

"Using authentic English texts for  
communication purposes in the  
classroom"

A workshop

# Warm up: Finish the headlines

- Typhoon Rips Through Cemetery; Hundreds Dead
- Prostitutes Appeal to Pope
- Stolen Painting Found by Tree
- Two Soviet ships collide - one dies
- Quarter of a million Chinese live on water
- Miners refuse to work after death
- Something went wrong in jet crash, experts say
- If strike isn't settled quickly it may last a while
- Blind woman gets new kidney from dad she hasn't seen in years

# Contents

- Pre-reading activities
- Short reading activities
- Lesson sequence 1
- Lesson Sequence 2

# In lessons

- The main priority in a foreign language lesson is communication
- Pupils need a reason to communicate with each other
- "I have information that you need and you have information that I need."
- "We can only complete the task if we both have all the information."

# Pre-reading activities

- Motivating and setting purposes for reading
- Activating and building background knowledge
- Relating the reading to students' lives
- Pre-teaching vocabulary and concepts

- Brainstorm
- Predict based on the title, the picture, the title in bold, the subtitle, the type of the text.
- Read the first line of each paragraph and try to predict a title or theme for each one.
- Ask students to relate the text to their personal lives
- A KWL graphic organiser.....the pupils fill in the column of what they "**Know**" and they then ask about "What they "**Want**" to know. They fill in what they "**Learned**" after they have read the text.

# While reading activities

- Taking notes
- Summarising orally
- Explaining
- Structuring
- Marking
- Organising

# Post-reading activities: Books

- Matching pictures and quotations from the text
- Casting film stars to act the different characters
- Interviewing the characters
- Creating a time line of the story
- Dramatizing a part of the story
- Questioning the author of the book
- Creating a new character
- Writing the diary of one of the characters
- Writing a review for a specialized magazine
- Designing a poster to advertise the book
- Changing the end of the story
- Comprehension activities:
  - Reordering sequences from the story
  - Writing questions on the text
  - Taking notes
  - Inventing another title
  - Un-jumbling texts
  - Correcting a summary



# Lesson Sequence One



# KWL Organiser

- I am going to give you a text about computer games.
- Fill in your KWL organiser. You have 5 minutes

# Learning in pairs at your own speed OR Bus Stop

- **Phase 1: Individual work**  
Everybody works at their own speed
  1. Read text A or B
  2. Make notes or draw sketches about the text on a piece of paper
  3. When you are finished you stand up to show this  
2 pupils with different texts form a pair
- **Phase 2: Learning together as experts**  
Explain the texts to each other using the notes
- **Phase 3: Individual work**  
Read the other text
- **Phase 4: Learning together as experts**  
Work together on the tasks set by the teacher
- **Phase 5 Plenum**  
Class discussion and summary of learning process



Difference between reading tasks  
in tests and tasks in the classroom

# Testing reading

- Skimming
- Scanning
- Reading for detail (analysing)

# Tasks for tests

- Short answer questions
- Multiple choice
- Matching
- True/false statements
- Questions on the text

# Tasks for lessons

- What is the text about?  
guessing/predicting
- Mediation
- Explaining/summarising
- Lernen durch Lehren (Jean Pol Martin)
- Comprehension questions (QAR)
- KWL

# Lesson Sequence Two

Teaching Effective Communication Through  
Graded Reading Materials



# Tasks

1. Groups of four.
2. Two students get article A and two students get article B.
3. Read the articles
4. Teacher takes the articles away.
5. The two students who have article A work together to explain what they read in detail. And the two students who read article B do likewise.
6. Don't let them take notes because notes are a way to shortcut the process of becoming effective communicators.
7. After the explanations are finished, move all of the students who read article B one group clockwise. And then in the new groups, the As give the new Bs a test and the new Bs give the As a test. Comprehension questions.

# Test

1. A's get B text and B questions
2. B's get A text and A questions
3. Each pair asks each other the questions and checks the answers
4. Ask the questions in turn

# Reflection

- What reading skills did you use in the learning sequence?
- What was the role of the teacher?

Thank you very much for your participation  
and attention!

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