class, you might prefer the students to read at their own pace, and then go straight to the activities when they are ready. You can then check students' understanding once they have all finished. If you check answers orally, students can practice their listening skills.

- Say or write sentences about the topic and ask students to say or write if they are true or false.
- Ask or write general comprehension questions.
- Describe something from the Reader without saying its name; ask students to guess what it is, or ask them to ask questions and only answer yes or no.
- Depending on their level, ask students to say or write three, five, or ten new things that they have learned.
- Ask students what their favorite Discover! fact is.
- If students are reading different Readers, ask them to present their Reader to the rest of the class, for example: *The name of the book is ...; It's about ...; My favorite chapter is ...; My favorite page is ...; My favorite picture is ...*
- Some projects at the back of the Reader provide opportunities for students to explore or personalize the topic. There are also opportunities for whole-class speaking practice, for example, with surveys.

- The picture dictionary is a great resource for practice of key vocabulary after reading. Show or say the words and ask students to match them to the pictures, or show the pictures and ask students to say or write the words.

Using the World Map

Oxford Read and Discover provides very international, global content, and many of the Readers refer to places all around the world. It is important that students know where key places are, to ensure full understanding of the text. You can use your own maps, atlas, or globe, but to support you and your students, a photocopyable world map is provided below. The map is blank and only has the continents marked, to provide maximum flexibility – the amount of detail that you or your students add will depend on the Reader, the activity, and the age and level of your students.

Here are some ideas.

- On a copy of the map, mark all the places mentioned in the Reader. Give students a copy of the map to refer to while they read. And/Or after reading, give students a copy of the map and ask them to talk about information that they have learned about these places.
- After reading, give students a copy of the blank map. Ask them to find all the places mentioned in the Reader and to mark them on the map. Then they can add information that they have learned about these places.
- After reading, students can use a copy of the map (blank or with places marked) to accompany a presentation.

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