



LEARNING SESSION

I. GENERAL INFORMATION

- High School : "Dos de Mayo"
- Area : English
- Grade : Second
- Group : "B"
- Date : June 19th, 2019
- Class Duration : 7:00 – 7:45 am (45 minutes)
- Number of students : 22
- Jury's name : Dra. Leticia Noemí zavaleta Gónzales
Dra. Isabel del Rocío Pantoja Alcántara
Mg. Teresa del Rosario Muñoz Ramirez
- Trainee's name : Karol Rossmery Huayhua Rojas.

II. DIDACTIC UNIT

DESCRIBING PHYSICAL APPEARANCE AND PERSONALITY

III. TITLE OF THE LEARNING SESSION

Paolo has straight hair

IV. EXPECTED LEARNING

COMPETENCE	CAPABILITIES	PERFORMANCE
TEX COMPREHENSION (reading)	Identify information of a written text about physical appearance.	Identify the new topic and scan the information about Paolo Guerrero in a text and write a short paragraph about his partner.

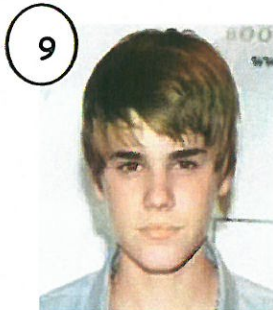
V. DIDACTIC SEQUENCE

EXPECTED LEARNING	STAGES	SEQUENCE OF ACTIVITIES	MATERIALS AND EQUIPMENT	EVALUATION INDICATORS/ PERFORMANCE	EVALUATION		TIME
					TECHNIQUES	INSTRUMENTS	
Text comprehension (reading) Identify information of a written text about physical appearance.	INPUT	<ul style="list-style-type: none"> ✓ Students look and recognize the pictures about physical appearance Who is he? / Who is she? ✓ Guess the topic. ✓ Students Look at the pictures and write the number in brackets. 	<ul style="list-style-type: none"> • Flash cards • Board 	Identify the new topic and scan the information about Paolo Guerrero in a text and write a short paragraph about his partner.	<ul style="list-style-type: none"> • Systematic observation 		10'
	PROCESS	<ul style="list-style-type: none"> ✓ Students read a short text about Paolo Guerrero. ✓ Write true (T) or false (F). ✓ Answer questions about the text. 	<ul style="list-style-type: none"> • Markers 		<ul style="list-style-type: none"> • individual repetition 	handout	25'
	OUTPUT	<ul style="list-style-type: none"> ✓ Write a short paragraph about physical appearance of his classmate. <p>Metacognition:</p> <ul style="list-style-type: none"> • Did you like the class? • What did you learn today? • What is the topic's name? 	<ul style="list-style-type: none"> • Handout 		<ul style="list-style-type: none"> • choral repetition 		10'



Paolo has straight hair

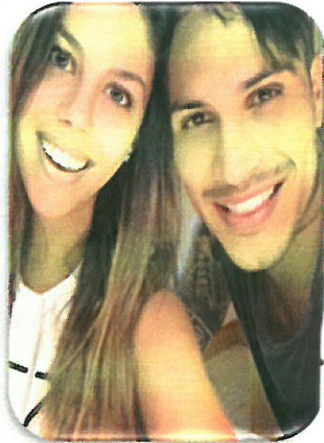
1. Look at the pictures and write the number in brackets.



- () She has **blue** eyes.
- () He is **tall**.
- () He has **curly** hair.
- () She is **thin**.
- () He is **fat**.
- () He is **short**.
- () He has **straight** hair.
- () He is **intelligent**.
- () She is **friendly**.



2. Read the text about Paolo Guerrero. Then write true (T) or false (F)



PAOLO GUERRERO

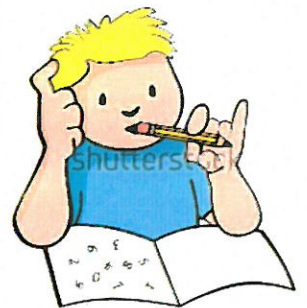
He is 34 years old. He is from Peru. He is a Peruvian football player. Currently He plays in Flamengo Brazil.

He is tall and thin. He has short straight hair. He has brown eyes. He is very friendly.

His girlfriend is Alondra Garcia. She is beautiful. She is a model. She is 24 years old. She is thin. She has green eyes and she has long straight hair.

She is very intelligent and friendly.

- a. Paolo has curly hair. ()
- b. Alondra has not blue eyes. ()
- c. Paolo is tall and thin. ()
- d. Alondra has long straight hair. ()
- e. Paolo is an actor. ()
- f. Alondra is a model. ()
- g. Paolo is friendly. ()



3. Answer the following questions according to the text before.

- a. How old is Paolo Guerrero?

