

Educator support material



Collections 5: Making a New Life

This educator support material has possible learning activities for each of the texts in this collection, including suggested learning goals. Each suggested goal focuses on a particular reading progression, but the support material also refers to other progressions. For example, each set of goals will involve comprehension because making meaning from text is always the purpose for reading.

In addition to learning goals, this support material gives a suggested reading purpose for each text. The reading purpose focuses on an authentic reason for reading, such as the information, insights, or entertainment a reader can gain from the text. The learning goals focus on the skills and strategies that help a reader meet their reading purpose.

The support materials for Collections 1, 2, and 3 presented two or three “lesson guides” for each text. This support material presents one learning sequence for each text, consisting of learning activities before, during, and after reading. The activities follow a logical order, but you will need to select from and adapt the learning goals and activities according to your learners’ strengths, needs, and interests. As the learners read more of these texts, you will find many opportunities to make links to and build on their previous learning.

You will probably work on each text over several lessons, depending on the length of your lessons and your learners’ needs. This will allow for multiple readings of each text and give extensive opportunities for learners to develop their language skills through talk. Be guided by the responses of your learners and don’t “overdo” a text if you feel they are ready to move on.

This support material also provides lists of text features. The lists are not intended to be exhaustive but to indicate the kinds of supports, challenges, and learning opportunities that the text provides.

This support material includes links to [Learning Progressions for Adult Literacy](#) and to [Teaching Adults to Read with Understanding: Using the Learning Progressions](#).

ESOL learners

This support material is written for ESOL learners in particular, although much of the content will also be relevant and useful for learners whose first language is English.

New learners of English may differ from their English-speaking peers in a variety of ways. They will have different types of prior knowledge, including cultural knowledge, life experiences, literacy skills, and language knowledge. They may have high levels of literacy in their first language and therefore need support in transferring their literacy skills from their first language, rather than in building these skills. They may not have a large oral language base (in English) to build literacy skills on. On the other hand, some ESOL learners will have a high level of oral language proficiency in English but very little literacy in any language. ESOL learners vary widely in terms of their backgrounds and their language and literacy proficiencies.

For information about ESOL learners and the *Learning Progressions for Adult Literacy*, follow these links to relevant sections in [Learning Progressions for Adult Literacy and Numeracy: Background Information](#).

[ESOL Learners](#)

[ESOL Learners: The demands of reading](#)

[ESOL Learners: Listening and speaking](#)

[ESOL Learners: The demands of writing](#)

You might find the [ESOL Online Teaching Approaches and Strategies](#) useful for more ideas about how to support your ESOL learners. Although ESOL Online is focused on primary and secondary contexts, many of the approaches and strategies are suitable for adult learners.

Vocabulary

All of the texts in *Making a New Life* include a glossary. The words and phrases in the glossaries are generally low frequency. These glossary items aren't necessarily the most important vocabulary for your learners to focus on learning. The support material lists some suggested “key vocabulary” from the texts. The suggested key vocabulary is higher frequency and/or central to a specific topic. These words and phrases may be appropriate to focus on for teaching and learning. However, when selecting vocabulary for explicit instruction, you need to draw on your knowledge of your learners' specific needs. You should also leave room for the learners to make their own decisions about words and phrases that are useful to them.

Remember to find ways to recycle and revisit vocabulary and to discuss strategies for learning vocabulary. (For more information about vocabulary learning, see [Learning Progressions for Adult Literacy](#), pages 34–36.)

Introducing the book

Make sure every learner has a copy of the book (*Collections 5: Making a New Life*). Tell them that the book is a collection of texts based on a theme.

Ask the learners to examine the front cover and the contents page and then talk with a partner about what they think the theme is, and why they think so.

After reading each text (or before the group reads the next one), discuss how it connects with the overall theme.

Treasures

by Helen Heath



Overview

Five people from different backgrounds each describe one of their treasures and what makes it so precious.

The learning goals for this text focus on the following reading progressions: Language and Text Features and Comprehension.

Share the learning goal or goals with your learners and display them during the lesson(s).

Features of the text

Each paragraph is headed with the name of the person and their country of origin and is written in the first person. Each contributor describes a personal treasure and explains why it is important to them. A glossary is provided at the end of the article. Other features include:

- simple, compound, and complex sentences;
- complex sentences using subordinate clauses to show time (for example, “When she died”) or to give reasons (for example, “because it reminds me ...”);
- mostly simple present and simple past verb forms, for example, “is”, “spent”, “showed”, “belonged”;
- passive verb forms, for example, “is made from”, “was given”;

- “used to + verb” to describe past habits, for example, “used to land on”, “used to chase”;
- words or phrases from the contributors’ home languages, with the English following in brackets;
- many pronouns.

Key vocabulary

treasure, symbol, growing up, celebrate, remember, is made from, looks like, gold, ring, belonged to, anniversary, message, pass on to, wooden, reminds, Unfortunately, good-quality, favourite

Learning activities

Learning goals:

- to use decoding and vocabulary strategies to help me work out the words I don’t know in this text
- to use the language features to help me understand the main ideas in this text.

Before reading

Read aloud the title and explore its meaning, asking questions such as “What is a treasure?”, “What kinds of things do people treasure and why?” Ask the learners to predict what kinds of treasures this text might be about. Record their predictions on a chart or whiteboard.

Pre-teaching vocabulary

Give each learner a list of ten to twelve words or phrases from the text that you want them to focus on. Alternatively, you could say each word or phrase and ask them to write what they hear. Have them scan the text to find examples of the words. If any of the vocabulary is in the glossary on page 7, ask them not to look at the glossary yet.

Scanning helps learners to read more efficiently by getting a general idea of the text and of where to find relevant information in it. When scanning, a reader looks through a text for particular pieces of information, paying closer attention to sections where they expect to find the required information and looking out for words or images that relate to it. It is different from skim reading in that skim reading is a strategy for gaining general information about a whole text quickly. The reader “skims over the surface” of the text gaining a broad picture of the content, reading none of the parts in close detail. (For more information about skimming and scanning, see [Teaching Adults to Read with Understanding: Using the Learning Progressions, page 50.](#))

Give the learners definitions of the words and have them work in pairs to match the words to the definitions, using the text to help them.

