

# Resilient Whizz-Bang Reading Tasks

Alan Marsh

ELT Council Malta: 10<sup>th</sup> ELT Malta Conference

What's the purpose of the text  
in the next slide?

This year the Turnbull family felt like taking a holiday together and their grandparents agreed to come with them. Grandpa suggested going to a hot country so they decided to visit the Mediterranean where they could enjoy relaxing by the beach and attempt to get a suntan. They also didn't want to risk getting Covid, so they needed to choose a 'green' destination. They carefully avoided taking a holiday in the high season because they dislike sitting on crowded beaches. They also preferred somewhere where English is widely spoken so they decided to go to Malta, in June.

Adapted from *Survival Lessons*



This year the Turnbull family **felt like taking** a holiday together and their grandparents **agreed to come** with them. Grandpa **suggested going** to a hot country so they **decided to visit** the Mediterranean where they could **enjoy relaxing** by the beach and **attempt to get** a suntan. They also **didn't want to risk getting** Covid, so they **needed to choose** a 'green' destination. They carefully **avoided taking** a holiday in the high season because they **dislike sitting** on crowded beaches. They also **preferred to go** somewhere where English is widely spoken so they **decided to go** to Malta, in June.



Adapted from *Survival Lessons*

# Verb + gerund and Verb + full infinitive

TALO...

- Text
- As a
- Linguistic
- Object



# Different purposes in Communicative Language Teaching: **reading as a skill**

## **Before**

Tasks to activate schemata:  
get their heads in the right place – tuning in. E.g.:

Discuss  
Predict

## **During**

Tasks to develop reading strategies

Skim for gist  
Scan for specific info  
Intensive reading for detail

## **After**

Tasks for language production:

Speaking and/or writing

Focus on a language system in the text

Grammar, lexis, phonology, discourse

# Using the Turnbull family text in CLT methodology

- **Tuning In:** What's today's topic? Unjumble this word – **doyishal**
- **(holidays)**
- **Skimming for gist:** Read this text quickly and give it a title – not more than two words! (skimming for gist)
- **Scanning for specific info:** How many different reasons are given for choosing Malta? What are they? (scanning for specific information)

# Holiday!

This year the Turnbull family felt like taking a holiday together and their grandparents agreed to come with them. Grandpa suggested going to a hot country so they decided to visit the Mediterranean where they could enjoy relaxing by the beach and attempt to get a suntan. They also didn't want to risk getting Covid, so they needed to choose a 'green' destination. They carefully avoided taking a holiday in the high season because they dislike sitting on crowded beaches. They also preferred somewhere where English is widely spoken so they decided to go to Malta, in June.

Adapted from *Survival Lessons*





# Using the Turnbull family text in CLT methodology

- **Tuning In:** What's today's topic? Unjumble this word – **doyishal**
- **(holidays)**
- **Skimming for gist:** Read this text quickly and give it a title – not more than two words! (skimming for gist)
- **Scanning for specific info:** How many different reasons are given for choosing Malta? What are they? (scanning for specific information)
- **Productive skill: speaking fluency:** What's *your* favourite holiday destination? Give at least *three* reasons why it's your favourite.
- **Focus on a language system: grammar** verb patterns –  
verb + infinitive v verb + gerund

Nice and neat but ...?



WHIZZ-BANG!

Images from Clipart

# Online classes and reading texts

The flipped classroom: texts can be read at home.

So how can we keep our learners engaged, challenged and on their toes with reading texts ... in the (online) classroom?



