# Transforming *English For You* into *Headway*

Organizing **Reading** Tasks in Large Multilevel Classes Within a Strict Curriculum and With Limited Resources

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# Nothing new

How to do the things you already know…

…and not to lesson plan yourself to death.

# Teacher Complaints

- Students of many levels in one class
- Too many students in classrooms
- Textbooks inappropriate to the level of students
- Not enough time for creative lesson planning
- Strict inspections

# Teaching Reading

(All the theory in under 30 seconds)

- Two goals for teachers
  - Learn language (vocabulary, functional grammar, phrases)
  - Learn how to work with texts (acquire additional learning skills)
- Two purposes for students
  - For enjoyment
  - For information
- Two cognitive modes
  - For detail
  - For gist

# Reading Steps

- *Pre-Reading*
- **While-Reading**
- Post-Reading

# Sample Reading Lesson

- Using text from *English for You 1*
- Headway-like reading lesson
- No photocopier necessary
- No supplementary materials necessary
- Reusable exercises
- No students need to leave their seats
- Discipline can be maintained easily (for most of the lesson)
- Students of all levels can learn something

# Blackboard Exercise 1

| People | Computers | Good/ Bad |
| --- | --- | --- |
| | | |

# Blackboard Exercise 2

- **Paragraph 2:**

  a) People are great;
  b) Why are people unique?;
  c) Why are computers bad?

- **Paragraph 5:**

  1. Some people are afraid that computers will replace people.
  2. In the future, doctors and journalists will use computers a lot.
  3. Computers will replace doctors and journalists.

# Lesson Debriefing

- Aims of the lesson
- Steps of the lesson
- How can this activity be modified for different levels, students, texts

# Lesson Aims

- Language skills: vocabulary
- Reading skills: summarizing, searching for specific information
- Other skills: critical thinking (predictions, personalization, preferences)

# Step 1: Warm up

- **Activity:**
  - Ask students about computers
- **Purpose:**
  - Engage students' interest
  - Activate appropriate vocabulary
- **Alternatives:** Have this discussion in Albanian; Review homework with relevant materials; Teach computer-related vocabulary; Do a vocab game

# Step 2: Text prep

- **Activity:**
  - Number paragraphs
- **Purpose:**
  - Make text easier to refer to for all students
  - Give students their first encounter with the text in an easy task
- **Notes:** Use pencil if necessary

# Step 3: Getting to gist through prediction

- **Activity:**
  - Guess what text is about from title
  - Search for the number of words used to refer to computers and people; write down things said about people and computers in a chart
- **Purpose:**
  - Summarize the text
  - Show Ss a strategy for discovering gist
- **Alternatives:** Ask Ss (if more advanced) to write a subtitle to the text; Ask Ss to predict what the text will say based on certain key words; If resources allow – use scrambled text

# Step 4: New vocabulary

- **Activity:**
  - Find one new word in each of the selected paragraphs
- **Purpose:**
  - Make it easier for Ss to do the upcoming exercises
  - Allow lower level Ss to do different activity than higher level Ss
- **Alternatives:** Teach selected new words (based on what you know about Ss) and have Ss find them in text

# Step 5: Summarizing the text

- **Activity:**
  - Summarize  paragraphs 2-5 in different ways
- **Purpose:**
  - Help Ss understand the main idea of the text
  - Show Ss different strategies for summarizing
- **Alternatives:** With different texts or more advanced Ss: Ask Ss to break text into sections with subtitles, draw a chart of the argument, or plot and characters for stories

# Step 6: More vocabulary

- **Activity:**
  - Play a game with synonyms
- **Purpose:**
  - Engage Ss with text some more and give them a fun activity to do
  - Teach Ss new words
  - Prepare Ss for difficult exercise on p. 91 (homework)

# Step 7: Making connections

- **Activity:**
  - Talk about the context of the text and the Ss views on the subject matter
- **Purpose:**
  - Help Ss understand the author and his or her intentions
  - Allow Ss to express personal opinions on the text
  - Help Ss discover statements made by texts
- **Alternatives:** Use more questions from page 90.

# Step 8: Post-reading activities

- **Activity:**
  - Have Ss write a story about a part of the text
- **Purpose:**
  - Employ additional language not in the text
  - Show Ss understanding of the contents of the text
  - Allow different level students to do an activity at their own level
- **Alternatives:** Write about Ss own experiences with computers (e.g. some questions on p. 90)

# Summary through questions

- Why reading skills?
- Why not reading out loud?
- Why not read the whole text at once (or why not at all)?
- Why/when/how (not) translation?
- Where else could these types of exercises be used?
- What should have come before and what comes next?

# Contact

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