Teaching English as a Second Language Certificate

Teaching Reading

Student Manual
For Video 11
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*Okanagan College*
Introduction

Course Syllabus Information

Description

This 20 hour online course focuses on teaching theory and methodology used to develop ESL students' reading skills in a second language classroom. It also offers practical application in teaching these skills, using various techniques for fostering motivation, targeting student challenges, and directing student progress in reading.

Course Goals and Objectives

1. Compare some behavior of L1 readers to L2 readers and discuss classroom implications of those differences.
2. List the reasons for reading in L1 and discuss how those reasons impact the reading materials used in the L2 classroom.
3. Discuss how prior knowledge aids reading and what the teacher’s role can be to tap into the L2 learner’s prior knowledge.
4. Discuss how to encourage extensive reading.
5. Discuss the special challenges of preliterate and non-literate L2 readers.
6. Define and demonstrate different skills and strategies involved in reading.
7. Discuss and apply criteria for effective reading lessons and match activities to techniques.
8. Discuss stages of a reading lesson plan.
9. Apply the principles of discourse analysis to a reading activity.
10. Discuss the implications of discourse analysis in teaching reading.

Course Materials

The student manual which includes course information with suggested practical activities, as well as related materials to supplement textbook readings, and exemplars.

Required Textbooks


Supplemental Reading


Teaching Reading


Course Requirements

In order to successfully complete this course and receive a certificate, students are required to complete assigned required readings, answer questions in the student manual, watch video lessons and read lecture notes.
In this section, the theory and methodology for reading, student considerations when teaching reading, as well as the practice of teaching reading, and assessment of reading will be discussed.

LEARNING OUTCOMES

By the end of the course, you will be able to:

1. Discuss the special challenges of preliterate and non-literate L2 readers.
2. Define and demonstrate the different skills involved in reading.
3. Describe and demonstrate how some of them can be used.
4. List the selection criteria for choosing both authentic and course book materials.
5. Make a list of some authentic materials that can be used in the classroom.
PURPOSES FOR READING

Suggested Activity: Write down 10 different situations in which you have had to read in the past couple of days to complete the following chart.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex. Reading the newspaper</td>
<td>Information, for entertainment, for relaxation, to gain knowledge, conversational topics,</td>
</tr>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
</tr>
</tbody>
</table>

READING SKILLS

Reading skills are the abilities that allow readers to bring meaning to text. In this section, discuss the main reading skills necessary in the English language classroom: scanning, skimming, detail comprehension, fluency, and critical reading skills.

Suggested Activity: Think about: In the following reading tasks, are you reading for main idea, for specific information, for complete information, for practice, or for critical thought.

- Reading a magazine article
- Reading a bus schedule
- A speed reading course
- Reading a script
- Reading a textbook chapter
- Reading movie listings
- Reading a movie review
- Searching for a TV program
- Reading street signs
- Reading definitions to study for an exam
- Reading academic journal
- Reading a self-help book
- Reading Dear Abby or advice pages
- Reading someone’s Facebook page
- Reading to evaluate someone’s research
- Reading personal email
- Reading work email/memo
- Reading meeting minutes
- Reading a PowerPoint slide
Required Activity: Harmer #2, p. 100-101
In your own words, define and give examples of these three reading skills (skimming, scanning and detailed comprehension). Then complete the remaining portions of the chart for information for other reading skills.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Scanning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Skimming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Detailed Comprehension</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Fluency</td>
<td>Readers gain fluency as they learn to read in larger and larger chunks with greater comprehension.</td>
<td>Non-fluent: I/need/to/go/to Safeway/tomorrow/because/kiwis/are/on/sale. versus More Fluent: I need to go/to Safeway/tomorrow/because kiwis are on sale.</td>
</tr>
<tr>
<td>5. Critical Reading skills</td>
<td>Readers see the connections between ideas in a text, and are able to analyze, synthesize and apply new information as they read.</td>
<td></td>
</tr>
<tr>
<td>6. Discourse Analysis</td>
<td>(See appendices)</td>
<td>(See appendices)</td>
</tr>
</tbody>
</table>

READING STRATEGIES
Reading Strategies refer to the techniques that enhance the readers’ abilities in becoming a more effective reader.

TOP TEN READING STRATEGIES
1. Predicting
2. Making inferences (intelligent “guessing”, using information or clues in a text)
3. Maintaining continuity in reading
4. Looking for signal words to explain relationships in a text
5. Making connections with prior knowledge
6. Finding key words and sentences
7. Becoming familiar with a variety of genres
8. Pre-reading strategies (questions)
9. Guess meaning of words or phrases from context
10. Using extra-textual support to aid comprehension (pictures/photos, headings, punctuation, graphs, maps, italics, bold)
Teaching Reading

**Intensive vs. Extensive Reading**

| Required Activity: Use the chart below to summarize the difference between intensive and extensive reading, based on Harmer course book reading and video lectures. |