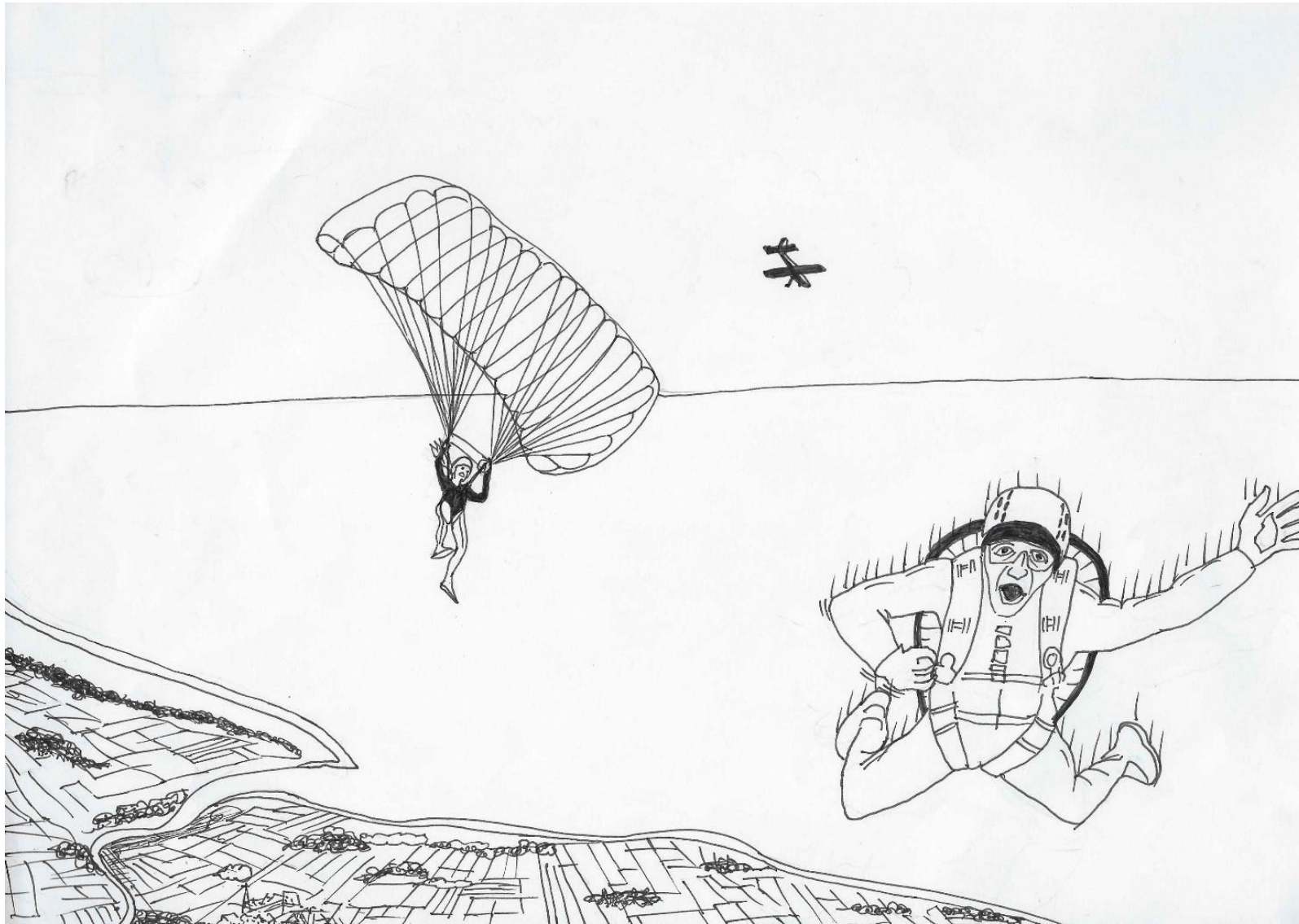
# Picture dictation 1:

Listen and remember as much as you can

# Picture dictation 2:

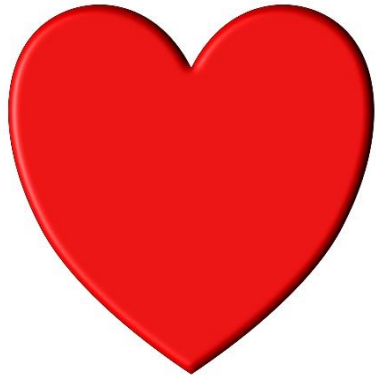
## Listen and draw

# Here's the original



# Prediction 1:

What do you think the story's going to be about?

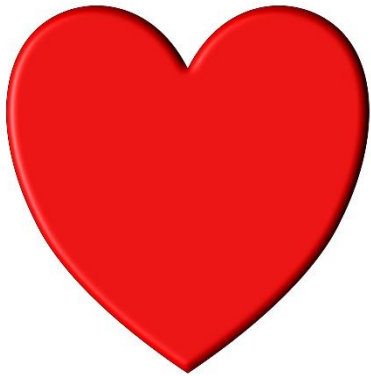


HAPPY  
BIRTHDAY



# Prediction 2:

Work in a group and write at least five questions you want answers to



HAPPY  
BIRTHDAY





## Prediction 2:

### Questions learners have come up with:

What are they doing? Why?

