

Taxi! - Teachers' notes and tips

1 Pre-reading tasks

- a Put students into pairs to answer the questions, just speaking.
- b As soon as one pair has finished compare the answers open class.
(NB Avoid any anecdotes at this stage, that's to come later)

Tip: activate schemata

Asking students to think about taxis in their own countries first will call to mind any experiences or shared knowledge they have and help them to understand the texts more easily. Although it's a pre-reading task it's also a speaking activity, don't rush them. If they've lots to say, that's OK!

2 Reading tasks

- a This is a reading race. Each country text is cut up and either stuck up around the classroom or, if possible, outside the classroom. One student in the pair stays in the classroom (with the questions), the other races outside to find the answer. They tell the answer to their partner writes it down. They can take it in turns.
- b As soon as one pair has finished go through the answers open class.

Tip: encourage different reading speeds (and promote more efficient readers)

This activity really makes sure the students scan the text quickly for the answers, and it's always fun. Make sure the questions really do only need scanning (reading quickly to find a particular piece of information).

- 3 a There are sure to be some memories prompted by the stories. Ask students in small groups to tell each other any anecdotes and listen out for a particularly interesting story that can be retold to everyone.
(NB Don't let students ask about vocabulary, assure them this will come later)

Tip: lesson plans are not set in stone!

If you think this speaking activity would be better after the next reading activity that's fine.

- 4 a Give each pair of students a copy of all the texts to answer the questions. Again make sure they are doing this task only and not worrying about unknown vocabulary.

Tip: grade the tasks not the texts

These questions are fairly easy to answer and are aimed at promoting confidence in the students. The idea is for them to have a global understand of each story.

- b Get students to compare their answers, and opinions, with another pair.

5 **Post-reading tasks**

- a The students have now read at the stories twice: once to scan and then to read more carefully. They should now have a general understanding. Make sure they have put the stories away to do this task.

Tip: encourage noticing

Students should interact with the text and take an active role in learning. Did they notice the multi-word verbs and phrases?

- b This is not a test. Once students can do as much as they can ask them to read and check for themselves. Can they work out any unknown vocabulary?

Tip: make tasks that teach not test reading

The tasks should help students to become better readers, and to know *how* to improve too.

- 6 a Students choose the phrases they like best and want to remember. Make sure they don't write anything too long and complicated, remind them how long the original ones are. If they want to use something that has happened to them that's great, they'll really want to tell the story!

Tip: use the new language

Course books test vocabulary and then don't give students the opportunity to use it. Why?!

- 7 a When the students have finished ask them to try and remember as much of their stories as they can. It doesn't have to be exactly the same but to try and concentrate on the new phrases.
b Elicit phrases for reacting to a story: Really? How nice/ awful / strange etc
c Students now all stand up. This is a speaking mingle activity. They go round telling each other their stories and reacting. Join in and have fun!

Tip: link the reading to a speaking activity

Remember that this is a fluency not accuracy task, as long as the listener understands the story that's fine. And make sure the listeners are reacting, maybe asking questions, as in real life.

Tip: do the tasks yourself first

There are no answers included here. Have a go first - you'll feel more confident about the lesson and can anticipate student difficulties. Does anything need changing for your class?