



Engaging students in reading inside and outside the classroom

Donatella Fitzgerald Milan 10th May 2018

In today's webinar we will...

- look at the differences between extensive and intensive reading
- illustrate practical ideas to engage students in reading inside and outside the classroom

Using graded readers in the language classroom

Write in the chat **one advantage or disadvantage** of using graded readers in your classroom



Reading and your students

Think about your students
attitudes towards reading
(or reading in English).

What do they like?

What do they find difficult?



ADVANTAGES

Alan Maley – British Council 2009

- . Develops learner autonomy
- . Improves **fluency** and reading speed
- . A correct model of English
- . Enhances general language competences
- . Opens windows on the world
- . Consolidates and sustains vocabulary growth
- . Improves writing
- . Motivation and Inclusion

DISADVANTAGES

- lack of time
- finding books that **really** interest or engage students
- some students say they don't like reading

Benefits of Reading - Young Learners

- Interactions between characters provide models for social behaviour
- Reading comprehension also develops such skills as self-discipline, improved concentration and better memory retention
- Reading provides students with skills that enables them to become competent researchers and study effectively
- Reading is FUN! Reading develops children's' creativity and imagination

Benefits of Reading - Teenagers and Adults

- Improves reading skills
- Improves vocabulary, grammar, listening, speaking/communication and writing
- Increased confidence through language acquisition
- Further exploration of topics
- Reading in English outside the classroom increases time on task and **helps to close the gap in hours needed to master a language**



*Read a thousand books and your
words will flow like a river.*

Virginia Woolf

Why read literature? Answer the following questions.

- 1 Can you live in the past?
- 2 Can you live in the future?
- 3 Can you live in another place?
- 4 Can you be a completely different person?
- 5 Can you really understand what another person feels?
- 6 Can you love and be loved by a prince or a princess?
- 7 Can you die and live again?
- 8 Can you make terrible mistakes and avoid the consequences?

Write Y = Yes or N = No in the chat

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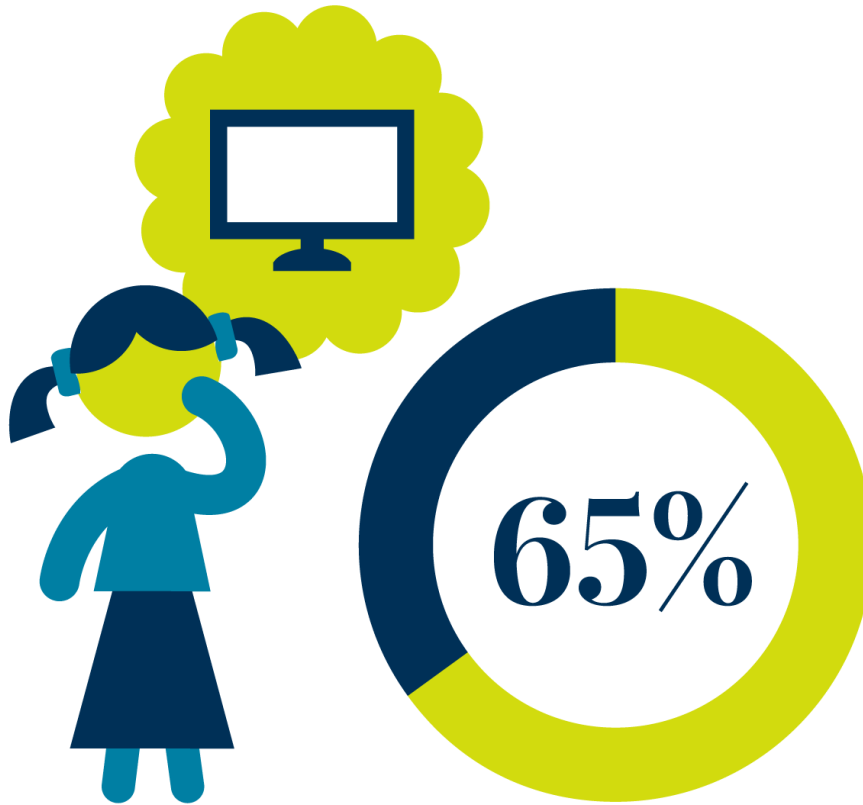
If your answer to all or most of the questions is 'no', what you need is (good) books to read. Great literature is the low-tech, low-cost means to let you answer 'yes' to all these questions.

Why read?





CONTEXT



of children
aged 12 in
2015 will do
jobs that don't
yet exist

Source: UNESCO / World Bank

How does this affect the way we teach?

THE 4 Cs of 21st Century Learning



**WHY SHOULD OUR
STUDENTS READ
(MORE)?**



*Research shows
that extensive
reading feeds into
improvements in
all areas of
language
competence.*

(Stephen Krashen 2004)

PISA Reading

Assessment

PISA finds that a **crucial difference** between students who **perform well** in the PISA reading assessment and those who **perform poorly** lies in **whether they read daily for enjoyment.**

(PISA – programme for International student assessment is a world wide study by the OECD- organization for economic cooperation and development) in member and non member nations of 15 year old school pupil's scholastic performance, or mathematics and reading.



The image features a white circle centered on a blue background. The background is filled with a repeating pattern of dark blue, wavy, horizontal lines that resemble stylized waves or a topographic map. The white circle is perfectly circular and contains the text "WHAT'S NEW?" in a dark blue, serif font.

WHAT'S NEW?

**READING
AND THE
REVISED**

***COMMON
EUROPEAN
FRAMEWORK OF
REFERENCE***





You are here: [Democracy](#) > [Education](#) > [Newsroom](#)

The CEFR Companion Volume with New Descriptors is now available online

STRASBOURG | 19 SEPTEMBER 2017



New Common European Framework Reference – (CEFR) Competences: Reading and Literature

Literature

There are three new scales relevant to creative text and literature:

- Reading as a leisure activity (the purely receptive process; descriptors taken from other sets of CEFR-based descriptors)
- Expressing a personal response to creative texts (less intellectual, lower levels)
- Analysis and criticism of creative texts (more intellectual, higher levels)

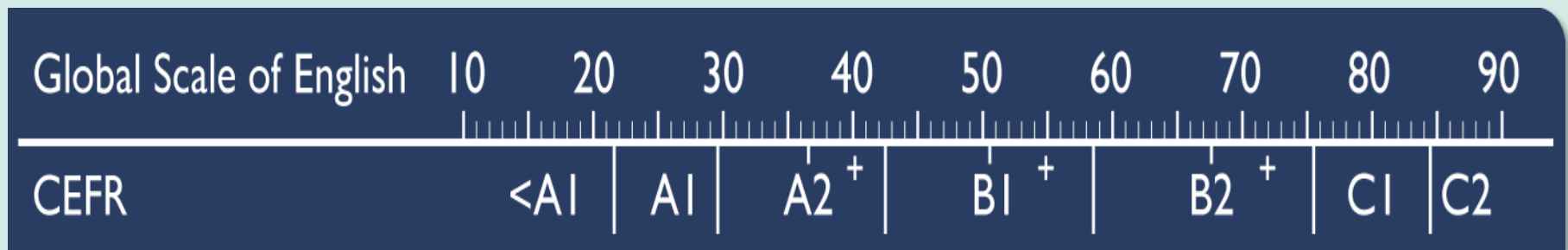
COMMON EUROPEAN FRAMEWORK
OF REFERENCE FOR LANGUAGES:
LEARNING, TEACHING, ASSESSMENT

**COMPANION VOLUME
WITH NEW DESCRIPTORS**



Make your learning visible

Close the **'learning gap'**



**HOW CAN WE HELP
STUDENTS DEVELOP
READING SKILLS TO
'CONSUME' 21ST
CENTURY TEXTS?**



**INTENSIVE
AND
EXTENSIVE
READING**

What is extensive reading?



The Extensive Reading
Foundation's
Guide to Extensive
Reading



www.erfoundation.org

What is extensive reading?

“When students read extensively, they read very easy, enjoyable books to build their reading speed and reading fluency.”

ER foundation 2011



Learning to read.

“While middle and high school students may have mastered the basic tools of reading, they still need help ‘learning to read’ the increasingly complex and diverse texts of the digital age. “

13.12.2016 Learning to Read to Learn: Three ways to enhance adolescent reading comprehension in a digital world

Leah Shafer Harvard Graduate school of Education article about research by Catherine Shaw

Successful Extensive Reading



Alan Maley – British Council 2008

1. Students read a lot and read often
2. There is a wide variety of text types and topics to choose from.
3. The texts are not just interesting :
they are engaging/compelling.
4. Students choose what to read.
5. Reading purposes focus on: pleasure, information and general understanding.

Successful Extensive Reading



- .6. Reading is its own reward.
- .7. There are no tests, no exercises, no questions and no dictionaries.
- .8. Materials are within the language competence of the students.
- .9. Reading is individual and silent.
- .10. Speed is faster not slow.
- .11. The teacher monitors and guides the students.
- .12. The teacher is a role model, a reader who participates along with the students.

.Alan Maley – British Council 2008

What is intensive reading?



What is intensive reading?



Reading in detail with specific learning aims and tasks. Usually chosen by teacher as part of a classroom activity.

How to read Poetry

*This was a Poet – It is That
Distills amazing sense.
From ordinary Meanings*

E. DICKINSON, American poet

*Poetry is language
in orbit.*

S. HEANEY, Irish poet

*If you cannot be a poet,
be the poem.*

D. CARRADINE, American actor

*A poem begins in delight
and ends in wisdom.*

R. FROST, American poet

*Peace goes into the making
of a poem as flour goes
into the making of bread.*

P. NERUDA, Chilean poet, diplomat and politician

*A picture is a poem
without words.*

HORACE, Roman poet

Say which of the following statements about poetry match best with the quotes above.

- 1 Ordinary objects or ideas can express poetic truths.
- 2 Poetry entertains and teaches us.
- 3 Poetry is something we can live.
- 4 Poetry is mainly a matter of language.
- 5 Poetry is made of words.
- 6 Writing poetry makes the poet feel better.

How to read Drama

*I'm not real.
I'm theatre.*

LADY GAGA,
American singer, songwriter and actress

*Drama lies in extreme
exaggeration of the feelings,
an exaggeration that dislocates
flat everyday reality.*

E. IONESCO,
Romanian/Russian playwright

*The theatre is a place
where one has time
for the problems of people
to whom one would
show the door if they came
to one's office for a job.*

T. WILLIAMS,
American playwright and author

*All the world's a stage,
and all the men
and women
merely players.*

W. SHAKESPEARE,
British playwright

*Theatre is a form
of knowledge.*

A. BOAL,
Brazilian author, playwright and director

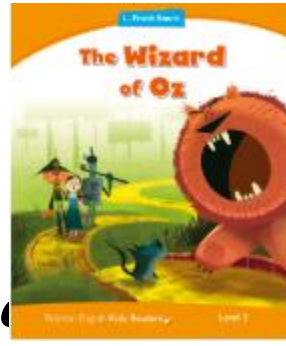
Say which of the following statements about drama match best with the quotes above.

- 1 Drama is an ideal space for feelings to be isolated and analysed.
- 2 Drama is strictly connected with real life.
- 3 Drama implies knowing.
- 4 Drama is a place where problems are discussed.
- 5 Drama is a space where real identities are suspended.

**WHAT CAN
STUDENTS DO
TO HELP BUILD
THEIR
FLUENCY?**

Read Graded Readers

'Graded readers are reading books that contain adjusted to the level of the learner rather than authentic language'

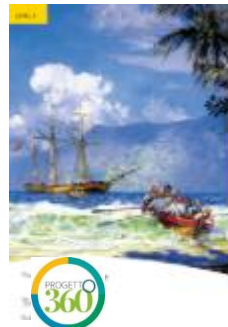


In the classroom

Graded readers can help learners build their confidence in reading, and they can make a useful addition to exposure of authentic reading texts, even at very low levels.

THE BRITISH COUNCIL

<https://www.teachingenglish.org.uk/article/graded-readers>



Activities at the end of the book

- Check comprehension
- test and develop language and grammar
- ensure students have acquired new vocabulary
- motivate through progression
- encourage discussion
- monitor the acquisition of language, identifying areas for reinforcement

ACTIVITIES

Chapters 1-2

Before you read

1 In 1984, George Orwell warns us how future governments might make life worse for ordinary people. How might future governments use these technologies?
computers, satellites, mobile phones, video cameras, drones

2 Look at the Word List at the back of the book.

- a groups or organizations of people
- b people
- c places where people spend time
- d actions through which other people could be influenced
- e things that you can buy in a shop

While you read

3 Are these actions likely to happen?
a He is influenced by the media.
b He tells the truth.
c He works for the government.
d He joins a political party.
e He throws a bomb.
f He breaks the law.
g He organizes evening activities.
h He is hurt by a bomb.

After you read

4 Who or what are these? How do they influence people?
telescreens
Miniluv
Emmanuel Goldstein
the Thought Police
Newspeak

Chapters 7-8

Before you read

16 Read again the last sentence in Chapter 6 and discuss these questions with another student:

- a In what sense is the room 'a world'?
- b In what sense is it a 'past world'?

17 Who are Winston and Julia the last two people who think the future will be like for them?
What do you think will happen? Number them 1-8.
19 Discuss the importance of the proles.
20 Think about Emmanuel Goldstein's book.
21 What do you think will happen with Eastasia?
22 What do you think about O'Brien's plan?
23 What do you think about Charrington's shop?
24 What do you think about O'Brien's plan?

After you read

18 Match the correct endings on page 74 for these sentences.

- a Parsons is happy because he ...
- b Julia disagrees with Winston because she ...
- c Winston feels sure that O'Brien is against the Party because O'Brien ...
- d Winston and Julia are surprised because O'Brien ...
- e Winston tells O'Brien his secret because he ...
- f Winston cannot taste the wine because he ...
- g At the beginning of the twentieth century, equality became possible because machines ...
- h The Middle and Low groups could not move up in society because the Inner Party ...

Several pages of activities are available at the end of the book, corresponding to chapters.

Answer keys are available in the downloadable teacher resources

Activities at the end of the chapter



-  provides motivation and interest in the theme/topic
-  aid comprehension
-  provides a stimulus for discussion
-  practice helps understand topics better

Activities 1

1.1 What's the book about?

Read about this story on the back of this book. Then answer the questions.

- 1 How many girls are there in the March family?
.....
- 2 Is their father at home with them?
.....
- 3 Does the family have a lot of money?
.....
- 4 Are the girls sometimes happy?
.....
- 5 Is this a good year for them?
.....

1.2 What happens first?


Look at the pictures on pages 1 and 2. What are the right answers? What do you think? Write them in the sentences.

- 1 The girls are
at work at school at home
- 2 The time of year is
Christmas summer fall
- 3 The girls are talking about
jobs presents boyfriends
- 4 They are thinking about their , too.
friends brother father


Pre-reading activities establish interest in the theme so students experience the joy of reading.