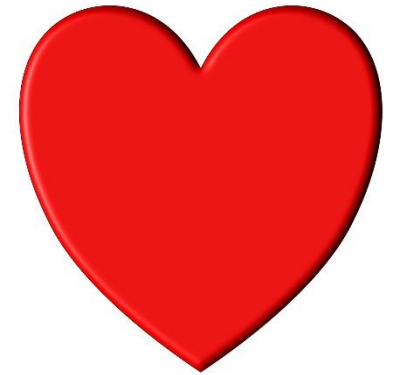
Does he /she die?

Is this a murder story?

Is there a birthday present?

Do they land in the sea?

Is there a happy ending?



HAPPY  
BIRTHDAY



*How did Beth and Harry meet, do you think?*

*What did Beth like about Harry?*

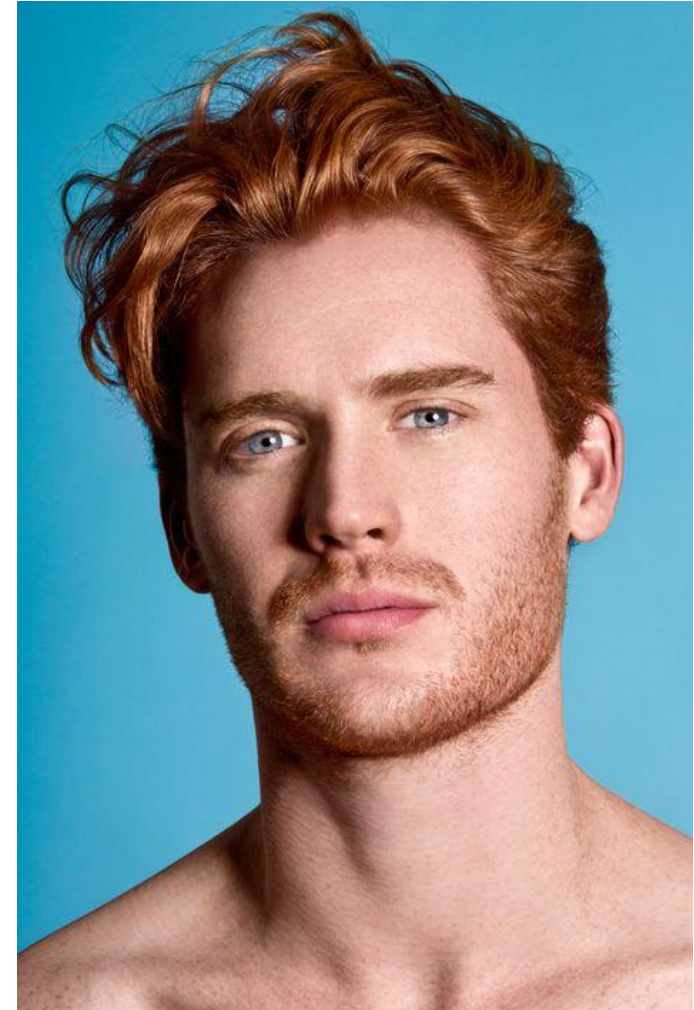


Now listen and read the story.

Are your predictions right?

Are your questions answered?

# When Beth met ... Harry





Beth met Harry in the summer of 2017. Beth had been single for over a year and felt fine with it. She occasionally went on dates with people she met on Tinder. They were nice and OK but ... nothing special.

Then one day she went online and found Harry: a warm smile, a cheeky grin, flaming red hair, a sense of humour, somebody who liked having fun and doing outdoor sports – she clicked on his photo. They met in a trendy coffee bar and clicked right away. He was kind, charming, considerate and fun. Soon they were dating.

- Six months later it was Kate's birthday and they were celebrating it in...  
*Where did they celebrate it?*
- ...a romantic restaurant. He gave her two tickets for a break in...  
*In which romantic city?*
- ...Rome. She was delighted. A present for a couple in love.  
"Oh thank you, my darling 'Prince Harry'" she said with a loving smile.  
Then, after a moment, she said, "It's your birthday in three months, isn't it? So here's something for you. For us." She took two vouchers out of her bag:  
*They were two vouchers for a special course in ...what?*
- *Solo skydiving six-lesson course and jump.* He was speechless.  
*What happened on the day of the jump?*

- The course was over and the day had arrived. He jumped and she followed a few seconds later. It felt free, diving through the air like a bird. After a while, her parachute opened. She looked down. Harry's parachute was closed – it hadn't opened. She went white. She could see Harry hurtling towards the ground. She could only look on in shock. Then...

