

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
Прикарпатський національний університет
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Teaching Reading

WORKBOOK

*Навчально-методичний посібник
для студентів 3 курсу факультету іноземних мов*



Івано-Франківськ

2022

Teaching Reading: workbook. Навчально-методичний посібник для студентів 3 курсу факультету іноземних мов спеціальності 014 Середня освіта, спеціалізації 014.021 – англійська мова і література] / Розробники: І.П. Білянська, Н.Ю. Куравська. Івано-Франківськ, 2022.

Навчально-методичний посібник для студентів 3 курсу факультету іноземних мов передбачений для використання на практичних заняттях з методики навчання англійської мови з метою формування їхньої методичної компетентності. Завдання для аудиторної та домашньої роботи студентів розроблені на основі Типової програми «Методика навчання англійської мови» Освітній ступінь бакалавра (2020)

Для студентів третього курсу спеціальності 014 Середня освіта, спеціалізації 014.021 – англійська мова і література.

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Teaching Receptive Skills

Description

This course is designed to provide you with current methodologies for teaching receptive skills. You will discuss and practise a wide variety of strategies and techniques for teaching listening and reading to Ukrainian learners. While exploring best practices for teaching these skills, you will learn how to create an effective and communicative language classroom for all learners. In addition, you will examine what best practices mean in the context of teaching English in the 21st century, where English is an international language and the use of English incorporates modern technologies.

Learning Objectives and Learner Outcomes

By the end of the course, you will be aware of:

- curriculum requirements for teaching receptive skills
- approaches to teaching receptive skills
- current trends in the teaching of receptive skills
- phonological difficulties of speech perception (e.g. weak forms, contractions, elision, word and sentence stress patterns)
- strategies for teaching receptive sub-skills
- listening/reading task sequences
- types of listening/reading materials
- purposes for listening/reading (listening for gist, listening for detail/intensive listening, listening for specific information, scanning, skimming, intensive reading, extensive reading)

and will be able to:

- anticipate possible learners' problems in listening/reading and suggest ways of solving them
- use strategies and activities for developing learner skills according to the purpose of listening/reading
- evaluate, select and adapt listening/reading materials
- plan a lesson that focuses on developing receptive skills
- plan a lesson that integrates skills and language work.



Session 1: Reading as a skill

Questions

1. *What is a reading skill?*
2. *Reading process: how does reading comprehension work?*
3. *Reading in CEFR and national curriculum requirements.*
4. *The Matthew Effect in reading*
5. *What are potential barriers to reading*
6. *Decoding meaning*
7. *Basic concepts and terminology used for describing reading skills*
8. *How do children develop reading comprehension?*
9. *Bloom's taxonomy*
10. *What are reading sub-skills?*
11. *Reading problems and their solutions. What factors make comprehension easier or more difficult?*
12. *Types of reading.*
13. *What are the changes in the teaching of reading?*
14. *What component of language proficiency has a strong effect on reading comprehension?*
15. *What is the difference between the breadth and depth of vocabulary knowledge?*

Key Terms

1.

Task 1

Look through the assumptions below. What makes a good reader?

- Good readers know the meaning of most words.
- Good readers read quickly.
- Good readers read in different ways according to their purpose.
- Good readers can read aloud well.

Task 2

Answer the following questions:

1. *Are you a good reader?*
2. *What are the easiest and most difficult things for you about reading in English?*
3. *What helped you most to read English well when you were a learner?*

Task 3

The survey below is designed to help you determine your strengths, weaknesses, and preferences as a reader. It will also help you to identify some of your reading habits and ways you can improve your reading. Do the survey and share your findings with the group.

Student reader survey

What kind of reader are you?

1. Describe what goes on in your head while you are reading. What do you think about?
2. Do you read silently or aloud? Why?
3. What do you do when you come across a word you cannot pronounce or define?
4. Do you read slowly, at a steady pace, or quickly? Why?
5. When you read, is it important to you to understand every word, or do you skip some parts?
6. Do you ever have trouble remembering what you read? When does it happen?
7. Do you ever picture in your mind what is going on in the text you are reading?
8. When you first begin reading, do you skim to get a general idea of the text or do you dive straight into detail?
9. Do you ever get distracted while you are reading? What distractions make it most difficult for you to read?
10. When you come across a section you don't understand, do you ever go back and reread that section?
11. Do you ever put your reading into your own words?
12. Why do you think people read?

Task 4

Answer the questions:

1. What level should students of the 3th year achieve according to the national curriculum?
2. What level should pupils of the 9th and 11th forms achieve according to the national curriculum?

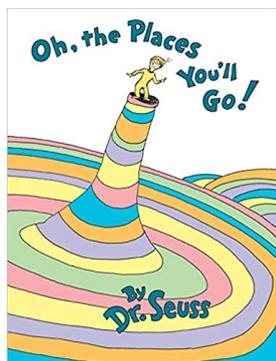
Task 5

Look at the self-assessment grid which illustrates the levels of proficiency described in the Common European Framework of Reference for Languages (CEFR). Which level have you achieved?

A1 I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	A2 I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	B1 I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.
B2 I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	C1 I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	C2 I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.