Answer keys are available in the downloadable teacher resources

Glossary


useful for students understanding of the story


great reference tool


see words used in context AND definitions

WORD LIST

article (n) a piece of writing in a newspaper or magazine
betray (v) to harm a person, group or country by telling their secrets
brotherhood (n) an organization of people with the same aims or beliefs
canteen (n) a place in an office, factory or school where people go to eat and drink
cell (n) a small room where prisoners are kept
comrade (n) a word used to talk to or about a person in some socialist groups or countries
dial (n) the part of a machine that has numbers which show you measurements
edition (n) the copies of a book, newspaper or magazine that are all the

hang (v) to kill someone by tying so... your life as you want to
taking the support away from under...
ignorance (n) the state of having no k... something
individual (n) one person in a group o...
league (n) a group of people with simi...
lever (n) a handle on a machine that... push to make the machine

... a word used in the name for a building in which there are a lot of flats
ministry (n) a government department
overall (n pl) a piece of clothing that you wear over your shirt and trousers to protect them
party (n) an organization of people with the same political aims
poster (n) a large notice or picture
prole (n) a working-class person (often an offensive word when used now)
razor blade (n) the small, sharp...

Wordlists at the back of the book presents key vocabulary

Key vocabulary

- useful for students understanding of the story
- great reference tool
- see words used in context AND definitions
- provides correct pronunciation

Key vocabulary is highlighted in bold text with a glossary and phonetic spelling below each page.

Chapters are clearly marked

CHAPTER 1

A Letter from Father

"It's Christmas and we aren't going to have any presents!" Jo said.

It was two days before Christmas. Meg, Jo, Beth, and Amy March were sisters. Meg was sixteen and she was very beautiful. She had big eyes and beautiful long brown hair. Jo was fifteen. She was tall and thin. She had dark eyes and long brown hair. Beth was thirteen. She was very quiet. Little Amy had blue eyes and yellow hair.

It was six in the evening and the girls were home. They talked about Christmas. Jo wasn't happy.

"Christmas and we aren't going to have any presents!" she said.

Meg looked at her old dress.

"I know, Jo," she said. "But we don't have much money."

Amy said, "My friends are going to have presents. I want some presents, too."


Beth smiled.

"We don't have any money," she said. "But we have Mother and Father, and we're happy."

Jo didn't smile.

She said, "We don't have Father. He's away in the war and he isn't coming back for Christmas."

"Maybe he isn't going to come back," the girls **thought**. But they didn't say it.



Present /preznts/ (n) Is that a present for me? Thank you!
war /wɔːr/ (n) People in the two countries are angry. There is going to be a war.
thought /tɔːt/ (v, past) I thought about my family but I did not visit them.

Carefully graded language across 5 levels makes reading accessible to all abilities, yet keeps the natural character, flow and pace of the story.


Projects after reading

-  develop key communication skills
-  aid comprehension
-  opportunity to work collaboratively
-  develop 21st century skills
-  monitor the acquisition of language, identifying areas for reinforcement
-  practice helps understand topics better

Talk About It
sections offer controlled language practice

1 Work with three friends. Look at the pictures: What are they thinking about Meg and John.

a. What are they thinking? What do you think?



b. Put these words in the right places in the sentences.

too important money friend home happy

Aunt March: "I don't like John Brooke. He has no _____."

Mrs. March: "Money is not _____ for Meg."

Jo: "I am not _____ about John Brooke."

Laurie: "Jo loves Meg. But John loves Meg. I can always be Jo's _____."

c. You are Aunt March, Mrs. March, Jo, and Laurie. Talk about these people. Who are they? Are they important in the story?

a. Mr. Laurence
b. the Hummel family
c. Mr. Davis
d. Laurie

Write About It
sections offer controlled language practice

Write about it

You are Mr. Laurence. Write a letter to Mrs. March about Beth. Put these words in the right places.

daughters every house stayed scarlet fever dead
family problems sick quickly

November 25

Mrs. March,

I am very sorry, but there are _____ at home.

Beth visited the Hummel _____ and one child was very sick. She had _____.

Beth _____ with her and Mrs. Hummel went to the doctor's house. He came, but the child was _____.

Now Beth is very _____, too. Meg and Jo are _____, but she doesn't know them. Amy is at Aunt March's _____.

Dr. Bangs _____ day. You _____ want you very much. Please come home _____.

Yours,
Mr. Laurence

Answer keys are available in the downloadable teacher resources

CINEMATIC READERS

Marvel Readers (Teenagers)

Avengers,

Captain America: Civil War,

Guardians of the Galaxy,

Thor

The Avengers: Age of Ultron,

Guardians of the Galaxy



Marvel Readers (Children)

The Story of Spider-Man,

The Swashbuckling Spider

Freaky Thor Day

Call for Back Up

Who's Who?



Peter Quill
Peter Quill is a human from the planet Earth. He spent his early years with his mother, and didn't know his father. Later, he was kidnapped by a team of outlaws called the Ravagers. He likes to call himself Star-Lord.



Rocket
Rocket is an alien who looks like a raccoon. He was given his intelligence by alien scientists, but personality changes also led to wild behavior. He works as a criminal with his friend and partner, Groot, and has a high opinion of himself.



Groot
Groot is Rocket's tree-like best friend and partner in crime. He comes from the planet Flora colossus, which grows on the planet X. He is unable to say more than "I am Groot," but he has human-level intelligence.



Drax
Drax is also known as Drax the Destroyer. In this story he has been sent to the Ryll, where the Nova Corps keep their prisoners. Ronan the Accuser destroyed his home and family, and now Drax wants revenge.



Gamora
Gamora is one of the galaxy's greatest fighters. When she was a child, the warlord Thanos killed her people, the Zen-Whobies, and kidnapped her. He turned her into a killer and she now works for Ronan.



Nebula
Nebula was also kidnapped by Thanos when she was a child, and is now a trained killer. When she fought Gamora in training, she was unhappy Ronan, too.



Nova Corps
The Nova Corps are space soldiers and police for Nova lands everywhere. Their codes come from their leader, Nova Prime, on the planet Xandar. They fought the free for more than 1,000 years, until a peace agreement was signed.



Ronan the Accuser
Ronan, or Ronan the Accuser, is one of the most dangerous aliens in the galaxy. He is a crazy genius who enjoys killing. He has a kindler and great-grandfather.



Yondu
Yondu Udonta is the leader of a group of Ravagers—space outlaws and thieves. He was born on the planet Centarus IV, and has blue skin. He controls his killing arrow with sound waves, especially by whistling.



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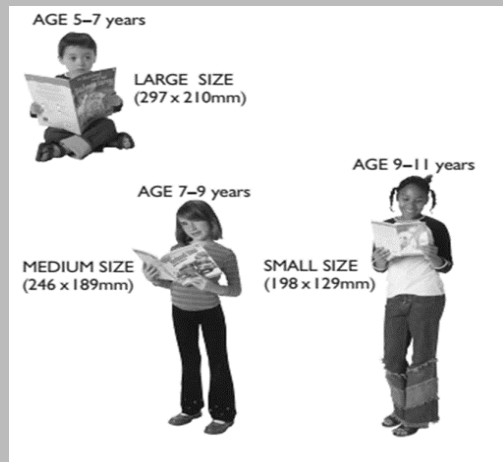
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ORIGINAL TEXT READERS

- **ORIGINAL TEXT** (not adapted)
- (Therefore, an) extensive word list
- Teacher resources
- eBook with audio
- Perfect for students transitioning to higher education or studying English Literature



How can students choose a book at the right level?



- At their language level (or under)
- Choose something they can read without needing to use a dictionary
- Read the blurb, look at the cover
- Read some of the book

Five Finger Rule

0-1 = too easy
2-3 = just right
4 = okay to try
5+ = too hard



• Open a book to any page. Start reading. Hold up a finger every time you see a word you do not know. •



**WRITE A
DEFINITION OF
FLUENCY**

Reading Fluency

Reading fluency is defined as the ability to decode and comprehend text at the same time

(NICHD, (US National Institute of Child Health and Human Development 2000; Samuels, 2006)

Importance of Fluency

As children begin to master decoding, it is vital that they also begin to read with speed and fluency.

These are essential skills for becoming a confident, mature reader, and are best developed by instilling in children a love of literature.

Reading: the next steps supporting higher standards in schools

UK GOV report 2015 Nick Gibb Minister for Reform

How can we help our students become fluent readers?

Fluency training should include:

INTENSIVE and **EXTENSIVE** reading

INTENSIVE

Practice with timed reading passages followed by comprehension questions

Lessons in skills: Skimming/Scanning that help students move their eyes quickly and purposefully over a text

EXTENSIVE

Opportunities for reading large quantities of readers at the right level

Reading speed



.Students keep a reading tracker log

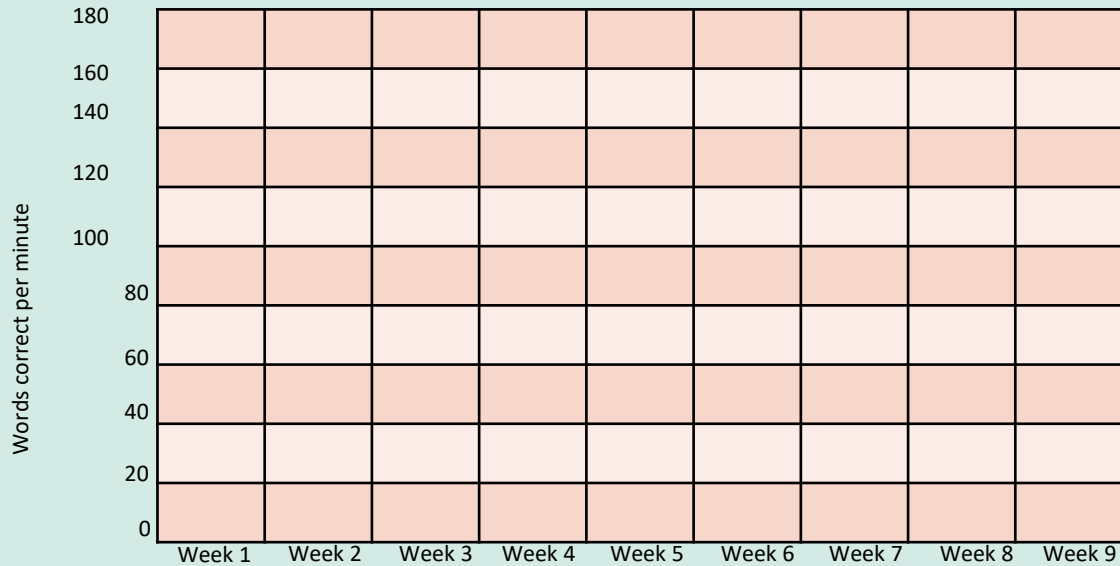
.Read a passage for one minute and circle word when you say stop

.Circle last word

.Count words and fill in reading tracker log

Example of Reading Fluency Tracker

Wpm (words per minute)



Name _____

Beginning Fluency Score _____

Final Goal and Date _____

	1	2	3	4	5	6	7	8	9
M									
T									
W									
T									
F									

5-120 wpm

40-180 wpm •

100-250 wpm

Reading Fluency Checklist

Accuracy- reads words correctly.

Speed – Reads at the right rate. Not too fast and not too slowly.

Expression – Reads with feeling and does not sound like a machine or a robot!

Punctuation – Follows most or all of the punctuation marks in a text.

The image features a white circle centered on a blue background. The background is filled with a repeating pattern of dark blue, wavy, horizontal lines that resemble stylized waves or a topographic map. The white circle is perfectly circular and contains the text "GETTING STARTED" in a bold, blue, serif font, centered horizontally and vertically within the circle.

GETTING STARTED



Where should students read?

In school
Outside school
Anywhere

How can they get started?

Attitudes towards reading

Did any one read to you
as a child? If so who?

What did they read?

What things did you
enjoy reading most?

Do you still enjoy these
things?



Genre



.What kinds of genre can you think of?

.Write a list of fiction and non fiction genres.

Genre and title: Fiction and Non fiction genres

.Adventure

.Disaster

.Western

.Thriller

.Suspense

.Spy

.Mystery

.Detective

.Crime

.Western

.Romance

.Science fiction

.Fantasy

.Horror

.Ghost story

.Human interest

.Humour

.Travel

.History

.Biography

.Self-help

.Science and technology

.Sport

.Current events/issues

.culture/

.international relations

.Children's literature

.Classics

.Cinematic readers

Finding out what students like

What are you favourite genres? *

- Contemporary
- Thriller & Mystery
- Crime
- Young adult
- Historical fiction
- Science fiction
- Fantasy
- Classics
- Travel

What are your favourite school subjects? *

- Italian
- Foreign languages
- Mathematics
- Art
- Music
- History
- Geography
- IT
- Other: _____

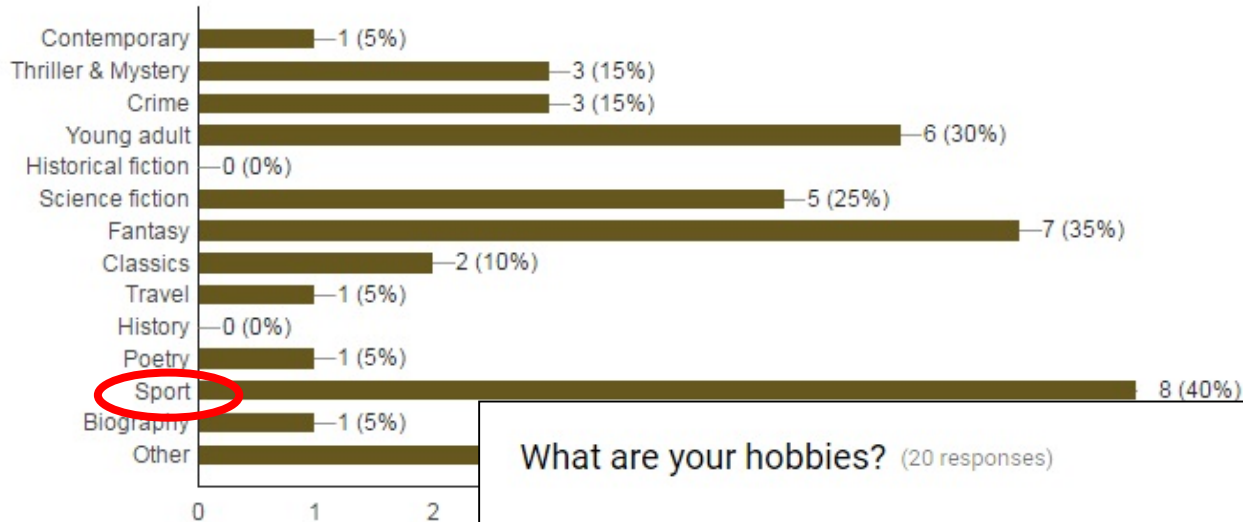
Google forms

What are your least favourite school subjects? *

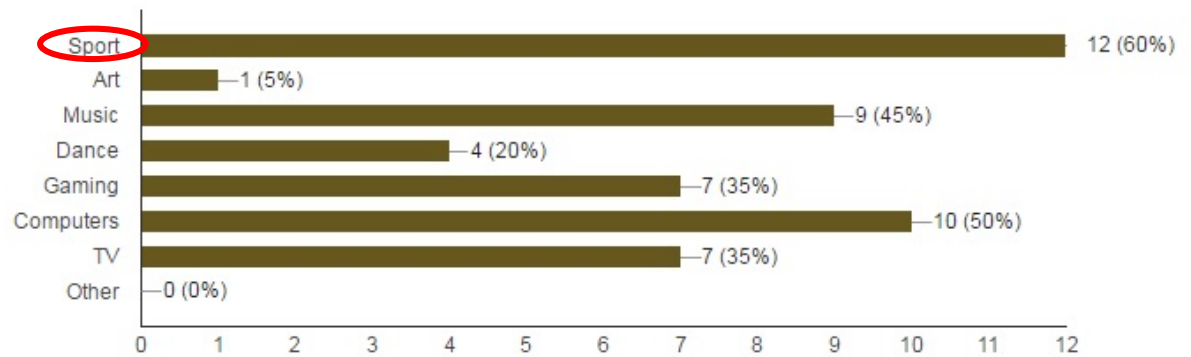
- Italian
- Foreign languages

Finding out what students like

What are you favourite genres? (20 responses)