*What happened next?*

- ...his parachute opened.

*But was it too late?*

- She landed after him and ran to where he had landed. He was lying on the ground. Had his parachute opened too late?  
"Oh Harry! Harry! Please!" she whispered. "Please be OK!"

- He opened one eye, then the other.

*and said .....?*

- "Hiya, Princess. Can we do that again?" He winked at her and grinned. She cried out " Oh you.....!" and stormed off angrily.
- Harry sat up and wondered what all the fuss was about. A prank too far?

*Harry had deliberately delayed opening his parachute and then had pretended to be unconscious and injured. Was it a funny prank or was he being insensitive. What do you think?*



## When Beth met Harry...



Beth met Harry in the summer of 2017. Beth had been single for over a year and felt fine with it. She went on dates with people she met on Tinder. They were nice and OK but ... nothing special. Then one day she went online and found Harry: a smile, a grin, red hair, a sense of humour, somebody who liked having fun and doing sports – she clicked on his photo. They met in a coffee bar and clicked right away. He was charming, considerate and fun. Soon they were dating.

*occasionally warm cheeky flaming outdoor trendy kind*





Beth met Harry in the summer of 2017. Beth had been single for over a year and felt fine with it. She **occasionally** went on dates with people she met on Tinder. They were nice and OK but ... nothing special. Then one day she went online and found Harry: a **warm** smile, a **cheeky** grin, **flaming** red hair, a sense of humour, somebody who liked having fun and doing **outdoor** sports – she clicked on his photo. They met in a **trendy** coffee bar and clicked right away. He was **kind**, charming, considerate and fun. Soon they were dating.

**Personalisation:** Which sport have you done?  
Which would you like to do?  
Give at least three reasons why/why not



Shrek is a creature. He's got green skin and he lives in a swamp. He looks like a monster but inside, he's a nice person.



huge slimy smelly scary kind

Shrek is a **huge** creature.  
He's got **slimy** green skin and he lives in a **smelly** swamp.  
He looks like a **scary** monster but inside, he's a nice **kind** person.

