

# Insight into reading

The *small print* and the *big picture*

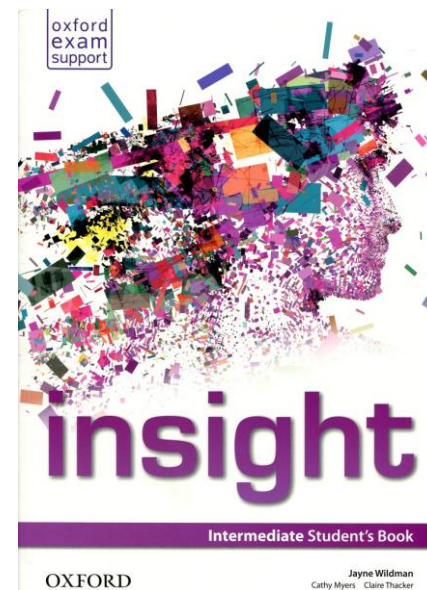
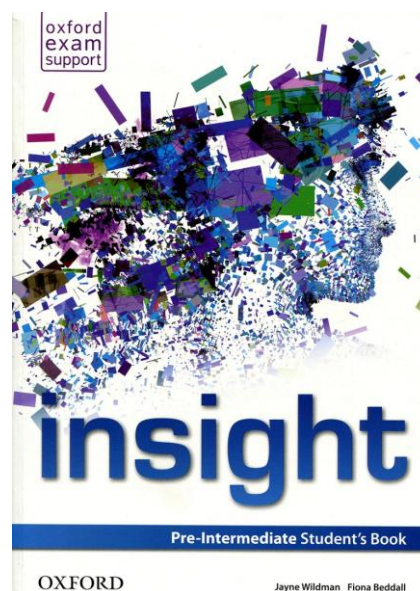
Edmund Dudley

Bern  
May 25, 2013



# In this session

- teenagers and reading
- *intensive* and *extensive* reading
- developing reading skills
- using literature



# Students in the spotlight

What are their strengths and weaknesses?

- Speaking
- Listening
- Reading
- Writing
- Use of English
- Vocabulary
- Pronunciation



# Teaching reading skills

Is it a priority?

How important do you think it is in your teaching?

Extremely  
important

Quite  
important

Not too  
important

# Two kinds of reading



## 4 A right to fight

Reading and vocabulary Disappearing worlds

**1 SPEAKING** Look at the photos and discuss the questions. Then read the text and compare your ideas.

- Have you ever visited an island? Can you name some islands?
- What do you think life is like on the island in the photos? Think about the climate, food, work and free time.

**2 Read the text again and choose the correct answers.**

- Why is John Salike sad?
  - He regrets his childhood.
  - He misses friends from his community.
  - He doesn't want to leave the island.
  - He can't hear the sea at night.
- What do people do on the island?
  - Men and women do similar work.
  - They have frequent contact with the outside world.
  - They use a lot of electricity.
  - They try to provide their own food.
- What first impressions of the island does the writer give?
  - Life on the island is very simple.
  - People on the island are unhappy.
  - Islanders need more help from the outside world.
  - It's difficult for islanders to live there.
- Which of these things is **not** a problem for the islanders?
  - Fresh water shortages.
  - More risk of illnesses.
  - A poor food supply.
  - Too many people.
- What might happen when the islanders relocate?
  - There won't be enough food and shelter.
  - People will forget Carteret traditions.
  - They won't be able to communicate.
  - They won't be able to find work.
- How have people helped the islanders?
  - They have built them new homes.
  - They have supported the younger generation.
  - They have tried to protect their traditions.
  - They have researched climate change.

**3 SPEAKING** Work in pairs. Discuss the questions.

- What did you learn about Carteret culture?
- Did any of the challenges the islanders face surprise you?

**4 The environment**

**4 Study the highlighted words in the text and match them to definitions 1-9.**

- to stay alive, despite difficult conditions
- when water destroys something
- to move to another place
- to disappear forever
- to leave a place because of danger
- destroying something
- to protect something for the future
- poisoning and making something bad
- to affect a larger area or a bigger group of people

42 A right to fight

### Island story

When I was a little boy, I loved to go fishing in the sea with my spear, says John Salike, sadly. When I leave the island, I'll lose the sea and the happiness of this place. I'll miss the sound of the waves at night ... I won't hear it any more.

