

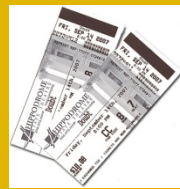
Teaching English as a Second Language

**Unit Eleven: Teaching Students to Read
for Meaning**



The Social Context of Reading

Throughout our lives we read for many reasons, some pleasure, some academic and some informational. Our lives are filled with various types of reading. We read some things while sitting, others while walking, and still others while driving. Reading is not done in a vacuum. It is done within a social context.



Text Types

ATTENTION

Lab coats must be worn when working at benches

Environmental
print

APPLICATION FOR ENTRY AND EXIT VISA (for foreigners)

1. Name (last/first/initials) _____

2. Nationality (check/blank format) _____

3. Date of birth _____

4. Sex _____

5. Nationality of present passport number _____

6. Present passport number _____

7. Present job _____

8. Date of issue _____

9. Date of expiry _____

10. Address _____

11. Place of employment _____

12. Office telephone number _____

13. Home address _____

14. Home telephone number _____

15. Date of arrival and departure _____

16. I solemnly declare that the information in this application is true and correct.

Signature _____

Official use only

Functional
texts





Views of Literacy

Survival
Document
Quantitative
Prose

Survival

Literacy which revolves around learners' immediate day-to-day needs e.g. recognizing prices, forms of identification, etc.



Document

Literacy needed to decipher charts and tables, labels, bills, advertisements



HONDA

Trade-in
your existing car for the *award winning*
CITY

- Spot evaluation
- Transparent transaction
- Best price

FOR THE FIRST TIME, THREE AWARDS FOR ONE CAR IN ONE YEAR.

CITY 'CAR OF THE YEAR 2004.'

Auto Terrace CAR EXCHANGE | **HondaCare** EXTENDED WARRANTY | **ICICI Bank** Car Loans

Prime Honda
Capital Cars Pvt. Ltd.
An Indo-Japanese Joint Venture

DELHI : 22155996-97 | VAISHALI : 95120-2776372-74, 9810028116

www.hondaprime.com | www.hondacarinia.com



Quantitative

Literacy needed to use and understand texts with numeric information
e.g. pay slips, schedules

**ENICE Undergraduate Class Schedule
Fall Semester**

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	305	310	305	310	305
9:00	200 353 432		200 353 432		200 353 432
10:00	305	470	340	305	470
11:00	301	454	215 360 411	301	454
12:00					
1:00	370	300	444	300 lab	370
2:00	201	302	441	201 302 444 lab	201
3:00	320	420	466	320	466
4:00					
5:00					
6:00					
7:00					

Multidisciplinary
 WR/Env.
 Infrastructure
 Transp/P M

DEPARTMENT OF HOMELAND SECURITY U.S. COAST GUARD CG-5209-RET (REV 12-07)				U.S. COAST GUARD RETIREE/ANNUITANT STATEMENT OF MONTHLY INCOME			
Period Covered 1-31 MAY 2008		Pay Grade E6	Employee ID		Pay Delivery EFT		
BIRTHDATES FOR SBP PURPOSES				SBP INFORMATION			
Member 1963-DEC-22	Beneficiary/Spouse 1964-MAR-19	Youngest Child 1990-JAN-14	Coverage Type 1-Spouse/C	Base Amount 1386.85	Annuity 763.00		
ENTITLEMENTS			OLD	NEW	DEDUCTIONS		
RETIRED PAY	1385.00	1385.00	VA COMP	1006.00	*1514.00		
CRDP	739.00	*1169.00	OVERPAY	200.00	78.00		
TOTAL ENTITLEMENTS			2124.00	2554.00			
ALLOTMENTS			OLD	NEW	SBP-CH PREMIUM		
CGMA LOAN	142.60	142.60	89.88	0.14	0.14		
TOTAL ALLOTMENTS			142.60	142.60	SBP-SP PREMIUM		
					89.88		
TOTAL DEDUCTIONS			1296.02	1682.02			
YOUR NET PAY	Old Amt 685.38	Name MK1	USCG RET	Bank Name First Citizens Bank	Route Nbr 083901825	Amount 81.50	
	New Amt 729.38			Woodforest National Bank	113008465	647.88	
FEDERAL TAXES				STATE TAXES			
Exemptions M3	Mo Tax Income 871.98	Income YTD 5795.11	Withheld YTD 0.00	State #1	Withheld YTD 0.00	State #2	Withheld YTD
COMMENTS ARE ON REVERSE SIDE				* Includes monies from Retroactive adjustments			

Prose

Literacy that requires an ability to understand more extensive texts e.g. manuals, rental agreements, etc.