<table>
<thead>
<tr>
<th>Intensive Reading</th>
<th>Extensive Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDEAS ENCOURAGING EXTENSIVE READING</td>
<td>IDEAS ENCOURAGING EXTENSIVE READING</td>
</tr>
<tr>
<td>- Persuade students of benefits of reading</td>
<td>- Use weekly reading logs/blogs</td>
</tr>
<tr>
<td>- Organize reading programs</td>
<td>- Encourage book sharing &amp; reviews</td>
</tr>
<tr>
<td>- Report back on reading</td>
<td>- Vote on most popular books/texts</td>
</tr>
<tr>
<td>- Form book or reading clubs</td>
<td>- Use graded readers</td>
</tr>
<tr>
<td></td>
<td>- Hold oral interviews about books</td>
</tr>
</tbody>
</table>
# Student Considerations

**Pre-literate, Non-literate, and Semi-literate Learners**

L2 Students may include those which cover a wide range

- Preliterate
- Non-literate
- Semi-literate

### Challenges of Pre-literate and Non-literate L2 Readers

<table>
<thead>
<tr>
<th>Sounds of words:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alphabet/ writing system:</td>
</tr>
<tr>
<td>Vocabulary:</td>
</tr>
<tr>
<td>Grammar:</td>
</tr>
<tr>
<td>Text structure:</td>
</tr>
<tr>
<td>Cultural knowledge:</td>
</tr>
<tr>
<td>Learning Styles:</td>
</tr>
<tr>
<td>Students’ goals:</td>
</tr>
</tbody>
</table>

**Required Activity:** Indicate below how the following components might be “roadblocks” (i.e., challenges) for some L2 readers.
Teaching Reading

**Learning Disabilities**

When a student is not progressing in language learning, the teacher must consider whether the student may be suffering from a learning disability (whether previously diagnosed or undiagnosed).

**CONSIDERATIONS**

- Emotional well-being.
- Stage of acculturation.
- Health status.
- All four skill areas need to be assessed: listening, speaking, reading, and writing.
- Auditory processing, auditory memory, visual deficits, and learning style should be considered.
- It is important to determine whether the difficulty that the student is exhibiting exists in both languages or just in one language.

**QUESTIONS TO ASK**

- Has the student’s problem persisted over time?
- Has the problem resisted normal classroom instruction?
- Does the problem interfere with the student’s academic progress?
- Does the student show a clear pattern of strengths and weaknesses?
- Does the student seem to get it one day and not the next?

**Practice**

In this section, the focus is on the practice of teaching reading, including some techniques and activities, lesson planning, and materials for teaching reading.

**Techniques and Activity Ideas**

**JIGSAW ACTIVITIES**

Jigsaw activities are a very popular activity in reading classes.

<table>
<thead>
<tr>
<th>Suggested Activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jigsaw activity – Harmer #1 – p. 299-301</td>
</tr>
<tr>
<td>After reading p. 299 as a whole group, groups of students get into 3 groups.</td>
</tr>
<tr>
<td>Group A: Read Section A on page 300.</td>
</tr>
<tr>
<td>Group B: Read Section B on page 301</td>
</tr>
<tr>
<td>Group C: Read Section C on page 301.</td>
</tr>
<tr>
<td>Once each group has read their individual section, each member joins a new group. In each group there must be at least one representative from Section A, B, and C. Students complete the questions using the information from the other members in the new group.</td>
</tr>
</tbody>
</table>

Note: On Pages 107-109 Harmer #2, there is a list of other reading activities.
Lesson Plan Flow

THE NEED FOR WARMING-UP

Usually readers have a purpose for reading, and are personally involved enough to be able to guess, predict, hope, or expect content. Here are some reasons for warming-up before reading lessons:

- To create expectations
- To interest or intrigue learners in a topic
- To give a reason to read
- To motivate learners
- To involve learners by asking for their ideas or knowledge about the topic
- To introduce or pre-teach vocabulary
- To introduce language used during the activity
- To provide links between different stages of the activity

STRATEGIES TO ENHANCE COMPREHENSION DURING READING LESSONS

- Do learners know what they are expected to get out of the passage: general understanding of the topic or specific facts to be recalled?
- Do learners know what is required when answering questions?
- Point out to learners the clues such as pictures, bold print, italics, and maps.
- Help learners look for key words such as nouns and verbs, and predict the meaning based on those words.

Required Activity: Reading Tasks – DVD: Harmer #2
While watching the DVD, complete the worksheet on page 249 #7 (Harmer #2)


**Language Experience Approach (LEA)**

The Language Experience Approach uses students’ own experiences to create an integrated skills lesson, but it is often used for reading lessons. Students dictate stories to their teacher, who records them using the student’s own vocabulary, grammar, and life experience as the basis for a text. This could be used with any level of students, but is especially useful for very low and early intermediate learners. The typical steps during LEA are:

1. Experience something together (field trip, cooking lesson, movie, guest speaker, poems).
2. Discuss the event together.
3. Write story on a chart and have every student contribute a sentence.
4. Read the story as a class, with the teacher moving a finger under each word as it is read.
5. Have students copy their own sentence or the entire story on paper.
6. In a subsequent class, reread the story and have students read it out loud.
7. Ask what words they know and underline them.
8. Have students illustrate words, sentences, or entire story.