John is a fisherman from the Carteret islands in the South Pacific, an idyllic sea-circle of white sand, palm trees and crystal clear waters. Each day, he goes out in a canoe to catch fish for his family, while his wife looks after the children and grows vegetables in their garden. The family lives in a wood hut with sand floors and they don't use much electricity, so when the sun goes down, it is usually time for bed. This peaceful, underdeveloped place has a tiny population and only one contact with the outside world – a ship which brings supplies from Bougainville, a large island 86 km away. But all this is about to change, because John, along with 3,000 other people, is leaving his island home. The question is, why?

Take a closer look at the islands and the reason becomes clear. The Carterets are the victim of global warming. High tides often flood across the villages and **wash away** people's homes.

Salt water from the sea is **overflowing** into vegetable gardens and **destroying** fruit trees. It's **contaminating** the fresh water supply, too. Islanders are struggling to **survive** on coconut milk and fish, and children are suffering from

intensive

extensive

5

Professional Development



# Intensive reading

When do we do it in real life?

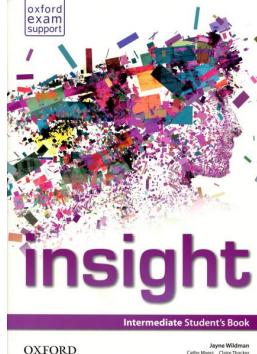


a specific goal

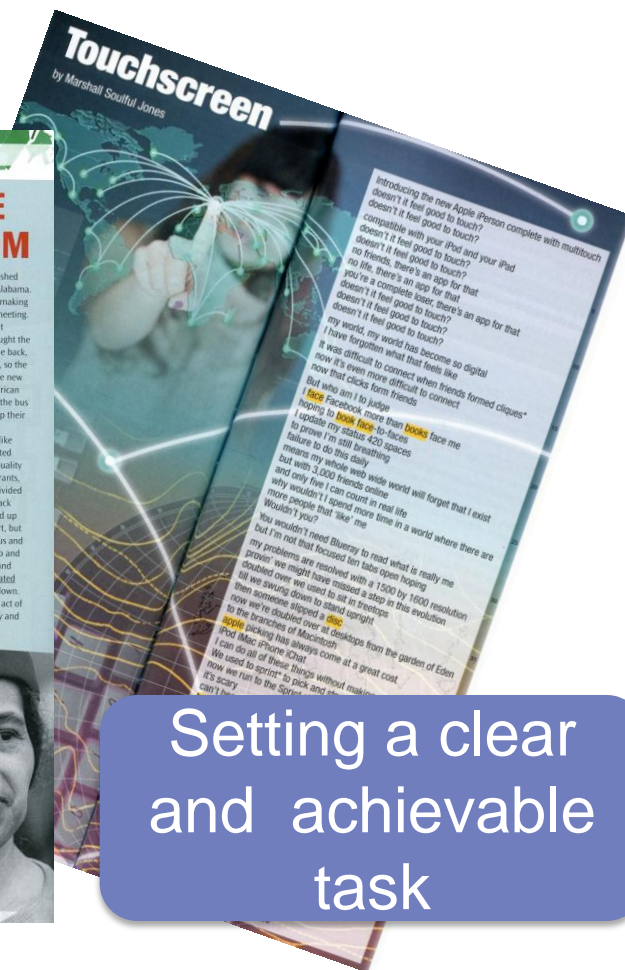
to get  
information

real-life needs

## 7



## Professional Development



# Setting a clear and achievable task



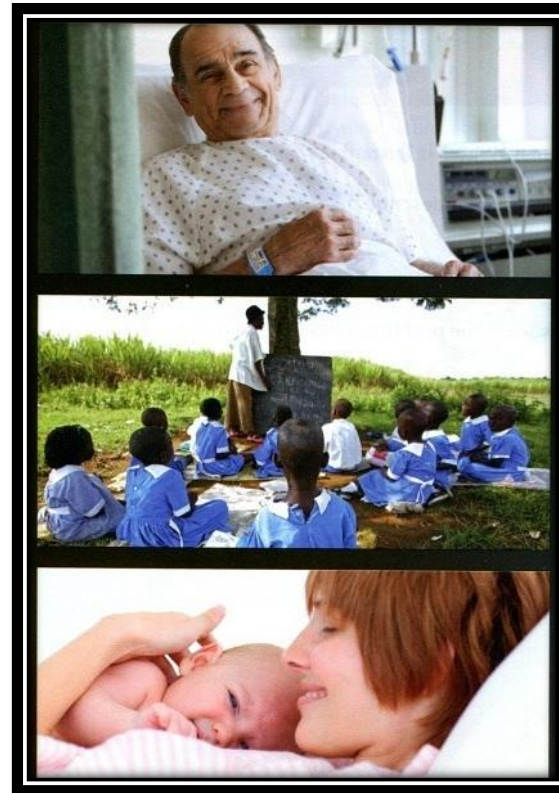
# Before reading

## Anticipating content



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Who are these people? What do they have in common?





# Truncated texts

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# What is the text about?

# What is the actual title of the text?

# FE IN A DA

**do you love? What do you fear? What do you want to see in the future?** These are the questions from the film **Blackout**. These are the questions from the film **Blackout**. Director Kevin Macdonald asked people around the world to answer the questions and send in a video of their life in a typical day. He was interested in creating a film of the world, a digital time capsule for the future. In July 2010, people from Africa, Europe, Asia, and Australia recorded events on their mobile phones and digital cameras and uploaded the videos to YouTube. Altogether there were 81,000 videos and 100 hours of footage. It took Macdonald and his team seven weeks to make them into a film.

**1 SPEAKING** Which of these things might influence you to buy a product? Put them in order from 1-5.

- a TV advertisement ■ a celebrity ■ a special offer
- a friend's recommendation ■ a review on a blog