Task 6

Read this quote by Dr. Seuss, an American children's author. It's from the book *"Oh, the Places You'll Go"*. How do you understand it?



You have brains in your head.

You have feet in your shoes

**You can steer yourself
any direction you choose.**

You're on your own.

And you know what you know.

And YOU are the guy who'll decide where to go.



Dr. Seuss (1990)

Task 7

Answer the following questions:

1. Is reading aloud a reading lesson?
2. Is a reading lesson boring? What can prevent potential boredom?
3. What is reading and what does it involve?

Task 8

The Matthew effect in reading was described by Stanovich (1986) and refers to a biblical parable in Matthew 25:29:

“For to all those who have, more will be given, and they will have an abundance; but from those who have nothing, even what they have will be taken away.”

Can you work out how the Matthew Effect in reading works?

Task 9

What do you think about reading?

What do you think about the following statements? Put yourself on the scale following each statement.

1. **Although in everyday life we listen and speak more than we read and write, reading is power.**
Agree _____ Disagree
2. **All English language learners, regardless of their native language literacy, need direct teaching in the English symbol system and in English sound-symbol correspondence.**
Agree _____ Disagree
3. **Reading instruction needs to be planned as a process over time.**
Agree _____ Disagree
4. **Learner needs assessment is not important; what matters is teaching learners what you know they need to know.**
Agree _____ Disagree
5. **In learning another language, vocabulary is not as important as grammar.**
Agree _____ Disagree
6. **Guessing words from context is an excellent strategy for learning second language vocabulary.**
Agree _____ Disagree
7. **Direct teaching of grammar and syntax (e.g., word order, past tense markers) has no place in the adult ESL reading class.**
Agree _____ Disagree
8. **Even a good text should be supplemented with additional materials to meet student needs.**
Agree _____ Disagree

Session 2: Different purposes for reading

Questions

1. *Reading sub-skills and strategies*
2. *Common reading difficulties and how to overcome them*
3. *Graphic organisers*
4. *Instructional approaches and strategies for teaching reading.*
5. *What is the difference between skills and strategies?*
6. *Is reading for global understanding a skill or a strategy?*
7. *What is a strategy-based instruction?*

Key Terms

process-based approach
product-based approach
sub-skills approach
skim reading
scan reading

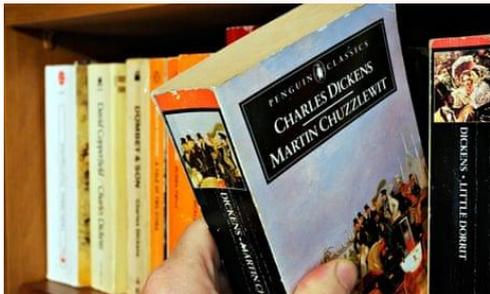
Task 1

Why do people read? Read the article. To what extent do you share Andy Miller's ideas?

We are losing the art of reading

Andy Miller

The pleasures of reading involve patience, solitude and contemplation, but we rush to consume content effortlessly



The fact is that when reading a book there is no substitute for reading a book. The experience led me to conclude that although we love to argue about books, acquire them, express strong opinions about *The Goldfinch*, etc, etc, more than ever we seem to be losing the knack of reading them.

In a New York Times blog, Karl Taro Greenfield talked about "faking cultural literacy". "What we all feel now is the constant pressure to know enough, at all times, lest we be revealed as culturally illiterate," he writes. "What matters to us, awash in petabytes of data, is not necessarily having actually consumed this content first-hand but simply knowing that it exists."

Greenfield is clearly on to something, but this is not an entirely new phenomenon. Book lovers habitually accumulate more than they can actually read. As Schopenhauer noted 150 years ago, "One usually confuses the purchase of books with the acquisition of their contents." And after drawing up a list of potential titles – which, incidentally, did not include *To Kill a Mockingbird* or *Of Mice and Men*, because I was made to study them at school years ago – I realised I had inadvertently self-selected a series of books which, at various points in my life, I had lied about having read. A number of people have privately admitted to me they do the same.

The traditional pleasures of reading are more complex than just enjoyment. They involve patience, solitude, contemplation. And therefore the books that are most at risk from our attention and integrity deficits are those that require a bit of effort.

Reading is a broad church. But it is still a church. It might behove the congregation to bow its head occasionally in silent contemplation.

<https://www.theguardian.com/commentisfree/2014/jun/08/art-reading-pleasures-content-books>

Task 2

Read the text. What is not mentioned in the text?

Choose one option:

- 1) the importance of building learners' confidence as readers
- 2) reading beyond sentence level
- 3) reading aloud
- 4) the way texts are structured

Some assumptions

There are a number of considerations to be borne in mind when producing or using reading comprehension exercises.

1 Until very recently materials have concentrated on the sentence and units smaller than the sentence. This is still very largely true. It was assumed that a text was a succession of separate sentences thematically related and that it was necessary merely to deal with the structure and meaning of the sentences.