- b. What is Paolo's physical appearance?

- c. How old is Alondra Garcia?

- d. What is Alondra's physical appearance?



4. Write a short paragraph about your partner.

He is



HAVE/HAS

SUBJECT + have/has + COMPLEMENT

I **have** curly hair.

He **has** Brown eyes.

She **has** straight hair.

Answer sheet



Paolo has straight hair

3. Look at the pictures and write the number in brackets.

1



2



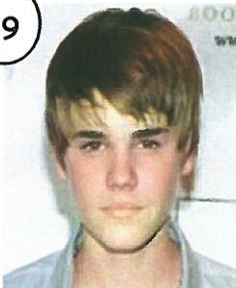
3



4



9



(3) She has **blue** eyes.

(4) He is **tall**.

(1) He has **curly** hair.

(5) She is **thin**.

(2) He is **fat**.

(8) He is **short**.

(9) He has **straight** hair.

(6) He is **intelligent**.

(7) She is **friendly**.

5



8



7

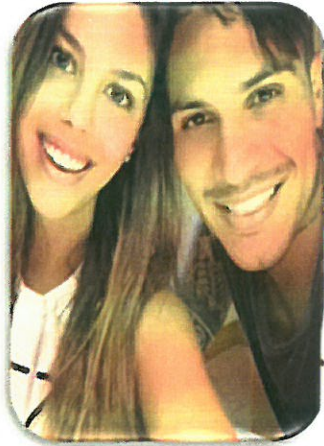


6





4. Read the text about Paolo Guerrero. Then write true (T) or false (F)



PAOLO GUERRERO

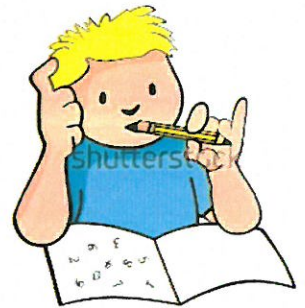
He is 34 years old. He is from Peru. He is a Peruvian football player. Currently He plays in Flamengo Brazil.

He is tall and thin. He has short straight hair. He has brown eyes. He is very friendly.

His girlfriend is Alondra Garcia. She is beautiful. She is a model. She is 24 years old. She is thin. She has green eyes and she has long straight hair.

She is very intelligent and friendly.

- a) Paolo has curly hair. (F)
- b) Alondra has not blue eyes. (T)
- c) Paolo is tall and thin. (T)
- d) Alondra has long straight hair. (T)
- e) Paolo is an actor. (F)
- f) Alondra is a model. (T)
- g) Paolo is friendly. (T)



3. Answers the following questions according to the text before.

e. How old is Paolo Guerrero?

He is 34 years old.

f. What is Paolo's physical appearance?

He is tall and thin. He has short straight hair. He has brown eyes. He is very friendly.

g. How old is Alondra Garcia?

He is 34 years old.

h. What is Alondra the physical appearance?

She is beautiful. She is thin. She has green eyes and she has long straight hair. She is very intelligent and friendly.



4. Write a short paragraph about your partner.

He is Jose Lopez

He is a student. He is 13 years old. He is from Peru.

He is fat and short. He has curly hair. He has black eyes. He has a big dog. His favourite Subject is Math.

He is intelligent and friendly



HAVE/HAS

SUBJECT + have/has + COMPLEMENT

I **have** curly hair.

He **has** Brown eyes.

She **has** straight hair.

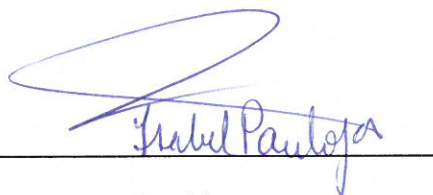


VI. PHONETIC TRANSCRIPTION

She has blue eyes.	/ʃi: hæz blu: aɪz/
He is tall .	/hi: ɪz tɔ:l/
He has curly hair.	/ hi: hæz 'kɜ:li heə/
She is thin .	/ʃi: ɪz θɪn/
He is fat .	/hi: ɪz fæt/
He is short .	/ hi: ɪz ʃɔ:t/
He has straight hair.	/ hi: hæz streɪt heə/
He is intelligent .	/ hi: ɪz ɪn'telɪdʒənt/
She is friendly .	/ʃi: ɪz 'frendli/

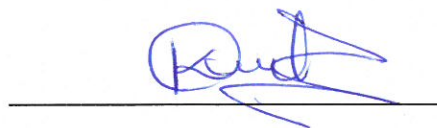
VII. REFERENCES.