1. a special offer
2. a celebrity
3. a TV advertisement
4. a friend's recommendation
5. a review on a blog

1. Friend's recommendation
2. Special offer
3. a review on a blog
4. TV ad.
5. celebrity

1. a special offer
2. a friend's recommendation
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5. a review on a blog


# Developing reading skills

## Predicting answers – does it help?



### 2 Read the text and choose the correct answers.

- 1 The girl in the café
  - a is being sold something.
  - b has the same conversation with a different boy.
  - c is working with the boy.
  - d will probably buy the computer game.
- 2 The tourist in the street wants
  - a someone to help them.
  - b to help someone.
  - c to advertise something.
  - d to give something away.



## The influencers

Imagine this: you are in a café when you hear a teenage boy talking about a new computer game. He's explaining its amazing features to a girl and the girl wants to know where she can buy it. Nothing unusual, you might say, until after fifteen minutes, the boy and girl move to another café and have an identical conversation. On your way home, a 'tourist' in the street asks you to take a photo with their camera. You do and, afterwards, they tell you how they bought the camera recently and how it's **on special offer**. New friend or fraud? Welcome to the world of stealth marketing. You may say you haven't met a stealth marketer yet, but that's the point. The chances are that you have.



# Engaging with the text



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- 3 SPEAKING** Work in pairs. Answer the questions.
- 1 What examples of stealth marketing are there in the text?
  - 2 What do you think about stealth marketing? Is it dishonest? What if the product is genuinely good?
  - 3 Would you like to be a stealth marketer? Why / why not?

Make students  
**respond** to texts

Encourage them to  
think critically.

- 7 SPEAKING** Work in groups of three. Discuss the statements. Do you agree or disagree with them? Why / why not?
- 1 'Stealth marketers like Tanya create problems for teens who can't afford designer goods.'
  - 2 'All advertising campaigns are dishonest, not just stealth marketing ones'

# Checking understanding

## Paraphrasing

Stealth\* or 'word of mouth' marketing isn't like normal advertising. We can recognize adverts on billboards or in **glossy magazines**, but it's difficult to spot stealth marketing – it just tricks us. Studies have shown that people are more likely to trust a person on the street, who they think is giving free advice, rather than an advert. In fact, in a recent poll of teenagers, only 5% believed adverts, compared with 52% who trusted their peers.