A detailed rental agreement form titled "RENTAL AGREEMENT". The form is divided into several sections: "RENTAL RATES" and "CHARGES" tables, "PHYSICAL DAMAGE WAIVER", "PHYSICAL DAMAGE WAIVER (PDI) INSURANCE", "PERSONAL ACCIDENT INSURANCE", and "PERSONAL EFFECTS COVERAGE". The form includes fields for "DATE", "RATES", "PER DAY", "PER WEEK", "PER MONTH", "PER YEAR", "PER QUARTER", "PER SEMESTER", "PER ANNUUM", "PER TRIENNIVM", "PER QUINQUENNIVM", "PER SEPTENNIVM", "PER DECENNIVM", "PER QUADRICENNIVM", "PER QUINGENNIVM", "PER SEXAGESIMUM", "PER SEPTUAGESIMUM", "PER OCTOGESIMUM", "PER NONAGESIMUM", "PER MILLENNIVM". The form also includes a "RENTAL RATES" table with columns for "RENTAL RATES" and "CHARGES" and a "CHARGES" table with columns for "CHARGES" and "RENTAL RATES". The form is filled with text and numbers, and has a "PAP CFD 252" stamp in the center. The form is titled "RENTAL AGREEMENT" and has a "RENTAL RATES" table and a "CHARGES" table. The form is filled with text and numbers, and has a "PAP CFD 252" stamp in the center. The form is titled "RENTAL AGREEMENT" and has a "RENTAL RATES" table and a "CHARGES" table. The form is filled with text and numbers, and has a "PAP CFD 252" stamp in the center.



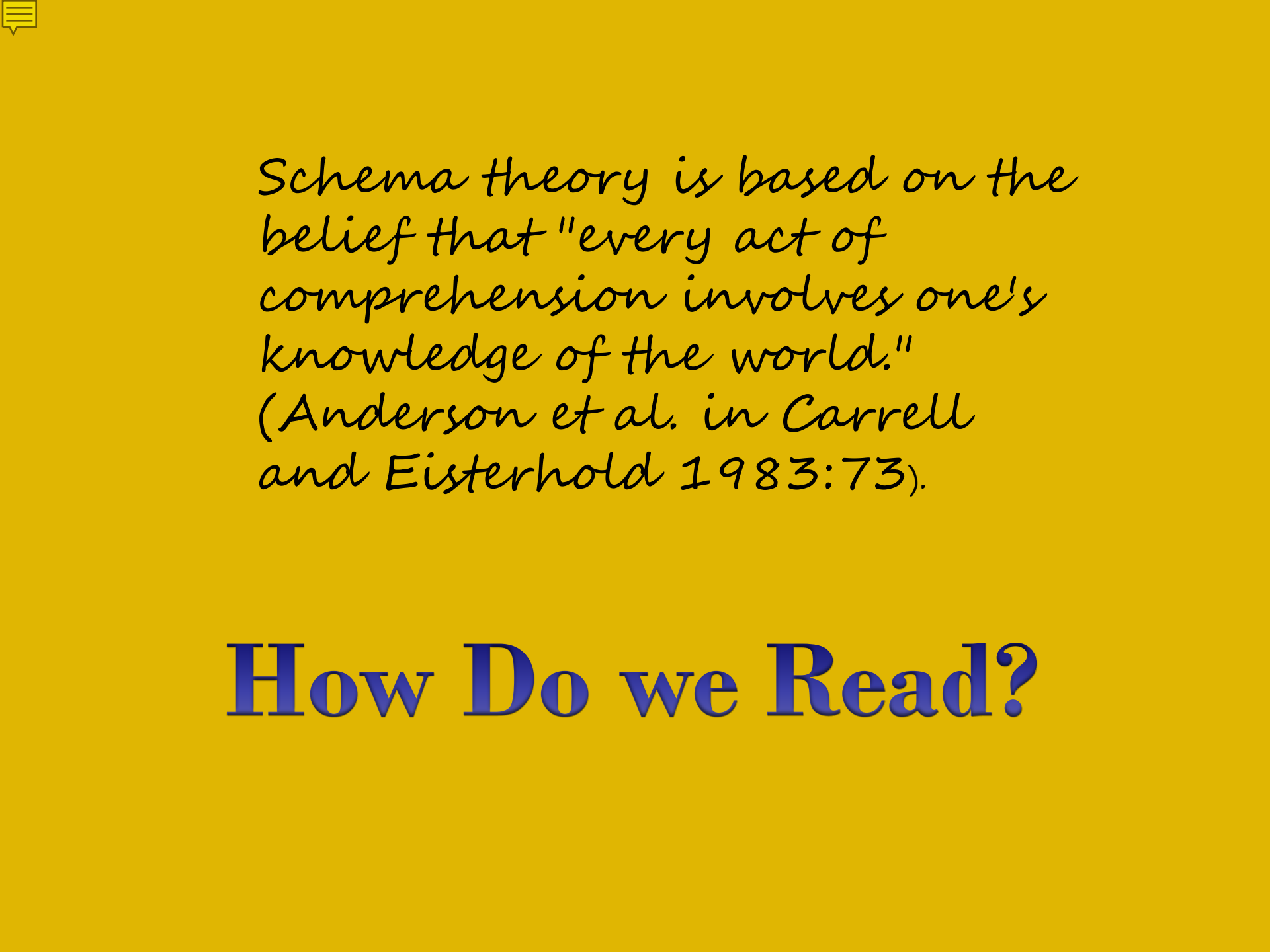
What type of literacy is represented in the problems described below?