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- <https://www.slideshare.net/ljubicaruzinska/adjectives-describing-appearance-and-personality>
- <https://tophonetics.com/>
- https://www.google.com.mx/search?rlz=1C1CHZL_esPE764PE764&q=worksheets+about+physical+appearance&tbm=isch&source=univ&sa=X&ved=2a
- <http://www2.minedu.gob.pe/minedu/03-bibliografia-para-ebr/4-otpingles2010.pdf>
- <file:///C:/Users/karito/Downloads/METHOD%20AND%20TECHNIQUES.pdf>
- Harmer, Jeremy 2007, How to Teach English 2nd edition, Pearson Education Ltd.
- Sprat, M., Pulverness, A. & Willams, M. *Teaching knowledge test course*. Cambridge.



Presidente

Dra. Isabel del Rocío Pantoja Alcántara.



Bachiller

Karol Rossmery Huayhua Rojas.



Observation guide

- EDUCATIONAL INSTITUTION : " Dos de Mayo"
- AREA : Foreign Language- English
- YEAR OF STUDY : second
- GROUP : "B"

N°	NAMES	FIRST TRIMESTER				AVERAGE
		Reading				
		Predict the content of the text taking into account the paratextual elements.	Recognize the type of text when observing images	Identify the global and specific information of texts.	Recognizes the main information of the accessory.	
		5 points	5 points	5 points	5 points	
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2						
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When organising practice, then, teachers need to listen out for mistakes, identify the problem and put it right in the most efficient and tactful way.

Before leaving the subject of errors, it is worth remembering that correction is just one response that teachers can make to student language production. It is just as important – perhaps more so – to praise students for their success, as it is to correct them as they struggle towards accuracy. Teachers can show through the use of expression, encouraging words and noises ('good', 'well done', 'fantastic', 'mmm', etc) that students are doing really well. But praise should not be overused because when it is, it becomes devalued, and therefore meaningless. Praise is only effective if students know what they are being praised for – and when they themselves believe it is merited.

Conclusions | In this chapter we have:

- said that repetition and controlled practice are part of many study sequences.
- made a distinction between deductive approaches ('explain and practise') and inductive approaches ('discovery' activities), where students find things out for themselves.
- detailed various ways of explaining meaning – including mime, gesture, listing, translation, using pictures, etc.
- looked at various ways of organising controlled practice, including cue-response drills and choral and individual repetition.
- discussed freer practice, where students use 'new' language in a more creative way.
- detailed lesson sequences for teaching grammar, pronunciation, vocabulary and functions. In each case we have shown 'explain and practise' sequences as well as more 'discovery' focused examples.
- identified slips, errors and attempts as three different kinds of student mistake, and discussed why students make such mistakes.
- looked at different ways of correcting students, such as echoing, reformulation, using a student's peers, etc. We have stressed that we need to be especially sensitive about how we correct.
- ended by saying that praise (when it is merited) is also an important part of teacher feedback.

7

Teaching reading

- Reasons for reading
- Different kinds of reading
- Reading levels
- Reading skills
- Reading principles
- Reading sequences
- More reading suggestions
- Encouraging students to read extensively

Reasons for reading

There are many reasons why getting students to read English texts is an important part of the teacher's job. In the first place, many students want to be able to read texts in English either for their careers, for study purposes or simply for pleasure. Anything we can do to make it easier for them to do these things must be a good idea.

→ Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing.

Reading texts also provide good models for English writing. At different times we can encourage students to focus on vocabulary, grammar or punctuation. We can also use reading material to demonstrate the way we construct sentences, paragraphs and whole texts. Students then have good models for their own writing (see Chapter 8).

→ Lastly, good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and provide the springboard for well-rounded, fascinating lessons.

Different kinds of reading

We need to make a distinction between *extensive* and *intensive* reading. The term *extensive reading* refers to reading which students do often (but not exclusively) away from the classroom. They may read novels, web pages, newspapers, magazines or any other reference material. Where possible, extensive reading should involve *reading for pleasure* – what Richard Day calls *joyful reading*. This is enhanced if students have a chance to choose what they want to read, if they are encouraged to read by the teacher, and if some opportunity is given for them to share their reading experiences. Although not all students are equally keen on this kind of reading, we can say with certainty that the ones who read most progress fastest.

The term *intensive reading*, on the other hand, refers to the detailed focus on the construction of reading texts which takes place usually (but not always) in classrooms.

Teachers may ask students to look at extracts from magazines, poems, Internet websites, novels, newspapers, plays and a wide range of other text **genres** (that is, styles or types of text, see page 113). The exact choice of genres and topics may be determined by the specific purposes that students are studying for (such as business, science or nursing). In such cases, we may well want to concentrate on texts within their specialities. But if, as is often the case, they are a mixed group with differing interests and careers, a more varied diet is appropriate, as the reading sequences in this chapter will demonstrate.