# Paraphrase the extract...

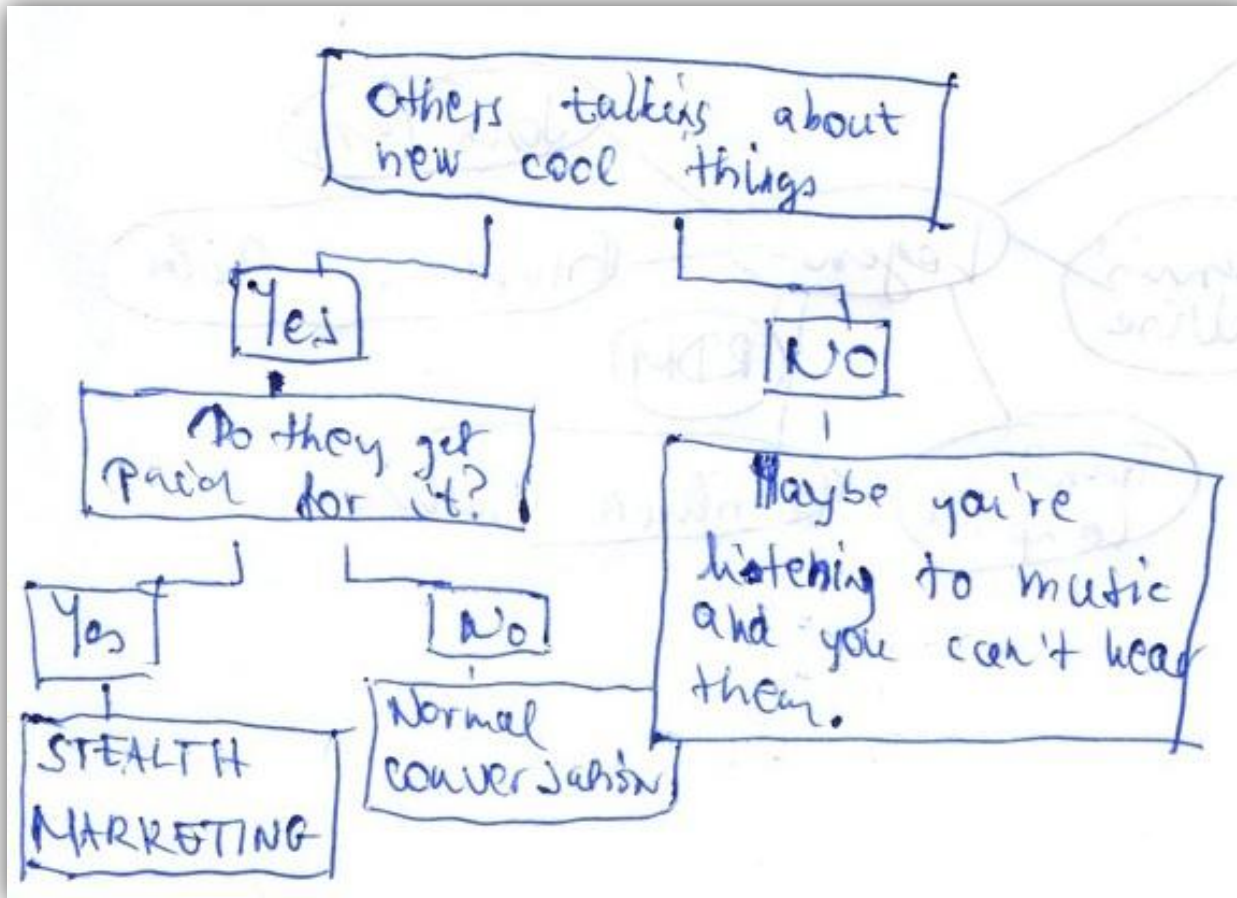
...in clear, simple English

Stealth marketing is a process where strangers are talking about ~~for~~ products for example chocolate and they say loudly how good that chocolate is. People who are listening to a similar conversation are influenced by hearing things. They believe in people, because they think that they are saying the truth to their friends.



# Paraphrase the extract...

...in clear, simple English



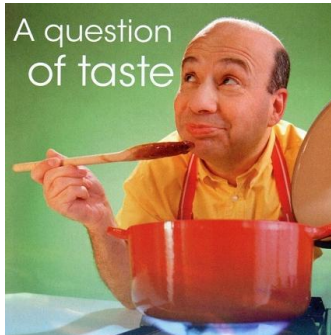
# Detect or differentiate?