What are your hobbies? (20 responses)





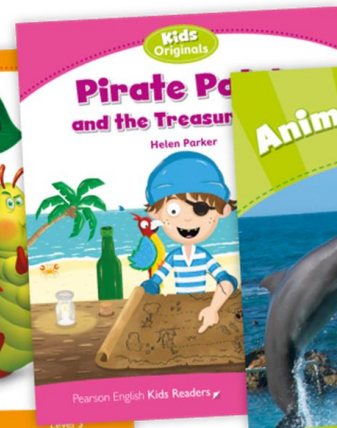
Introducing Reading into your curriculum (POF)

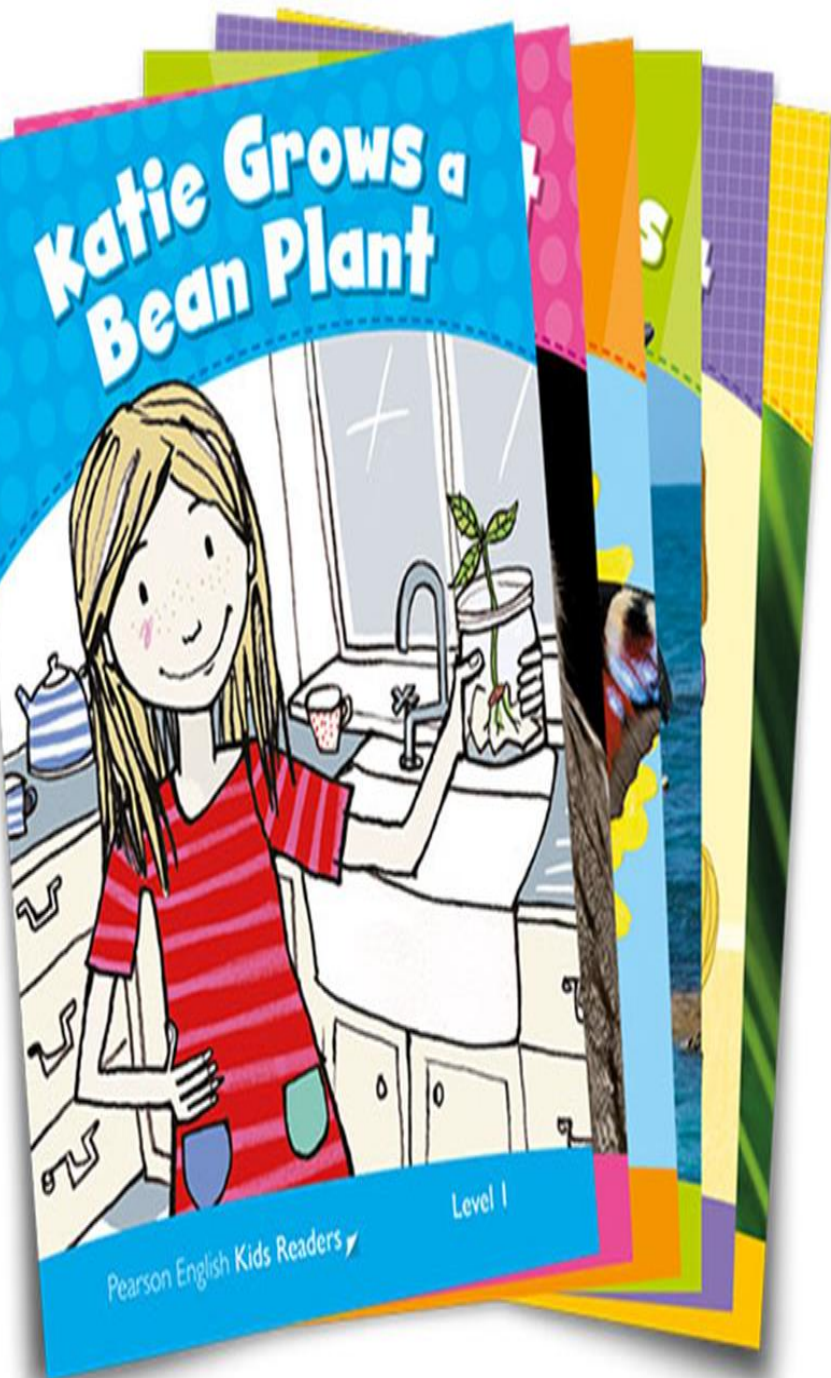
- .Out of class reading
- .**Reading time** in school
- .Whole class reading
- .Self selected reading

Self selected reading (students choose)

“The reading of any book newspaper or magazine that students have chosen for themselves and is not subject to follow up work eg tests or a summary.....It is the most powerful educational tool in language education. It serves to increase literacy and to develop vocabulary”

**Stephen Krashen – Emeritus Prof. Linguistics
University S California 2009**





Teacher as a facilitator

- Providing students with **really** engaging books **at the right level**
- Helping students find the right level for them
- Making time to choose books in class
- Finding time for reading in class



Reading Log



NAME: SCHOOL: CLASS:

	TITLE OF THE BOOK	AUTHOR	DATE	😊	😐	😞
1 / .. / ..			
2 / .. / ..			
3 / .. / ..			
4 / .. / ..			
5 / .. / ..			
6 / .. / ..			
7 / .. / ..			
8 / .. / ..			
9 / .. / ..			
10 / .. / ..			
11 / .. / ..			
12 / .. / ..			
13 / .. / ..			
14 / .. / ..			
15 / .. / ..			

Easy to use

One for each student

Students log their reading

Help create a record

Give their impressions

Assists with reflection

Inclusive





Summer Reading Checklist Challenge

CAN YOU COMPLETE THEM ALL?



Read in Bed



Read in the Car
or on a bus

Read outdoors

Read by flashlight

Read on a blanket

Read in a tent or under a blanket

Read by a pool or water

Read in the morning

Read under an umbrella

Read in the afternoon

Read a Fantasy



Read at night



READ A SCARY STORY

Read with a friend



READ A MYSTERY

Read with a parent
or grownup

READ A HISTORICAL BOOK

Read a newspaper

READ A BOOK ABOUT SCIENCE

Read a magazine

Read a true story (nonfiction)

READ A BOOK ABOUT ANIMALS



Read a book about food or a cookbook



READ A BOOK ABOUT
A PLACE

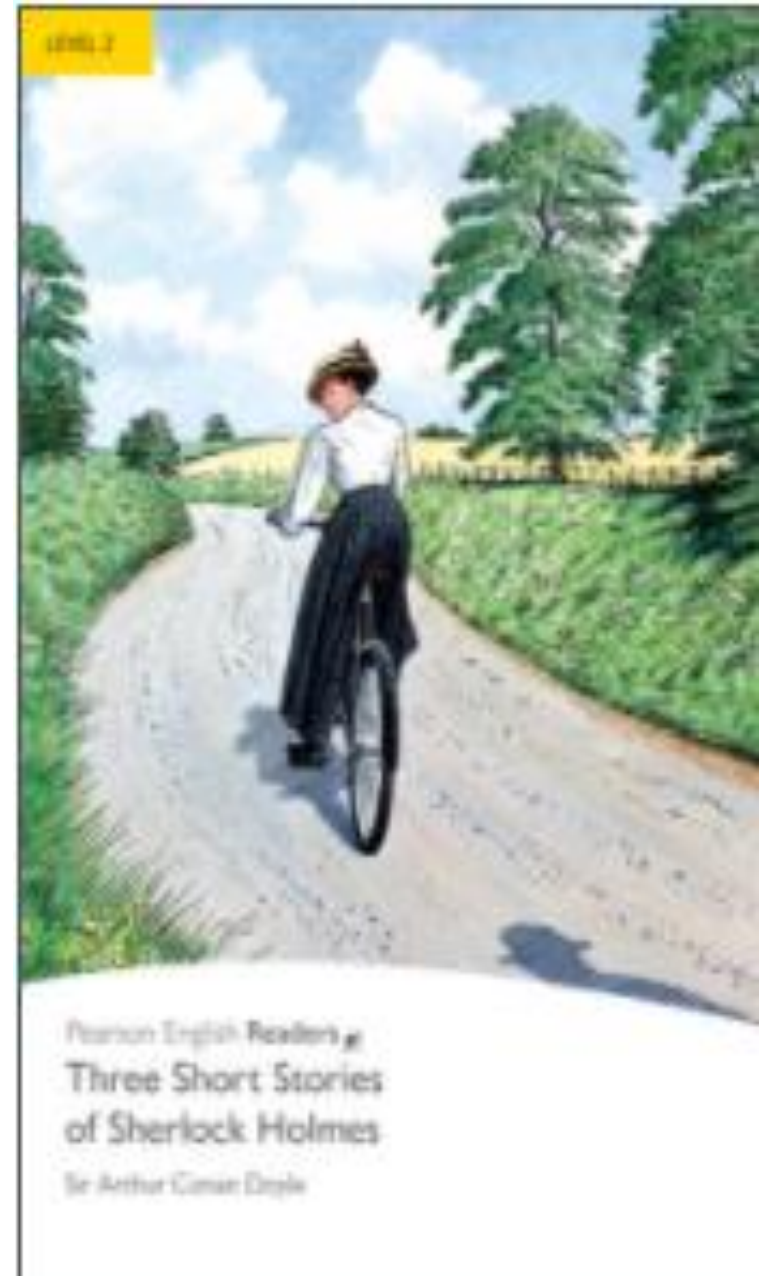
READ A BOOK ABOUT
A HOBBY OR SPORTS



PRE READING

Before you read

1. What do you know about Sherlock Holmes?
2. Where does he live?
3. What does he do?
4. What is the name of his friend?
5. Why do people like watching detective stories?

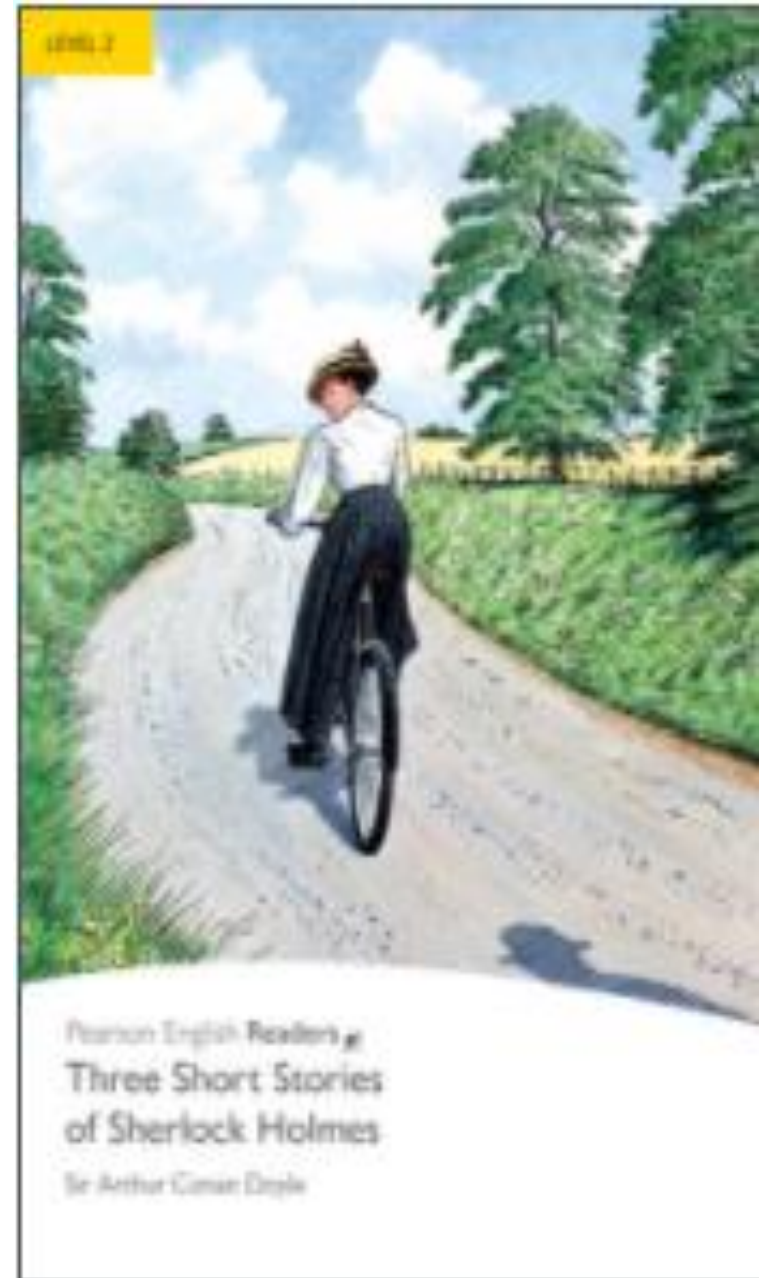


Describe the cover

1. Prediction. What is the book about?
2. Write down vocabulary.
3. What period of history? What makes you think that?
4. Where is the story set?

Listen to the first bit of the story

1. What happens next?



Pre reading vocabulary

1. Look at the word list at the back of the book. Which words are these?
 - a) You can buy a house here
 - b) You can open a lock with this
 - c) This person usually works in a house for people.
 - d) A horse pulls this.
 - e) Running shoes have these on the bottom.

