"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

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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 <u>KWL graphic organiser</u>.....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.

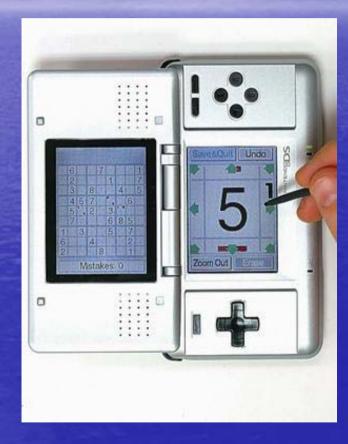
While reading activities

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 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

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- **Groups of four**.
- 2. Two students get article A and two students get article B.
 - 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

 A's get B text and B questions
 B's get A text and A questions
 Each pair asks each other the questions and checks the answers
 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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