But, if reading is to be efficient, the structure of longer units such as the paragraph or the whole text must be understood. It is no good studying a text as though it were a series of independent units. This would only lead the students (a) to become dependent on understanding every single sentence in a text, even when this is not necessary to fulfil their reading purpose, with the result that they would tend to read all texts at the same speed and (b) to be reluctant to infer the meaning of sentences or paragraphs from what comes before or after.

2 It is clear, as a consequence of (1), that one should start with global understanding and move towards detailed understanding rather than working the other way round. The tasks given to begin with should be of a more global kind – within the competence of the students. Gradually, as they read more fluently and get the gist of a text more easily, a deeper and more detailed understanding of the text can be worked toward. Similarly, when constructing reading comprehension exercises on a given text, it is always preferable to start with the overall meaning of the text, its function and aim, rather than working on vocabulary or more specific ideas.

This treatment is important because:

- a) It is a very efficient way of building up the students' confidence when faced with authentic texts that often contain difficult vocabulary or structures. If the activity is global enough (e.g. choosing from a list what function a text fulfils) the students will not feel completely lost. They will feel that at least they understand what the text is about and will subsequently feel less diffident when tackling a new text.
- b) It will develop an awareness of the way texts are organized (e.g. stating the main information and developing it, or giving the chronological sequence of events). It is this awareness of the general structure of a passage that will allow the students to read more efficiently later on.
- c) By starting with longer units and by considering the layout of the text, the accompanying photographs or diagrams, the number of paragraphs, etc., the students can be encouraged to anticipate what they are to find in the text. This is essential in order to develop their skills of inference, anticipation and deduction.

Task 3

- How did you read the texts above?
- Why did you read in this way?
- What helped you do the task in a very short time?
- What was your reading purpose?

Task 4

Match reading skills to the definitions.

inferring *skimming* *scanning* *extensive reading* *intensive reading*

_____ is reading a text quickly to pick out specific information.

_____ is reading to extract specific information, reading for detail and remembering facts.

_____ is reading a text quickly to get a general idea of what it is about.

_____ is deciding how a writer feels about something from the way that they write rather than the words they use.

_____ is reading for pleasure, mainly involving global understanding

Task 5

For each question, choose the best answer.

Read all about it!

a You come across an article about a film you've just seen and you want to know if the writer enjoyed it as much as you did. How do you read it?

- 1 By looking for individual words and/or numbers.
- 2 By looking for any vocabulary that is unknown to you and checking it in a dictionary.
- 3 Quite quickly to get a general idea of the writer's opinion.



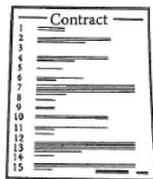
d You want to know what time the next train home is. How do you read your local train timetable?

- 1 From the beginning until you find the relevant page.
- 2 By flicking through the pages to locate the specific piece of information you need.
- 3 Quickly to find out the different places the timetable refers to.



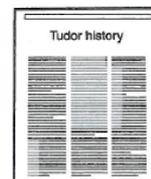
b You have just received a contract for a new job. Before you sign it, how do you read it?

- 1 Very thoroughly, focusing in detail on all the information in the contract.
- 2 Intensively looking for spelling or punctuation mistakes.
- 3 By scanning to count the number of clauses in the contract.



e You are doing some research into different viewpoints of a key historical event. You come across an article by an unknown writer. How do you read it?

- 1 Quite quickly to look for any facts.
- 2 By searching the text, looking for any difficult words.
- 3 Quite carefully to find out whether you can detect any political bias.



g A newspaper article you are interested in includes a few words you don't know the meaning of. How do you read it?

- 1 Stopping and starting to look up each new word in a dictionary.
- 2 At a normal rate, trying to guess the meaning of the new words.
- 3 At a normal rate, skipping the sentences that contain difficult words.



Task 6

Match the reading sub-skills below with the answers to Task 2.

- *skim/gist reading*
- *reading to infer textual meaning*
- *close reading*
- *scan reading*
- *reading to infer vocabulary meaning*

Task 7

For questions 1-5, match the instructions with the ways of reading listed A-F. There is one extra option which you do not need to use.

Ways of reading

- | |
|------------------------------------|
| A reading for specific information |
| B reading for detail |
| C reading for gist |
| D intensive reading |
| E deducing meaning from context |
| F extensive reading |

Instructions

- 1 Find all the words in the story about pets.
 - 2 Read the text. Decide which is the best heading for it.
 - 3 Read the article to find out exactly how the machine works.
 - 4 Finish reading the story at home.
 - 5 Read the poster to find the dates of Annie's, Sam's and Julie's birthdays.
-

Task 8

1. Before reading the text about learning styles, make a note about what you know about them.

2. Look quickly (25 seconds maximum) at the reading text. What is it about?

Learning styles

We all learn in different ways. One theory of learning focuses on the way information is given to learners and refers to visual, auditory and kinaesthetic learners.

- Visual learners respond well to pictures, colours, images. They need to see things to help them learn and remember.
- Auditory learners learn best by hearing things.
- Kinaesthetic learners like movement. They need movement and hands-on tasks to help them learn.

In any class we teach, the learners will have a range of learning styles. This means that to help all of our learners learn we have to use a range of classroom activities and techniques so that different styles of learner are interested and can learn from our lessons.