Discuss their answers as a class and encourage them to give reasons for their choices. Discuss any words and phrases the learners are still not sure about. Ask them to share their ideas about strategies for working out the meanings of unfamiliar vocabulary.

Tell the learners that there are many levels of “knowing a word” when they are reading, for example:

- recognising a word immediately and knowing what it means;
- decoding a word (working out what it is) and realising that you know what it means;
- decoding a word but not knowing what it means;
- not being able to decode a word or work out its meaning.

Discuss strategies for decoding words and/ or working out their meanings. Record these strategies on a chart. The learners can refer to this chart and add to it as they read new texts.

Decoding strategies: working out what the word is

1. Look for familiar parts of the word.
2. Break the word into smaller “chunks” or syllables (for example, “ce-le-brate”, “a-nni-ver-sa-ry”).
3. Remember that some letters or combinations of letters can have more than one sound.
4. Look for root words and use knowledge of how suffixes and prefixes can affect the form or meaning of a word (for example, “un-fortunately”, “amplifi-er”).
5. Think about what I know about spelling rules (for example, “stopped”, “chasing”).
6. Think about how some words “belong together” (for example, “gold ring”, “wedding anniversary”, “play in bands”).
7. Think about what makes sense and what “fits” in the sentence.

Vocabulary strategies: working out what the word means

8. Think about the topic or the meaning of the text around the word.
9. Read on to the end of the sentence or paragraph or reread the previous sentence to look for clues.
10. Look for definitions or explanations (including those in other parts of the text, in footnotes or glossaries, and in visuals such as photos, illustrations, or diagrams).

11. Recognise figures of speech (where words or phrases mean something that is different from their usual meaning), for example, “good as gold” (in “Dinner Invitation”).
12. Remember that some words can have more than one meaning and think about which meaning makes most sense.
13. Look up the word in a dictionary.
14. Identify root words.

During the reading

Remind the learners of the learning goals. Together, set a purpose for reading the text. For example, *We are reading to find out what these people’s treasures are and why they think they are treasures.* Point out that their learning goals will help them achieve their reading purpose.

Identifying the main ideas

Have the learners read the text and record the main ideas on a table like the one on the next page. You could do the first paragraph as a class, using the glossary to check the meanings of the three words in bold. As they complete the table, tell the learners they just need to write notes from the text, not complete sentences. Encourage them to refer to the list of strategies to help them work out the meanings of unfamiliar words. Have them compare their tables in pairs or small groups.

	Phillipa	Auatabu	Satsuki	Layla	David
What is the treasure?					
What is it like?					
Where or who is it from?					
Why is it special?					

Jigsaw reading

Alternatively, you could divide the class into pairs or small groups and ask them to read about and fill in the information for just one contributor. Then have them work in new groups of four to share their information and complete the table. As they work in their groups, encourage the learners to identify where their information comes from and to ask and answer questions about the different parts of the text.

After reading

When the learners have read the text and completed the table, discuss their answers as a class. Record the answers on a chart or whiteboard, copying phrases directly from the text (as in the example on the following page).

Exploring simple present and simple past verb forms

Remind the learners that one of the learning goals is to look at how language features help them to understand a text. Tell them you want to look at some of the verb forms in this text.

Add another column for verb forms to the table. Prompt the learners to identify some verb forms, as in the example on the next page. Underline or highlight each of the verbs they identify and then ask them (or tell them) the form of each verb and write this in the last column. You could complete the table as a class or just do the first example. The learners could then work in their smaller groups before sharing their decisions.

Collections 5: Making a New Life “Treasures”

	Phillipa	Auatabu	Satsuki	Layla	David	Verb forms
What is the treasure?	My tattoo <u>is</u> my taonga (treasure).	When my brother <u>stopped</u> dancing, he <u>gave</u> me his dance costume.	My gold ring <u>belonged</u> to my mother.	My family <u>has</u> a wooden lion.	This <u>was</u> my first really good-quality guitar.	simple present – “is”, “has” simple past – “stopped”, “gave”, “belonged”, “was”
What is it like?	Tā moko <u>is</u> like a story on your skin.	<i>Te bae</i> (the woven mat men <u>wear</u> for dancing) <u>is made</u> from pandanus leaves. The belt <u>is made</u> from my mother’s hair. On my head, I <u>wear</u> two <i>te bau</i> (head wear for dancing). One <i>te bau</i> <u>is made</u> from pandanus. One <u>looks</u> like flowers from my island.	gold Each ring <u>has</u> a message engraved inside it.	wooden A street vendor in South Africa <u>carved</u> it.	good-quality It <u>has</u> such a beautiful sound.	simple present – “is”, “wear”, “is made” (passive), “looks”, “has” simple past – “carved”
Where or who is it from?	It <u>is</u> a symbol of my two kuia (grandmothers) and their tribe.	When my brother <u>stopped</u> dancing, he <u>gave</u> me his dance costume.	My gold ring <u>belonged</u> to my mother. Her parents <u>gave</u> her this ring.	South Africa	I <u>bought</u> it from a friend more than thirty years ago.	simple present – “is” simple past – “stopped”, “gave”, “belonged”, “bought”
Why is it special?	It <u>is</u> a symbol of my two kuia (grandmothers) and their tribe. They <u>showed</u> me how to be loving and caring. I <u>wanted</u> to celebrate and remember them. Tā moko <u>is</u> like a story on your skin. And you always <u>carry</u> it with you.	His wife <u>made</u> it. It <u>took</u> a long time to make.	My <i>obaachan</i> (grandma) and <i>ojiichan</i> (grandpa) <u>had</u> seven gold rings made for their fiftieth wedding anniversary. When she <u>died</u> , I <u>was given</u> her ring. I always <u>wanted</u> something special to pass on to my children.	It <u>reminds</u> me of all the wildlife in South Africa.	This <u>was</u> my first really good-quality guitar. I <u>have travelled</u> round the world with this guitar. It <u>has</u> such a beautiful sound.	simple present – “is”, “carry”, “reminds”, “has” simple past – “showed”, “wanted”, “made”, “took”, “had”, “died”, “was given” (passive), “was” present perfect – “have travelled”

Ask the learners if they can see any patterns in the table. Discuss how the first two rows have more present verb forms because they are usually describing things, which involves talking about characteristics and/or things that are always so. The last two rows are mixed but have more past verb forms because they are often talking about events in the past. You could note that the verb “to be” is very common in descriptions because it is used in describing the characteristics of people and things.

