Who am I?

ELTAM
ENGLISH LANGUAGE TEACHERS' ASSOCIATION
MONTENEGRO

Who am I?

You will need:

- ✓ either sticky notes to write your famous person on and stick it to your forehead
- ✓ or, paper and tape to do the same thing
- ✓ or, print out images of famous people to stick onto people's head
- ✓ or, the game headbands and use them for your famous people

Who am I?

Who am I?

Example questions

1. Am I female/male?
2. Am I alive/dead?
3. Am I a singer / dancer / actor / comedian?
4. Am I on TV?
5. Have I been in a movie?
6. Am I old/young?

About *Reading*

✓ **Reading and understanding the text is a receptive-passive skill. Unlike listening, reading is a skill of written interpretation, which is a basis for everything else.**

✓ This skill can be developed independently, without listening and speaking, but it is mostly developed in parallel. Reading increases vocabulary and thus facilitates listening skills. The way we read something also depends on our goal.

Reading Techniques

- Read-alouds
- Shared reading
- Guided reading

- Buddy reading
- Independent reading

- The teacher reads aloud to the students
- The teacher shares the reading with the students
- The teacher guides the students as they read from their own book
- The students read together in pairs from their own book
- The students read silently to themselves

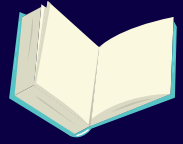# Models for *teaching reading*

Models for teaching reading :
- ✓ **The Bottom-up Model**
- ✓ **The Top-down Model**
- ✓ **The Interactive Model**

Linguistic k...
is us...

Discourses

Discourses
Sentences/
Phrases
Words
Morphemes
Phonemes

Stages of *Reading*

Before Reading
- What will this book be about?
- What does the title tell me?
- What do I already know about the topic?
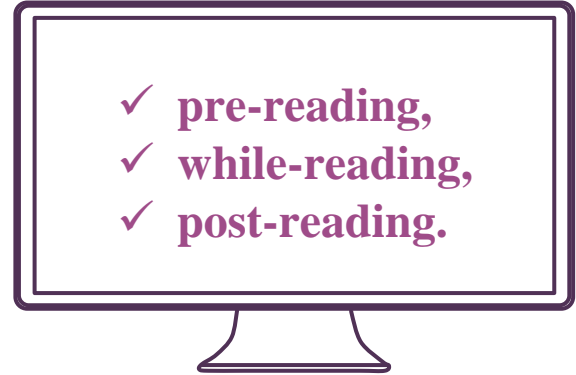- What do I want to learn?

During Reading
- I wonder why...?
- I'm curious about...?
- What would happen if...?
- How...?
- How is the character feeling?
- Does this make sense?
- What do I think will happen next?
- What have I learned so far?

After Reading
- What is my opinion of ____?
- What was the author's message?
- What did I learn?
- Why is this information important?
- What was the main idea?
- What do I still want to know?
- What new words did I learn?
- Why did the author write this?

Made by Kristin Kennedy

✓ pre-reading,
✓ while-reading,
✓ post-reading.

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Pre-Reading

The purpose of pre-reading (also called Lead-in) is to facilitate while–reading activities.

❖ predicting,
❖ setting the scene,
❖ skimming,
❖ scanning

Predicting

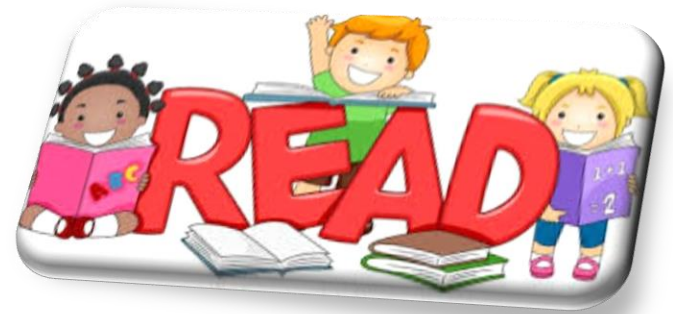**Predicting will get the reader's mind closer to the theme of the text. Ways of predicting:**

- ✓ **predicting based on the title,**
- ✓ **predicting based on vocabulary,**
- ✓ **predicting based on the T/F questions.**

Setting the scene

Setting the scene means getting the students familiar with the cultural and social background knowledge relevant to the reading text.