Adapted from: British Council (2008), Teaching Speaking

3. Quickly look again at the reading text. Which three learning styles are mentioned?
4. Read the text in more detail and answer the following questions:
 - Who is the text written for and how do you know that?
 - What do you think the expression 'hands-on' means? What helped you to guess?
 - In the final sentence what does 'this' refer to?
 - Is the theory outlined commonly accepted as the main theory of learning styles? Does the writer consider it the main theory? Please give reasons for your answer.
 - What is the main point that the writer wants to convey? How do you know that?
 - This is the first part of a text on learning styles. What do you think second part will be about?

Task 9

Reading skills analysis.

Look at the questions in *Task 8* again and think about their purpose. Each one practised one of the reading skills listed in the box below. Match each reading skill to each question. The first one has been done for you as an example.

scanning	inferring	predicting	recognising links	establishing context for reading
	guessing meaning from context		identifying the target audience	skimming
			identifying the main message	

Question	Reading skill
<ol style="list-style-type: none"> 1. Before reading the text about learning styles, make a note about what you know about them. 2. Look quickly (25 seconds maximum) at the reading text on the next page. What is it about? 3. Quickly look again at the reading text on the next page. Which three learning styles are mentioned? 4. Who is the text written for and how do you know that? e. What do you think the expression 'hands-on' means? What helped you to guess? 5. In the final sentence what does 'this' refer to? 6. Is the theory outlined commonly accepted as the main theory of learning styles? Does the writer consider it the main theory? Please give reasons for your answer. 7. What is the main point that the writer wants to convey? How do you know that? 8. This is the first part of a text on learning styles. What do you think second part will be about? 	establishing context for reading

Task 10

Read the sentence below. Answer the questions:

- What does "glockum" mean?
- How did you arrive at this guess?
- What strategy did you use?

Tom decided that he desperately needed some glockum if he were to solve the problem.

Task 11

Read the text and guess the meaning of the highlighted words. Swap those words for ordinary ones.

Jack quickly entered the **didot** and cleaned the various **misturaes** he had been using to repair the **wuipit**. He had often thought that this job was extremely **yullning**. However, he had to admit that this time things seemed to be a bit easier. When he finished, he put on his **reduck** and went back to the study to relax. He took out his favourite pipe and settled into the beautiful new **pogtry**. What a fantastic **schnappy** he made when he had bought the **pogtry**. Only 300 **yagmas**!

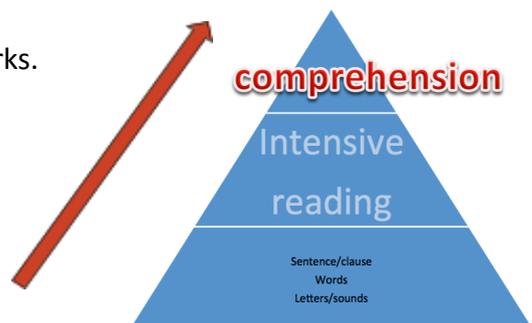
Task 12

Match language learning strategies with their types (O'Malley (1985)):

<ol style="list-style-type: none">1. Metacognitive strategies2. Cognitive strategies3. Socio-affective strategies	<ol style="list-style-type: none">A. Cooperating/sharing ideas (cooperative learning)B. Clarifying informationC. Self-talk for motivationD. Asking questionsE. Evaluating one's own learning style and learning needsF. Planning for an activity/assignmentG. Monitoring progressH. Evaluating the effectiveness of toolsI. Using resources and instructional toolsJ. Note-takingK. RepetitionL. Using imageryM. Making inferences (guesses)N. Identifying key words
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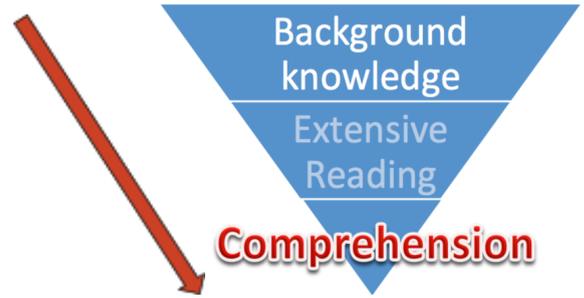
Task 14

Explain how the bottom-up approach to reading works.



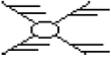
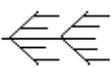
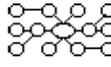
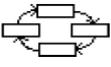
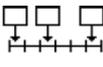
Task 13

Explain how the top-down approach to reading works.