# Whizz-bang task templates:

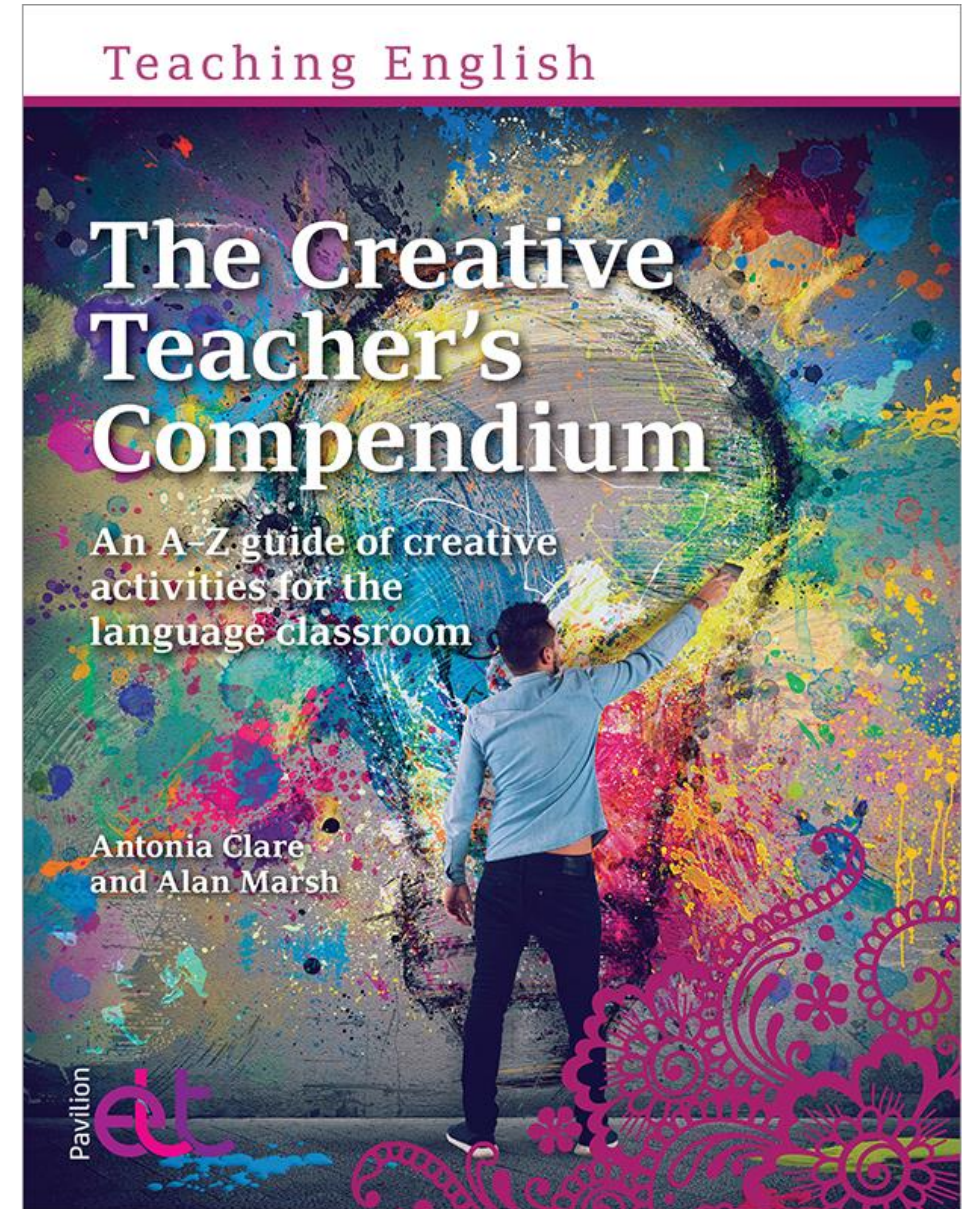
## *When Harry met Beth*

- Picture dictation: describe the picture first to give an overview, then again for learners to draw
- Embedded prediction. Listen/read: the text is peppered with prediction questions throughout
- Personal response: *Was Harry being insensitive?*
- No-gapfill: can be used to focus on any lexical area
- Topic-related personalisation

# The Creative Teacher's Compendium

Alan Marsh and Antonia Clare

<https://www.pavpub.com/pavilion-elt/teaching-english/the-creative-teachers-compendium>



# Whistle and mime dictation



| shutterstock.com · 496711432

Shout it out!

[type it in the chat box]



# Mr. and Mrs ...





# Whistle and mime dictation: Mr and Mrs Churchill – legendary words

One (1) *day*, Mr and Mrs (2) *Churchill* were walking through a posh (3) *neighbourhood* in the city of (4) *London*. People (5) *waved* to the Prime (6) *Minister*. Some greeted him and had a short (7) *chat* with him.

On the other (8) *hand*, a street sweeper totally (9) *ignored* Mr Churchill and walked up to Mrs. (10) *Churchill* instead. They (11) *chatted* together for a (12) *while* and it was clear they were on familiar and (13) *friendly* terms.

Churchill later asked his wife what she and the street (14) *sweeper* were (15) *talking* about for so (16) *long*. “Ah, he was in (17) *love* with me a long (18) *time* ago,” she said.

Churchill smiled and said, “You see, if you had married (19) *him*, you would be a street sweeper’s (20) *wife* today.”

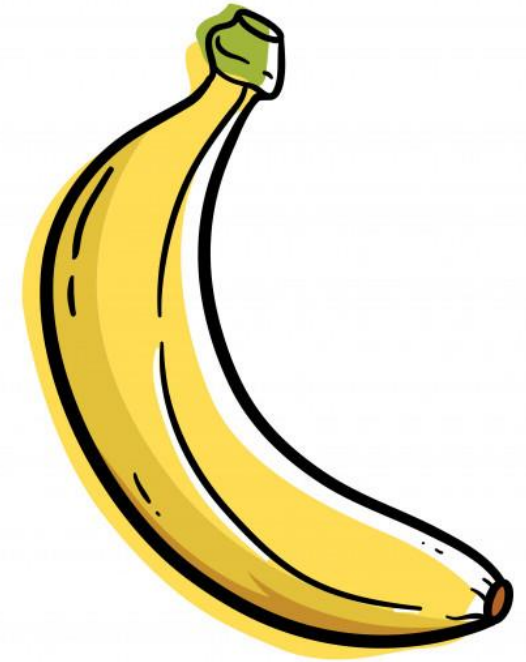
Mrs. Churchill looked at her husband in (21) *amazement* and said the legendary (22) *words*: “But no, darling, if I had (23) *married* him, today he would be the (24) *Prime* Minister.”