Explore the forms of the verbs. You could write a table like the one below on the whiteboard to clarify the meaning and form of the simple present and simple past verbs. Explain that you are talking about one of the meanings for each verb form and that there are others.

verb form	meaning	form
simple present	used for describing characteristics used for describing things that are always so	regular add “s” with he, she, and it irregular am, is, are, have, has
simple past	used for describing events in the past	regular add “ed” to the verbs irregular was, were, made, gave, had, bought

For information about exploring the pronunciation and spelling of regular simple past verbs, see [Collections 6: Educator Support Material](#), page 6.

Describing a treasure

Ask the learners to discuss their own treasures in small groups. Tell them they are going to write about one of their treasures.

Model the process and the types of sentences you want the learners to use. Decide how simple or complex your model should be, according to the strengths and needs of your learners. Decide which verb forms you will model. It may be best to only use the simple present and past. Give them each a blank copy of the table below. Ask the learners to listen to your description of one of your treasures and take notes to complete the table. Have them compare their notes with a partner, then review the answers as a class.

My treasure	
What is the treasure?	<i>necklace</i>
What is it like?	<i>gold chain beautiful green crystal</i>
Where or who is it from?	<i>My grandmother gave it to me when I turned twenty-one.</i>
Why is it special?	<i>It belonged to my grandmother and my great-grandmother.</i>

Next, have the learners help you use the table to write a paragraph about your treasure. This will be essentially the same as your spoken description. Your paragraph should consist of at least four sentences, including:

- a statement of what the treasure is – using present verb forms;
- a description of the treasure – using present verb forms;
- a statement about where or who the treasure came from – using past verb forms;
- an explanation of why the treasure is special – using past and/or present verb forms.

Example

My treasure is my necklace. It has a gold chain and a beautiful green crystal. It belonged to my grandmother. She gave it to me when I turned twenty-one. It is important to me because it belonged to my grandmother and to her mother, my great-grandmother.

The learners may need support with the complex sentence using “because”. You could write the beginning of the sentence “It is important to me because” and tell them to use this as a sentence starter.

Have the learners write their own description. They could write together about one person’s treasure, or they could each write about their own. Tell the learners to make notes in their own tables and then write their paragraph. They could give feedback on their paragraph and on their use of verb forms in pairs or small groups.

As the learners work, move around the room listening to their discussions and especially to their use of verb forms. You could gather examples of errors to use as teaching points for the whole group (without saying whose errors they are).

Invite the learners to share their work with the whole class by creating a class book, making posters for the room, or using a wiki.

Vocabulary practice

Revisit the vocabulary you worked on before reading the text. Begin class vocabulary charts or individual vocabulary notebooks (or add to ones you have already). Record the word or phrase, the example sentence from the text, the definition, other forms of the word (nouns, verbs, adjectives), and any words they typically go with. Have the learners work in pairs to construct two or three sentences using the vocabulary. Have them write their sentences onto an overhead transparency or the whiteboard, leaving a blank space for the word. Ask the rest of the class to find the correct word.

The learners could pick three words that they’ve used in their writing and share these words in groups. They can explain what their words mean, why they used them, and other forms of the words. Alternatively, ask them to select five words from the text that they have chosen to learn and to share information about these words.

Reflecting on the learning

Remind the learners of the learning goals. Ask them to record three strategies that will help them decode unfamiliar words and work out word meanings in the next text they read. They could write the strategies in their own words or copy them from the strategies chart.

Provide time for the learners to ask you about anything they’re still not sure about.

Take some time yourself to reflect on the lesson. Ask yourself:

How successful was this lesson in helping my learners reach their goals?

What have I learned or noticed about my learners that will help me focus my teaching?

Finally, either as part of the lesson or as home practice, give the learners an opportunity to reread the text right through.

Follow-ups and further practice

You and your learners can select from the following activities according to their learning needs. You may want to include them as further practice before, during, or after reading or as follow-up activities.

Giving reasons

Revisit the text and draw the learners’ attention to where Layla and David use the signal word “because” to add detail to their descriptions. As a class, discuss the way “because” signals a reason and identify the reason. Ask the learners how the sentences could be written with “so” and write them on the whiteboard.

Learning activities

Learning goals:

- to make predictions and ask questions in order to help me understand what I’m reading
- to use inference and my knowledge of my own language to guess the meaning of idiomatic language
- to use a range of strategies to understand the writer’s purpose.

Before reading

Ask the learners to listen to the first two pages of the story and to identify the characters and their relationships. Play pages 8–9 of the audio version of the text. Discuss what they learned about the characters and their relationships.

Using the audio

You can use the audio versions of the text for focused listening before or after reading. Listening to the audio before reading can help learners whose oral language is at a higher level than their written to access the written text. Before reading, you can have the learners listen and sequence pictures or events, listen and note key vocabulary, listen for one main idea, or listen for the gist of the text.

Listening to the audio and following the written text after reading can help promote fluency (not reading word by word), recognition of sound and letter relationships, and pronunciation (especially for ESOL learners).

Using the audio before or after reading can support learners’ listening skills and vocabulary development. It also provides opportunities for repeated reading of the text and/or exposure to the language, which can help consolidate learning.

Write the title on the whiteboard and tell the learners that this story follows a typical narrative pattern in that it sets up a problem and then resolves it. Ask the learners to predict the central problem. Write their ideas on the whiteboard.