Task 14

Identify the function of the following graphic organizers and choose example activities.

design	function	example activities
	spider	
	fishbone	
	cluster or cluster	
	cycle	
	continuum	
	venn diagram	

Functions	Activities
<ul style="list-style-type: none"> ● cause-and-effect factors associated with a complex topic ● adding more details to a single topic ● recurring cycle of events, with no beginning and no end ● topic with a definite beginning and end and a sequence in between ● a network of ideas based on a stimulus ● similarities and differences 	<ul style="list-style-type: none"> ● comparing a book and the film of the book ● organising a party ● effects of banning smoking from public places ● brainstorming ● important events in life ● life cycle of a butterfly

Session 3: Tasks and activities for teaching reading skills

Questions	Key Terms
<ol style="list-style-type: none">1. <i>A basic methodological procedure of a reading lesson</i>2. <i>Pre-reading skills and activities</i>3. <i>While-reading skills and activities</i>4. <i>Post-reading skills and activities</i>5. <i>Integrated skills lesson + language work</i>6. <i>What is the difference between listening in the lesson and the listening lesson?</i>7. <i>What is integrated listening?</i>8. <i>What are some ways to help learners activate schema?</i>	

Task 1

Below is a description of an activity used by a teacher. The teacher is trying to develop students' reading skills. The activity wasn't successful. Read the description and

- explain why you think the activity was not very successful in developing students' reading skills
- describe one activity that you think would develop those skills.

The teacher explained that the text was about looking after the environment. The text was handed out and each student was asked in turn to read parts of the text aloud. They were all able to do this. Then the teacher asked some questions about the content of the text. Only one or two students were able to give an answer. One student said that he hadn't understood anything in the text and most of the other students agreed.

Task 2

Look at the reading sequence from a coursebook. Think of ways to adapt it...

- to make it easier
- to make it more challenging
- to make it more personalised
- to make it longer
- to make it shorter
- to focus on grammar

Task 5

Imagine you are going to teach a reading lesson. Look through the reading sequences from coursebooks. Describe the procedure, identify the purpose of each task. Analyse the reading tasks through the following questions:

1. *Are there tasks for learners before, during and after reading?*
2. *What reading skills do the tasks practise?*
3. *How could you adapt and/or supplement the tasks to match your learners' needs?
Are there any techniques that you could use and try out?*

6 READING & SPEAKING

- a In pairs, answer the questions. Give as much information as you can.
- Think of two people you know personally or have heard of who are very rich. Did they...?
 - earn their money (how?)
 - inherit their money (who from?)
 - win it (how?)
 - If they earned their money, was it because...?
 - they were very lucky
 - they worked very hard
 - they had a special talent
- b Now read an article about a millionaire. How did he become so rich? Why is his success surprising? How did he make his daughter proud of him?
- c Now read the article again and number the events in the order in which they happened.
- He became a millionaire again.
 - He learnt to read and write.
 - He lost all his money.
 - He sold old clothes in the market.
 - He opened a department store.
 - He won an important prize.
 - He opened a small clothes shop.
 - He became a millionaire.
 - He sold clothes in the market again.
 - He wrote his autobiography.
 - His shop was on the front page of a newspaper.
- d What do you think you can learn from Jeff's story?
- e Look at the **highlighted** words and phrases related to money and business. With a partner, try to work out the meaning from the context.
- f Complete the questions with one of the **highlighted** words and phrases. Then ask and answer the questions with a partner.
- When was the last **recession** in your country? How long did it last (has it lasted)?
 - Do you know anybody who works as a _____? What does he (she) sell? Does he (she) enjoy his (her) job?
 - If you were completely _____, who would you ask to lend you some money?
 - Have you ever bought something the first day it _____? What?
 - Do you know anybody who has _____ on their own? Is it successful?

THE MILLIONAIRE WITH A SECRET



Jeff Pearce was a successful businessman – but he had a secret: he couldn't read or write.

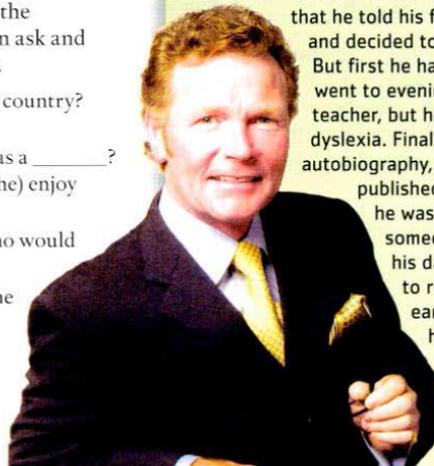
His name is not really Jeff. His mother changed it because he could never spell his real name, James, and she thought Jeff was easier.

Pearce was born in Liverpool in the 1950s, in a very poor family. At school, all the teachers thought he was stupid because he couldn't learn to read or write – at that time, not many people knew about dyslexia. But there was something that he was good at: selling things. Pearce's first experience as a **salesman** was when he was a boy, and he and his mother used to go door-to-door asking for old clothes that they could sell in the market. He instinctively knew what people wanted, and it soon seemed that he could **make money** from anything. His mother always believed in him and told him that one day he would be successful and famous.

In 1983, when he already owned a small **boutique**, he decided to invest £750 in leather trousers, and to sell them very cheaply in his shop. 'It was a bit of a **gamble**, to tell you the truth,' he says. But Liverpool loved it, and there were photos of shoppers sleeping in the street outside his boutique on the front page of the local newspaper. The first day the trousers **went on sale**, the shop took £25,000. Jeff became a **millionaire**, but later he lost most of his money in the **recession** of the Nineties. He was almost 40, and he was **broke** again. He even had to go back to selling clothes in the market. But he never gave up, and soon he **set up a new business**, a department store, called *Jeff's*, which again made him a millionaire.