**BENEFITS OF LEA**

- Skills are integrated (LSRW)
- Words from students’ own vocabulary are used (they’ll have no trouble reading or understanding words)
- Sight letter and word recognition improve
- Self-esteem is enhanced
- Language is authentic (real, personal)

**Assessment and Error Correction**

When looking at assessment, instructors need to consider feedback and error correction, criteria for assessment, and types of assessment. In this section, first look at different ideas for establishing feedback for reading lessons in the English language classroom, and then at the different ways to assess reading based on the purpose for reading.

**Assessing Reading**

Students should have the opportunity to be given feedback on how they have done during a reading lesson; moreover, teachers should be ready to “think on their feet” during reading lessons to ensure outcomes have been met. In the following activity, consider various situations that can occur during the reading lesson.

**Assessing Reading Skills**

Assessment of reading must correlate with the purpose for reading. The purpose can depend on the genre of the reading, the assigned task, the interest or needs of the reader, and the context for reading. For example, sometimes the purpose is to find the main points of a text, and sometimes a more detailed analysis or selection of details is necessary. In any case, when you are assessing reading skills, you should have questions and tasks that assess both the global comprehension and the detailed comprehension of a text.
### Required Activity: Categorize the list of assessment tasks below as either global comprehension or detailed comprehension.

<table>
<thead>
<tr>
<th>GLOBAL COMPREHENSION TASKS</th>
<th>DETAILED COMPREHENSION TASKS</th>
</tr>
</thead>
</table>

- Filling out forms
- Summarizing
- True/False
- Fill in the blanks
- Choosing the best summary
- Pictures in order
- List
- Short answers
- Sequencing text
- Retelling
- Multiple Choice
- Choosing the appropriate transition words
- Matching
- Paraphrasing
- Choosing best heading/headline for text or portion of text
- Predicting outcomes (based on text)
- Creating/writing/discussing a different conclusion
REQUIRED Reading Worksheet:

Please ensure that you have read all the readings in the textbook and answered the worksheets below. Questions from the worksheets will appear on the exams!

(Harmer #1, Chapter 18)

CHAPTER 18: READING

Summary: In this chapter, Harmer explains the difference between intensive and extensive reading and discusses the role of the teacher in each. Next, Harmer gives tips on how to get students more involved in the reading process and concludes by illustrating lesson sequences through many practical reading examples.

1. Describe the difference between extensive and intensive reading. Why is it important to have a balance of each? (p. 283)

_______________________________________________________________________________

2. Describe the role of the teacher in extensive reading. (p. 284)

_______________________________________________________________________________

3. Describe the role of the teacher in intensive reading. (p. 285)

_______________________________________________________________________________

4. Name and describe the 3 ways to limit the time spent on vocabulary checking in your own words. (p. 287)

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

5. Why is it important to ask the students “Do you like the text?”? (p. 288)

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

6. Why would it be useful to use such a chart like the one on page 288?

_______________________________________________________________________________

_______________________________________________________________________________

7. Why do teachers use intensive reading sequences in the classroom? Give at least 4 examples. (p. 288)

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

8. Why can the modified cloze procedure be a positive reading activity? (p. 292)

_______________________________________________________________________________

Read the jigsaw activity from pages 299 to 302. In your own words, what is a jigsaw reading?

_______________________________________________________________________________

9. Why are jigsaw activities useful? (p. 302)

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________
Appendices

Appendix 1 – Student Sample Lesson Plan (Exemplar)

Appendix 2 – Discourse Analysis Template

Appendix 3 – Sample Discourse Analysis Exemplar (Student teacher “Eva”)

Appendix 4 – Effective (and Less Effective) Reading Strategies Activity
# Appendix 1 – Student Sample Reading (and Writing) Lesson Plan

## 40 MINUTE LESSON PLAN

**NAME:** STUDENT TEACHER “EVA”  **CLASS:** TESL 123  **DATE:** MARCH 21, 2015

**GOAL OF LESSON:** INTRODUCE NARRATIVE STORY GENRE

<table>
<thead>
<tr>
<th>Name of Activity:</th>
<th>Discoveries</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class Description:</strong></td>
<td>Students in this intermediate ESL class are all adults between the ages of 19 and 26. There are 4 male students. They are from Japan and are trying to improve their ability to converse in English so one day they can teach English in Japan. The class is offered on Saturdays at Okanagan College.</td>
</tr>
<tr>
<td><strong>Skill focus:</strong></td>
<td><strong>L S R W:</strong> Reading and writing to sequence ideas in chronological order.</td>
</tr>
<tr>
<td><strong>Grammar point(s):</strong></td>
<td>Discourse organizers: Initially, then, next, finally, etc. Declarative language (conveying information) Past tense</td>
</tr>
<tr>
<td><strong>Vocabulary:</strong></td>
<td>Appraised, fake, initials, sapphire, discovered, enthusiast, metal detector, penchant, marveled</td>
</tr>
<tr>
<td></td>
<td>Penchant means you really like something or have a passion for it. Enthusiast is a person who is highly interested in something. Marveled is to be filled with wonder and astonishment.</td>
</tr>
<tr>
<td><strong>Pronunciation:</strong></td>
<td>Consonants: especially in sapphire, enthusiast, penchant</td>
</tr>
<tr>
<td><strong>Learning outcomes:</strong></td>
<td>1. To read a narrative story and arrange sentences in correct sequence.</td>
</tr>
<tr>
<td></td>
<td>2. To write a narrative story about a discovery that happened in the past.</td>
</tr>
<tr>
<td></td>
<td>3. To use vocabulary review words in written context.</td>
</tr>
<tr>
<td></td>
<td>4. To use discourse organizers to sequence ideas in writing.</td>
</tr>
<tr>
<td></td>
<td>5. To discuss objects they have found.</td>
</tr>
</tbody>
</table>