During the reading

Remind the learners of the learning goals. Together, set a purpose for reading the text. For example, *We are reading this text to find out about the relationships between the characters, what problem occurs, and how it is resolved.* Point out that their learning goals will help them achieve their reading purpose.

One of the purposes of a narrative is to entertain, so read the text in chunks, allowing the learners to enjoy the story. It is important to read this story in sequence (and not to spoil the punch line).

As a class, read the first two paragraphs. Prompt the learners to notice that these paragraphs orientate the reader, giving the characters and the context. Revisit your questions about the characters and their relationships. Remind them to look at the pictures for clues, as well as the text. Record their ideas. Confirm that Jim and Helen are married, Hasim and Amina are married and have children, and the two families are neighbours. Record the group’s initial impressions of the characters and the context.

Ask the learners to read selected sections of the text and discuss them with a partner, then ask and answer questions as a class. The table below suggests sections and questions that you could use to support and check their comprehension. Also encourage the learners to ask their own questions.

Suggested sections	Suggested questions
“How are you today, Jim?” to “one of his favourites.”	<p>“How do you know which words are spoken?” “What do you notice about the way these people greet each other?” “How do people in your culture typically greet each other?”</p> <p>“Why are some words printed in bold? Does the glossary help you to understand them?”</p> <p>“Is there a way of saying ‘good as gold’ in your first language?”</p> <p>“What topic does the writer introduce in this part of the text?” (the idea of idiomatic expressions)</p>
“Can you and your family come for dinner tomorrow night?” to “it’ll be raining hard.”	<p>“What is the main thing that happens here?” (the invitation)</p> <p>“Are there any words that you’re not sure of?” “Will the glossary help, or do you need to use one of your other strategies to find the meaning?”</p>
“I’m surprised you can understand” to “Bring a plate!”	<p>“What sort of people do you think Jim, Helen, and Hasim are?” “How do you know?”</p> <p>“Can you predict what the problem might be?” “What will Hasim and Amina think Helen means by those last two sentences?”</p> <p>(If “bring a plate” and “pot luck” are unfamiliar to your learners, you could wait until after reading page 12 to clarify them.)</p>
“Hasim went inside” to “And I’ll make my special spiced rice to share.”	<p>“Was your prediction correct? What has caused the confusion?”</p> <p>“What are ‘Easter’ and ‘Halloween?’”</p>
“The next day” to “smells delicious.”	<p>“What does one of the children think when Jim says ‘raining cats and dogs?’”</p> <p>“Does Helen like Amina’s rice?”</p> <p>“What do you think is going to happen next?”</p>
“Happy Pot Luck!” to “But Jim burst out laughing.”	<p>“Why does Helen look so surprised? Why does Jim think it’s so funny?” (Helen thinks <i>he’s</i> confusing!)</p>
“And you say that I’m confusing!” to “We thought it was a bit strange,” said Amina.	<p>“Were your predictions about what would happen on page 12 and/or about the meanings of ‘bring a plate’ and ‘pot luck’ correct?”</p>
“I’m so sorry!” to “Come and join the party!”	<p>“How does Helen feel?”</p> <p>“What does Hasim mean by ‘New Zealand English?’”</p>

After reading

Refer back to the predictions you recorded before reading and compare them with what happened.

Allow time for the learners to respond to the text and share their own experiences of misunderstandings, especially any caused by idiomatic language.

Idiomatic language

Ask the learners: “What knowledge and strategies did you use to make predictions as you read and guessed at the meaning of the idiomatic language?”

Draw out the concept that idiomatic language doesn’t usually make sense in literal or sometimes even in metaphoric terms (for example, “raining cats and dogs”) and that all languages have it. Readers need to use contextual clues, inference, and their prior knowledge of how idiomatic language works (in their own language) to understand it. Even then, it can be difficult to recognise and understand this language. Often, you just need to learn the different expressions.

Ask learners to share an idiom from their own language. Ask them to say it in their language and then in English (in a literal translation, not the actual meaning). Everybody else has to guess what it means. (You may want them to give contextual clues and/or several different examples.) Finally, they explain the meaning.

Provide a table like the one opposite with some examples of statements with New Zealand idioms. Choose expressions that you think will be relevant and entertaining for your learners. Ask the learners to make predictions about what they mean, working by themselves or in pairs. Remind them that the context can help and that they can check their answers by trying out different words in the place of the idiom. Then ask them to share their ideas with the whole group and agree on a final set of definitions.

New Zealand English	What we think it means	What it actually means
I wasn't prepared for the meeting, so I had to give my speech off the cuff .		I wasn't prepared for the meeting, so I had to give my speech without preparation .
The hall was chock-a-block , so we couldn't get into the concert.		The hall was very full , so we couldn't get into the concert.
I need a holiday. I'm going to pop across the ditch for a few days.		I need a holiday. I'm going to visit Australia for a few days.
It's raining, and I spent all day inside with my children. I'm at the end of my tether!		It's raining, and I spent all day inside with my children. I'm so frustrated that I'm losing control!
She came round the corner flat tack and tripped over the dog.		She came round the corner very fast and tripped over the dog.

Purpose and theme

Ask the learners what they think the writer’s main purpose is. Despite the misunderstanding, the writer is giving an example of good cross-cultural communication. The generosity, kindness, and neighbourliness of these people means they understand the mistake, take equal responsibility for it, and see the humour in the situation.

Prompt the learners to notice how the writer (and the illustrator) achieve their purpose, for example:

- Helen and Jim welcome Hasim and Amina to the neighbourhood and invite them to dinner.
- Hasim stops to chat on his way home.
- Jim likes to use idiomatic language with Hasim, but it is good humoured and he always explains his meaning.
- Hasim and Amina accept the invitation and make an effort to understand the social expectations.
- Helen is concerned about communicating clearly.
- Amina and Hasim take some food to share, which means they are not too embarrassed.
- Helen is the most embarrassed by the misunderstanding.
- Hasim is keen to reassure Helen.
- They all laugh at the misunderstanding.