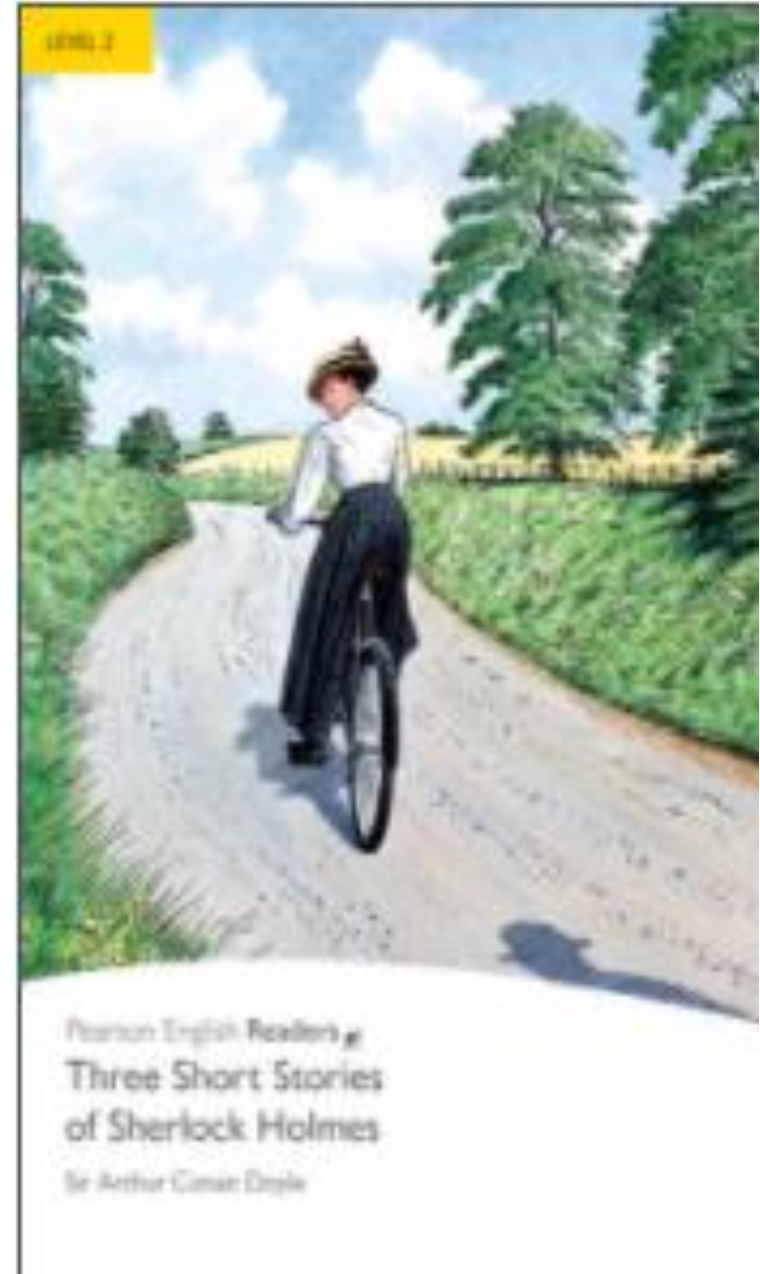
Estate Agency – key – servant –
trap - spike



Dictogloss

Prediction. What is the passage about? What words are we likely to hear?

Sherlock Holmes and the Dangerous Road



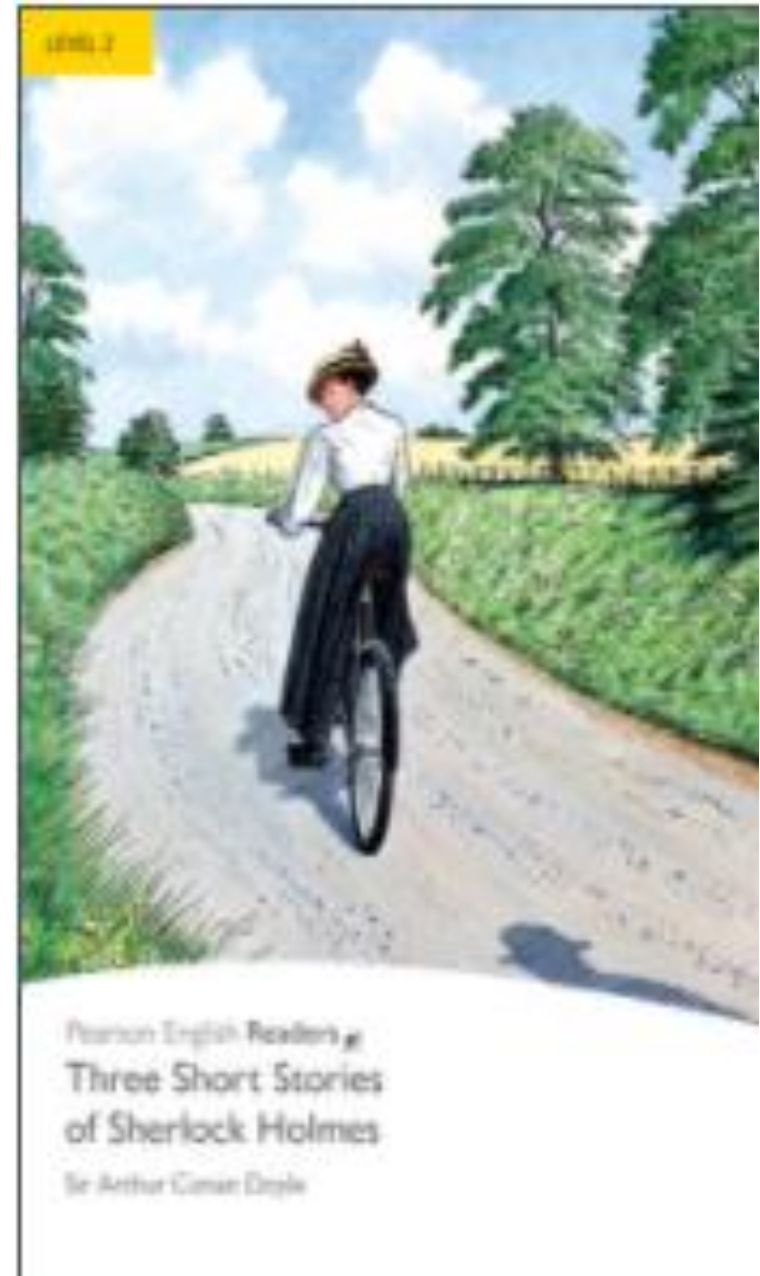
Dictogloss

1. Prediction. What is the passage about? What words are we likely to hear?
2. First listening. Do not take notes
3. Second listening. Write down key words
4. Third listening. Write down sentences
5. Work with a partner to reconstruct the text



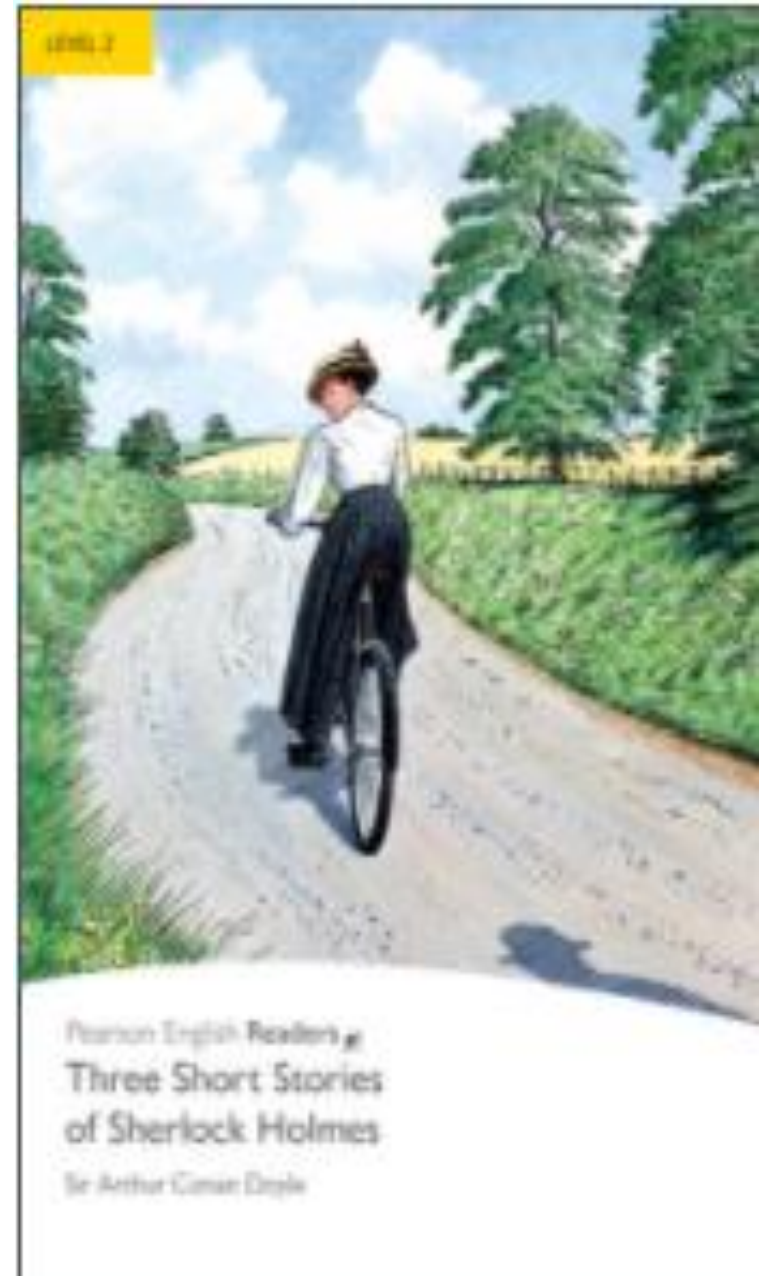
Dictogloss

First listening. Do not take notes.
Just listen



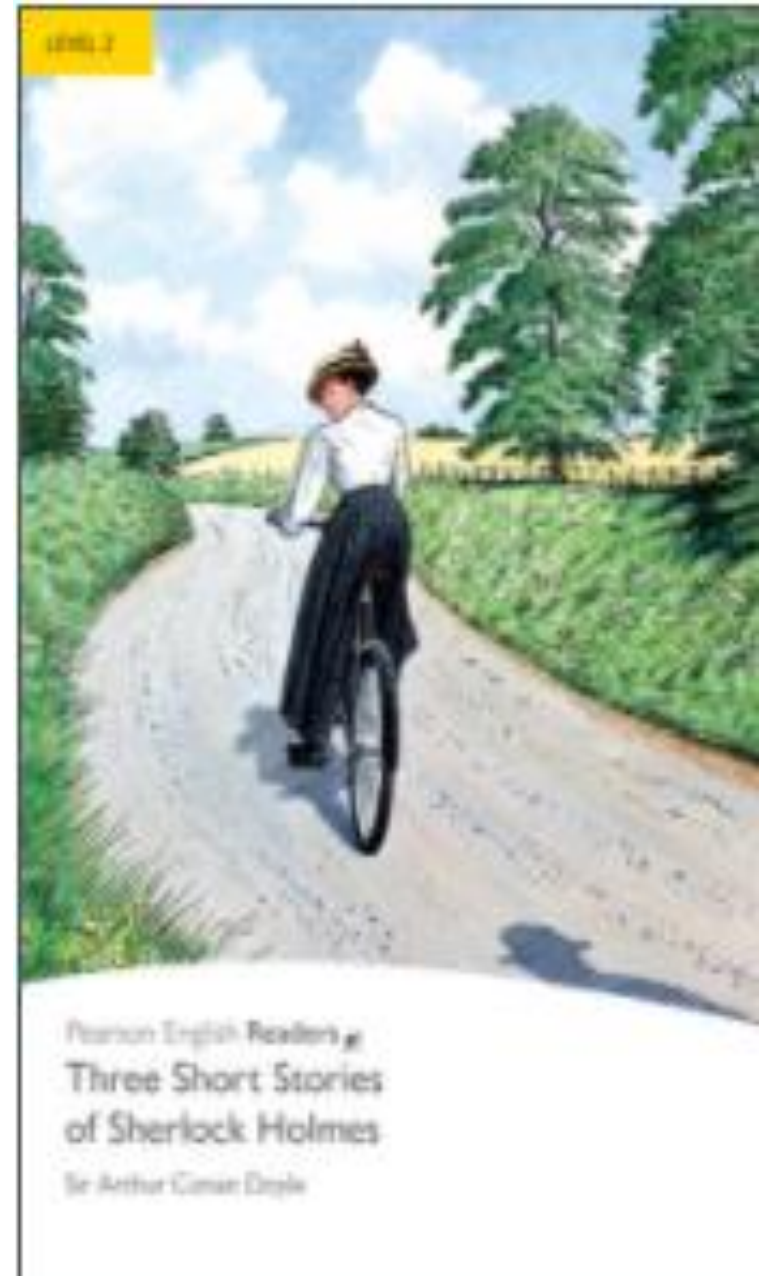
Dictogloss

Second listening. Write down key words



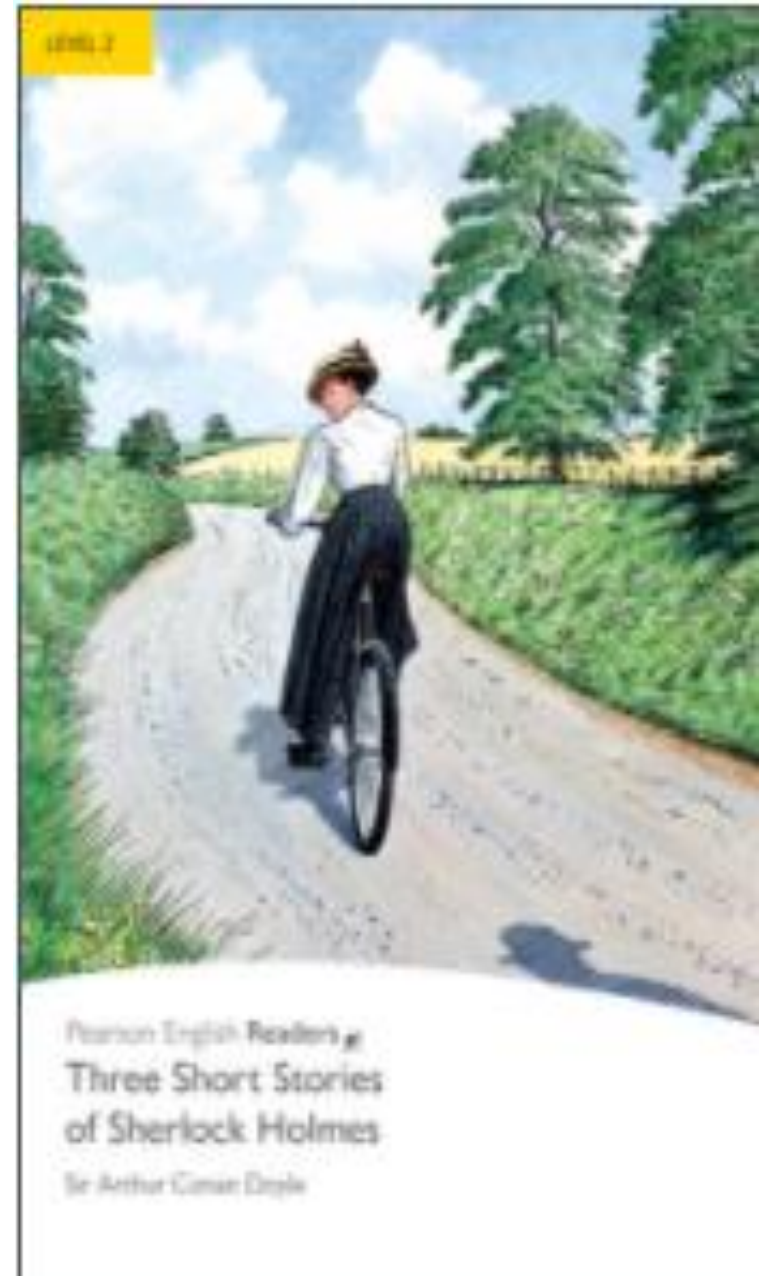
Dictogloss

Third listening. Write down sentences



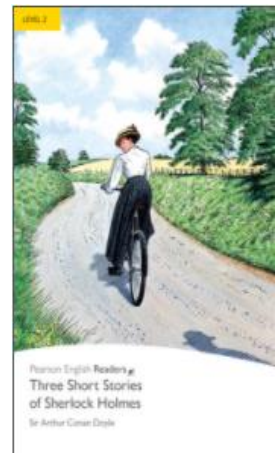
Dictogloss

Work with a partner to reconstruct the text



Sherlock Holmes and the Dangerous Road

Every Saturday morning, Mr Holmes, I go to Farnham Station on my bicycle and I take the 12.22 train to London. The station is about ten kilometres from Chiltern House, and the road is very quiet. For about two kilometres it goes between a park and the trees in front of Charlington House. You don't usually meet anybody on that road, but one day I looked behind me. About two hundred metres away, there was a man on a bicycle. He was about forty or forty-five and had a short, dark beard. Before I got to Farnham, I looked behind me again. The man wasn't there.