Intensive reading is usually accompanied by study activities. We may ask students to work out what kind of text they are reading, tease out details of meaning, look at particular uses of grammar and vocabulary, and then use the information in the text to move on to other learning activities. We will also encourage them to reflect on different reading skills.

Reading levels

When we ask students to read, the success of the activity will often depend on the level of the text we are asking them to work with.

Ideally, we would like students to read **authentic** texts – in other words, texts which are not written especially for language learners, but which are intended for any competent user of the language. However, at lower levels this can often present insuperable problems since the amount of difficult and unknown language may make the texts impenetrable for the students. A balance has to be **struck** between real English on the one hand and the students' capabilities and interests on the other. There is some authentic written material which beginner students can understand to some degree: menus, timetables, signs and basic instructions, for example, and, where appropriate, we can use these. But for longer prose, we may want to offer our students texts which are written or adapted especially for their level. The important thing, however, is that such texts are as much like real English as possible.

How well the students are able to deal with reading material will depend on whether the texts are designed for intensive or extensive reading. Where students read with the support of a teacher and other students, they are usually able to deal with higher-level material than if they are reading on their own. If we want them to read for pleasure, therefore, we will try to ensure that they do not attempt material that is just too difficult for them – as a result of which they may be put off reading. This is why lower-level students are encouraged to use **simplified** or **graded readers** for extensive reading. The readers are graded so that at different levels they use language appropriate for that level – very much like the **comprehensible input** we mentioned on page 47. As a result, the students can take pleasure in reading the books even when there is no teacher there to help them.

Reading skills

Students, like the rest of us, need to be able to do a number of things with a reading text. They need to be able to **scan** the text for particular bits of information they are searching for (as, for example, when we look for a telephone number, what's on television at a certain time or search quickly through an article looking for a name or other detail). This skill means that they do not have to read every word and line; on the contrary, such an approach would stop them **scanning** successfully.

Students also need to be able to **skim** a text – as if they were **casting** their eyes over its surface – to get a general idea of what it is about (as, for example, when we run our eyes over a film review to see what the film is about and what the reviewer thought about it, or when we look quickly at a report to get a feel for the topic and what its conclusions are). Just as with **scanning**, if students try to gather all the details at this stage, they will get bogged down and may not be able to identify the general idea because they are concentrating too hard on specifics.

Whether readers **scan** or **skim** depends on what kind of text they are reading and what they want or need to get out of it. They may scan a computer 'Help' window to find the one piece of information they need to get them out of a difficulty, and they may skim a newspaper article to pick up a general idea of what's been happening in the world.

Reading for detailed comprehension, whether this entails looking for detailed information or picking out particular examples of language use, should be seen by students as something very different from the skills mentioned above.

Many students are perfectly capable of doing all these things in other languages, of course, though some may not read much at all in their daily lives. For both types of student, we should do our best to offer a mixture of materials and activities so that they can practise using these various skills with English text.

Reading principles

Principle 1: Encourage students to read as often and as much as possible.

The more students read, the better. Everything we do should encourage them to read extensively as well as – if not more than – intensively. It is a good idea to discuss this principle with students.

Principle 2: Students need to be engaged with what they are reading.

Outside normal lesson time, when students are reading extensively, they should be involved in **joyful reading** – that is, we should try to help them get as much pleasure from it as possible. But during lessons, too, we will do our best to ensure that they are **engaged** with the topic of a reading text and the activities they are asked to do while dealing with it.

Principle 3: Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction.

Of course, it is important for students to study reading texts in class in order to find out such things as the way they use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the message of the text, is just as important as this. As a result, we must give students a chance to respond to that message in some way. It is especially important that they should be allowed to show their feelings about the topic – thus provoking personal engagement with it and the language. With extensive reading this is even more important. Reading for pleasure is – and should be – different from reading for study.

Principle 4: Prediction is a major factor in reading.

When we read texts in our own language, we frequently have a good idea of the content before we actually start reading. Book covers give us a clue about what is in the book; photographs and headlines hint at what articles are about; we can identify reports as reports

from their appearance before we read a single word. The moment we get these clues – the book cover, the headline, the web-page banner – our brain starts predicting what we are going to read. Expectations are set up and the active process of reading is ready to begin. In class, teachers should give students 'hints' so that they also have a chance to predict what is coming. In the case of extensive reading – when students are choosing what to read for pleasure – we should encourage them to look at covers and back cover copy to help them select what to read and then to help them 'get into' a book.

Principle 5: Match the task to the topic when using intensive reading texts.

Once a decision has been taken about what reading text the students are going to read (based on their level, the topic of the text and its linguistic and activation potential), we need to choose good reading tasks – the right kind of questions, appropriate activities before during and after reading, and useful study exploitation, etc.