# Text reconstruction

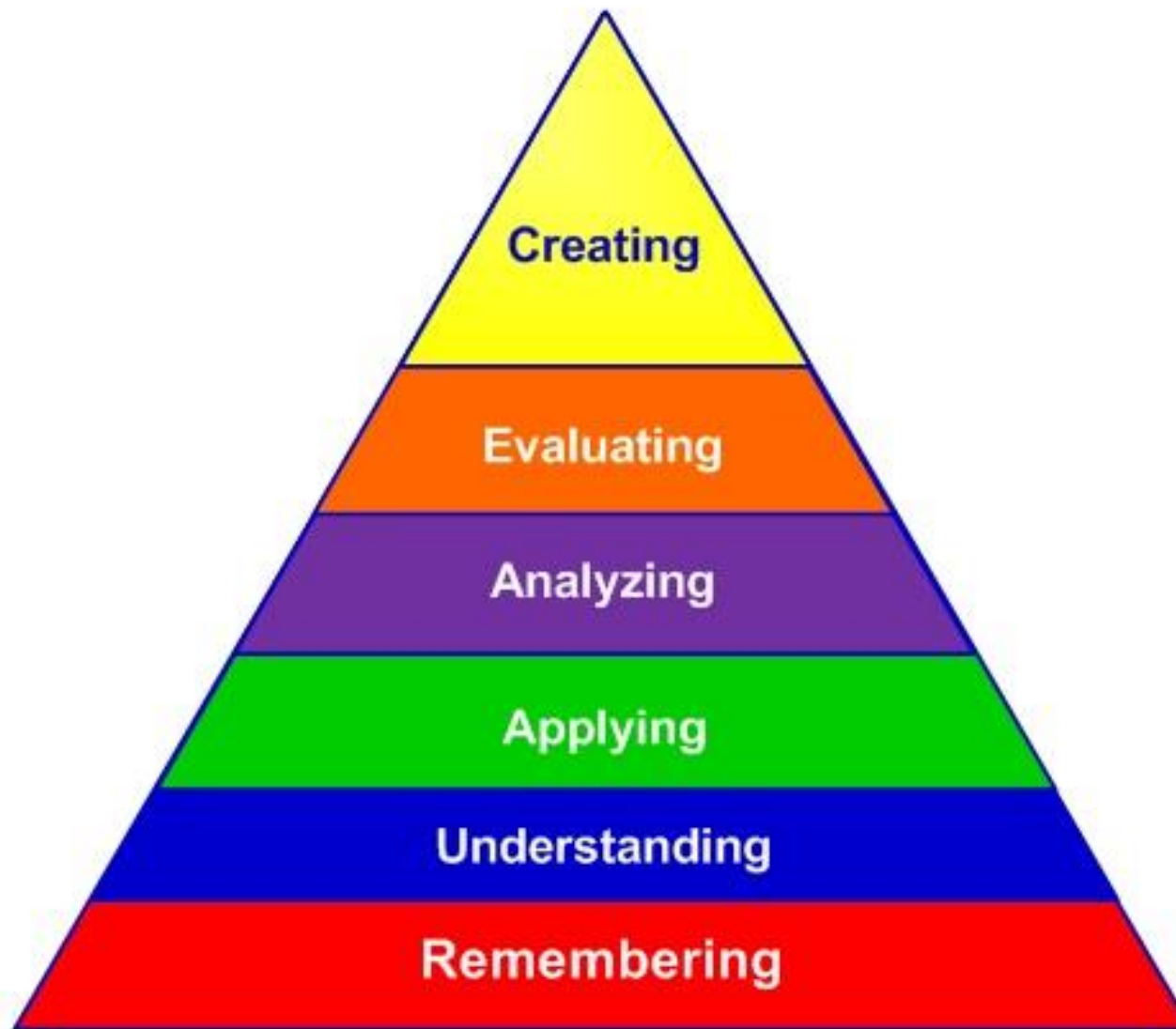
- 1 day      2 Churchill      3 neighbourhood      4 London
- 5 waved      6 Minister      7 chat
- 8 hand [a street sweeper] 9 ignored      10 Churchill      11 chatted  
12 a while      13 friendly
- [Churchill later asked his wife] 14 sweeper      15 talking      16 long
- 17 love      18 time
- [Churchill smiled and said “If ...] 19 him      20 wife      [today]
- [Mrs. Churchill] 21 amazement      22 words
- [“If I ... ] 23 married      [today] 24 Prime