The Hidden Picture

- Reveal small parts of cover
- Children discuss
- Gradually reveal the whole picture



WHILE READING



Listen and Read

- Play audio
- Students listen and read (follow the text)
- Then students read aloud

Extensive Listening - Benefits of getting students to listen to book audio

- Bring stories to life
- Model correct pronunciation and intonation
- Different English accents
- Makes reading accessible for reluctant readers
- Highlights humour - jokes may be missed in print
- Provides additional listening practice
- Assists students with dyslexia
- Helps with speed and fluent reading

READING IN CLASS

**WHOLE CLASS
READING**

SSR

(Sustained Silent Reading)

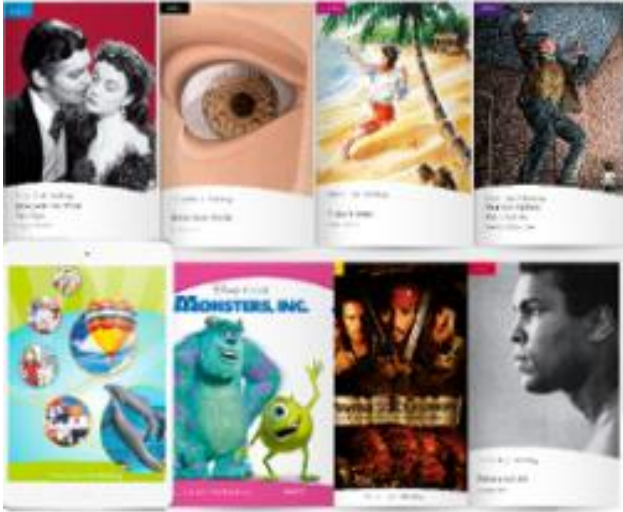


.Students select a book (facilitated by the teacher about the level to ensure they are reading at the right level)

.Students read book in class in silence for 10-15 minutes

.The teacher reads a book too!

- . *"Giving them time to read is clearly the most important thing I do with my students"*
- . Steve Gardiner



DEAR TIME

(Drop Everything and Read)

- .Encourage independent silent reading
- .Students read their book in class
- .Teacher reads a book too!
- 5 minutes

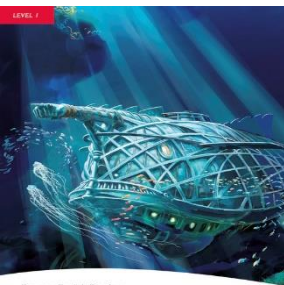
D E A R Day
12° April



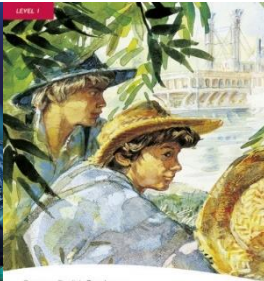
“Drop everything and pick up a book!”

.Beverly Cleary

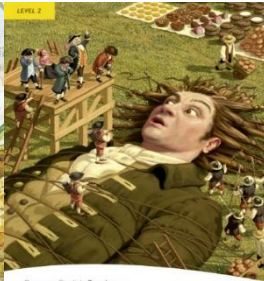
Students choose their own books so some read **different** books



Pearson English Readers
Twenty Thousand Leagues Under the Sea
Jules Verne



Pearson English Readers
The Adventures of Tom Sawyer
Mark Twain



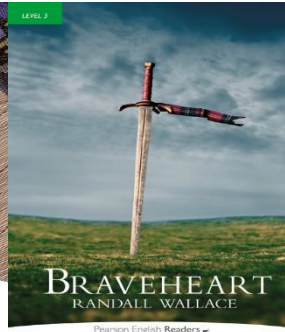
Pearson English Readers
Gulliver's Travels
Jonathan Swift



Pearson English Readers
A Christmas Carol
Charles Dickens



Pearson English Readers
The Return of Sherlock Holmes
Sir Arthur Conan Doyle



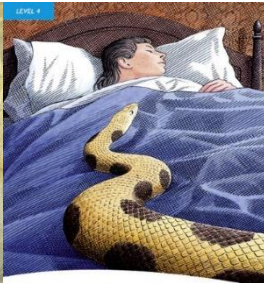
Pearson English Readers
Braveheart
Randall Wallace



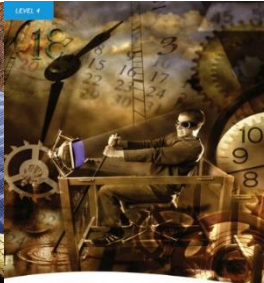
Pearson English Readers
The Canterbury Tales
Geoffrey Chaucer



Pearson English Readers
The Picture of Dorian Gray
Oscar Wilde



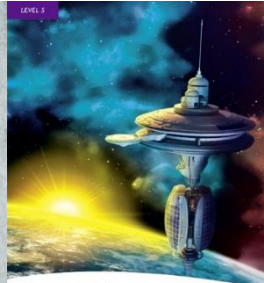
Pearson English Readers
Three Adventures of Sherlock Holmes
Sir Arthur Conan Doyle



Pearson English Readers
The Time Machine
H. G. Wells



Pearson English Readers
Jane Eyre
Charlotte Brontë



Pearson English Readers
2001: A Space Odyssey
Arthur C. Clarke



Pearson English Readers
Oliver Twist
Charles Dickens



Pearson English Readers
Northanger Abbey
Jane Austen



Non English Readers

The Adventures of Tom Sawyer

Mark Twain

Students read the **same book**

Read aloud

Read in silence

One chapter at a time

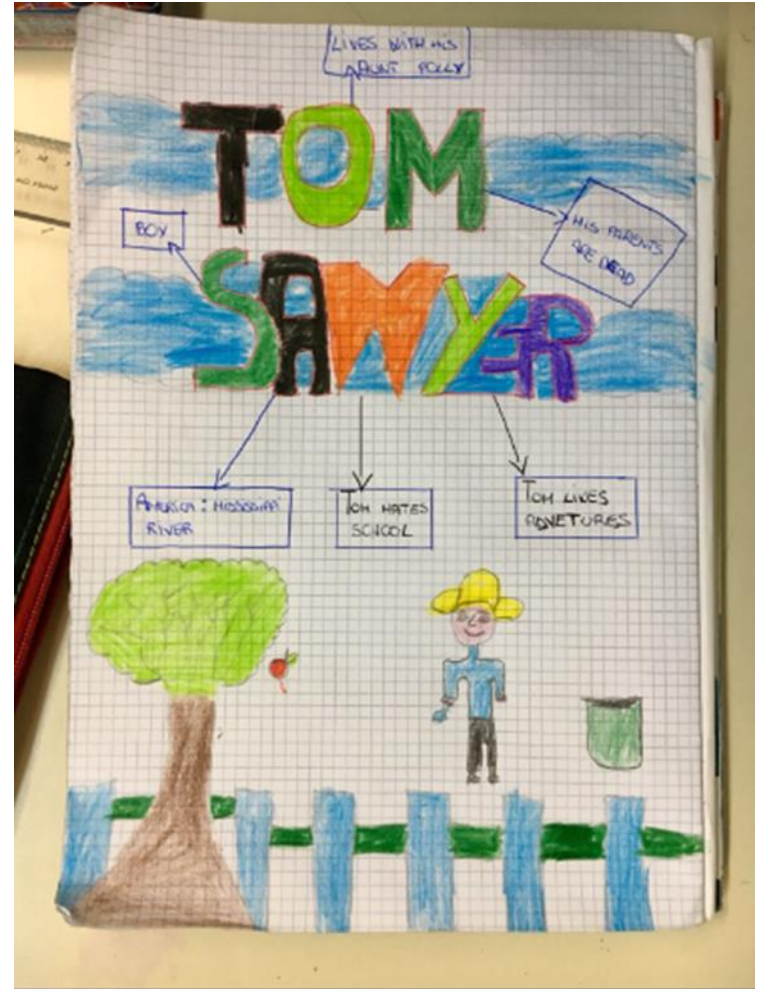
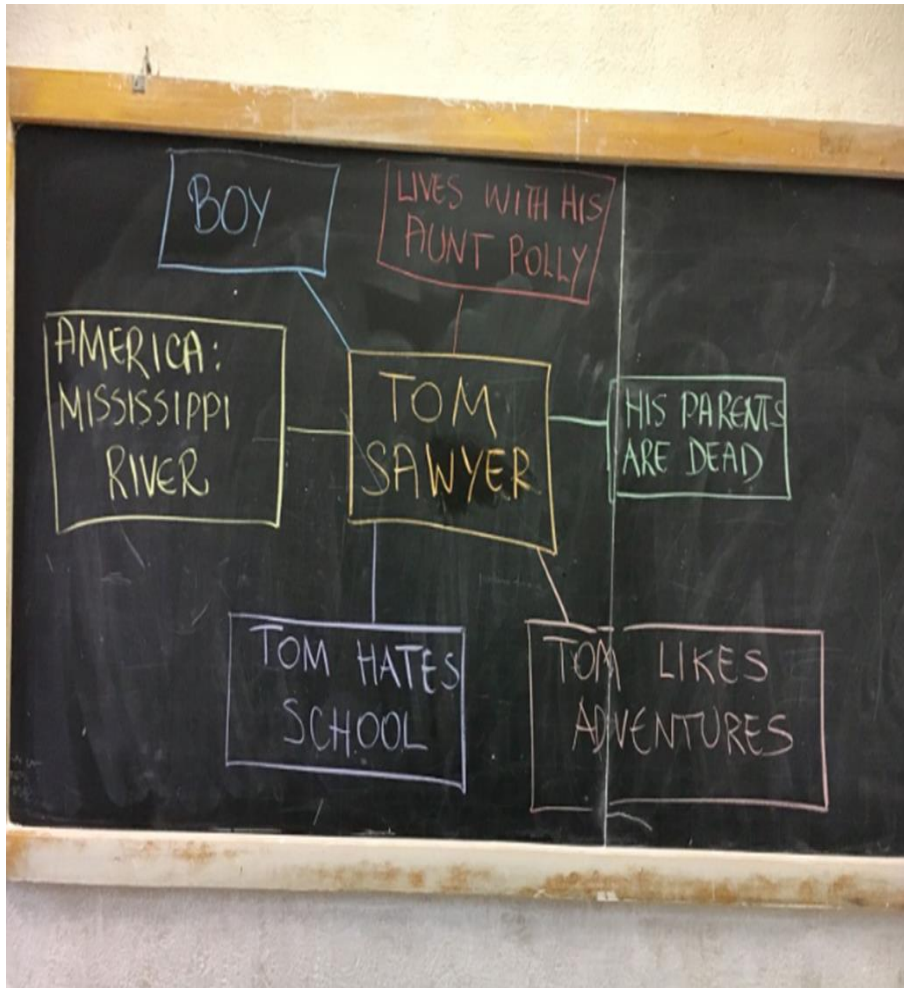
Listen and follow to the audio

Visual summary

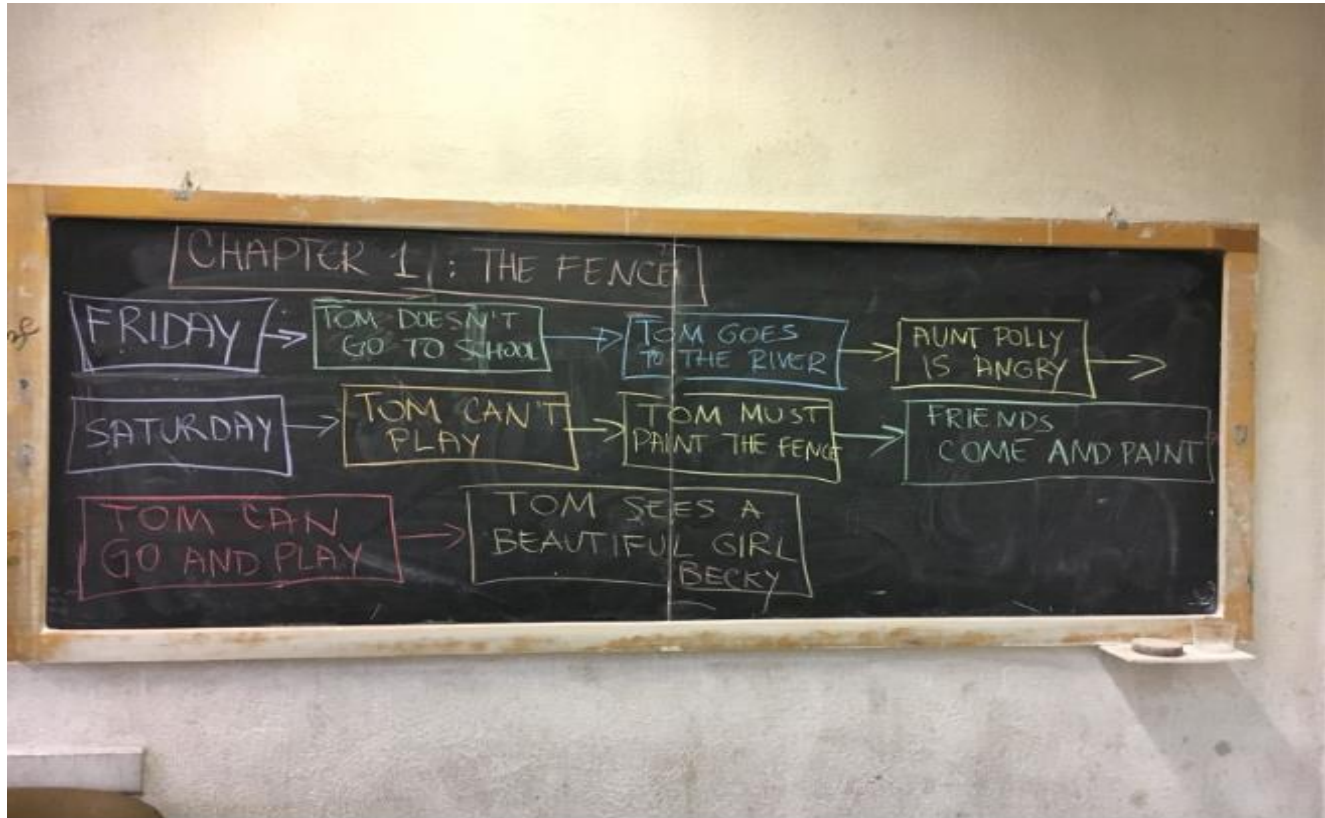
Class discussion

--- Last lesson of the day... or
week

Whole Class Reading – the same book



Chapter Summary



READING ALOUD



*‘the research on **reading aloud to children** is very impressive: Children who are read to **regularly out perform children** not read to on a wide variety of measures of language and literacy: they develop **higher levels of vocabulary, grammar, and a better knowledge of how stories are constructed, which helps make book reading more comprehensible**’.*

Krashen, S. 2011. *Reach Out and Read (Aloud): An inexpensive, simple approach to closing the equity gap in literacy. Language Magazine 10 (12): 17-19.*



CHORAL READING

Choral reading: Reading aloud in unison

Whole class reads a passage aloud together.