Socialising in different cultures

You could ask the learners to identify anything they notice about the social conventions in the story, for example, the way the people greet each other, the way they give and receive an invitation, the fact that they ask people to dinner at their house, and the way they take food to a party. Have the students work in groups and compare the social conventions in their cultures with those shown in the story.

You could have pairs or small groups prepare a short checklist for what to do as a dinner guest within their culture.

Reflecting on the learning

Remind the learners of the learning goals. Ask them to talk with a partner about how making predictions and asking and answering questions helped them to focus on relevant information. They could also use their notebooks to record their reflections.

Provide time for the learners to ask you about anything they're not quite sure about.

Take some time yourself to reflect on the lesson. Ask yourself:

How successful was this lesson in helping my learners reach their goals?

What have I learned or noticed about my learners that will help me focus my teaching?

Finally, either as part of the lesson or as home practice, give the learners an opportunity to reread the text right through.

Follow-ups and further practice

You and your learners can select from the following activities according to their learning needs. You may want to include them as further practice before, during, or after reading or as follow-up activities.

Idiomatic language

The learners could build up a collection of New Zealand idioms in their vocabulary notebooks, taking turns to contribute one new idiom each week.

Dramatisation

This text would be good for use as a readers' theatre. This is a way of both building comprehension and increasing fluency. As preparation, remind the learners about the quotation marks and discuss the use of italics and exclamation marks to indicate emphasis. Then have them work in groups, acting out the story. Encourage them to try and do it without the books. Tell them it doesn't matter if their words are not exactly the same. Have each group perform their dramatisation for the rest of the class.

Alternatively, the learners could make up their own play about a misunderstanding. This could be based on actual experience or completely fictional.

Retelling the story

Photocopy the illustrations from the story. Have the learners work in pairs or small groups and retell the story using the pictures. Give each person one or more pictures. Tell them to retell the story as a group with each person telling the part shown in their picture.

Giving and receiving invitations

Tell the learners to look at the invitation on page 9. Write a simplified version of the invitation dialogue on the whiteboard.

A: Can you and your family come for dinner tomorrow night?
 B: Thank you. That would be very nice. What time shall we come?
 A: Come at six o'clock.
 B: OK. See you then.
 A: See you tomorrow. By the way, it's pot luck. Bring a plate.

Tell the learners to take the role of either A or B and practise the dialogue in pairs. Ask them to create their own dialogues for different situations, using the prompts below.

A: Can you/ Would you like to ... + EVENT and DAY?
 B: Thank you. That would be very nice/ great/ lovely. What time shall we come?
 A: ... TIME.
 B: OK. See you then.
 A: See you tomorrow. + EXTRA INFORMATION.

Practising vocabulary strategies

Make sure your learners have access to the numbered list of decoding and vocabulary strategies (page 4). Ask your learners to create a table like the one below. Then ask them to reread

or skim the text and write any words they're still not sure about in the first column. Encourage them to record their predictions about the meaning of each word in the middle column and to use one or more of the listed vocabulary strategies. Encourage them to talk about the strategies they're using and write the number(s) of the strategies in the third column.

Unknown words	What I think the word means	The strategies I used

Talk with your learners as they're working, providing help as necessary. Ask them to think about their learning and how successful their strategy use is by asking themselves these questions:

What strategies am I using the most? (The numbers in the third column will show this.)

Are the strategies working? Are there any words or strategies I need help with?

Do You Think It's Broken?

by Philippa Werry



Overview

When moving into a new house in a new country, Lajita hurts her toe. She and her husband Dinesh have to decide what to do. This brief narrative is accompanied by practical information about where to go if someone is hurt in an accident.

The learning goals for this text focus on the following reading progressions: Vocabulary, Language and Text Features, Comprehension, and Reading Critically.

Share the learning goal or goals with your learners and display them during the lesson(s).

Features of the text

There are three parts to this text: a narrative, an information box with a set of instructions, and a flow chart with options for choosing where to go when someone has an accident. Other features include:

- typical narrative structure, with an orientation, a problem, and a resolution;
- dialogue and the conventions for writing dialogue;
- dialogue in which the speaker is not always explicitly named;
- features of informal, spoken language, including contractions and ellipsis (for example, “Nothing [is wrong]”);
- many pronouns;
- mixed verb forms, for example, “I dropped a box on my toe” (past), “It doesn’t hurt” (present), “it will look like home” (future);
- medical vocabulary, for example, “broken”, “bandage”, “bandages”, “chemist”, “hurting”, “doctor”, “limped”, “surgery”, “pain”, “hospital”, “appointment”, “painful”, “after-hours medical centre”, “accident”, “injury”;
- a bulleted list and imperative verb forms to give instructions;
- language that shows degrees of certainty and possibility, including the modal verbs “might”, “will”, and “may”, and the adverbs “Perhaps”, “Maybe”, “often”, and “usually” (note that “often” and “usually” describe frequency but this is connected to degrees of probability in the sentences in this text);
- the use of modal verbs to indicate obligation (for example, “should have”) and permission (for example, “Can I go”).

Key vocabulary

What’s wrong?, toe, hurt, broken, touched, bandage, chemist, doctor, doctor’s surgery, pain, hospital, appointment, after-hours, medical centre, a lift, local, phone book, GP, accident, ambulance, emergency, urgent, pharmacy, advice, injury

Learning activities

Learning goals:

- to use language and text features to help me understand the information in the text
- to make and check predictions in order to help me understand the main events in the narrative
- to make connections between different parts of the text and my prior knowledge to evaluate ideas in the text.

Before reading

Tell the learners that a lot of vocabulary in this text is connected to injuries and medical care. Read the title and ask the learners to predict some of the medical vocabulary. Create a table like the one below and record about ten to twelve words in the first column. Play the audio version of the text and ask the learners to tick the words they hear and, if they can, to add two or three others that were not on the list. Tell them to work in pairs to compare their lists and to write definitions of the words in the third column. They can write definitions or translations in their own language or definitions in English.