### Before Class
- Photo copy:
  - *Sequencing Ideas Handout*
  - *3 sets of Story Strips*
  - *Interview Questions*
  - *Role Play Script*
- **Bring to class**
  1. Video Clip
  2. Pictures:
     - Metal Detector
     - Sapphire Ring
     - Grandma’s ring
  3. Four poster boards:
     - *High School Story*  
     - *Outline for writing activity (Example Paragraph beginning)*  
     - *List discourse organizers*  
     - *List of vocabulary*
- 4. Pens and Paper

### Handouts
- Seating Ideas
- Story Strips
- Interview Questions
- Role play script

### Previous class work and homework:
- Learned vocabulary last class, so today is vocabulary review.
<table>
<thead>
<tr>
<th>Time in minutes</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hook= 3 min.</strong></td>
<td><strong>Part 1</strong> Opening and warm up (Hook) (includes objectives and prior knowledge)</td>
</tr>
<tr>
<td></td>
<td>Watch video clip of metal detecting. Start at 1:30; finish at 2:30 <a href="https://www.youtube.com/watch?v=rCcRWgZsTLI">https://www.youtube.com/watch?v=rCcRWgZsTLI</a></td>
</tr>
<tr>
<td></td>
<td>Referring to pictures of a metal detector and sapphire ring, ask the following questions:</td>
</tr>
<tr>
<td></td>
<td>1. Have you ever seen or used a metal detector? What are they used for? to find metal objects</td>
</tr>
<tr>
<td></td>
<td>2. What do you think the ring in the picture is made of? Sapphire</td>
</tr>
<tr>
<td></td>
<td>3. How much do you think it is worth? $1,000.</td>
</tr>
<tr>
<td></td>
<td>4. How could we find out for sure? take it to a jeweler to get it appraised.</td>
</tr>
<tr>
<td></td>
<td>5. If I got the ring appraised and found out it was worth $10, do you think the ring is real or fake? fake</td>
</tr>
<tr>
<td></td>
<td>6. Can you guess how the ring and the metal detector in the pictures are related to one another? The man discovered the ring with the metal detector.</td>
</tr>
<tr>
<td></td>
<td>Note: People buy metal detectors mainly for the purpose of searching for coins at the beach, a park, etc. The machines emit noise when they detect metal objects. These two photos show a woman’s ring, which is the type of object a metal detector can locate, and a person using a detector on a beach.</td>
</tr>
<tr>
<td></td>
<td><strong>Part 2</strong> Presentation of Teaching Point</td>
</tr>
<tr>
<td></td>
<td>As a class, examine the following narrative report:</td>
</tr>
<tr>
<td></td>
<td>1974—High School Lost and Found: In Florida, metal detector enthusiast Roy Lloyd found a 1926 high school class ring with the initials “M.B.” in four inches of lake-bottom sand. He eventually located the ring’s owner, Miles Baker, who had lost it 48 years before at the city’s pier.</td>
</tr>
<tr>
<td></td>
<td>Telling stories is common in any language.</td>
</tr>
<tr>
<td></td>
<td>1. What are some situations in which you can tell a story? Talking about your past to a friend, giving details about something that happened during a job interview, telling about what happened on a trip, etc.</td>
</tr>
<tr>
<td></td>
<td>Note: In each of these situation – and many others- you provide information about something that happened in the past.</td>
</tr>
<tr>
<td></td>
<td>2. Would this story make sense if we started with the last sentence</td>
</tr>
<tr>
<td>Other Notes</td>
<td>Seating Plans</td>
</tr>
<tr>
<td></td>
<td>Potential trouble spots</td>
</tr>
<tr>
<td></td>
<td>Contingencies</td>
</tr>
<tr>
<td></td>
<td>Comprehension Checks</td>
</tr>
<tr>
<td></td>
<td>Questions: Describe an enthusiast? What are your initials?</td>
</tr>
<tr>
<td></td>
<td>Elicit sequencing words for beginning, middle and end of a narrative report.</td>
</tr>
<tr>
<td></td>
<td>What sequencing words are used in the story on the board?</td>
</tr>
</tbody>
</table>
first? No, order and sequencing is important when we write about an event, especially something in the past. You need to connect these ideas together in the right order.

3. What are some words we can use to help make the sequence of events clear in a story? What are some words we can use to help order events? If students are having difficulty understanding, give a couple of examples.