❑ The culture-bound aspect of the text can start at the beginning with the title.

Skimming

Skimming means reading quickly to get the gist, i.e. the main idea of the text.

Some suggestions:

➢ Ask general questions. e.g. "Why did the writer write the article?"

➢ Ask the students to choose a statement from 3-4 statements.

➢ Ask the students to put subtitles for different parts of the text into the right order.

Scanning

Scanning means to read to locate specific information.
The key point in scanning is that the reader has something in his mind and he or she should ignore the irrelevant parts when reading.

While-reading

While-reading activities focus on the process of understanding rather than the result of reading.

- ○ **Information transfer activities**
- ○ **Reading comprehension questions**
- ○ **Understanding references**
- ○ **Making inferences**

Post-Reading

Post-reading tasks should provide the students with opportunities to relate what they have read to what they already know or what they feel.
In addition, post-reading task should enable students to produce language based on what they have learned.

Self monitoring

Comprehension

My name is Carmen. My husband's name is Alfred. Every day I cook dinner. Every day Alfred cooks breakfast. I like vegetables, and Alfred likes meat. When we fix lunch together, Alfred washes the tomatoes and lettuce and I cut them. Then Alfred fries the onions and hamburgers. After that, I put the hamburgers on the buns and add the tomatoes. When Alfred eats his hamburger, he says, "This is delicious."

Words I know/understand

Words I have questions about

Words that are new to me

Words I figured out for myself (optional)

Assessing Reading

- ➤ **Multiple Choice**
- ➤ **True or False**
- ➤ **Multiple Answers**
- ➤ **Sequencing**
- ➤ **Open ended: Modify True or False – Fill in a table, Give reasons,**

- ✓ **Critical reading suggestions:**
  - ❖ **Use evidence from the reading**
  - ❖ **Infer, draw conclusion**
  - ❖ **Author's point of view**
  - ❖ **Answer questions based on images or media**

Once upon a time...
Once upon a time ... That's how all fairy tales begin. And they usually end with the sentence: "and everyone lived happily ever after." Yes, happily, but not for a long time. Fairy tales don't last long, and when they are over, real life begins.
And if you want to find out what happened outside the book and after that wonderful sentence "and everyone lived happily ever after", I will tell you.

Cinderella

We start with Cinderella, the one with the crystal shoe, the Fairy Godmother and the "abracadabra". If you really want to know, Cinderella, after giving birth to three sons, left the prince and opened a beauty salon named after her. The prince is completely broke, because he lost everything due to gambling. In order to pay alimony, he played poker, even gambled away the crystal shoe and, of course, lost. Now he works at the casino as a croupier. He says: "At least I have the consolation to be close to gambling tables."

Little Red Riding Hood

Little Red Riding Hood did not have a happy ending either. If you go to the city centre, you will find her begging together with her dear grandmother, who is 105 years old and is still in excellent health, although she is completely deaf. The wolf is the most satisfied: he lives in a park under the protection of the World Wildlife Fund, which even provided him with a companion, a beautiful she-wolf. They both live in a cave in the mountains and have three cute little pups.

Snow White

After the divorce (oh yes, she got divorced too, didn't you know that?), Snow White returned to live with five dwarves, because two dwarves decided to leave that small and dirty house in the woods a long time ago to live abroad. "How come," they would say, "we work in the mine from dawn to dusk to find diamonds, and we live like beggars ?!" Now they live in Florida in a villa near the big Hollywood stars. However, neither Snow White nor the other five dwarves had a bad luck - Snow White works on a private TV channel where she has her own show, dances and sings songs written and played by dwarves.