However, success didn't mean anything to Jeff because he still couldn't read or write. Even his two daughters did not realize that their father couldn't read. When one of them asked him to read her a bedtime story he went downstairs and cried because he felt so ashamed. At work he calculated **figures** in his head, while his wife Gina wrote all the **cheques** and read **contracts**.

In 1992 Pearce was awarded a Businessman of the Year prize for the best clothes store in Liverpool. It was at this moment that he told his friends and colleagues the truth, and decided to write a book about his experience. But first he had to learn to read and write. He went to evening classes, and employed a private teacher, but he found it very difficult because of his dyslexia. Finally, with the help of a ghost-writer*, his autobiography, *A Pocketful of Holes and Dreams*, was published, and became a best-seller. Recently, he was woken in the middle of the night by someone knocking on his front door. It was his daughter to whom he hadn't been able to read a bedtime story all those years earlier. She had come to tell him that she had just read his book. 'Dad, I'm so proud of you,' she said – and burst into tears in his arms.



*A ghost-writer is somebody who writes a book for another person



1 READING

- a If you are waiting to check in at the airport and you change queues, what will usually happen?
- b Read the first two paragraphs of the article and check. Who was Murphy? What is his 'Law'?
- c Now look at the eight examples of Murphy's Law in the article and match them with sentences A–H.
 - A your flight will be delayed.
 - B you will spill wine or coffee on it.
 - C you will find a parking space right in front of it.
 - D all the traffic lights will be red.
 - E will have a problem with their credit card.
 - F they will already have a partner.
 - G there will be a hyperactive five-year-old in the seat behind you.
 - H it will work when the shop assistant tries it.
- d Do any of these things or things like this often happen to you?

2 GRAMMAR *if + present, will + infinitive*

- a In pairs, cover A–H and look at 1–8 in the text. How many of the Laws can you remember?
- b Look at the sentences again. What tense is the verb after *if*? What form is the other verb?
- c ➤ **p.140 Grammar Bank 8B.** Learn more about the first conditional and practise it.
- d In pairs, complete these Murphy's Laws.
 - 1 If you find something in a shop that you really like,...
 - 2 If you stop waiting for a bus and start walking,...
 - 3 If you call a telephone company helpline,...
 - 4 If you leave your mobile phone at home,...
 - 5 If you lose a glove and buy a new pair,...
- e Compare your laws with other students. Do you have the same (or similar)?



IT ALWAYS HAPPENS!

If you are in a check-in queue and you change to another queue which is moving more quickly, what will happen? The queue you were in before will suddenly start moving faster. What will happen if you take your umbrella because you think it's going to rain later? It won't rain, of course. It will only rain if you forget to take your umbrella. These are examples of Murphy's Law, which says, 'If there is something that can go wrong, it will go wrong'.

Murphy's Law took its name from Captain Edward Murphy, an American aerospace engineer from the 1940s. He was trying to improve safety for pilots flying military planes. Not surprisingly, he got a reputation for always thinking of the worst thing that could happen in every situation. Here are some more examples of Murphy's Law.

AIR TRAVEL

- 1 If you get to the airport early,...
- 2 If you want to sleep on the plane,...

SHOPPING

- 3 If you are in a hurry, the person in front of you...
- 4 If you take something that doesn't work back to a shop,...

DRIVING

- 5 If you're late for something important,...
- 6 If you park a long way from a restaurant,...

SOCIAL LIFE

- 7 If you are single and you meet somebody at a party who you really like,...
- 8 If you wear a new white shirt or dress,...

4 SPEAKING

- a Read the music questionnaire. Complete the questions with *are* or *do*. Complete question 6 with the names of six musicians / bands you either love or hate.

Music questionnaire

1 _____ you a big fan of a singer or band?
 _____ you a member of a fan club or forum?

2 How often _____ you...?
 • go to concerts or gigs
 • go dancing
 • watch MTV (or other music channels)
 • download music
 • look for song lyrics on the internet
 • sing karaoke

3 How _____ you usually listen to music?
 • on the radio
 • online
 • on your iPod/MP3 player
 • on CDs

4 What kind of music _____ you like listening to when you are...?
 • sad
 • happy
 • stressed

5 _____ you listening to a particular song or piece of music a lot at the moment?

6 What _____ you think of...?

 Male musicians

Female musicians

Bands

Giving opinions

I like him.
 I don't like her.
 I think they're great / fantastic.
 OK / not bad.
 awful / terrible.

- b Take turns to interview a partner with the music questionnaire. Ask for more information. Do you have similar musical tastes?

5 READING

- a Do you play a musical instrument? What? Do you enjoy playing it?
 b Read the article. How is music changing the lives of young people in Venezuela?

Music is changing their lives

Inside the **concert hall** a top **orchestra** is playing brilliantly. Their young **conductor**, Gustavo Dudamel, is one of the best in the world. But we are not in New York, London, or Vienna. We are in Caracas, the capital of Venezuela. The orchestra is the Simón Bolívar Youth orchestra, and its conductor and young musicians come from the poorest families in the country. They are a product of *El Sistema* ('the system' in Spanish), a project started in 1975 to save poor children from crime and drug addiction through classical music.