Teacher writes students’ ideas on board in the following 3 categories:

a. **Beginning**: Initially, Firstly, First of all, To start off with, In + date (1942) or country (France) or the beginning.

b. **Continuing**: Then, After that, Next, Immediately, suddenly, unexpectedly, while, as, as soon as, during, ....but then, when + full clause, referent pronouns

c. **Ending**: Finally, Eventually, In the end, Lastly

Point out that we often use In + date (time) or country (place) to start a story written in the past; however, these words can also be used in the middle of a story.

4. Referring to the paragraph on the board ask: What words are used in this short paragraph to indicate the beginning or ending? *In Florida and Eventually*

5. Do we need to use a lot of sequencing type words in a paragraph? No. Why? We just need to use enough sequencing words to ensure the reader can connect the events smoothly. If we use too many, it will interrupt the flow of your story.

Distribute Handout, “Telling Stories – Sequencing Your Ideas”.

**Part 3 Activity 1: READING**

Write title of story on board, Grandma’s Engagement Ring and display picture.

1. What do you think the story will be about?

A. Reading: Partner work
*Teacher explains the activity.
*Distribute envelopes with story strips of “Grandma’s Engagement Ring”
*Students read sentences and arrange strips into correct sequence and reconstruct the story.
*When students have finished, teacher puts correct sequence on the board for students to check their work.

   Answer: d, a, b, e, c, f

2. Why and how did you arrive at this order? Why is the 1st sentence 1st? In 1941, then, that, referent pronouns, In the end

Walk around and check student progress.

Be ready to explain and pronounce penchant as well as marveled.
### Part 4

**Activity 2: WRITING**

**Part 4**

3. Teacher reads story aloud so students hear pronunciation and rhythm. Do you like the story? Why? Looking at the words penchant and marveled in context, ask the students to guess what they mean. What do you think penchant mean? Marveled?

B. Students retell story to a partner.

C. Discussion:
Distribute interview questions.
Complete the interview questions with a partner.
1. Have you ever found an object that turned out to have great value?
2. What was the object?
3. How did you find it?
4. What was its value?
5. Did you keep it?
6. Roy Lloyd eventually located the owner of the ring he found. Would you try to find the owner?

**Example (place on board):**

Last week, I found a gorgeous sapphire bracelet in the washroom of a restaurant where I was having dinner with my friend Paula. At first, I was sure the stone was fake because it was so huge....

How might I continue the story?

B. Exchange papers with another group.
Count the number of words that help sequence the story.
Did they use any vocabulary words?
Did you understand the story? Discuss your findings.

Teacher collects the stories to assess class.

**Extension Activity:**

A. In groups of 5: Imagine that Roy Lloyd placed the advertisement below in the newspaper. Role-play phone conversations between Roy and several people calling to claim the ring.
**Teaching Reading**

<table>
<thead>
<tr>
<th>Advertisement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Found: in Florida: Large man’s ring. Call Roy at 555-3493 to claim.</td>
</tr>
</tbody>
</table>

*See attached Role Play sheet.

### Part 5 Closing/ Homework

Before the end of class, review the outcomes for the day. Check them off with the students so that they see what they have learned. Also ask them if they learned any new words today – or something that they didn’t know before.

*Assessment:*
Assessment will be achieved by observations made throughout the class. Students will demonstrate comprehension of reading by reconstructing a story. Peer evaluation will help assess students’ use of discourse organizers and vocabulary words in their creative narrative stories. I will collect and read the students stories to assess if lesson outcomes were met.

### Teacher Notes:

Reflection on what went well, what didn’t go so well...

Future modification (how will you improve this lesson next time?)

---

**1974—High School Lost & Found:** In Florida, metal detector enthusiast Roy Lloyd found a 1926 high school class ring with the initials “M.B.” in four inches of lake-bottom sand. He eventually located the ring’s owner, Miles Baker, who had lost it 48 years before at the city’s pier.
In 1941, Violet Booth threw her gold and diamond engagement ring into a field in central England while fighting with her fiancé. Though the two made up and married, they didn’t find the ring that day—or for the next 67 years. Then enters Leighton Boyes, Booth’s grandson, who had a penchant for metal detecting. After two hours of mapping out the location, he discovered the lost ring four inches below the soil in perfect condition. Sadly, Mr. Booth had died 15 years earlier and never witnessed the ring’s return to his wife, who was 88 years old at the time of the discovery. In the end, Violet Booth marveled at the return of her ring. Photo: Courtesy of Leighton Boyes

Telling Stories - Sequencing Your Ideas
By Kenneth Beare, English as 2nd Language Expert

Telling stories is common in any language. Think of all the situations in which you can tell a story:

- Talking about your past to a friend
- Giving details about something that happened during a job interview
- Relating information about your family to your children
- Telling colleagues about what happened on a business trip

In each of these situations - and many others - you provide information about something that happened in the past. In order to help your audience understand, you need to link these ideas together. One of the most important ways to link ideas is to sequence them. Sequencing refers to the order in which events happened. These are some of the most common ways to sequence in writing or speaking:
Beginning:
Firstly,
First of all,
To start off with,
Initially,

Examples:
Firstly, I began my education in London.
First of all, I opened the cupboard.
To start off with, we decided our destination was New York.
Initially, I thought it was a bad idea, ...