The most useful and interesting text can be undermined by boring and inappropriate tasks; the most commonplace passage can be made really exciting with imaginative and challenging activities, especially if the **level of challenge** (i.e. how easy it is for students to complete a task) is exactly right for the class.

Principle 6: Good teachers exploit reading texts to the full.

Any reading text is full of sentences, words, ideas, descriptions, etc. It doesn't make sense, in class, just to get students to read it and then drop it and move on to something else. Good teachers integrate the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for study and then activation (or, of course, activation and then study) and using a range of activities to bring the text to life. Where students have been doing extensive reading, we should use whatever opportunities present themselves to provoke useful feedback.

Reading sequences

In the following three examples, we are going to look at three different kinds of reading text and several different kinds of reading task. As with all other skills work, it will be seen that reading often follows on from – or is followed by – work on other skills, such as speaking and writing.

Example 1: sunscreen (pre-intermediate)

In this example for pre-intermediate students, the students first look at a picture of people sunbathing and say whether it is a positive, safe and attractive image – or whether it is the opposite. They might discuss how people should protect themselves from the sun. The teacher then asks the students to read the text and identify where they think it comes from. They should do this fairly quickly.

When the class has agreed that the text is from a magazine for teenage girls (this is obvious, partly because of the format – photos combined with short texts – and also because of the language: 'and let's face it', 'gorgeous guys', 'babes', 'not only really cool'), the teacher asks them to read it again and put skin, hair and eye colour in order of least vulnerable to the sun to most vulnerable. They can do this individually or in pairs.

The class can now study some of the language in the text – including 'SPF', physical descriptions ('freckles', 'fair hair', 'dark-skinned', etc) – and the teenage language mentioned above.

POLLY GRIFFITHS GOES DOWN TO THE SEA FOR ADVICE ON HOW TO LOOK GOOD AND STAY SAFE

ROGER
I'm the type who always burns. It's because I'm fair-skinned - and I've got red hair and freckles.

MIKE
Yeah I tan easily. People like me who are dark-skinned (with dark hair and brown eyes) are not only really cool, but we go even browner in the sun. I still use sunscreen though, something light with an SPF of about 6 ...

MELINDA
I have to be careful 'cause I'm the type who burns easily. But I do tan in the end. If you've got fair hair and blue eyes like me you'd better use quite a strong sunscreen (an SPF of 15 to start with) ...

ALICE
Me, I've got built-in protection! I don't burn, but I don't sunbathe anyway. I mean what for? I like messing around on the beach though.

SO THE MESSAGE IS: CHECK OUT WHAT KIND OF SKIN YOU'VE GOT AND THEN BE SAFE - AND SENSIBLE - AND HAVE A GOOD TIME! SEE YOU AT THE POOLSIDE EARLY!

There are a number of activation possibilities with this text: students can write descriptions of themselves for the same page in the magazine. They can decide which of the four people they would most like to meet and why. They can role-play an interview with the characters in the article (see page 125), or they can prepare a short talk on how people should protect themselves against the sun, depending on skin type.

Many magazines have articles like this which we can bring into class. However, we will need to make sure that the language is not too complex for our students' levels, and we will need to think carefully about the kinds of tasks we ask students to do with them.

Example 2: campaigns (intermediate)

The following reading sequence is designed for teenage students. After doing comprehension work on the reading text, students are involved in a role-play which follows on from the reading they have done.

The sequence starts when students are asked to look quickly at the reading text and say where they think it comes from and what – at a first glance – they think it is likely to be about. They may do this in pairs, or in response to the teacher's prompting. This 'first glance' should both engage students and also allow them to start predicting what they are going to read. The teacher listens to their predictions but does not confirm or deny them at this stage.

The screenshot shows the Cardiff Times Online website. The main headline is "Youth Centre wins campaign". The article text reads: "Johnny started the Save The Grove campaign in January with a petition which now has over 5,000 signatures. He did interviews on local radio stations and wrote to politicians and businesses. Mr Godfrey, a teacher at Whitfield School who has been helping with the campaign, said, 'Johnny decided to do something. He fought tooth and nail, and he has persuaded the Council to think twice. It will make a real difference to the lives of young people in this area. It's a great achievement.' We asked Johnny for his reaction. 'Great news! Unbelievable! Lots of people have been involved in this campaign,' he explained. 'I'm just happy that we have won and the centre is going to survive. Young people like me will be using The Grove for many more years.' The popular Grove Youth Centre, which is used by hundreds of young people, will be staying open. At the last minute, the Council changed its mind. They agreed to share the funding with local businesses and charities. Last December, the Council made the decision to close the centre because there wasn't enough money to keep it open. But Whitfield School A-level student Johnny Chester didn't agree. 'I was really angry when I heard about the decision to close the centre,' he told Cardiff Times Online yesterday. 'Loads of people use the centre. It's safe and it doesn't cost anything to come here.'