## Understanding words in context



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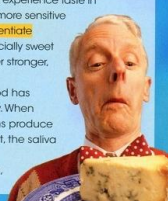
A question of taste



A They're often green, they can be crunchy, soft, cooked or raw and food experts insist they're highly beneficial to your health. What are they? Vegetables. If you're not entirely convinced by what they say, don't worry. There's a good reason for this: according to scientists, young people's taste buds, the small points on your tongue that detect the taste of food, are not ready for the bitter taste of some vegetables. Our taste buds develop as we get older meaning that we might view cabbage and spinach more favourably, but young people's mouths prefer sweet food. In fact, it's not just young people that like sweet-tasting food. Most of us do, just like our prehistoric ancestors. They ate a lot of sweet fruit because it was widely available and easy to notice on trees and bushes, and it was a good source of energy. They also realized that they had to be exceptionally careful with plants that had a bitter taste, since they were often poisonous.

B So, apart from bitter and sweet, what other tastes can we detect? You might be surprised to learn that our taste buds can only distinguish two more: salty and sour. When we reach our early teens, we start to prefer sour things to sweet things. However, recent studies have shown that girls and boys experience taste in different ways. Girls have more sensitive taste buds and can differentiate flavours more easily, especially sweet and sour, while boys prefer stronger, more extreme flavours.

C For everyone, though, food has to be wet for it to be tasty. When we smell food, our mouths produce saliva and when we eat it, the saliva transports its taste to our taste buds. Without saliva, some food would have



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- 3 A two-week old baby can differentiate / realize between sweet, sour and bitter tastes, but they can't view / detect the taste of salt until they reach four months.

# Extensive reading

## Reading for pleasure

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# Extensive reading

When do we do it in real life?

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to switch off

to browse

for fun

# Challenges and obstacles

A 16 year-old student confesses

Normally I don't read too much, and I know I should spend more time reading books than sitting in front of the computer. Unfortunately there's always something that is just more exciting than to sit down with a book and a tea.

What about your students?

## Do they read in English?

R→  
R/S/W/L





# The benefits of extensive reading

“...research demonstrates that students who read extensively also make gains in overall language proficiency.”

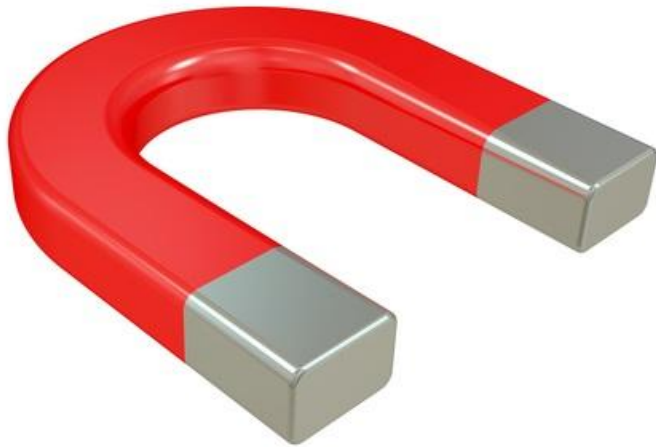
Richard R Day



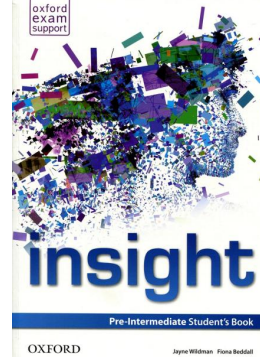
# Getting students to read

## Magnet and hook

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# Magnet and hook Images



Can you guess the title?