Today more than 270,000 young Venezuelans from the *barrios* (poor areas in Caracas) are learning to play instruments. They **practise** Beethoven and Brahms instead of learning to steal and shoot. Gisella, aged 11, says 'I am learning the **viola** because I want to escape from the *barrio*. In Venezuela now it's cooler to like Strauss than salsa.' Edgar, 22, who plays in the orchestra, says 'sometimes when we finish late I stay in town – it's dangerous to go home at that time. But now most of my friends are here. We are a family as well as an orchestra.'

Dudamel is now also the Musical Director of the Los Angeles Philharmonic, one of the USA's top orchestras. But he returns frequently to Caracas to conduct. 'I miss my orchestra, but I will never leave them. They're family,' he says.




- c Look at the **highlighted** words. With a partner, guess their meaning.
 d Do you know of any other projects to help poor children?

6 WRITING

► p.113 Writing An informal email. You are going to write a similar email to a penfriend.

7 3 41))) SONG Lemon Tree 🎵

5 LISTENING

- a Have you ever had to make a speech or give a talk or presentation in front of a lot of people? When? Where? How did you feel? Was it a success?
- b Read part of an article about presentation disasters. Which tip from *Top ten tips* below should the speaker have remembered?

PRESENTATION DISASTERS!

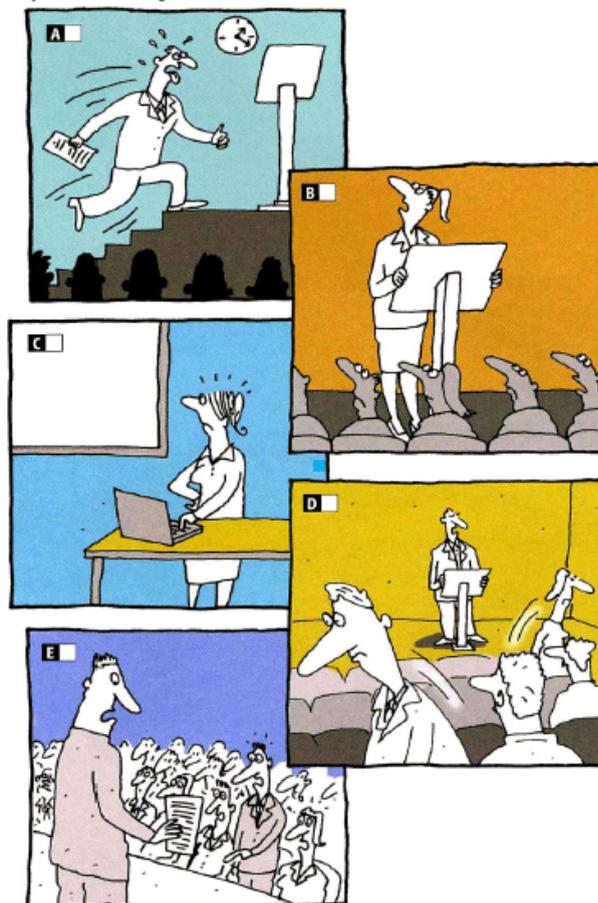
However bad you think your presentation has been, take some comfort from the fact that at least it probably wasn't as bad as these true stories...

A FEW YEARS AGO I had to give a presentation to the Belgian management team of an international IT company. Not wishing to be the "typical American" presenting in English, I had carefully prepared my presentation in French. I intended it as a surprise, so I didn't say anything beforehand. After speaking in French for 45 minutes, I was halfway through my presentation and we had a break for coffee. At this point, the manager of the company came up to me and asked if I would change to speaking in English. "Is my French that bad?" I said. "No," he replied, "it's just that we are all from the Dutch-speaking part of Belgium."

Top ten tips for speaking in public

- 1 Don't make your presentation too long.
- 2 Don't have more than four or five main points.
- 3 Even if something distracting happens, try not to lose your concentration.
- 4 Be careful about telling jokes – they may not be appropriate.
- 5 Always be punctual: start on time and try to finish on time.
- 6 Get to know as much as possible about your audience beforehand.
- 7 Try not to repeat yourself too much.
- 8 Be careful not to speak too fast.
- 9 Practice your presentation beforehand.
- 10 Make sure the equipment you need is in working order before you start.

- c You're going to hear five other people talking about a disastrous presentation. Before you listen, look at pictures A–E. What do you think the problem was?



- d **6.5** Listen and number the pictures in the correct order. Did you guess correctly?
- e Listen again and write 1–5 in the boxes. Which speaker ...?
 - A couldn't understand why nobody found his / her talk interesting
 - B felt very relaxed before his / her presentation
 - C gave the last part of his / her talk very quickly
 - D made the problem he / she had even worse
 - E didn't find out he / she had a problem until the end of the talk
- f Talk to a partner.
 - 1 Would any of the "top ten tips" have helped some of the speakers? Which ones?
 - 2 Which speaker do you think was the most embarrassed?
 - 3 Have you ever been to a talk or presentation where something went terribly wrong?