Predicted words	Were they in the text?	Our definition or translation before reading the text	Our definition or translation after reading the text

During the reading

Remind the learners of the learning goals. Together, set a purpose for reading the text. For example, *We are reading to find out about an accident and about how the characters dealt with it.* Point out that their learning goals will help them achieve their reading purpose.

Read aloud the beginning (to “Don’t try to move any more boxes!”) in order to establish the context and identify the problem. (For a discussion of shared reading, see *Teaching Adults to Read with Understanding: Using the Learning Progressions*, page 59.) Prompt the learners to notice the words in bold and look at the glossary on page 20 as a class. Allow time for your learners to ask you questions about any vocabulary or sentences they are not sure about.

Have the learners identify who is speaking in each line. Note that the speakers are not always named and there are few pictures. This means that it is necessary to read carefully to understand who is speaking. Ask the learners questions such as “Who is speaking?” “How do you know?” Talk about the strategies they could use to identify the speaker. They need to use the context and, at times, they will need to work back through the text. Prompt the learners to notice that a line break usually indicates a new speaker.

Making and checking predictions

Confirm that Lajita has hurt her toe. Ask the learners what they think Lajita and Dinesh should do. Record their suggestions on the left side of a T-chart like the example below.

Tell them to read the story to the bottom of page 17 and note the suggestions and ideas. Have them compare their notes in small groups. As a class, identify the suggestions and ideas in the text and write them on the right side of the T-chart. When the group has finished reading, look at the table and compare what they suggested with what is in the narrative. Ask them “Is there a step that you thought of that the writer didn’t think of?” Ask

them whether they think Lajita and Dinesh should go to the hospital or to the after-hours medical centre. Encourage them to give reasons. Ask the learners to read to the end of the story to find out what Lajita and Dinesh decided. Confirm that they went to the after-hours medical centre and add the neighbour’s statement and offer to the chart.

Helping Lajita	
Our suggestions	Suggestions and ideas in the story
	“Perhaps I should bandage it.” “I’ll go to the chemist and buy some.” “Maybe I should ring the doctor.” “She searched for the nearest hospital.” “Have you tried the after-hours medical centre?” “Which one should we go to? The hospital or the after-hours medical centre?” “You might have to pay at the after-hours medical centre, but it will be quicker ... I’ll take you there if you need a lift.”

Reading the information box

Read the text in the information box and tell the learners to compare it with the events in the narrative. Ask them which steps Lajita and Dinesh took. Discuss the purpose and features of this boxed text. Prompt the learners to notice that it gives a set of instructions, using imperative verb forms.

Reading the flow chart

Read the flow chart and explore the purpose and features of a flow chart. Ask the learners what the difference is between the information in the flow chart and the set of instructions above. Prompt them to notice that the flow chart combines instructions and information. The flow chart helps illustrate different instructions for different alternatives.

After reading

Have the learners work in small groups to compare the ideas and suggestions in the narrative with the information in the box and the flow chart. Ask them to evaluate Lajita’s, Dinesh’s, and Alice’s ideas and final decision with reference to the factual information. Tell the learners to appoint one person to summarise the group’s ideas for the rest of the class.

Language expressing certainty and possibility

Write Alice’s statement on page 18 on the whiteboard. “You might have to pay at the after-hours medical centre, but it will be quicker.” Create a cline to explain and explore the language Alice uses to signal different degrees of certainty. Draw a line with 0% at one end and 100% at the other end. (For information about Clines, see [Teaching Adults to Read with Understanding: Using the Learning Progressions](#), page 37.) Tell the learners that you want them to indicate on the line how certain Alice is about having to pay at the after-hours medical centre. Have them discuss their answer with a partner and to give a reason for their opinion. Then ask them to indicate Alice’s level of certainty about it being quicker. Discuss their ideas as a class. Confirm that having to pay sits at around 50–60% while being quicker is at 100%. Explain that the modal verbs “might” and “will” convey this information.

Have the learners work in pairs to find other examples of language that signals degrees of certainty. You may need to explain that they need to look at the meanings of the sentences and not just look for modal verbs. Modal verbs can have many meanings, so they don’t always indicate levels of certainty. Also note that other types of words can be used.

Discuss the examples as a class and place “may”, “perhaps”, and “maybe” with “might” on the cline. Ask the learners what they could put at 0%. Add “won’t” at 0%. (You may also want to discuss the

use of the adverbs “often” and “usually”. These adverbs describe frequency, but this is connected to degrees of certainty in the sentences in this text.)

As a class, co-construct sentences using these modal verbs and adverbs. On the whiteboard, write sentences such as “The chemist _____ be shut at 7.p.m.” and “The chemist _____ tell you to see a doctor.” Ask the learners to choose appropriate words to complete the sentences.

Vocabulary building

Ask your learners to complete the table of vocabulary and definitions. Ask them to select some words for further practice in conversation and/or in writing.

Reflecting on the learning

Remind the learners of the learning goals. Ask them to share what they learned from working with this text that will help them when they read other texts. They could also use their notebooks to record their reflections. Ask them:

What have you gained from these sessions as a language learner? What strategies do you need to work on as a reader of English?

Provide time for the learners to ask you about anything they’re not quite sure about.

Take some time yourself to reflect on the lesson. Ask yourself:

How successful was this lesson in helping my learners reach their goals?

What have I learned or noticed about my learners that will help me focus my teaching?

Finally, either as part of the lesson or as home practice, give the learners an opportunity to reread the text right through.

Follow-ups and further practice

You and your learners can select from these activities according to their learning needs. You may want to include them as further practice before, during, or after reading or as follow-up activities.

Cloze

Give each learner a copy of the text below, with the words indicating degree of probability or certainty deleted. Discuss the clues in the context that indicate what the missing words are. Ask each of the learners to work on their own to fill in the missing words. Ask them to indicate the clues that helped them with their decision. They can then discuss their answers and the clues in pairs or small groups. Finally, they can repeat this as a class. (For information about Interactive Clozes, see *Teaching Adults to Read with Understanding: Using the Learning Progressions*, pages 33–34.)