Continuing:
Then,
After that,
Next,
As soon as / When + full clause,
... but then
Immediately,

Examples:
Then, I started to get worried.
After that, we knew that there would be no problem!
Next, we decided on our strategy.
As soon as we arrived, we unpacked our bags.
We were sure everything was ready, but then we discovered some unexpected problems.
Immediately, I telephoned my friend Tom.

Interruptions / New Elements to the Story:
Suddenly,
Unexpectedly,

Examples:
Suddenly, a child burst into the room with a note for Ms. Smith.
Unexpectedly, the people in the room didn't agree with the mayor.

Events Occurring at the Same Time
While / As + full clause
During + noun (noun clause)

Examples:
While we were getting ready for the trip, Jennifer was making the reservations at the travel agent's.
During the meeting, Jack came over and asked me a few questions.

Ending:
Finally,
In the end,
Eventually,
Lastly,

Examples:
Finally, I flew to London for my meeting with Jack.
In the end, he decided to postpone the project.
Eventually, we became tired and returned home.
Lastly, we felt we had had enough and went home.

When you tell stories you will also need to give reasons for actions. Here is some help with linking your ideas, and providing reasons for your actions.
In 1941, Violet Booth threw her gold and diamond engagement ring into a field in central England while fighting with her fiancé. Though the two made up and married, they didn’t find the ring that day—or for the next 67 years.

Then enters Leighton Boyes, Booth’s grandson, who had a penchant for metal detecting and decided to search for the ring. After two hours of mapping out the location, he discovered the lost ring four inches below the soil in perfect condition.

Sadly, Mr. Booth had died 15 years earlier and never witnessed the ring’s return to his wife, who was 88 years old at the time of the discovery.

In the end, Violet Booth marvelled at the return of her ring.
Complete the interview questions with a partner.
1. Have you ever found an object that turned out to have great value?

2. What was the object?

3. How did you find it?

4. What was its value?

5. Did you keep it?

6. Roy Lloyd eventually located the owner of the ring he found. Would you try to find the owner?
ROLE PLAY EXTENSION ACTIVITY

Imagine that Roy Lloyd placed this advertisement in the newspaper. Role-play phone conversations between Roy and several people calling to claim the ring.

Write the following advertisement on the board:

Found: in Florida: Large man’s ring. Call Roy at 555-3493

1. Form groups of five, if possible, then assign each student a role to play. Student A will be Doug. Students B-E will be callers wanting to claim the ring.
2. Instruct the students to read the information on their role and do not share the information with anyone else.
3. Sit in a circle with the people in your group. Take turns phoning “Roy” to claim the ring. Answer his questions. Begin like this (teacher models):

   Roy: Hello?
   Caller B: Hello, my name is __________. I’m calling about your ad in the paper. I lost a ring....
   Roy: Can you tell me what it looks like and where you lost it? Etc.

4. After everyone has called, Roy will call back the true owner of the ring and give him or her the good news.

---------------------------------------------------------------------------------------------------------------------

STUDENT A: ROY

The ring you found has one large diamond and three sapphires. The ring itself is made of silver. Inside the ring are the initials KD. You found it in Orlando, Florida.

As each person calls you about the ring, ask him or her to describe the ring they lost. Also, ask where they lost the ring.

Ask each person for a name and phone number, thank each one for calling, and say that you will call back if the ring belongs to him or her.

---------------------------------------------------------------------------------------------------------------------

STUDENT B: CALLER 1

Your name is Zeta Halabi. You lost a gold woman’s ring with a large round diamond last summer at the zoo in Orlando, Florida.

---------------------------------------------------------------------------------------------------------------------

STUDENT C: CALLER 2

You lost a large man’s ring in Orlando, Florida. The ring was made of gold and had several small diamonds. Your name is Sylvia Franco.

---------------------------------------------------------------------------------------------------------------------

STUDENT D: CALLER 3

Your name is Katherine Dempsey. You lost a large man’s ring in a park in Orlando, Florida. The ring is made of silver, and it has one large diamond and three sapphires. Your initials, KD, are on the inside of the ring.

---------------------------------------------------------------------------------------------------------------------

STUDENT E: CALLER 4

You lost a large man’s silver ring while you were on a picnic by the Wekiwa lake, near Orlando, Florida. The ring had two large sapphires. Your name is Max Pennington, and your initials are on the inside of the ring.
# Appendix 2 – Discourse Analysis Template

## DISCOURSE ANALYSIS OF AUTHENTIC TEXTS–

<table>
<thead>
<tr>
<th>Title of Text and Source:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Author and background:</td>
<td>(include other works by that author)</td>
</tr>
<tr>
<td>Kind of Text (Genre):</td>
<td></td>
</tr>
<tr>
<td>Purpose/Audience:</td>
<td></td>
</tr>
<tr>
<td>Organization of text:</td>
<td>(paragraphs, short lines, fragments, bullet points, stanzas, chapters, prose with different levels of headings, pull-out textboxes, pictures, charts, maps, graphics, cartoons).</td>
</tr>
<tr>
<td>Text Themes and Meaning:</td>
<td>What is the message? The themes? The overall meaning? The key points?</td>
</tr>
<tr>
<td>Vocabulary Choices:</td>
<td>Lexical Chains: what are the vocabulary words that go together in this text?</td>
</tr>
<tr>
<td>Grammar structure choices:</td>
<td>Verb tense, use of nouns, adjectives, adverbs, prepositional phrases, passive/active voice, discourse markers</td>
</tr>
<tr>
<td>Connections and Critical thinking:</td>
<td>– text to self, text to text or text to world - bias and perspective</td>
</tr>
</tbody>
</table>
# Appendix 3 – Sample Discourse Analysis Exemplar