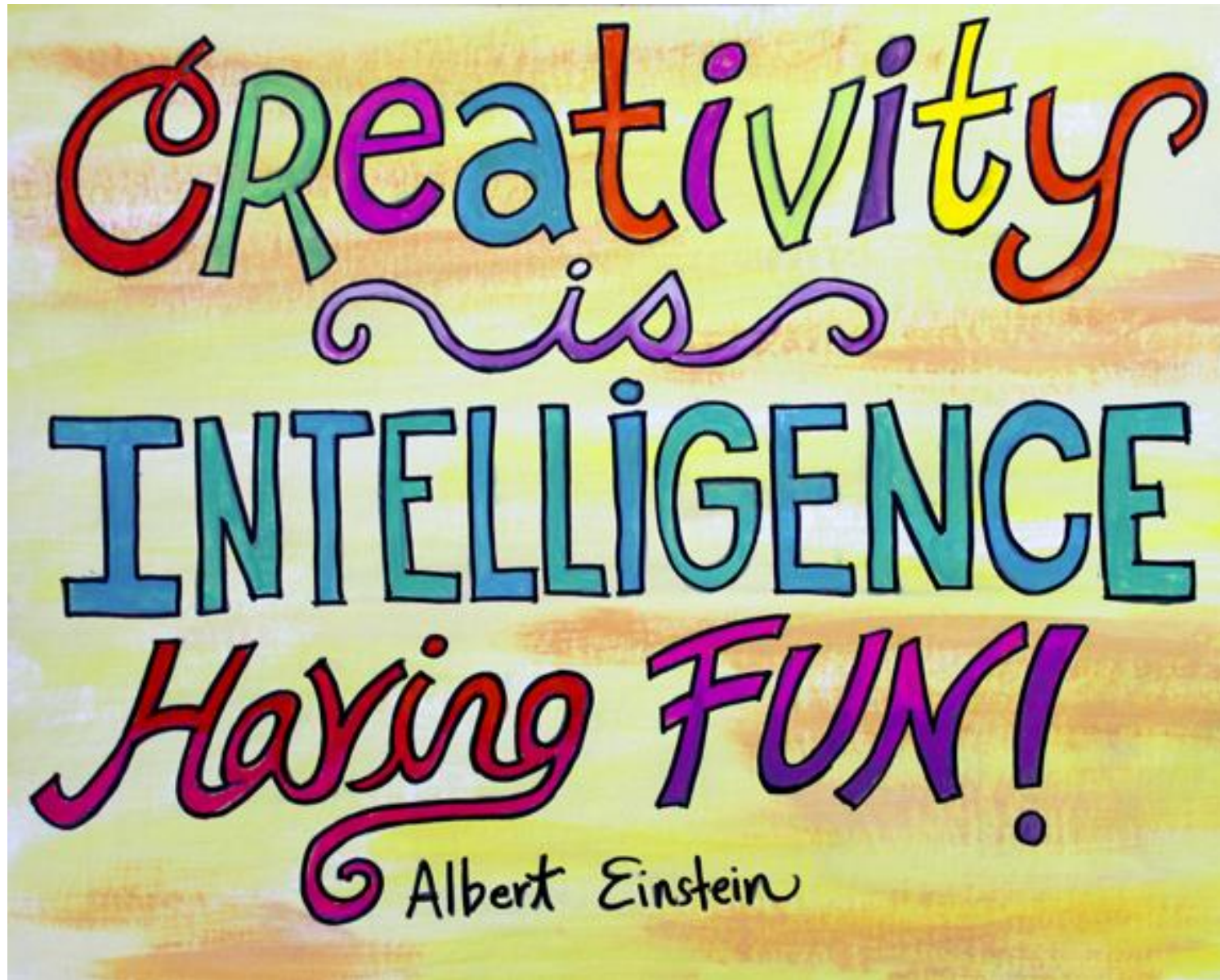
# Whistle dictation adaptation – banana dictation

- 1 Every morning I go to school on a **banana**.
- 2 My **banana's** name is Alan.
- 3 When it's raining I carry my **banana**.
- 4 I talk to my friends on my **banana**.
- 5 My mum drives a fast, red **banana**.
- 6 In the summer, I enjoy **bananaing** in the sea.
- 7 I **banana** football every Sunday morning.