Helps:

- Fluency and pronunciation and intonation
- Motivation and enjoyment
- Confidence
- Accuracy
- Inclusion
- Builds connections between spoken and written word
- Increases attention span
- Creates classroom community

Repeated reading

Students read a short text several times out loud.

Helps:

- Fluency
- Self-confidence
- Accuracy

Partner Reading

The stronger reader reads aloud; this models fluent reading.

The less fluent reader reads aloud the SAME text for the same length of time.

After both partners have read, one partner asks the other to:

- identify the sequence of the key ideas.
- tell the main idea.

Vocabulary acquisition

Inclusion

Accuracy

Confidence

Collaborative learning



POST READING

Post Reading Activities

Sharing – re tell story in four minutes

· School display

· Re arrange summary of story

· Enact a scene/ Role play

· Watch the film and talk about differences

· Time line of events.

· Make a video trailer

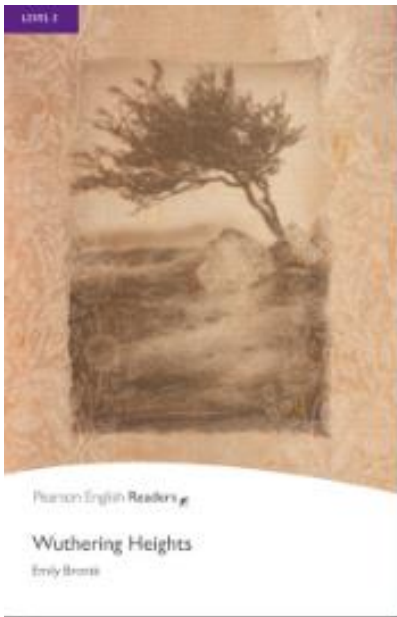
· Write a different end

· Class quiz/game

· Lap Book/Visual organizer

· Compare characters

· Map of symbolic locations



Special Days

The Greatest Female Characters



Person English Reading
I Know Why the Caged Bird Sings
Maya Angelou



Person English Reading
Gone with the Wind Part One
Margaret Mitchell



Person English Reading
Princess Diana
Chris D'Elia



Person English Reading
Famous Women in Business
Debra Cass

Celebrate International Women's Day

Celebrating Great Women Writers



WORLD BOOK DAY 23
APRIL 2018
www.worldbookday.com

April 15th
Remembering the Titanic



Pearson English Active Readers
Titanic
 Paul Thomson

Explore Nature on World Wildlife Day



“I have a dream”
 Martin Luther King, 1963



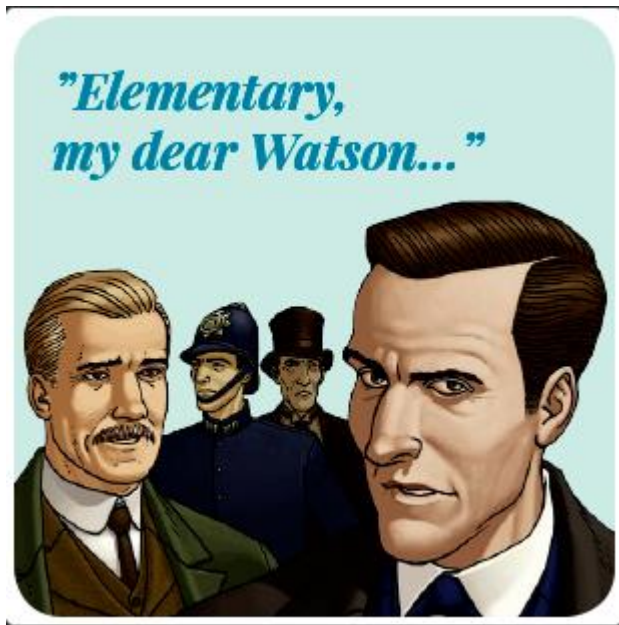
Pearson English Readers

The world's most famous
crime stories



**HOW MANY
NOVELS AND
SHORT STORIES
DID ARTHUR
CONAN DOYLE
WRITE?**

22 May Sherlock Holmes Day



4 novels and 56 short stories

Sherlock Holmes

*The world's
most famous
detective*



FILM CONNECTIONS



Robin Hood (2010)

The New Zealand-born actor who in *The Gladiator* (Oscar winner as best actor) and its director Ridley Scott reunited to bring the legend of Robin Hood.

Robin Hood is portrayed as a brave, visionary man, an outlaw who returns from the Crusades to free his nation from tyranny. This is a figure which was to inspire generations to fight for freedom. Crowe once again represents the physical and moral strength seen in *The Gladiator* and *Master and Commander*.

Matthew Macfadyen playing the role of the Sheriff of Nottingham.



Russell Crowe playing the role of Robin Hood.



DIRECTOR: Ridley Scott
MAIN ACTORS: Russell Crowe, Cate Blanchett, William Hurt, Mark Strong, Mark Addy
YEAR: 2010
COUNTRY: USA / GREAT BRITAIN
DURATION: 140 minutes

The Plot

The film shows the actions of Robin Hood, an expert archer who serves in King Richard I's army against the French troops and is initially interested only in self-preservation. After the death of King Richard, Robin goes to Nottingham and discovers that the town is controlled by a selfish and corrupt sheriff. There, Robin falls in love with Marion, a woman who initially rejects him because she does not trust him. In order both to conquer the heart of Lady Marion by proving to her he is a good man and to save the town of Nottingham from crippling taxation, Robin gathers a group of mercenary warriors and creates an army. Thanks to Robin's bravery and to the loyalty of his soldiers this rather improbable army will save the country from civil war and will bring glory back to England.

The Legend of Sherwood

Legend has it that Robin Hood was an outlaw living in Sherwood Forest with his 'Merry Men' – but did he really exist? The Hollywood one is that of an incredibly handsome man – Errol Flynn – clothed in garments of Lincoln green, fighting and outwitting the evil Sheriff of Nottingham. However the first known literary reference to Robin Hood and his men was in 1377, and the *Sosane* manuscripts in the British Museum have an account of Robin's life which states that he was born around 1160 in Locksley (most likely modern day Lockley), son of Sir Walter Locksley in South Yorkshire. One

THE POSTER

- Look at the poster of the film and answer the following questions.
 - What ideas, values and qualities do you associate with Robin Hood? Brainstorm.
 - Is he only a positive character? Why/Why not? Share your ideas with the rest of the class.

VIDEOCLIP ANALYSIS

- MOVIE CLIP:** Watch the Videoclip and answer the questions. Then share your answers with the rest of the class.
 - Where is this scene set?
 - In the king's opinion, must a king bargain for the loyalty of his subjects? Why/Why not?
 - Robin has marched to France and to Palestine. Why do you think has he been to Palestine?
 - What does Robin Hood compare the building of a country to? Why?
 - Robin demands the freedom for every man to forage for his hearth (= to find food for his home), to be safe from conviction without cause, prison without charge and to work, live and eat by the sweat of his brow. A king who guarantees these liberties would receive not only the loyalty of his people but also what else?
 - King Richard replies sarcastically asking Robin if every man should have a castle. What reply does Robin give him?
 - What is Robin's final request?
- Use your answers to the questions above to write a summary of the contents of Robin's speech.

COMPETENCES: connecting literary characters and screen adaptations

YOUR VOICE

- Compare Robin Hood's speech with John Ball's speech entitled *All Men Were Created Equal* (see page 71). What similarities can you find between the two speeches? How do they differ? Write a short text in which you explain your observations. Then share it with the rest of your class.

FIRST Reading and Use of English. Part 6

- Six sentences have been removed from the text below. Choose from the sentences A-G the one which best fits in each gap (1-5). There is one extra sentence which you do not need to use.

A All versions of the Robin Hood story give the same account of his death.

B Another chronicler has it that he was a Wakefield man and took part in Thomas of Lancaster's rebellion in 1322.

C Both men were skilled at archery and from the roof of the Monastery they both shot an arrow.

D But what of Lady Marion?

E Robin asked Little John to bury him where the arrow landed, which he duly did.

F There are several versions of the Robin Hood story.

G Why was Lady Marion included in the story?

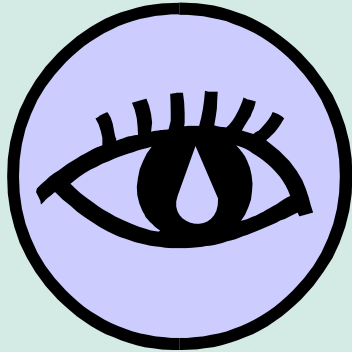
One well known story about Robin that places him in Whitby, Yorkshire, is about him and Little John having a friendly archery contest. The arrows fell at Whitby Lathes, more than a mile away. Afterwards the fields where the arrows landed were known as Robin Hood's Close and Little John's Close. Robin became a popular folk hero because of his generosity to the poor and oppressed peasants, and his hatred of the Sheriff and his officers, who enforced the cruel forest laws, made him their champion. Some chroniclers date his exploits as taking place during the reign of Edward II, but other versions say the king was Richard I, the Lionheart.

Princess slowly bled Robin to death. With the last of his strength he blew his horn and Little John came to his aid, but too late. Little John placed Robin's bow in his hand and carried him to a window from where Robin managed to shoot one arrow. A mound in Kirkstiles Park, within bow-shot of the house, can still be seen and is said to be his last resting place. Little John's grave can be seen in Fatshersage churchyard in Derbyshire. Not much of Robin's career is known, but nowhere in the chronicles is Lady Marion mentioned, so we must assume she was 'added' to the story. So, Robin did exist, but not in quite the way that the Robin Hood we all think of.



RESPONSES TO READING

Different learning styles and active learning



V
VISUAL



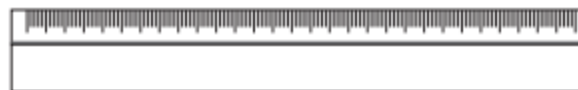
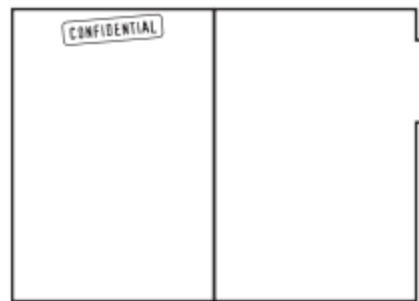
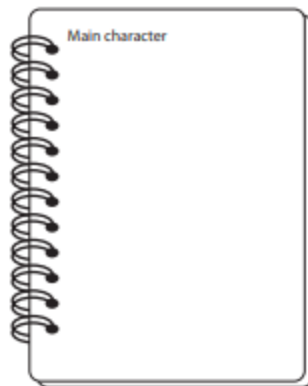
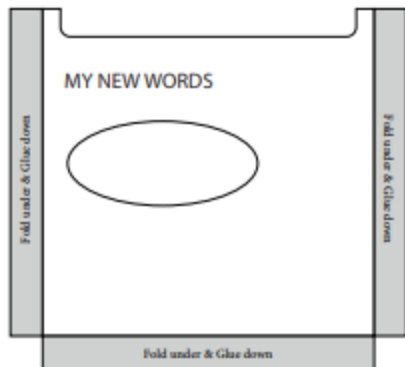
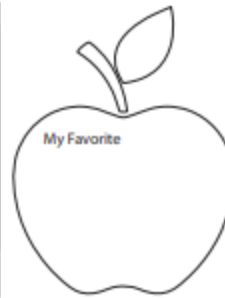
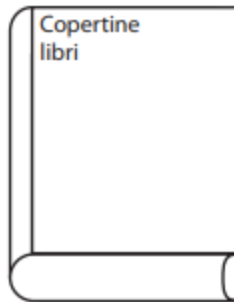
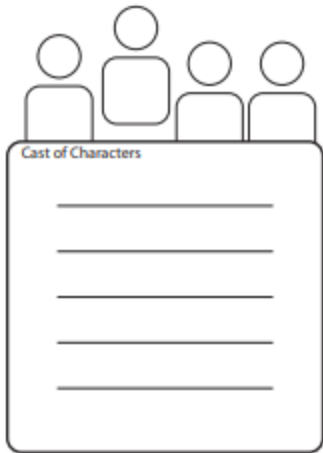
A
AUDITORY