Students are now asked to read the text fairly quickly in order to answer the following questions:

- 1 What's the important news?
- 2 Why did the council change its mind?

Once again, they can discuss their answers to these questions in pairs before the teacher solicits answers from the whole class.

The teacher can now ask students for their reactions to the story before getting them to do some study work. First of all, they are asked to match words (from the text) and meanings:

- | | |
|------------------------|----------------------------------|
| 1 at the last moment | a fight as hard as you can |
| 2 funding | b at the end of a period of time |
| 3 fight tooth and nail | c continue to exist |
| 4 to persuade | d your thoughts about an event |

- | | |
|---------------|--|
| 5 achievement | e work out your opinion again |
| 6 reaction | f money for an event or place |
| 7 survive | g to help someone decide to do something |
| 8 think twice | h a difficult thing that you do successfully |

When they have worked through this exercise successfully (and as a result cleared up doubts about the meaning of certain words), students are asked to read the text in detail again in order to correct sentences such as 'Most young people aren't interested in the youth centre', 'The council is going to pay all the money for The Grove', and 'Johnny ran the campaign alone'.

Finally, students are involved in an activation role-play (see page 125). They are told to work in groups of five in order to have a radio discussion. They are told that the council wants to close their school and open a new shopping centre. One student in each group is the radio presenter, two represent the council and two represent the school. Each student is given a role-card. For example, the presenter is told: 'Prepare your ideas with presenters from other groups. Plan what to say and how to control the discussion'. The presenter is also given some appropriate language such as 'Good evening and welcome to ...'; 'I'd like to introduce ...', etc. The council representatives are told: 'Plan your ideas. Practise expressing your ideas and opinions politely', and they are given some language to help them do this. The school representatives are told to think about why they want to keep the school open (and are given some useful language such as 'Our school is special because ...'). The groups now have their 'radio discussion'. While they are doing this, the teacher can go round helping out with any difficulties. The groups can then report back on what they discussed.

This sequence will appeal to teenage students because of the topic and the fact that it is presented as a web page. The sequence demonstrates very clearly how work on one skill can lead naturally to work on another.

Example 3: webquest (intermediate to advanced)

The previous activity asked students to read a text (from a book) that pretended to be a snapshot of a web page. However, a lot of reading activities can use the Internet itself (where both teacher and students have easy access to it). One type of activity using the Internet is a **webquest**.

In a webquest, students visit various websites (pre-determined by the teacher) in order to find information to use in a class project. And because we have determined (in advance) the websites the students are going to visit, we can be confident that they will not spend endless hours in fruitless searching of the entire Internet. The quest is, as its name suggests, a search for information.

According to Gavin Dudeney and Nicky Hockly, webquests normally have four basic stages: the *introduction stage* (where the overall theme of the webquest is presented with appropriate background information. Sometimes key vocabulary is offered at this stage), the *task section* (in which the task is explained, and the students are engaged with it), the *process stage* (in which students are given web links to click on to get the information they need) and the *evaluation stage* (where students and teachers evaluate what they have learnt – and perhaps do some study work on language they have encountered and used during the quest). It can be seen, therefore, that much of the webquest procedure is concerned with *activation*. However, both at the introduction stage and the evaluation stage there may be many opportunities for language *study*.

In this webquest sequence about UFOs (unidentified flying objects), designed by JoAnn Miller, the process stage includes not only the quest itself, but also a role-play discussion based on what students have found.

The students are first given the introduction to the quest.

The screenshot shows a web browser window with the address bar containing <http://www.in.pace.net/~jared/filipages/rebufojo.html>. The main content area has the following text:

That's a Possibility: UFOs

An Internet WebQuest on UFO's

created by JoAnn Miller
Universidad del Valle de México

[Introduction](#) | [The Task](#) | [The Process & Resources](#) | [Conclusion](#) | [Dictionary.com](#)

Introduction

Picture this: you and a team of learners are presented with the task of organizing a debate about whether UFOs exist or not. But instead of looking for a group of outside experts, you are each going to become an expert. Each of you will develop a different point of view.

Based upon what each of you learned, you will organize a class debate. What's the truth? That will be for you to discover.

But be careful when you use the Internet for research because many people post their personal opinions or only know a little bit of the whole story. In the following WebQuest, you will use the power of teamwork and the abundant resources on the Internet to learn all about UFOs. Each person on your team will learn one piece of the puzzle and then you will come together to get a better understanding of the topic.

When they are clear about the information given here, they are told that the quest is to find out (a) if UFOs really exist, (b) whether people have really been abducted by extraterrestrials and (c) whether there is life on other planets. For the task, students will be divided into groups, and each group will prepare a different aspect of the debate. The students are told that because the web pages they will be visiting are real, and not designed just for schools, they may find the reading level challenging. They are reassured that they are free to use an online dictionary or any paper dictionary that is available in the classroom.