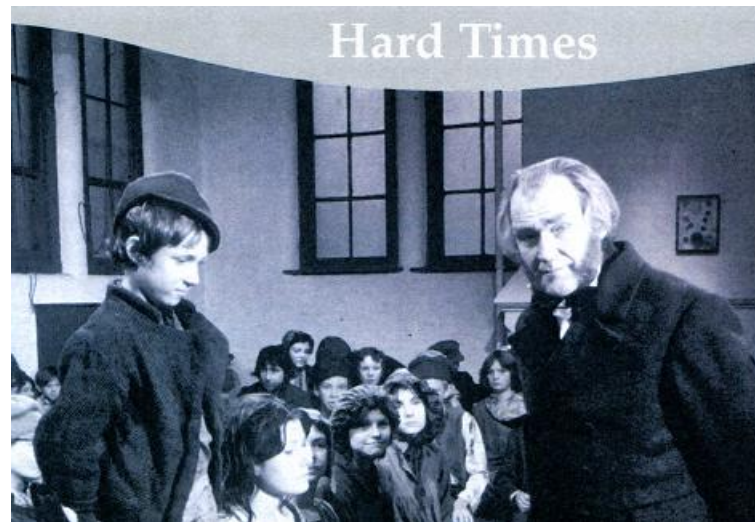
- a.) *Oliver Twist*
- b.) *David Copperfield*
- c.) *Hard Times*





# Magnet and hook

## Images and text

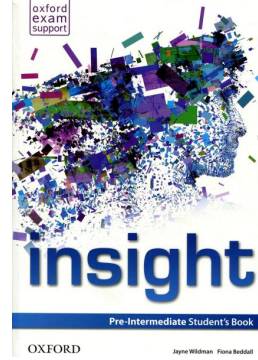


**A** 'I hear that you are doing very well, Mr Malone,' he said, in his kind Scottish voice. 'You have written some very good pieces for us.'  
'Thank you,' I answered.  
'Now, how can I help you?'

**B** 'Very good, Bitzer. You must not have anything which you cannot, in fact, see in the real world – no horses on your walls, no flowers on your floors. Facts, only facts!'

# Magnet and hook

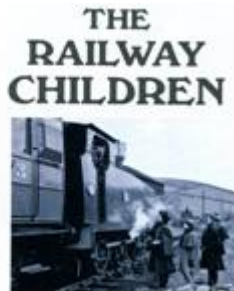
## Extract and title



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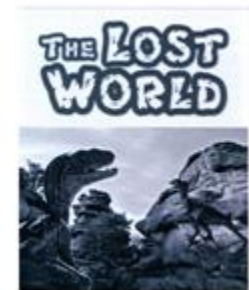
A



B



C

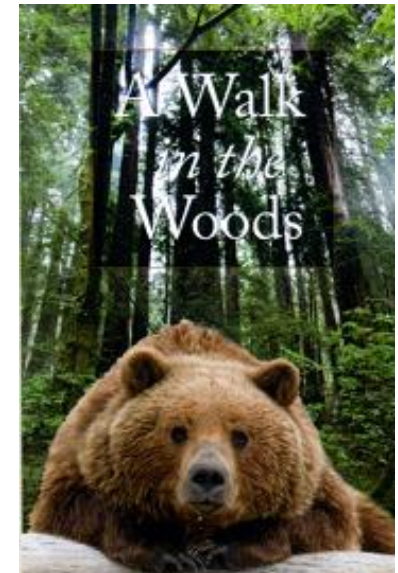


# Exploiting texts



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15 Bear!  
I sat bolt upright. Instantly, every neuron  
in my brain was awake and dashing around  
frantically, like ants when you disturb their  
nest. I reached instinctively for my knife, then  
20 realized I had left it in my pack, just outside  
the tent. (...)





# Focusing on accuracy

## Dictogloss

- Remove the text from view
- Dictate it quite slowly
- Students listen and take notes
- Repeat it
- Students try to re-construct the text from their notes
- Compare with the original

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# Creative writing activity

## A senses poem

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When I am in the forest,

I see...

I hear...

I smell...

I taste...

I feel...



# Focusing on accuracy

## Translation



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### Junk Food Heaven

There were two hundred types of breakfast  
20 cereal. The most immediately interesting was  
a cereal called Cookie Crisp, which tried to  
pretend it was a nutritious breakfast but was  
really just chocolate chip cookies that you put in  
a bowl and ate with milk. Brilliant. I grabbed\* a  
25 box and rushed\* back to the trolley.

Translate from English into L1

\*wait\*

Translate back from L1 into English



# Combining business and pleasure?

## A workable compromise

- Literature insight
- In the workbook
- Use flexibly
- Language focus
- Skills extension



### Literature insight 1 *Huckleberry Finn* – Mark Twain

#### BEFORE YOU READ

- 1 Read about Mark Twain. What happened at the time of his birth and death?
- 2 Read the background to the story on page 85. Why are Jim and Huckleberry leaving Jackson Island?