K
KINEASTHETIC

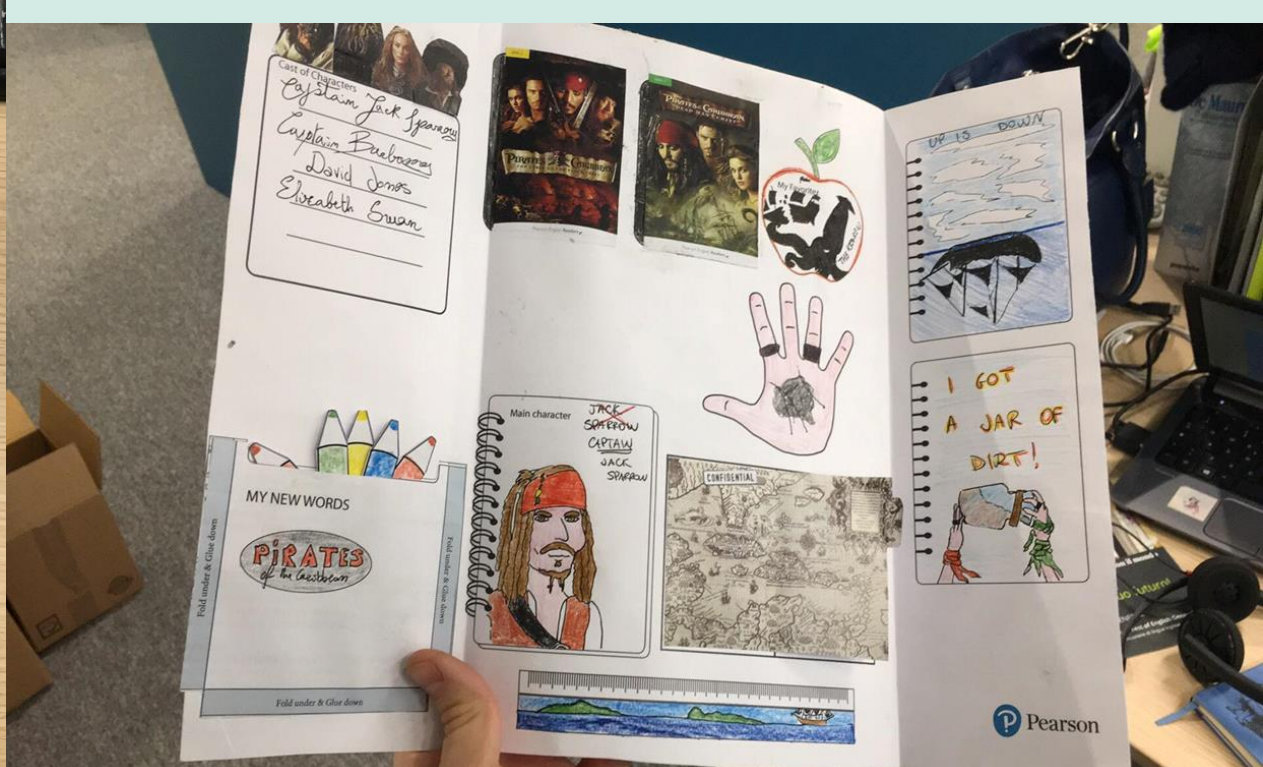
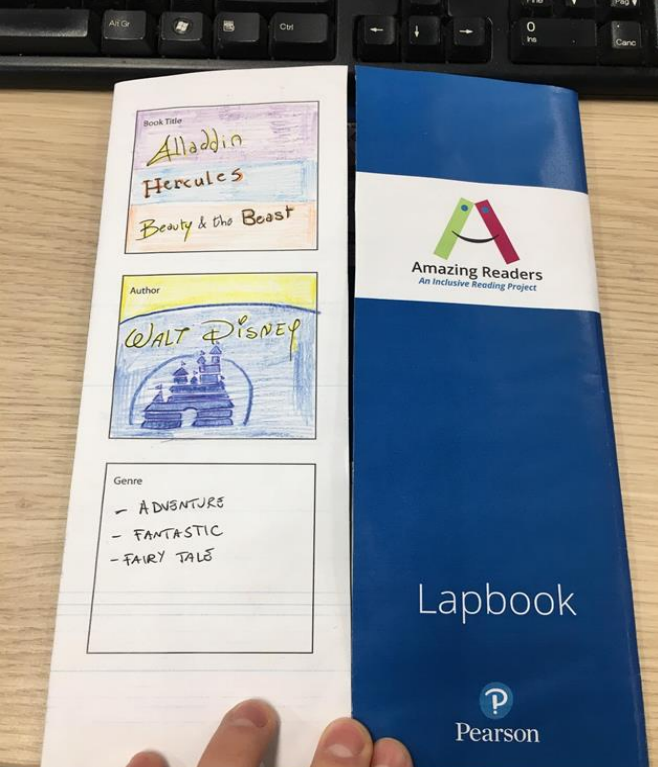
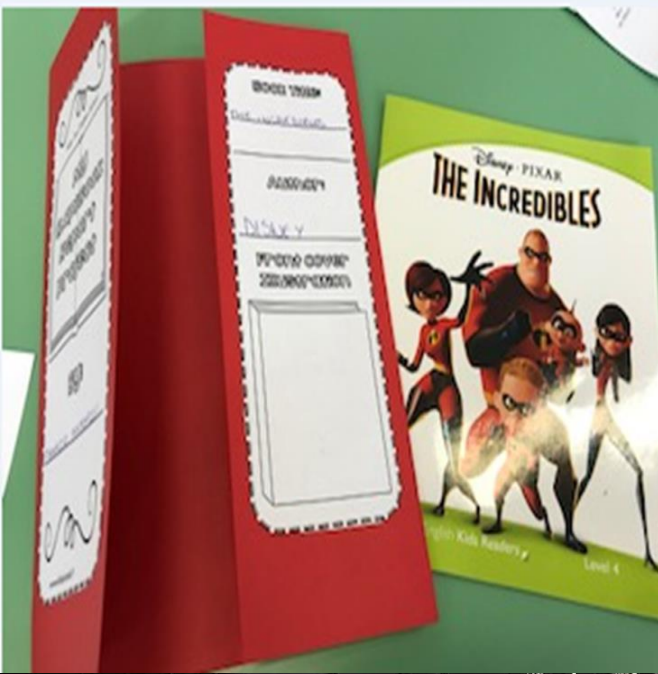
MAKE A BOOK TRAILER VIDEO

GRAPHIC ORGANIZERS



READING LAP BOOKS

My Favourite book



COVER DRAWING



Drawing the cover of *My Favourite Book* or *My Favourite Character* in the book.

Literature Infographics/ book summaries

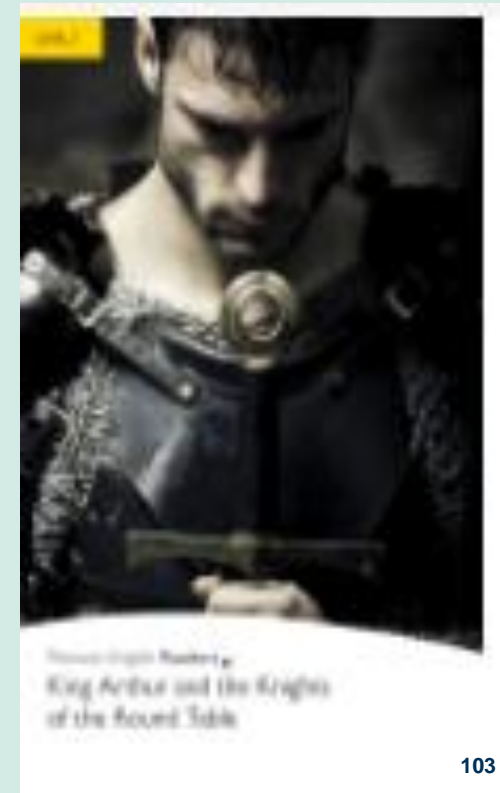
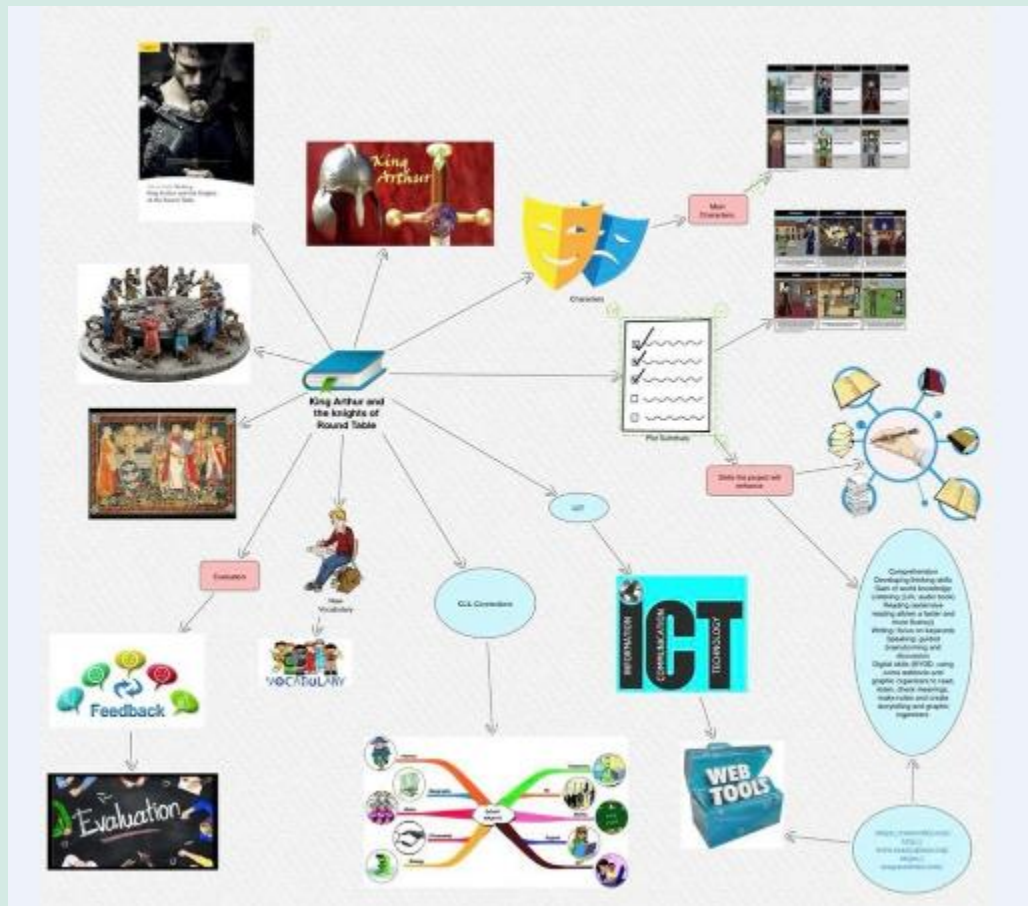
www.coursehero.com

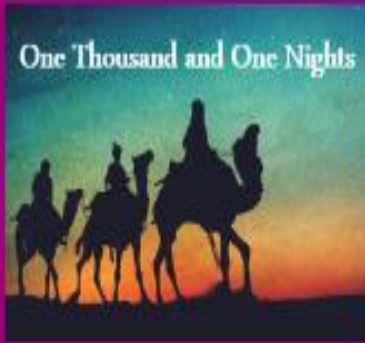
The image displays a collection of ten literature infographics, each designed for a specific book. Each infographic is presented in a vertical, mobile-friendly layout. The top section of each infographic features the book's title and author, accompanied by a small icon representing the book's theme. Below this, there is a brief synopsis of the plot, followed by a section on the main characters and their roles. The infographics use various colors and illustrations to make the information visually appealing and easy to understand. The books included are:

- Billy Budd, Sailor** by Herman Melville
- The Birthmark** by Nathaniel Hawthorne
- Bleak House** by Charles Dickens
- Bluebeard** by Kurt Vonnegut
- The Bluest Eye** by Toni Morrison
- The Book Thief**
- Brave New World**
- Breakfast at Tiffany's**
- Bridge to Terabithia**
- A Brief History of Time**

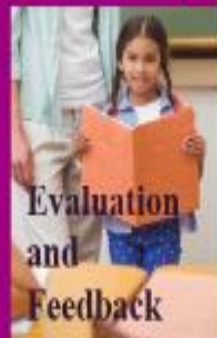
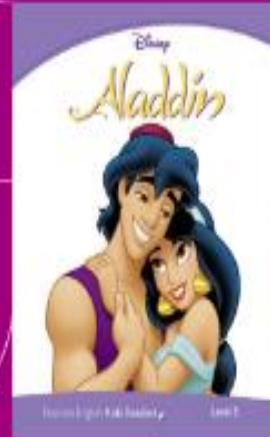
MINDMAP (King Arthur) EVO CLIL 2018

BY PROF:SSA GRAZIA LO SACCO – MOLA DI BARI





Mind Map: Book summary



Vocabulary:

- Carpet
- Princess
- Palace

General Skills:

- Writing
- Reading
- Oral exposition

EXERCISES

Pearson English K120 (1st)



Activity 2

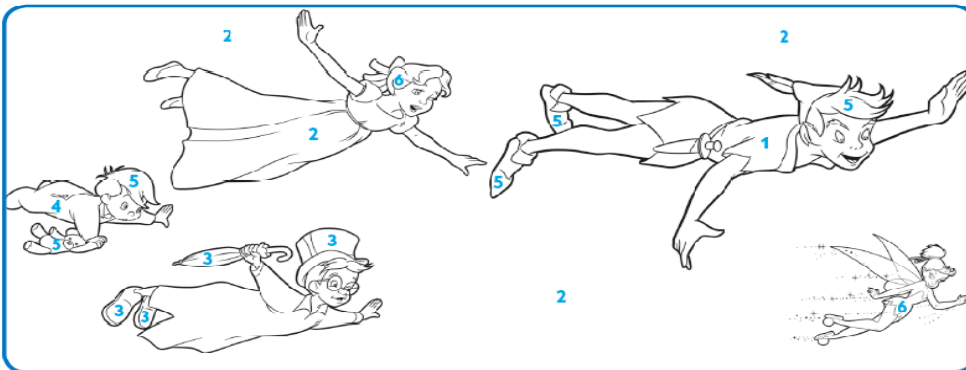
Circle the words.

bedroom children house magical fly happy

b	e	d	r	o	o	m	c
h	a	y	f	g	p	a	h
a	g	t	r	f	h	g	i
p	c	d	q	p	m	i	l
p	o	f	l	y	u	c	d
y	s	u	t	g	n	a	r
e	w	o	p	b	h	l	e
h	o	u	s	e	y	f	n

Activity 3

Read and color.



1 = green 2 = blue 3 = black 4 = pink 5 = brown 6 = yellow

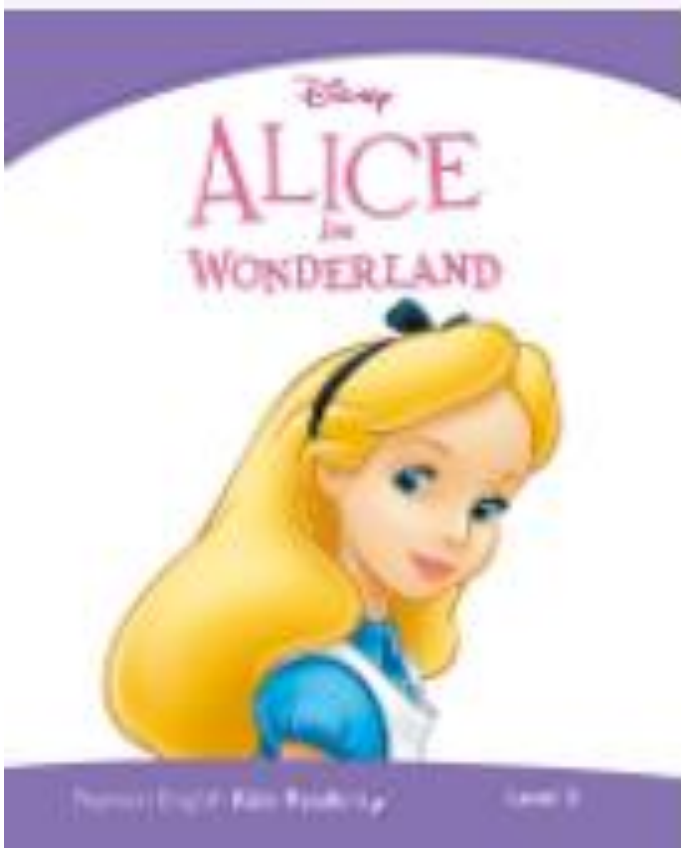
NING



READING AND CLIL



What CLIL Connections can you think of for Alice in Wonderland?



