



UNEX Improving Reading



Practices Title: Using the right stress, makes your reading



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Title: Using the right stress, makes our reading the best!- Three simple words!

Keywords: fluency, sentence stress, reading aloud improvement

Duration: 10 minutes. The teacher sets the time.

Description:

This activity will help students develop their reading aloud skills.

In order to improve students' reading fluency while reading out loud in front of the class, the teacher should pay attention to several aspects and one of them is *stress*.

This classroom activity will help the teacher to focus the attention on sentence stress.

This short activity provides a simple way of demonstrating the effect that a shifting tonic syllable can have on the meaning of an utterance. The activity is suitable for all levels of language knowledge.

Objectives:

1. Increase the students' awareness of sentence stress
2. Improve student's reading skills when reading aloud
3. Improve reading fluency.
4. Developing students' speaking skills

Activities (Stages):

How do we proceed and what do we need in order to carry out this activity?

Step 1: The teacher should write the sentence "We like you" on the board.

Step 2: The teacher elicits that the stressed word in the sentence is *like*. He underlines it for better visualisation.

Step 3: Now the teacher write the same sentence again twice. Now the students think about other possible meanings, if the stress of the sentences is different.

Step 4: The teacher elicits the possible answers from the students and then underlines two other possible answers.

Sentence

Meaning

We like you -

You have to know it.

We like you We do. Not someone else.

We like you Not someone else.

Possible follow-up activity: Make students choose difficult sentences from their student's books. Let them practice together in pairs.

Tips for trainers

1. Choose the right sentences, according to the students' level of knowledge
2. Practice more with examples from the students' books
3. Elicit the different stress models and meanings

List of resources, materials etc.

1. *Sentence examples*
2. *Texts/books*
3. *Colourful pens*

Evaluation/Feedback

Are the students motivated to do this activity?	Yes	No
Did they find it useful?	Yes	No
Do all the students participate in the practice?	Yes	No
Would they participate again in this activity?	Yes	No