Camping trip

“Where shall we go on holiday?” Mere asked David.

David said, “I’d like to go camping.”

“That’s a good idea,” said Mere. “Let’s check the weather forecast.”

“Oh, no! The forecast says it might rain,” said David.

“Don’t worry,” answered Mere. “The forecast is often wrong, and anyway, my great tent will keep us nice and dry.”

“But sitting in a tent all day won’t be fun,” said David.

“OK, well maybe you should book a hotel,” replied Mere.

“That will be expensive,” said David. “Perhaps we should just stay at home.”

Transferring their learning to speaking and writing

The three types of text in this item suggest three different types of writing, allowing the learners to transfer their learning about reading to their learning about writing.

The learners could tell a partner about a minor accident they were involved in and how they dealt with it, using some of the vocabulary they wrote definitions for. They could then record this as a brief recount, using those words and phrases in their writing.

The learners could follow the instructions in the information box to draw up cards identifying the essential medical services in their local area, giving the contact details.

The learners could work in groups to create flow charts for describing a simple procedure that they know about (for example, washing a dog, applying for a job, or enrolling in a course). The flow chart could include options and language signalling degrees of certainty.

Making a New Life

Samson Sahele talks to Iona McNaughton



Overview

Samson Sahele came to New Zealand as a political refugee from Ethiopia. In this recount, Samson shares his feelings about leaving his homeland and the strategies that have helped him make a life in New Zealand.

The learning goals for this text focus on the following reading progressions: Language and Text Features, Comprehension, and Reading Critically.

Share the learning goal or goals with your learners and display them during the lesson(s).

Features of the text

This is a first-person recount of Samson's experiences although it has been written by another person. The text features include:

- a significant amount of implied information (for example, about the five years Samson spent as a refugee in Africa);
- simple, compound, and complex sentences (some of which have complex noun phrases and several relationships, for example “I travelled through Africa as a political refugee for five years before I came here”);
- a lot of time and sequence language, including language expressing duration, for example, “since 2000”, “for five years”, “spent six weeks”, “for the first year”;
- language expressing location, for example, “in Wellington”, “through Africa”, “at the Mangere Refugee Centre in Auckland”, “at school in Ethiopia”;
- a wide range of verb forms;
- multiple time frames, for example, “I run writing workshops ... I didn't know if young people would want to do the workshops, but they have been really successful”;
- low-frequency vocabulary (some of which may nevertheless be familiar to migrants, especially refugees);
- descriptive language, for example, “relieved”, “happy”, “stressful”, “difficult”, “horrible”, “incredibly proud”.

Key vocabulary

culture, relieved, reached, through, political, hard, stressful, Luckily, accent, get in touch with, organisations, services, positive, local, community, get to know, volunteer, run, experiences, technical, skills, successful, communicate, incredibly, proud, horrible, qualifications, degree, media

Learning activities

Learning goals:

- to use language and text features to help me read and understand the multiple time frames and the main events in the text
- to ask and answer questions to help me understand the text
- to use my prior knowledge to make the inferences necessary to make meaning and read critically.

Before reading

Write the title on the whiteboard. Ask the learners to brainstorm the meaning of the title in groups. Tell them to discuss when and why (in what kinds of circumstances) people need to make a new life. Have the groups share their ideas.

As a class, construct three questions that the learners think the text will answer and that they would like to know about.

During the reading

Remind the learners of the learning goals. Together, set a purpose for reading the text. For example, *We are reading to find out where and how someone is making a new life.* Point out that their learning goals will help them achieve their reading purpose.

Scanning the text

Introduce the text by asking the learners to scan it, looking for specific pieces of information. This is a useful teaching strategy because it pushes learners to look for meaning without becoming so immersed in decoding and understanding each word that comprehension breaks down. Before you model scanning, you could explain this skill and its purpose. Ask the learners to give examples of texts and purposes for scanning, for example, looking for relevant classified advertisements in a paper or selecting from search engine results.

Scanning helps learners to read more efficiently by getting a general idea of the text and of where to find relevant information in it. When scanning, a reader looks through a text for particular pieces of information, paying closer attention to sections where they expect to find the required information and looking out for words or images that relate to it. It is different from skim reading in that skim reading is a strategy for gaining general information about a whole text quickly. The reader “skims over the surface” of the text gaining a broad picture of the content, reading none of the parts in close detail. (For more information about skimming and scanning, see [Teaching Adults to Read with Understanding: Using the Learning Progressions, page 50.](#))

Model scanning by displaying an enlarged version of the first paragraph. Tell the learners you want to know where Samson is from. Ask them what kinds of words and punctuation you’ll be looking for – names of places, capital letters, the prepositions “in” or “from”. Point out the information in the paragraph.

Ask the learners to scan the rest of the text. Different people could scan for different kinds of information, for example:

- places Samson has been;
- jobs he has worked at;
- organisations he’s been involved in.

Set a time limit (for example, four or five minutes) to ensure that your learners scan the text rather than read it. Remind them of the purpose of scanning: to identify specific details.

Have the learners share their information in groups and point out where they found it. Go over their answers as a class and record the information on the whiteboard. Ensure that the learners have a general idea about where Samson is from, how he got here, what he does, and where he lives.

As a class, share-read the first paragraph. Look at the map on page 22. You could also look at a world map and note where Ethiopia and New Zealand are in relation to each other. If your learners are familiar with Africa, they could write the names of other African countries on a copy of the map on page 22.

Vocabulary: Exploring key words

Explore any unfamiliar vocabulary in the first paragraph and make sure that your learners understand it. Then focus on ten or twelve key words or phrases that you have selected from the rest of the text. Divide the class into two groups and give each group a different set of key vocabulary. Have the learners work in groups to find the words or phrases in the text, work out what they mean, and prepare to explain them. Remind the learners of the [numbered list of decoding and vocabulary strategies](#) they can use (page 4) and have dictionaries available. Emphasise that you want them to be able to explain the meanings in the sentences in the text, not just to copy down the dictionary entry. Point out that there is a glossary, but ask them not to use it at this point.

