PRE-READING

HOW MANY WORDS DO YOU KNOW? The teacher prepares the board by writing the letters of the alphabet in 3 or 4 columns. The students form two lines standing behind each other (so in a class of 30, there will be 15 and 15.) You can use half of the class if you prefer but do tell the students that the other half of the class will do this activity the next day. Use 2 colored markers so you know which team wrote what. The first student at the front of each team gets the board marker. The teacher gives a topic to the class. The 2 students move to the board and write one word related to the topic on the board next to the letter it begins with, then pass the marker/chalk to the next students in their team and go to the back of the queue. The 2 teams compete to write as many words as possible on the board in 3 minutes. The team with the largest number of appropriate and correctly spelled answers wins!

GUESSING FROM WORDS: Before students look at the text they are going to read, the teacher writes 5 or 6 words from the text on the board and asks the students to guess the topic.

DISCUSSION. Create a discussion about the topic. Teacher prepares 4 sentences expressing opinions about the topic, then sticks them in 4 corners of the classroom. Students go and stand near the opinion they disagree with the most. (Encourage your students to explain why they disagree with something.) They decide in their groups what to say to the class about the topic during a quick whole class discussion.

CONCEPT OR MIND MAPPING
This is a type of brainstorming where you place the title/subject as the main idea,
then develop a "mind map" around it. It can be effective either in a group or by yourself

PRE – LISTENING

PRE – LEARNING VOCABULARY
Select some vocabulary for the students to study before listening, perhaps matching words to definitions, followed by a simple practice activity such as filling the gaps in sentences.

ACTIVATING CURRENT KNOWLEDGE – WHAT DO YOU KNOW ABOUT ...?

The topic : "You are going to listen about the destruction of the rainforest".

This sets the context, but if you go straight in to the listening, the students have had no time to transfer or activate their knowledge (which may have been learnt in their first language) in the second language.
Ask some questions befor listening :
What do they know about rainforests? - Where are they? What are they? What problems do they face? Why are they important? What might an ecological campaigner do? What organisations campaign for ecological issues?

WORDRUNTOGETHER (sprawdza się przy piosenkach)

Uczniowie dostają tekst z wszystkimi wyrazami połączonymi w jeden długi ciąg, który trzeba „porozrywać”.

JUMBLED LYRICS

Czyli tekst piosenki podzielony na wersy, które trzeba ułożyć w prawidłowej kolejności czy uzupełnianie luk w tekście.