#### About the author

**Mark Twain** (real name Samuel Langhorne Clemens)  
**Born:** 1835 in Missouri, USA  
**Died:** 1910

**Important works:** *The Adventures of Tom Sawyer* (1876), *The Prince and the Pauper* (1881), *The Adventures of Huckleberry Finn* (1884)

**Did you know?** Mark Twain is sometimes called 'the father of American literature' because he was one of the first American authors to write popular stories about ordinary people in the United States. He is also famous for his sense of humour and amusing sayings, like 'When I was younger I could remember anything, whether it happened or not'.

Mark Twain had several jobs before he became a writer. At first he was a printer, then he worked on boats and he even tried gold mining. He took his pen name, Mark Twain, from an expression used by boatmen on the Mississippi river. They shouted 'mark twain' to tell others that the water was deep enough for a boat to sail through.

He was born at a time when people could see Halley's Comet in the sky. This happens for a few weeks about every seventy-five years. He said he would die when it next returned to the sky, and he was right. He died of a heart attack the day after it appeared again.

#### READ ON

Huckleberry and Jim travel down the river on the raft. They meet two men who tell them they are an English Duke and the son of the King of France. Huck doesn't believe them but says nothing. One day Jim goes missing and Huck finds out that earlier that the Duke and King sold his friend Phelps. He goes to their house and Mrs Phelps are the aunt Sawyer. In fact, they are exp Huck knocks on their door their nephew for many years what he looks like, so the later, Huck meets Tom's friend what happened and decides to tell his own brother. They're together plan to see'

#### 4 3.11 List are the three

- 1 Hucklr
- 2 Jim k
- 3 Mr P
- 4 The
- 5 To
- 6 J'

#### 6 5

#### 1 Read the extract on page 85. Match sentences A–G to gaps 1–7 in the extract.

- A** They made a terrible noise and someone called from the house, 'Who's there?'  
**B** When I came up out of the water, I couldn't see Jim anywhere.  
**C** He thought it was Cairo.  
**D** I was really pleased to see him.  
**E** When it began to get light, we hid.  
**F** Together, we went down to some trees by the river.  
**G** It was very dark that night and it wasn't easy to see where we were going.

#### 2 SPEAKING Work in pairs. Answer the questions.

- 1 Why are Jim and Huckleberry Finn going to Ohio? What other reasons did people have for making long journeys in the past? Do people travel for the same reasons today?
- 2 Do you think Huckleberry Finn is a good friend? Why / why not?
- 3 What do you think happens next?

#### 3 Read what happens next. Why do the Phelps family think Huckleberry Finn is Tom Sawyer?

#### BACKGROUND TO THE STORY

Huckleberry Finn is a fourteen-year-old boy from a small American town – St Petersburg, Missouri. He doesn't have a home because his mother died and his father, who is often drunk, rarely stays in one place. For a while, Huck lives with a kind old lady called Widow Douglas and her sister, Miss Watson. He likes Widow Douglas, but he is unhappy that she wants him to wear clean clothes and go to school. Huck is pleased when his father returns and takes him to live in a hut in the woods. But soon Mr Finn starts hitting the boy and locking him inside the hut when he goes out. Huck runs away to Jackson Island. He meets Jim, Miss Watson's slave, who is hiding there. After a few days Huck dresses as a girl and goes into town to find out what is happening. He discovers that people think Jim is on the island and that there's a reward of \$300 for anyone who finds him. What's more, there is a search party going to the island that night, so Huck and Jim decide it's time to leave.