Session 4: Assessing receptive skills

Questions

1. How can reading/listening comprehension be assessed effectively?
2. Types of assessment
3. Types of tests
4. What are the aims of comprehension questions?

Key Terms

scaffolding
achievement tests
proficiency tests
progress tests
placement tests
diagnostic tests
summative assessment
formative assessment
subjective assessment
objective assessment
higher-order questions
lower-order questions
gap-fill
distractors

1.

Task 1

Complete the following:

1. Tests are motivating for students. a. Students _____ (rewrite the first sentence)	1 mark
2. The Cambridge FCE, CAE and CPE exams are: (choose one) a) placement tests b) diagnostic tests c) progress tests d) achievement tests	1 mark
3. We test students informally in class all the time. True or false?	2 marks
4. The marking system should be _____ (rely)	1 mark
5. The reliability of the marking system is affected by the _____ given to each section.	5 marks
6. When I was at school I _____ tests.	1 mark
7. be-interesting-do-to-tests-format-and-in varied-should (rewrite using all words)	8 marks
8. One of the biggest disadvantages of testing is _____	10 marks
9. Objective assessment is _____ Subjective assessment is _____	1 mark
10. Which word is spelt correctly? (no dictionaries) accomodation - benefitted - necessary - receipt - business	1 mark

Task 2

Think of 2 examples of tasks we might give our students (e.g. true/false, multiple choice, note taking, questions requiring interpretation), and whether the “assessment” is subjective or objective.

Reading	
Listening	

Task 3

How do you know your students are getting better at listening/reading in the long term? Complete these sentences with some ideas.

1. They are able to listen to....
2. They are able to read....
3. They are able to recognise ...
4. They begin to interact with...
5. They persevere even when...
6. They can understand a wider range of
7. They question the completeness of ...

Task 4

Look at the extracts from a variety of listening tests. What are the advantages and disadvantages of these test types?

a Multiple choice

Choose the correct option.

- 1 Robert says he likes
 - A horror films
 - B all kinds of films
 - C cowboy films
 - D Hollywood films
- 2 Jenny hates
 - A happy endings
 - B sad endings
 - C bad acting
 - D car chases

b True or false?

- 1 The weather in San Francisco is going to be hot.
- 2 Thunderstorms are expected in California.
- 3 The weather is hotter now than it was this time last year.

c Answer the questions

- 1 How many brothers does Mohamed have?
- 2 Where does Mohamed go to school?

d Listen and write a reply

Listen to the phone call. You are the supplier. Write a follow-up letter confirming the delivery of the goods.

e Complete the notes

- 1 Sharks can detect other fish's _____ .
- 2 Lemon sharks grow a new set of teeth every _____ .
- 3 Sharks navigate by sensing changes in the Earth's _____ .
- 4 Some sharks can detect one part of blood in _____ .

Task 5

Read the text and answer the questions

Yesterday I saw the palgish flester gollining begrunt the bruck. He seemed very chanderbil, so I did not jorter him, just deapled to him quistly. Perhaps later he will besand cander, and I will be able to rangel to him.

1. What was the flester doing, and where?
2. What sort of a flester was he?
3. Why did the writer decide not to jorter him?
4. How did she deaple?
5. What did she hope would happen later?

Task 6

1. *Did you have any difficulty in answering the questions?*
2. *Did you understand the meaning of the passage?*
3. *What is it about the questions that makes them answerable despite the incomprehensibility of the text?*
4. *What does this suggest about "comprehension" questions?*

Task 7

Read the text and answer the questions

Yesterday I saw the new patient hurrying along the corridor. He seemed very upset, so I did not follow him, just called to him gently. Perhaps later he will feel better, and I will be able to talk to him.

1. *What was the problem described here?*
 2. *Is this event taking place indoors or outside?*
 3. *Did the writer try to get near the patient?*
 4. *What do you think she said when she called to him?*
 5. *What might the job of the writer be?*
 6. *Why do you think she wants to talk to the patient?*
- How are these questions different from the previous ones?
 - Which question types are more engaging and interesting for the reader?

Task 8

Final assignment

You should devise activities for your learners according to the basic methodological procedure of a receptive skills lesson. How are you going to teach your learners to read? Anticipate problems. Plan a listening lesson. Don't forget that you should develop your learners' top-down and bottom-up skills.

Follow the steps:

- Find a suitable authentic text.
- Decide on which sub-skills you can develop with the help of this particular text.
- Come up with an idea to arouse interest and devise pre-reading tasks.
- Create while-reading tasks
- Plan a suitable post-reading task
- Describe the procedure, aims, level, and age of your students
- Create a worksheet for your students
- Download your work in Google Classroom

Teaching tips

- Use visual aids to establish context and generate interest
- Teach learners to predict text content
- Teach learners to skim the text for the main ideas
- Teach learners to scan the text for specific details
- Teach learners to understand meaning from context
- Pre-teach key vocabulary
- Help learners to understand that they don't need to know the meaning of every new word in the text
- Give learners explanations about reading skills terminology, for example prediction and skimming in their first language

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You're never too cool to learn something new