Pinocchio

You know how Pinocchio became a boy. Then he grew up and started hanging out with suspicious guys. Now he is a well-known mafia boss. Geppetto died a long time ago, the Fairy with Turquoise Hair married a millionaire, an IT expert. Pinocchio, without the Fairy with Turquoise Hair and Geppetto, enters mafia circles. And his nose? No, it doesn't grow after every lie (otherwise it would be a few kilometres long!), because Don Pinocchio underwent plastic surgery to have a perfect profile.

As you can see, sometimes it's better to say: "And almost everyone lived happily ever after."

Marco Dominici – Undici racconti, B1-B2

Wall of stories

WALL OF STORIES

- Choose a short text. Divide the text into parts and put those parts around the walls of the classroom.
- Divide students in pairs (or groups).
- One student from each group should walk to read the text on the wall. Student should memorise as much as he / she can, return to their partner(s) and retell what they remember.
- Students swap roles when the teacher shouts "Change!" Over several turns they build the whole text.
- The winner is the team that finishes first.
- Students compare their writing with the text and make any corrections.

WALL OF STORIES

ROOM 1
1) Who gathered once upon a time?
2) Why did Generosity have problem to find a right place to hide?
3) Why didn't Madness have to look for Selfishness?
4) Where did Love hide?

ROOM 2
1) What game did they play?
2) Who started to count?
3) Where did Beauty find its shelter?
4) Who was the most difficult feeling to be found?

ROOM 3
1) Who didn't want to take part in the game and why?
2) Who argued about Theology?
3) Who was the first to hide?
4) Why is Love blind?

A tale of love and madness

1

3

2

4

There's a story that tells of the time when every feeling and quality of man gathered together in one place on earth…
When Boredom had yawned for the third time, Madness, asked everyone: Want to play hide and seek? Intrigue raised an eyebrow and Curiosity, not being able to hold back, asked: Hide and seek? How do you play that?
"It's a game in which I cover my eyes and start to count, from one to a million, while the rest of you hide. And when I'm done counting, the first person I find will take my place and continue the game," Madness explained.
Enthusiasm danced, backed up by Euphoria. Joy jumped up and down so much that it convinced Doubt and even Apathy, who never cared for anything. But not everyone wanted to participate, Truth preferred not to hide. Why should he? In the end, they always find him.
Arrogance thought it was a foolish game, though truly what bothered her was that it hadn't been her idea. And, as always, Cowardice, preferred to not take the risk…

A tale of love and madness

A tale of love and madness

"One, Two, Three…" Madness started to count. The first to hide was Laziness, who like always just dropped behind the first rock in the path. Faith went up to the sky, and Envy hid behind Triumph's shadow, who had by her own merit climbed to the top of the highest tree. Generosity couldn't seem to hide. Every hiding spot she found seemed like a wonderful spot for one of her friends. For example, a crystal-clear lake was perfect for Beauty. The hole in a tree was perfect for Shyness.

A butterfly's wings was the best spot for Sensuality. A gust of wind would be magnificent for Freedom. So she wound up hiding on a ray of sunshine. Selfishness, on the other hand, found a great place to hide from the start, ventilated and comfortable, but only for himself. Deceit hid at the bottom of the sea (not true, he really hid behind the rainbow). And Passion and Desire hid within a volcano. And Oblivion…I forgot where he hid…But that's not important.

A tale of love and madness

As Madness counted, Love still hadn't found a place to hide. Everywhere was taken, until he saw a rosebush and decided to hide among the flowers.

"…a million!" counted Madness and begun to search. The first to come out was Laziness, hidden barely three steps away behind a rock. Then she heard Faith arguing with God about Theology, and felt Passion and Desire in the vibrations of the volcano.

She found Envy, and of course then figured out where Triumph was. She didn't even have to look for Selfishness. He came out running on his own, since his hiding spot turned out to be a wasp's nest.

