

SAMPLE PAGES COES 4 - FROM COES TESOL COURSE – www.Tesol-Direct.com

While-reading and after-reading activities

These concern those activities that the students can do in class.

Example 1

One effective approach is to provide the students with a piece of text, together with a passage containing gaps that they have to fill in. This activity could be based on a short passage, or even on one chapter from a longer story. The students would have to complete the gaps based on their understanding of the passage. They should always have the text in front of them while they are doing the task or the task will become something very close to a test of memory, which is not the intention of the activity. The gap filling activity will probably contain gaps that relate to important points in the text, and may also require the students to deduce what has happened, or predict what might happen next. The while-reading activities could also require the students to draw inferences from the events or the spoken words in the text. A task of this nature, using gaps in a passage, could be a relatively simple activity for more elementary students, but it could also be designed as a complex task for advanced students.

Example 2

An alternative form of gap filling would be the use of a family tree where one or two names are filled in, but the rest are gap. Based on their reading, the students would complete the family tree. The text itself might consist of a list of numbered sentences, a short passage or a short story.

Example 3

Give your students a passage to read. Next, provide them with a summary of the passage containing factual *mistakes* that need to be corrected. Let them work in pairs, in part to avoid any feeling that they are being tested. Younger students, or elementary language students, find this an interesting activity. This activity could be used with an individual passage although it can also be used with a class reader that has been read by the whole class.

Example 4

The reordering of sentences can be a challenging task for the students; however, it is important that this does not become a *test* of the students' understanding or memory. The task should be done with the text in front of them (possibly in pairs) but it should be demanding enough to require the students to think carefully. There are number of ways of doing this:

- do not use identical words from the original; rephrase the original text slightly in the sentences to be reordered
- if you are using a reader with the class and you are, for example, half way through the text, provide jumbled sentences that tell the next part of the story; see if they can *deduce* what will come next and find the correct order for the sentences; the students should not look ahead to the next chapter of their reader for this activity; this activity can be used very effectively before the students read the concluding chapter(s) of a work of fiction

- include additional sentences or short paragraphs that do *not* need to be included in the completed task; these sentences (known as distractors) would be superfluous and would make the task more complex for the students.

Example 5

A variety of communicative tasks can be used where students have different passages, but where both parts are required to complete a task. Half of the students will have Passage A while others will have Passage B. In the example below, the students will read their own passages and then work in pairs to complete the telephone conversation that follows.

<p>Passage A: Marangu Hotel</p> <p>Marangu Hotel is situated amongst the local banana and coffee farms on the slopes of Mount Kilimanjaro. The altitude is about 1,500m and so the air is pleasantly comfortable without being hot or humid. The hotel itself consists of a number of small bungalows set in a green and very attractive garden. The original buildings were put up by a builder from Germany who worked for the Catholic Church. He also built the local training college in the 1920's. Later, the buildings were used as guest houses for the church, and this later became the foundation for the Marangu Hotel. Today, there is a swimming pool for visitors and easy walks to nearby waterfalls. There are wonderful views of nearby Mount Kilimanjaro. The basic cost of staying at the hotel is \$50 a day per person full board. The hotel has a long history of organising successful trips to the top of the mountain. They are probably the most experienced organisers of climbing trips. Climbing the mountain costs about \$1,000 per person. It is a tough trip but can be tackled by anyone of reasonable fitness. Climbing skills are not required. The oldest climber so far is 87 and the youngest, 14. And when the climbers come back, there is excellent food and there are beautiful gardens to rest in.</p>	<p>Passage B: Mount Kilimanjaro</p> <p>Mount Kilimanjaro is 5,895m high and set close to the border between Tanzania and Kenya. Kenya likes to sell Kilimanjaro as a tourist attraction in that country because it is close to the border. In fact, the mountain itself lies in Tanzania. It is the highest mountain in Africa and the highest free-standing mountain in the world. This means that it is the highest mountain that is not part of a mountain range. Many people have enjoyed climbing the mountain. They start their holiday by flying into Kilimanjaro Airport. The actual climb takes five days: three days of slow walking to the top and two days coming back down again. It is about a 55 mile walk in total. The countryside is magnificent and the views are breathtaking. There are three main sites for climbers: Mandara Hut, Horombo Hut and Mawenzi Hut. The accommodation is in tent-shaped wooden huts built by the Norwegians in 1976. Most climbers come with fully-equipped groups where food is provided, but some climbers cook their own food. Snow can be found below Mawenzi Hut, but normally it is found on the final slopes. Permanent ice fields are found at the very top of the mountain. The lucky climbers who make it to the top are often rewarded with spectacular views.</p>
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The students read their own passages and then they work in pairs to complete the telephone conversation. They do not look at each other's passages.

Anna: Mark, how are you?

Mark: I'm fine. How are you.

Anna: Fine. Look, Mark, we should sort out our holiday or we'll be too late.

Mark: It's ok, I've just found some information about Mount Kilimanjaro so that should help us.

Anna: Have you? Great! I've just found some information about Marangu Hotel.

Mark: Good! Is it expensive?

Anna:

Mark: Does it say what it costs for a double room?

Anna:

Mark: It'll probably be expensive to climb the mountain.

Anna:

Mark: Mmm...that's quite a lot of money, but it's a special holiday! I think we'll be able to afford that.

Anna: It doesn't say how long the climb takes.

Mark:

Anna: We'll probably have to walk for miles! I hope I don't get blisters.

Mark:

Anna: I suppose that's not too bad over five days. I wonder if we'll have to take a tent?

Mark:

Anna: I suppose we have to carry our own food.

Mark:

Anna: Yes, but that will be more expensive. I wonder how much?

Mark:

Anna: I'll send an e-mail and ask. We'll have to ask about transport to Marangu because we'll arrive in Nairobi.

Mark:

Anna: Oh, that's great! I didn't really want to go to a big city.

Mark: We'll have to take some ropes and carry our climbing gear.

Anna:

Mark: Oh, that'll make the trip lighter. Less to carry!