Pearson English Readers

Alice in Wonderland

Lewis Carroll

Copyrighted Material

CLIL Connections

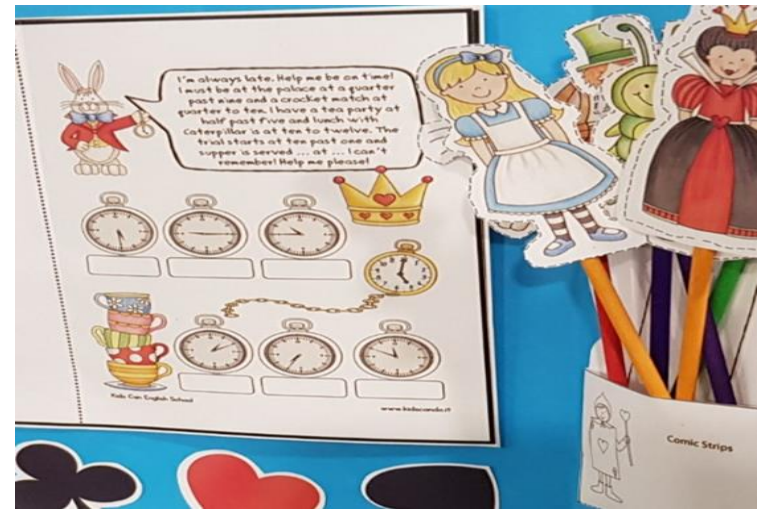
History

Geography

Mathematics

Science

Cookery



Pearson English Readers

Alice in Wonderland

Lewis Carroll



**HELP ENGAGE
STUDENTS WITH
WHAT THEY ARE
READING**

**INVOLVE THEM IN AN
INCLUSIVE READING
PROJECT**





Pearson



Amazing Readers and Amazing Little Readers Project

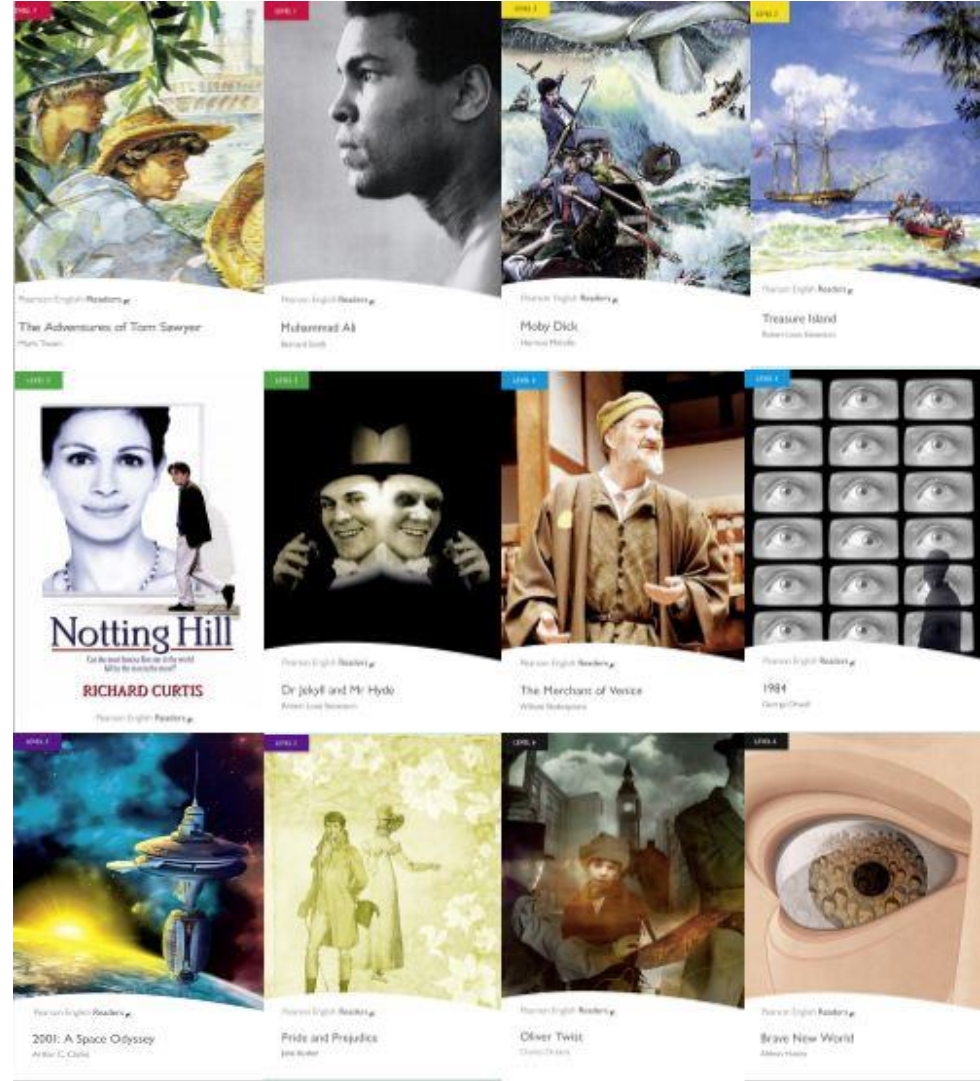
An inclusive reading project



Aims

To help engage students in reading inside and outside the classroom in order to improve their reading fluency.

To support teachers and students.



In esclusiva con i corsi "Get It!" e "Just Right Premium"
la possibilità per tutti gli studenti di fruire online e
offline delle seguenti narrative:



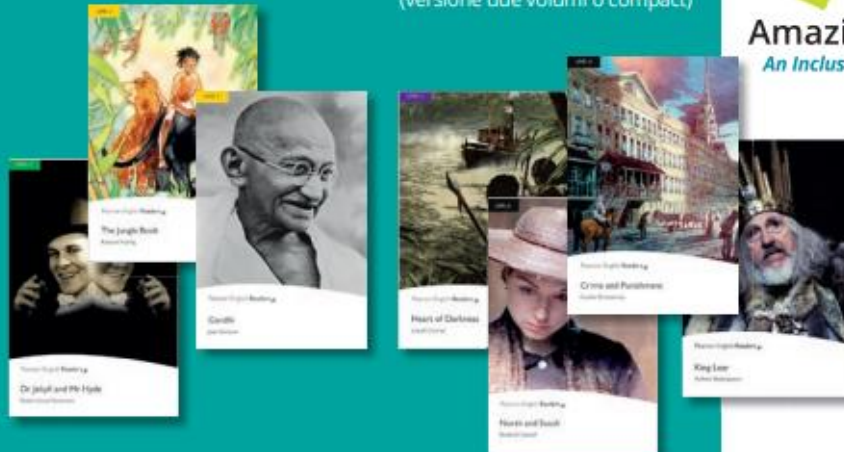
Amazing Readers
An Inclusive Reading Project

In esclusiva con i corsi indicati la possibilità per tutti gli
studenti di fruire online e offline delle seguenti narrative:

con "Engage" e "Focus"

con "Amazing Minds"

(versione due volumi o compact)



Amazing Readers Project

.Students choose their favourite book and make:

.A Lap Book

.A game

.A video

.A poster

.An infographic

.Costumes

.Music

.Drawings

.Plays

.A receipe

.----- any response



Show case students' work on the project at an **Amazing Readers Discovery Day** in your school

 Pearson



Attestato di partecipazione

Si attesta che

Fabio Orso

ha partecipato al programma di Pearson Italia dal titolo:

Amazing Little Readers

esponendo nel Discovery Day il libro dal titolo:

Aladdin

Presso

Scuola Primaria "Walt Disney"
Classe 3^a Sezione D

L'insegnante

Claudia Zabaglioni

14 Maggio 2018

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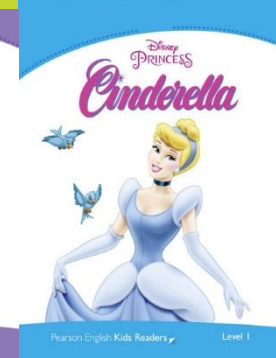
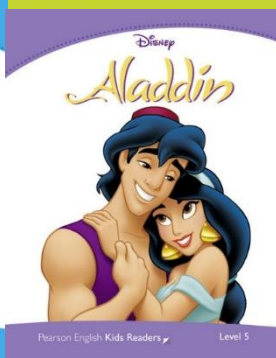
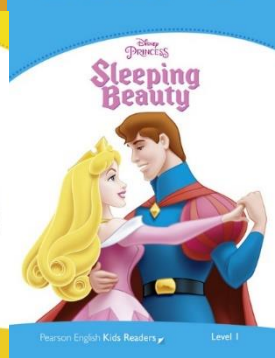
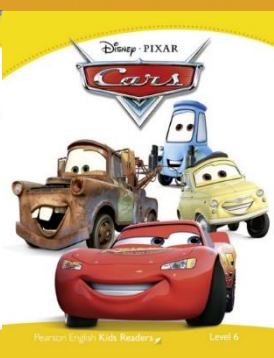
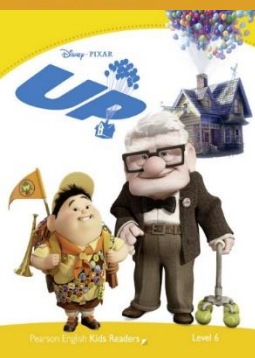
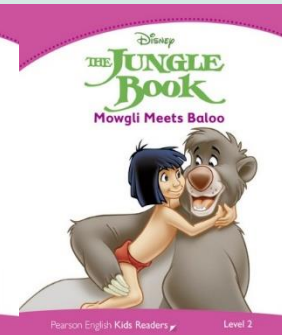
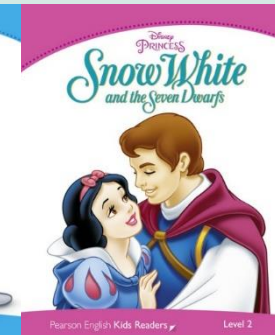
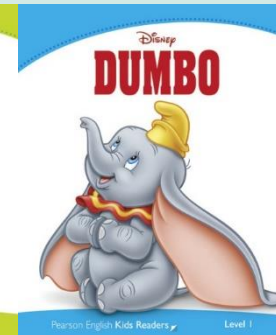
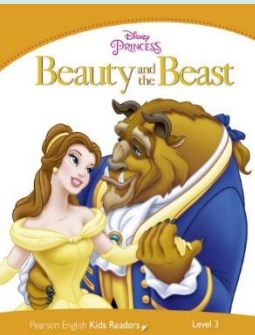
Themes 2018

- My Favourite Book
- Our Class Reader
- CLIL Connections
- Global issues
- Special anniversaries

- Invite your Pearson
- English Consultant!



Students can dress up as their favourite character





Amazing Readers Discovery Day at Scuola Primaria **PETER PAN**

The book

Characters

The plot

Drama



CLIL Connections

London

Family



Method

Songs

Dressing up as favourite character in the book

Making Posters and Lap Books

Tea party



Discovery Day at a Scuola Secondaria I Grado

DRACULA

The book

Characters

The plot

Drama

Bram Stoker

Genre

Vampires

CLIL Connections

Science: Blood – DNA

History – Castles

Geography – transylvania

Mode

Presentations

Posters and Lap Books

Play and acting out parts

Drama



Pearson English Readers 2nd

Discovery Day at an Istituto Nautico

Pirates of the Caribbean (Film)

Characters

Plot

CLIL

Oceans and Seas

Pearls

Caribbean history

Pirates

Slave trade

Commerce

Tourism

The Carribean

Music

Immigration

**OVER TO YOUR
STUDENTS!**

OVER TO YOU AND YOUR STUDENTS!

Give them the opportunity to become
‘Amazing Readers’!



Successful Extensive Reading



.Involve everyone – students, teacher and .. Parents

.Part of the teaching timetable

.Involve students in set up and management

.Variety of interesting books at appropriate levels

.Ways to assess and monitor reading

Varied and interesting selection of books to read

Amazing Readers



Il progetto Pearson per diffondere l'amore per la lettura in inglese tra bambini e ragazzi di tutte le età a partire dai banchi di scuola, tramite i Pearson English Readers, adattamenti graduati dei grandi classici, fiction e non fiction.

Alunni e studenti potranno scegliere da un'ampia collana di testi in lingua inglese, adattati ai diversi livelli di padronanza della lingua.

Alla fine del percorso vi suggeriamo idee e spunti per organizzare un Amazing Readers Discovery Day, nel quale per far sì che i ragazzi lavorino in modo creativo sulla loro lettura preferita.

Per maggiori informazioni e per trovare i materiali visita il sito:

<https://it.pearson.com/amazing-readers.html>



o unisciti al gruppo Facebook dedicato:

<https://www.facebook.com/groups/amazingreaders/>

References

<https://it.pearson.com/amazingreaders.html>

<https://readers.english.com>

Pearson English Readers

Pearson Kids Readers

Pearson Active Readers

Amazing Minds – Pearson – Spicci/Shaw

<https://www.teachingenglish.org.uk/article/graded-readers>

www.erfoundation.org

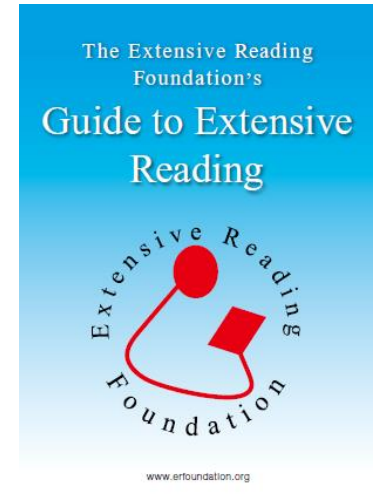
www.kidscando.it

<http://www.bdadyslexia.org.uk/>

www.literacyworldwide.org

www.readandspell.com

www.coursehero.com



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Presenting an unbeatable range of over 480 stories for kids, teens and adults across a range of genres and in a range of formats, Pearson English Readers are an ideal resource for language learners to experience the joy of reading.

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Making reading accessible to all



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www.pearson.it

La lettura estensiva per lo sviluppo delle competenze linguistiche



La lettura "per puro piacere" diventa un arricchimento cognitivo ed emotivo

AMAZING READERS

Leggere per diletto, senza doversi cimentare nello svolgimento di esercizi o prove di verifica di vario genere, porta innumerevoli benefici agli studenti, sia per l'arricchimento lessicale, sia per il miglioramento delle abilità di ascolto, comprensione, scrittura e parlato. Vi proponiamo le esperienze di alcuni docenti.

di Letizia Cinganotto



Pearson Education Library

Reading "Wuthering Heights" in Emily Brontë's bicentenary year

Questions of identity in the author and Heathcliff

Tenuto da **Mauro Spicci** e **Timothy Alan Shaw**

*I am a huge fan of extensive reading using 'graded readers',
... the more students of a foreign language read in that language, the better they get.*

Jeremy Harmer

Thank you for your attention!

Donatella.fitzgerald@pearson.com





Useful info:

certificates, materials,
archives, video
tutorials,
calendar of events

1. Certificate of attendance

New!

To obtain a **certificate of attendance**, valid to certify obligatory training hours:

»1«

Vai su pearson.it/miei-webinar
e rispondi ad alcune
semplici domande di controllo.

»2«

In caso di esito positivo al questionario,
scarica subito l'attestato.

2. All materials and video lessons are available in the Pearson Education Library:



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Facebook interface showing the Pearson Academy - Italia page. The page header includes the name "Pearson Academy - Italia" and a search bar. The profile picture is the Pearson Academy logo. The cover photo shows a smiling woman with long blonde hair making an "OK" hand gesture. The main post is titled "#CartadelDocente Per la tua formazione, scegli l'esperienza di Pearson!" and includes text about the Carta del Docente and a 500 Euro bonus. The post has 24 shares and a comment input field.

ALWAYS LEARNING