She got thirsty after walking so much and discovered Beauty within the lake. It was even easier to find Doubt, as she was sitting on a fence, not being able to decide where to hide.
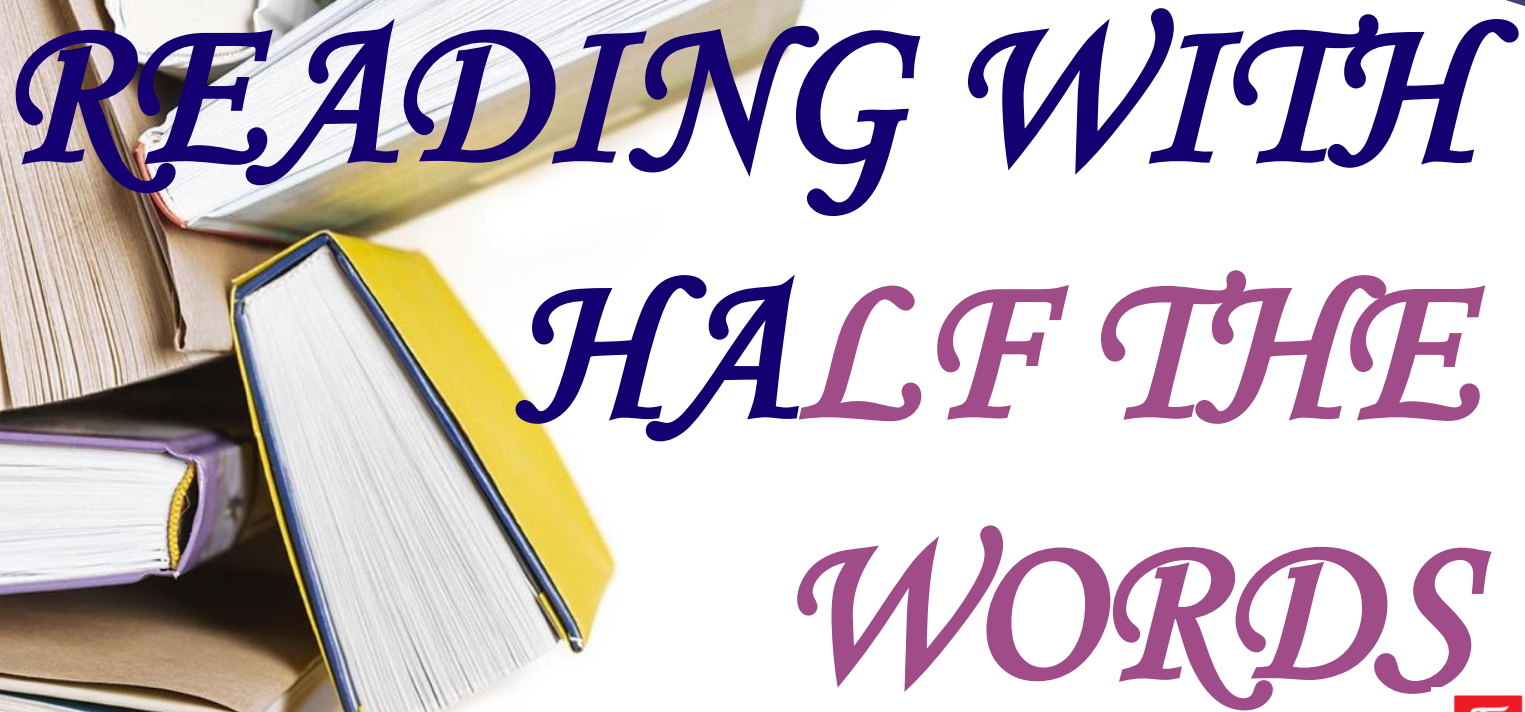
A tale of love and madness

That's how she found everyone…Talent was in fresh grass, Anguish in a dark cave, Deceit behind the rainbow (not true, she was at the bottom of the sea) and she even managed to find Oblivion, that I had forgotten was even playing hide and seek.
However, Love was nowhere to be found. Madness searched behind every tree, under each stream on the planet, at the top of every mountain…And just as she was about to give up, she saw a rosebush and some roses. She grabbed a stick and started moving around the branches. When suddenly, a shout full of pain was heard: the thorns had harmed Love's eyes. Madness didn't know how to apologize. She cried, implored, asked for forgiveness and even promised to be her blind guide.
Since then, since the first time hide and seek was played on Earth…
Love is blind and Madness always accompanies it.