Students now begin their quest with background web links for everyone: All the students have to do is click on the links, and they will be taken to the relevant website.

The screenshot shows a web browser window with the address bar containing <http://www.in.pace.net/~jared/filipages/rebufojo.html>. The main content area has the following text:

Phase 1 - Background: Something for Everyone

Use the Internet information linked below to answer the basic questions about what UFOs are.

1. Where have they been seen?
2. Have people really been kidnapped?
3. What happened at Roswell?

Be creative in exploring the information so that you answer these questions as fully and insightfully as you can.

- [Unnatural Museum - Hall of UFO Mysteries](#)
- [Kidnapped by UFOs?](#)
- [Roswell Declassified](#)

Now, students divide into groups of (i) believers in UFOs, (ii) scientists who don't believe in UFOs, (iii) members of the SETI (search for extraterrestrial intelligence) project and (iv) people who've been abducted by aliens. Each group is provided with web links like

the ones above, and has to answer certain questions. For example, the alien abductees have the following tasks:

The screenshot shows a web browser window with the address bar containing <http://www.in.pace.net/~jared/filipages/rebufojo.html>. The main content area has the following list of tasks:


1. Read some of the abduction stories and pretend you have been abducted. Be sure to know exactly what happened to you.
2. What is the Abductee questionnaire?
3. What is PEER?
4. What do the scientists from PEER think about abductions?


When the students have visited their websites, collected their opinions (and downloaded any images they might need), the groups then debate the original questions (a-c above), using the arguments they found in their own quests.

Finally, in the evaluation phase, the whole class tries to come up with a statement about UFOs that they can agree with, and JoAnn Miller suggests that they post their opinions on a website which discusses the topic (this provides real-world interaction which should be highly motivating).

The UFO webquest obviously depends on the class having easy and instant access to computers. It also requires a certain level of English from the students. Furthermore, it takes a long time to complete (quite apart from whatever preparation time the webquest designer has to put into it). But if time is available, this kind of reading – with the teacher on hand to help if things are especially difficult for the students – is highly motivating and yields great results.

More reading suggestions

 **Jigsaw reading:** students read a short text which sets up a problem and then, in three groups, they read three different texts, all of which are about the same thing (different aspects of behaviour such as anger, or different reports on a problem, or different parts of a story or strange event). When they have read their texts, they come together in groups where each student has read a different text, and they try to work out the whole story, or describe the whole situation. JoAnn Miller's UFO webquest employs jigsaw reading on a large scale, but it is still a highly motivating technique, despite – or perhaps because of – the time it takes. Above all, this kind of jigsaw technique gives students a reason for reading – and then sharing what they have found out.

 **Reading puzzles:** apart from jigsaw reading, there are many other kinds of puzzle which involve students in motivating reading tasks. For example, we can give them texts which have been chopped up so that each paragraph is on a different piece of paper. Students have to reassemble the text (see poetry below).

We can give students a series of emails between two people which are out of sequence. The students have to work out the order of the emails. We can mix up two stories and students have to prise them apart.

Using newspapers: there is almost no limit to the kinds of activity which can be done with newspapers (or their online equivalents). We can do all kinds of **matching exercises**, such as ones where students have to match articles with their headlines or with relevant pictures. At higher levels, we can have students read three accounts of the same incident and ask them to find the differences between them. We can use newspaper articles as a stimulus for speaking or writing (students can write letters in reply to what they read).

We can ask students to read small ads (advertisements) for holidays, partners, things for sale, etc, in order to make a choice about which holiday, person or thing they would choose. Later, they can use their choices to role-play descriptions, contact the service providers or say what happened when they made their choice.

We can get students to read the letters page from a newspaper and try to imagine what the writers look like, and what kinds of lives they have. They can reply to the letters.

Following instructions: students read instructions for a simple operation (using a public phonebox, etc) and have to put the instructions in the correct order. They might also match instructions about, for example, unpacking a printer or inserting a new ink cartridge with the little pictures that normally accompany such instructions in manuals. We can also get students to read instructions in order to follow them.

Recipes are a particular kind of instruction genre, but can be used in much the same way as the examples above – e.g. students read a recipe and match the instructions with pictures. We can then get them to cook the food!

Poetry: in groups, students are each given a line from a poem. They can't show the line to the other members of the group, though they can read it out loud. They have to **reassemble** the poem by putting the lines in order. A poem I have used like this with some success – at upper-intermediate levels – is 'Fire and Ice' by Robert Frost:

Some say the world will end in fire,
Some say in ice.
From what I've tasted of desire
I hold with those who favour fire.
But if it had to perish twice
I think I know enough of hate
To say that for destruction
Ice is also nice
And would suffice.