Have the learners work in pairs with someone from the other group and share their vocabulary and explanations.

An alternative to the activity above is to use the glossary to conduct a word and definition barrier activity. Have the learners work in pairs. Give each person some words and phrases and some definitions. Each person has the definitions for their partner’s vocabulary. They cannot show each other their lists but must match the words and definitions through discussion and through referring to the text. (See [Teaching Adults to Read with Understanding: Using the Learning Progressions, page 42.](#))

Asking and answering questions

Revisit the questions you wrote as a class before reading. Ask the learners if they can answer any of them yet. Remind them that asking and answering questions is an important reading strategy, especially for a text with a lot of information. Tell the learners that you are asking questions to help you understand the information in the text but you may not always find answers to your questions and may have to rewrite them as you get more information.

As a class, write two or three questions about the places, jobs, and organisations the learners identified in their scanning. Ask them to read the text page by page, looking for answers to the questions. Set a time for the learners to read each page, then ask

them to compare their answers with a partner and discuss them as a class. Record the answers.

Annotated timeline

Have the learners reread the text, using time and sequence language to help them understand the multiple time frames and the main events. Ask the learners how long Samson has been in Wellington and how they know. Prompt them to identify the time and sequence language, “since 2000”, that tells them. Tell the learners to map key points in this story on a timeline. They could begin by using a highlighter or sticky notes to identify time and sequence signal words and key events. They can then order the events on a timeline like the example below.

Time	Event	Feelings
At school	Learned English	
	Editor of a newspaper in Addis Ababa	
Five years	Travelled through Africa as a political refugee	
1999 or 2000	Came to New Zealand	Very relieved
Six weeks	At the Mangere Refugee Centre	Happy, but it was stressful – he didn’t know what would happen to him and there was lots of information
Since 2000	Lived in Wellington Met people in local refugee communities Has become a leader in Ethiopian community Has got to know other organisations	Misses life in Ethiopia, especially people he knew there Wants to be positive and plan own future Feels lucky to live in Wellington but can’t get used to the weather
First year in Wellington	Had a sponsor	
First five years (2000–2005)	Worked as a volunteer in community Helped start groups such as the Changemakers Refugee Forum	
2006 to now	Got a job at the Wellington Refugees as Survivors Trust Studying for a degree in communications management at Massey University Writing a book about being an Ethiopian exile	Wants to help people without a voice Didn’t know whether young refugees would attend workshops, but they were successful (implication that he’s pleased) Wants to work in the media again Likes being busy and doing lots of things

Using inference to read between the lines

After the learners have completed the annotated timeline, they could read the text for clues about how Samson felt at different times. They could then indicate this on the timeline.

As a class, discuss what they have written about Samson’s feelings. Prompt the learners to notice that his feelings are sometimes stated explicitly and sometimes suggested, requiring inference.

Explain that making inferences involves reading between the lines and coming to a conclusion about what the writer means even when it isn’t stated explicitly. The reader draws on clues in the text, their prior knowledge (including vocabulary knowledge), and the overall meaning or purpose of the text to make a “best guess” about what the writer means.

Discuss what is not said in this text. Ask the learners questions such as the following. Remind them to give reasons for their answers. (Learners who are refugees may find aspects of Samson’s experience difficult to talk about. These learners may want to focus on his time in New Zealand only.)

- What inferences can you make about why he left Ethiopia?
- What would life have been like for Samson in the five years he travelled through Africa? How would he have felt then?
- What sort of person is he?
- What other things could we make inferences about? How are we making these inferences? (Draw your learners’ attention to the way they use features of the language, their own prior knowledge, and evidence from the text to infer the missing information.)

After reading

Refer back to the title, “Making a New Life”. Ask your learners to look through their notes, thinking about what has helped Samson to make a new life in New Zealand. They can discuss this in small

groups and then share their thoughts with the rest of the class. They can use the text and their notes to support their conclusions.

Reflecting on the learning

Remind the learners of the learning goals. Ask them to share what they learned from working with this text that will help them when they read other texts. They could also use their notebooks to record their reflections. Ask them:

What have you gained from these sessions as a language learner? What strategies do you need to work on as a reader of English?

Provide time for the learners to ask you about anything they’re not quite sure about.

Take some time yourself to reflect on the lesson. Ask yourself:

How successful was this lesson in helping my learners reach their goals?

What have I learned or noticed about my learners that will help me focus my teaching?

Follow-ups and further practice

You and your learners can select from the following activities according to their learning needs. You may want to include them as further practice before, during, or after reading or as follow-up activities.

Making personal connections

Allow time for the learners to make connections to their own experiences of making a new life in a new country. They could share this in pairs or small groups and then record some of their experiences, either as a recount or in a timeline showing times, events, and feelings. Be sensitive to the fact that this may not be something all your learners wish to share.

Making connections between texts

If they have read the whole book, refer back to their previous discussion about the theme. Ask the learners questions such as the following. “What have you gained from reading this book?” “What connections have you made to your own experience?” “What other reading would you like to do?”

Identifying root words

Give the learners a list or set of cards with some or all of the following words, or create your own list from the text. Ask them to create a table and write the word in the first column; the root word in the middle column; and any patterns they are noticing in the third column, such as the use of a suffix (“tion”, “an”) or inflected ending (“ed”, “s”). Help them to add more forms of the words. Support your learners in finding patterns and encourage them to share their discoveries, for example, the root word “lucky” changes its “l” to “y” when adding “ly”.

refugee, refugees, lived, life, live, worked, work, Luckily, lucky, community, communities, wanted, want, culture, cultures, communicate, communications, Ethiopia, Ethiopian

Word	Root word (or words)	What I’m noticing

Alternatively, you could use the Word building activity, *Teaching Adults to Read with Understanding: Using the Learning Progressions*, page 30.

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