**DISCOURSE ANALYSIS OF AN AUTHENTIC TEXT – (BY STUDENT TEACHER “EVA”)**

<table>
<thead>
<tr>
<th>Title of Text and Source:</th>
<th>Grandma’s Engagement Ring- 2008 <a href="http://www.womensday.com/life/a2416/10-amazing-metal-detector-discoveries-117259/">www.womensday.com/life/a2416/10-amazing-metal-detector-discoveries-117259/</a></th>
</tr>
</thead>
</table>
| Author and background:   | Brynn Mannino  
Brynn Mannino is a front-end website programmer with eight-plus years’ experience in US digital media. She is an expert in user engagement, audience development and media sociology. Brynn is currently serving as the International Programming Manager for AOL.com from a post in London, UK.  
Before AOL, Brynn’s writing appeared on WomansDay.com, MensFitness.com, Yahoo!, Shine.com, AOL.com, BettyConfidential.com; in Men’s Fitness magazine, Woman’s Day magazine, Working Mother magazine, IC Quarterly magazine, Ithaca Child newspaper, Ithaca Parent & Teen newspaper and The Ithacan newspaper. |
| Kind of Text (Genre):     | Narrative Non-Fiction Human Interest Story |
| Purpose/Audience:         | The purpose of this narrative story is to increase awareness of metal detector discoveries and peak interest in positive stories. The reading appeals to a wide range of audience from young to old. Anyone with a sense of adventure, who enjoys new discoveries would be interested in reading this report. |
| Organization of text:     | One paragraph with 6 complete sentences. |
| Text Themes and Meaning:  | People who use metal detectors make interesting discoveries. They find items, often lost, from the past. Sometimes, a story about the item is also revealed. Metal detector discoveries can help explain history. |
### Vocabulary Choices:
Lexical Chains: what are the vocabulary words that go together in this text?

<table>
<thead>
<tr>
<th>Gold/ diamond/ engagement ring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married/ fiancé/ engagement/ wife</td>
</tr>
<tr>
<td>Metal detecting/ location/ map/ discovery</td>
</tr>
</tbody>
</table>

### Grammar structure choices:
- Verb tense, use of nouns, adjectives, adverbs, prepositional phrases, passive/active voice, discourse markers
- *Past tense: simple, past perfect, regular/irregular, positive/negative*
- *Proper Nouns: Violet Booth, England, Leighton Boyes, Mr. Booth*
- *Adjectives: gold, diamond, central, metal, lost*
- *Prepositional phrases: into a field, with her fiancé, for metal detecting, after mapping, below the soil, in perfect condition, to his wife, at the time, Active voice*
- *Discourse organizers for sequencing events: In 1941, next, then, after, in the end, referent pronouns*

### Connections and Critical thinking:
- text to self, text to text or text to world
- bias and perspective

| This is text to the world. |
## Appendix 4 – Effective (and Less Effective) Reading Strategies
(from Tanner)

### Unit 8, Task 2 The tortoise or the hare?

**Which reading strategies are effective?**

<table>
<thead>
<tr>
<th>Reading strategies</th>
<th>Effective (E) or Ineffective (I)</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. use my finger to help my eyes follow lines of text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. read each word very carefully in order to understand the entire text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. keep my eyes moving past the unfamiliar words and thus try to understand the main ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. say words quietly to myself</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. write the meaning of new words in L1 in margin of page</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. look up unfamiliar words in a bilingual dictionary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. start reading without panicking or thinking Help! I'm not going to understand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. look for linking words that help explain relationship between sentences (e.g. in contrast, for example)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. ask my teacher for help whenever I meet an unfamiliar word</td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. use different reading strategies to read different types of texts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>k. translate a difficult section of text into L1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>l. think of other words I already know that are similar to the unknown word(s) I come across</td>
<td></td>
<td></td>
</tr>
<tr>
<td>m. find the sentence that contains the main idea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>n. read a lot of different things in order to expand my vocabulary and improve my general comprehension</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o. study or write vocabulary lists and translations of words into L1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>p. try to understand the relationship between the main ideas and supporting details</td>
<td></td>
<td></td>
</tr>
<tr>
<td>q. look at titles, subtitles, pictures and other visuals before reading</td>
<td>E</td>
<td>Can help orient the reader</td>
</tr>
<tr>
<td>r. read a text very quickly the first time to get the gist (main idea)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>s. underline or highlight words I don’t understand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>t. create some questions for myself before I read which I think or hope the text will answer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>u. limit myself to looking up in the dictionary only a few unknown words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>v. circle or highlight key words in a bright colour</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Video Eleven
Teaching Reading

- The Skill of Reading
- Purposes for Reading and Materials
- Effective Readers
- Skills, Strategies, and Techniques
- Stages and Tasks for Reading Lessons

Learning Outcomes
- Identify features of the skill of reading.
- List reasons for reading and identify authentic reading materials to supplement course books.
- Define important skills, strategies and principles involved in effective reading to support learners.
- Describe stages of a reading lesson and appropriate tasks.