We can get students to read different poems and then, without actually showing their poem to anyone else, they have to go round the class finding similarities and differences between their poem and other people's.

Another way of using poems with the whole class is to show the students a poem line by line (on an overhead projector or a computer screen) with words blanked out. The first time they see these blanks, they have to make a wild guess at what the words could be. When they see the lines for the second time, the first letter is included. When they see the poem for the third time, the first two letters are

included, and so on. This is a great activity for getting students to really search in their minds for contextualised **lexis**.

Play extracts: students read an extract from a play or film and, after ensuring that they understand it and analysing its construction, they have to work on acting it out. This means thinking about how lines are said, concentrating on stress, intonation, speed, etc.

We can use many different text genres for this kind of activity since reading aloud – a speaking skill – is only successful when students have really studied a text, worked out what it means, and thought about how to make sense of it when it is spoken.

Predicting from words and pictures: students are given a number of words from a text. Working in groups, they have to predict what kind of a text they are going to read – or what story the text tells. They then read the text to see if their original predictions were correct. We don't have to give them individual words, of course. We can give them whole phrases and get them to try to make a story using them. For example, the phrases 'knock on the door', 'Go away!', 'They find a man the next morning', 'He is dead', 'James is in the lighthouse' will help students to predict (perhaps wrongly, of course!) some kind of story about a lighthouse keeper, some sort of threat and a dead person. (They then read a ghost story with these phrases in it.)

We can also give students pictures to predict from, or slightly bigger fragments from the text.

Different responses: there are many things students can do with a reading text apart from answering comprehension questions with sentences, saying whether something is true or false or finding particular words in the text. For example, when a text is full of facts and figures, we can get students to put the information into graphs, tables or diagrams. We can also ask them to describe the people in the text (where no physical description is given). This will encourage them to visualise what they are reading. We can let students read stories, but leave off the ending for them to guess. Alternatively, they can read stories in stages, stopping every now and then to predict what will happen next.

At higher levels, we can get students to infer the writer's attitude from a text.

We can also get the students involved in **genre analysis** – where they look at the construction of a number of different examples of, say, magazine advertisements in order to work out how they are typically constructed.

Encouraging students to read extensively

If, as we said at the beginning of this chapter, we want students to read extensively, using simplified readers at pre-advanced levels, then we need to have systems in place to help them do this. There are four factors which contribute to the success of this kind of extensive reading:

Library

Students need to have access to a collection of readers, both at their own level and above and below it. Sometimes the library will be in a fixed place in a school, but we can also carry collections of books around to different classes. The library should have a range of different genres (factual, novels, adaptations of films, etc).

Choice

A major aspect of joyful reading (see page 99) is that students should be able to choose what they read – both in terms of genre but also, crucially, level. They are much more likely to read with enthusiasm if they have made the decision about what they read.

Feedback

Students should have an opportunity to give feedback on what they have read, either verbally or in written form. This does not mean formal reports, however, since that might take the pleasure away from reading. Instead, there might be a quick comment form on the inside cover of a book, or a folder with different forms for different titles. Students can then record their reactions to a book they have read. Other students looking for a new book to read can use those comments to help them make their choice.

Time

We need to give students time for reading in addition to those occasions when they read on their own. It is a good idea to leave a ten-minute reading period at various times during a course just to get students comfortable with the activity. It is vitally important that when we do this, we should be reading ourselves in order to underline the attractiveness of the activity.

Not all students become active readers. While some are highly motivated and consume books avidly, others don't have the same appetite. We can't force students to read, of course, but we should do everything we can to encourage them to do so.

Conclusions | In this chapter we have:

- talked about the fact that the more students read, the better they get at reading. We suggested that reading is good for language acquisition in general, provides good models for future writing and offers opportunities for language study.
- made a distinction between intensive and extensive reading, stressing the beneficial effects of the latter (especially in relation to simplified readers).
- said that teachers should encourage students to read in a variety of genres and that, where possible, the language of the texts should be authentic, unless it is too difficult for students (in which case we will offer authentic-like language).
- said that students need to realise how to read for different purposes – including skimming, scanning, reading for pleasure and reading for detailed comprehension.
- come up with six reading 'principles': read as often and as much as possible; students need to be engaged while they are reading; students should be encouraged to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction; prediction is a major factor in reading; match the task

to the topic when using intensive reading texts; and good teachers exploit reading texts to the full.

- looked at three reading sequences comprising a newspaper article, a magazine article and an extended Internet-based webquest.
- listed a number of other reading possibilities.
- discussed ways in which students can be encouraged to read extensively by providing libraries and time, letting students have choice and getting them to give feedback.