# Blooms Taxonomy - Revised





An upcoming course:

Award in **A**dvanced **EFL** Teaching **S**kills - **AETS**



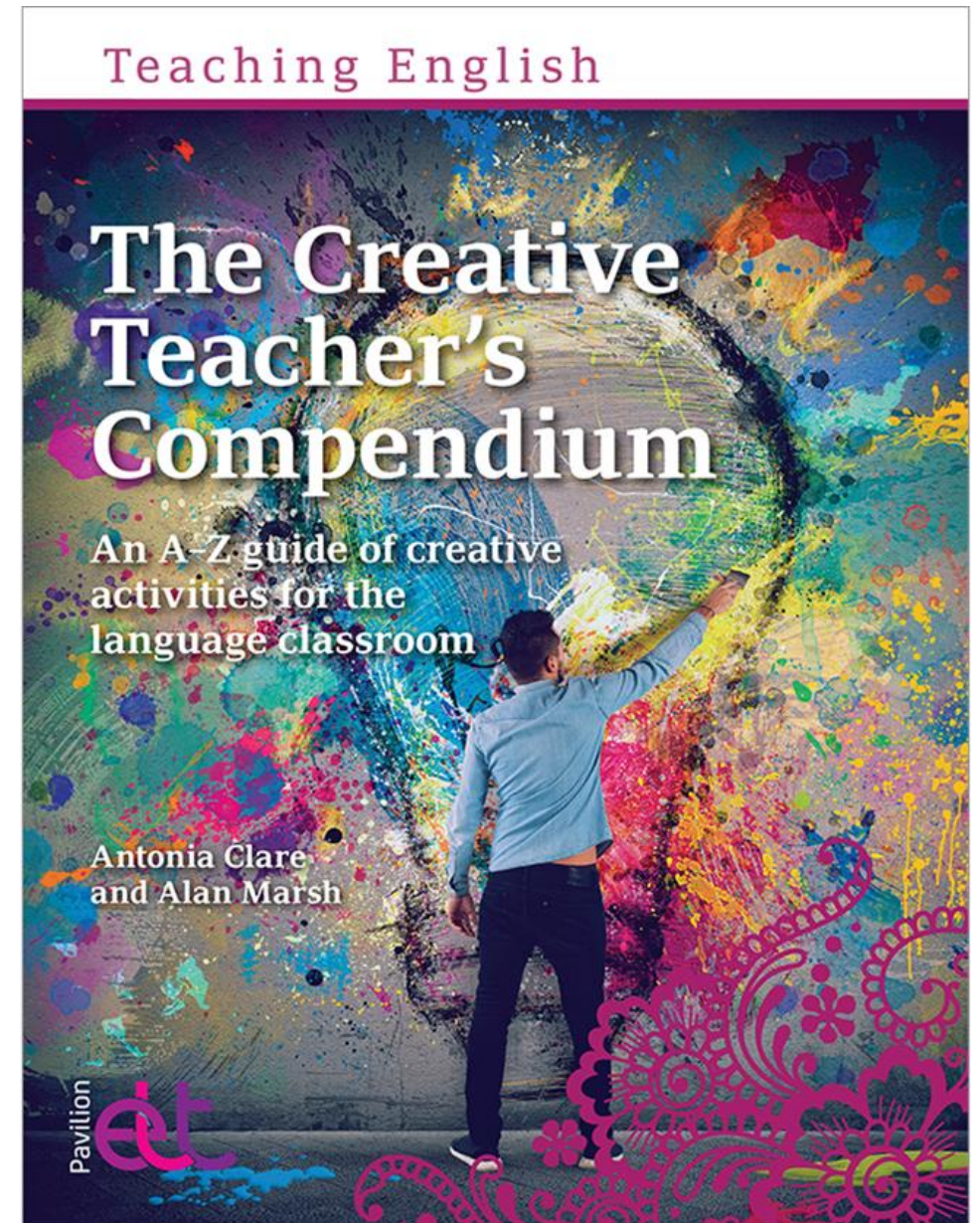
# More creative ideas ...

<https://www.pavpub.com/pavilion-elt/teaching-english/the-creative-teachers-compendium>

## The Creative Teacher's Compendium

by

Alan Marsh and Antonia Clare



# Thank you!

[alanmarshinmalta@gmail.com](mailto:alanmarshinmalta@gmail.com)

WhatsApp: (0044) 7598 426861

Facebook

Facebook page: Alan Marsh ELT

LinkedIn

[www.onlineteflteacher.com](http://www.onlineteflteacher.com)

[www.carobinstitute.com](http://www.carobinstitute.com)