What is Reading?
Reading is a receptive skill which
- involves decoding information.
- is a creative-active process (where interpretation of meaning is influenced by prior knowledge, familiarity with the language and type/genre of reading material).
- is easier for students who are good readers in their first language.
- supports vocabulary skills development.

Reasons for Reading and Authentic Materials
- Enjoyment: novels, stories, magazines, blogs, cell phone texts, social media.
- Topical Information: various kinds of “hard” or “soft” news, including online/social media and newspapers.
- Professional or Academic Information: textbooks, journals, manuals.

Reasons for Reading and Authentic Materials cont.
- Functional Information: maps, brochures, instructions, catalogues, weather, labels, schedules.
- Detailed Analysis: literature (poems, short stories, plays, novels).
- Leisurely/incidental: advertisements, cartoons, jokes, signs.

Effective Readers...
- Make use of their existing knowledge and draw on their expectations (of the topic or type/genre of reading materials) as an aid to predict content or language, and for enhanced comprehension.
- Use strategies like skimming (reading quickly for main ideas) scanning (reading to find details quickly) and rereading.
- Infer (guess) ideas which are not specifically stated.
- Guess the meaning, or guess approximately, the meaning of unknown words.
- Chunk whole phrases to aid understanding and read more quickly and fluently.
- Recognize phrases used for cohesion and coherence.
- Read for enjoyment (extensive reading).
Stages of a Reading Lesson

- **Pre-reading**: activities which prepare the learner to read.
- **While/during reading**: actual reading activities, moving from global (gist) to detailed reading tasks.
- **Post Reading**: other activities which extend or reinforce the topic, language or text.

Pre-reading Tasks

**Pre-reading stage tasks** are those which

- Build interest in a topic or text to engage learners.
- Prepare the learner in some way (e.g. review learners’ existing background knowledge, or vocabulary).
- Raise expectations about what might be learned.

While (During) Reading Tasks

**While reading tasks** are those which

- practice specific reading skills (e.g. skimming and scanning).
- can include various kinds of questions, or various other activities such as drawing, chart-filling or filling in clozes (texts with missing words).
- most typically move from more general overall “global” meaning based ones to more specific details to help students build up their knowledge in a manageable way (called “top to “bottom”: see Harmer #1: 270).

Post-reading Tasks

**Post reading tasks** are those which reinforce the reading text content or language, or extend the reading topic in some way.

For example:

- Discussion of the writer’s coverage of a topic.
- Extended reading for detailed study of the reading text (e.g. structure, a writer’s bias interpreted through word choice or argumentation).
- Completion of a task which extends from the reading (e.g. read a travel website in order to plan a holiday).
- Using the reading as a model or prompt for a writing task.
- As inspiration to read more on the given topic or related texts.

Reading Strategies and Techniques A

- Select authentic (real or realistic) materials and tasks based on student interest and course requirements to supplement course materials.
- Create a class library of interesting materials for extra reading or book clubs (to promote extensive reading for enjoyment).
- Help students draw on their background knowledge about class texts (share what they may already know including information about the topic and text type as well as linguistic information such as jargon, vocabulary and grammar, discourse markers.)

  For example: fill in the chart on the right for what the reader: **knows**, wants to know, and, then after reading, has learned.

Reading Strategies and Techniques B

- **Include preparatory tasks** which help students predict content or language (e.g. with visuals, realia, questions or written prompts).
- **Review and/or check language** which may interfere with comprehension (e.g. vocabulary, grammar, functional or idiomatic phrases).
- **Create activities** which are interesting - e.g. surveys, jigsaws, information gathering tasks, running dictations with a text, project based reading, story “re-telling” or rewriting activities.
Language Experience Approach

The LEA technique uses students’ own experiences to create a text. Students dictate stories to their teacher, who records them with students’ own vocabulary, grammar, and ideas/life experience to create the text:

- Experience something together (field trip, cooking lesson, movie, guest speaker, poems) and discuss.
- Write a group story on the board with every student contributing.
- Read the story as a class, with the teacher moving a finger under each word as it is read.
- Have students copy their own sentence or the entire story on paper.
- Have students illustrate words, sentences, or entire story.

More Technique Ideas

Introducing the video clip

- Jigsaw reading is a great technique to get students to read as a group. Notice how Julie uses a reading from Harmer #1 pp 299-301 for this activity.

Exam Questions Based on

- Harmer #1 : Chapter 17 : (read all)
- Harmer #2 : Chapter 7 : (read all)

- Harmer #1 pages 283-302
- Harmer #2 page 99 to 110
- Harmer ( #2): DVD #7 with worksheet p. 249
- Student Manual : Reading

[CH INSERT video clip Jigsaw Reading Task]