### Huckleberry Finn

We got out the raft as fast as we could, put all our things on it, tied the canoe on behind, and moved off down the river. 1 When it was dark again, we travelled on. On the fifth night we passed St Louis, and we decided to go on down to Cairo in Illinois, sell the raft there and get a boat to Ohio. There are no slaves in Ohio. 2 We slept for most of that day and we began our journey again when it was dark. After some time, we saw lights on the Illinois side of the river and Jim got very excited. 3 Jim got the canoe ready and I went off in it to take a look at those lights. But it wasn't Cairo. After that, we went on down the river. 4 The steamboat came at us very fast, and the next minute it was right over us. Jim and I jumped off the raft into the water. The boat hit the raft and went on up the river. 5 I called out his name again and again, but there was no answer. 'He's dead!' I thought. Slowly, I swam to the side of the river and got out. I saw that I was near a big old wooden house. Suddenly a lot of very angry dogs jumped out at me. 6 'George Jackson!' I answered quickly. 'I've fallen off a river boat.' Well, the people who lived in that house were very kind, and they took me in and gave me some new clothes and a good meal, and they as long as I wanted. It was a beautiful house and the food was good there, so I stayed. 7 A few days later one of the slaves in the house came to me and said, 'Come with me!' 8 On the ground, I found a man, asleep. It was Jim! 9 When the steamboat hit the raft, Jim told me, the raft didn't break up. Jim swam after it and caught it. Then he began to look for me.

- From *Huckleberry Finn*, Oxford Bookworms. Text adaptation by Diane Moxart.
- the town**
- What happened when he arrived? Did Tom go to the town?
  - What happened in the next few days? Did you visit any other towns or places? Did you ever reach Cairo in Illinois?
  - Where are the three friends now and what are they doing? Is Jim still a slave?



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Well, the people who lived in that house were very kind, and they took me in and gave me some new clothes and a good meal. I told them that my family were all dead, so they said I could stay with them as long as I wanted. It was a beautiful house and the food was good there, so I stayed.

A few days later one of the slaves in the house came to me and said, 'Come with me!' 6 ..... 'In there!' he said and went away.

On the ground, I found a man, asleep. It was Jim! 7 ..... When the steamboat hit the raft, Jim told me, the raft didn't break up. Jim swam after it and caught it. Then he began to look for me.

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## BEFORE YOU READ

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- 2 Read the background to the story on page 85. Why are Jim and Huckleberry leaving Jackson Island?

## 6 SPEAKING Work in pairs. Answer the questions.

- 1 Why did Tom and Huckleberry write secret letters? Do you think this was a good idea?
- 2 Use a dictionary to help you. Which of the following adjectives best describe Jim, Huck and Tom? Give reasons for your choice.  
■ loyal ■ adventurous ■ young ■ clever ■ happy ■ sad  
■ afraid ■ fearless ■ anxious ■ stupid ■ poor ■ kind

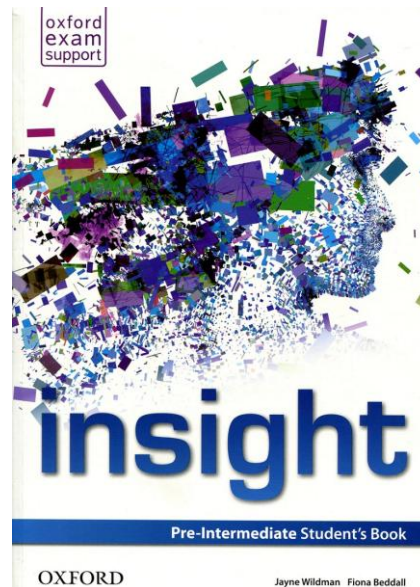
## Writing

- 7 Write an ending for the story. Imagine you are Huckleberry Finn and you are now sixty years old. You are telling the story to your grandson. Include the following and your own ideas:

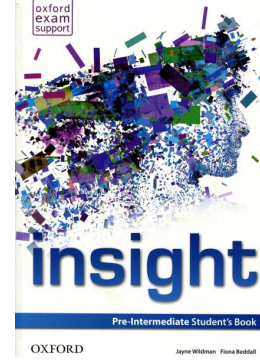
- What happened to Jim and Tom when the doctor arrived? Did Tom go to hospital?
- What happened in the next few days, weeks or months? Did you visit any other towns or interesting places? Did you ever reach Cairo in Illinois?
- Where are the three friends now and what are they doing? Is Jim still a slave?

# In this session

- teenagers and reading
- *intensive* and *extensive* reading
- developing reading skills
- using literature







# Insight into reading

The *small print* and the *big picture*

Bern,  
May 25, 2013

Edmund Dudley

My teaching blog: [legyened.edublogs.org](http://legyened.edublogs.org)