READING WITH HALF THE WORDS

READING WITH HALF THE WORDS

Most students become anxious if they find words they don't know in a reading. This activity demonstrates how much they can understand after reading only 50 percent of the words.

LEVEL: Intermediate – Advanced
AIM: Building confidence in reading ability

Procedure:
1. Choose a short, relatively easy reading passage from the students' book.
2. In class, students fold this page in half from top to bottom. Students can see only the left half of the text.
3. Give them time to read it.

READING WITH HALF THE WORDS

4. In plenary, ask students what they understood. Useful prompts:
   a) Yes/no questions
   b) Short-answer questions,
   c) Open-ended questions.

READING WITH HALF THE WORDS

5. When the class has collectively recalled/guessed as much as they can, congratulate them! Point out that if they can understand so much after reading only half the words, maybe understanding every word is not very important after all. Ask if they are willing to:
   a) try reading without using their dictionaries so often,
   b) read fast sometimes, even if they don't understand everything, and
   c) read easy things in the target language without stopping, just for fun.

Tell them that researchers have discovered that reading a lot will help them improve their language skills fast!

READING WITH HALF THE WORDS

This is Tony. He's a teacher. H
works at the school. He teache

Every day he gets up at half pa
a shower and puts on a shirt an
at seven o'clock. At quarter pa
motorcycle to school.

Tony starts work at eight o'clo
Then, he talks with his student
at nine o'clock. At twelve o'cloc
again in the afternoon. He goes

In the evening, he feeds his go
has dinner at half past six. Th
homework. At ten o'clock, he g

READING WITH HALF THE WORDS

This is Tony. He's a teacher. He's old and a little fat. He works at the school. He teaches English.

Every day he gets up at half past six in the morning. He takes a shower and puts on a shirt and tie. Then he eats breakfast at seven o'clock. At quarter past seven, he rides his motorcycle to school.

Tony starts work at eight o'clock. He cleans the classroom. Then, he talks with his students' parents. He starts teaching at nine o'clock. At twelve o'clock, he has lunch. He teaches again in the afternoon. He goes home at half past four.

In the evening, he feeds his goldfish and he watches TV. He has dinner at half past six. Then he corrects students' homework. At ten o'clock, he goes to bed.

Tic - tac - toe

Fluency Tic – tac – toe

Encourage students to read a section of text to partners in different voices and find the voice that feels right for that excerpt of text. In this way, they are also finding the tone for the text. An example of this can be found in the fluency tic-tac-toe activity. You can modify it anyway you like. This activity includes reading, speaking and acting.

Fluency Tic – tac – toe

I've just had lamb with baked potatoes.

Whisper voice	Scared voice	Monster voice
Mouse voice	Sad voice	Excited voice
Mad voice	Silly voice	Old voice

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Used Resources

✓ **Dominici, Marco (2008)** *Undici racconti*. **Edilingua Pantelis Narin**
✓ **Pollard, Laurel & Hess, Natalie (2015)** *Zero Prep*, **Alta English Publishers, Inc.**

✓ **Links**

✓ **https://www.texthelp.com/resources/blog/improving-reading-comprehension/**
✓ **https://www.teachingenglish.org.uk/article/receptive-skills**
✓ **https://leahcleary.com/10-ways-to-use-qr-codes-to-build-an-interactive-classroom/**
✓ **https://www.icebreakers.ws/medium-group/who-am-i.html**
✓ **https://teachermaterials.weebly.com/fluency.html**
✓ **https://www.youtube.com/watch?v=FoSIFz6HzyM&t=3s**
✓ **https://www.iedunote.com/reading-techniques**

Thank U 4
being with us

Q & A