Problem #1:

"Some of our workers don't punch out on the new computer system we use for that, even though we've shown it to them again and again."

Problem #2

"We have workers who are highly skilled and have been employed here for several years. We're a medical device manufacturer and can be audited by the FDA. This means that our line operators can be asked at any time to show exactly where in the production process they are on a manufacturing instruction. While the workers have fairly strong oral skills, it has become apparent that their literacy skills are lacking and they can't always respond accurately to the auditors."

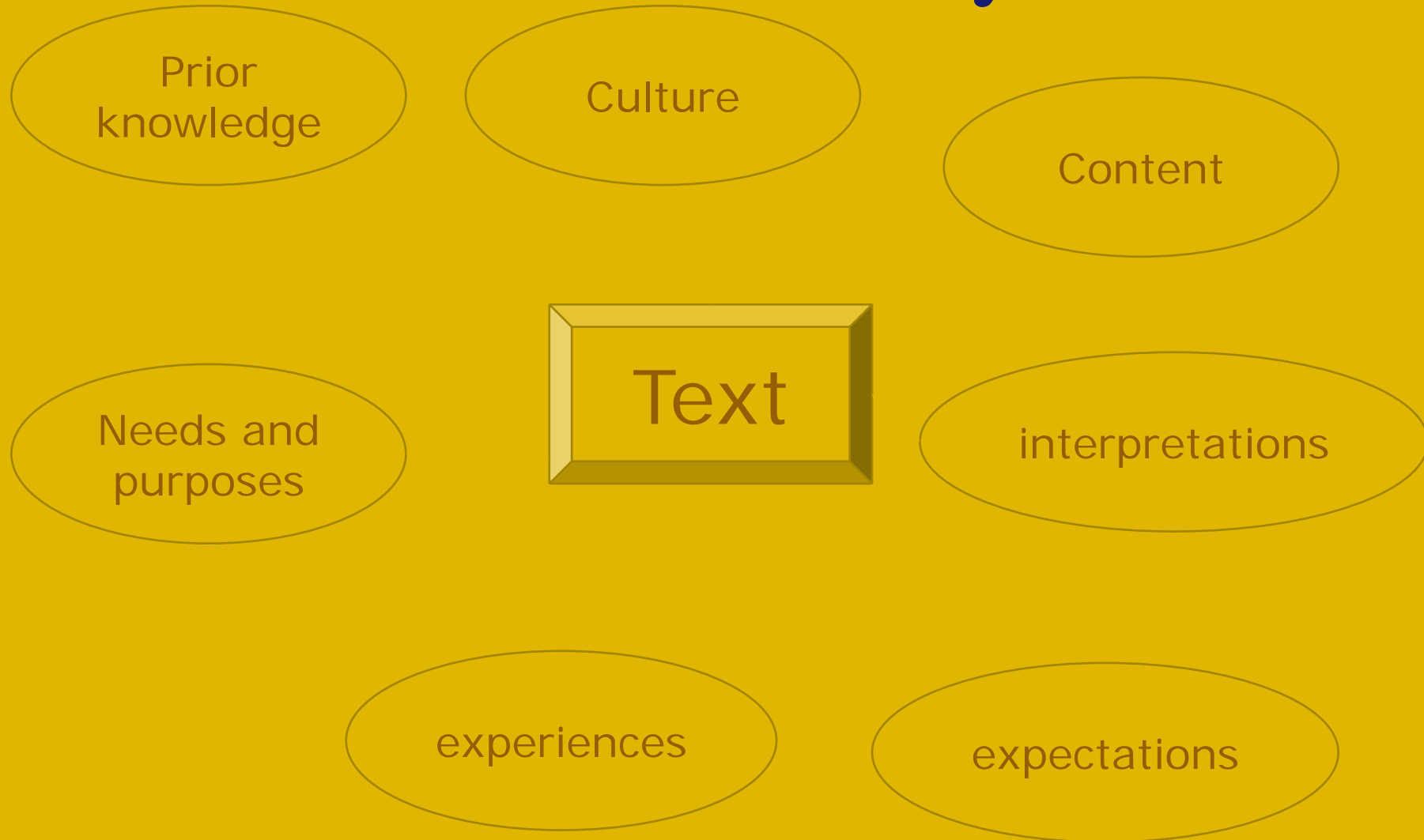


Schema theory is based on the belief that "every act of comprehension involves one's knowledge of the world."
(Anderson et al. in Carrell and Eisterhold 1983:73).

How Do we Read?



Schema Theory





Processing What We Read

BOTTOM UP

To comprehend written language, we rely on our ability to recognize words, phrase, and sentences

Visual strategies are used to process written syntax.

Ability to process orthography

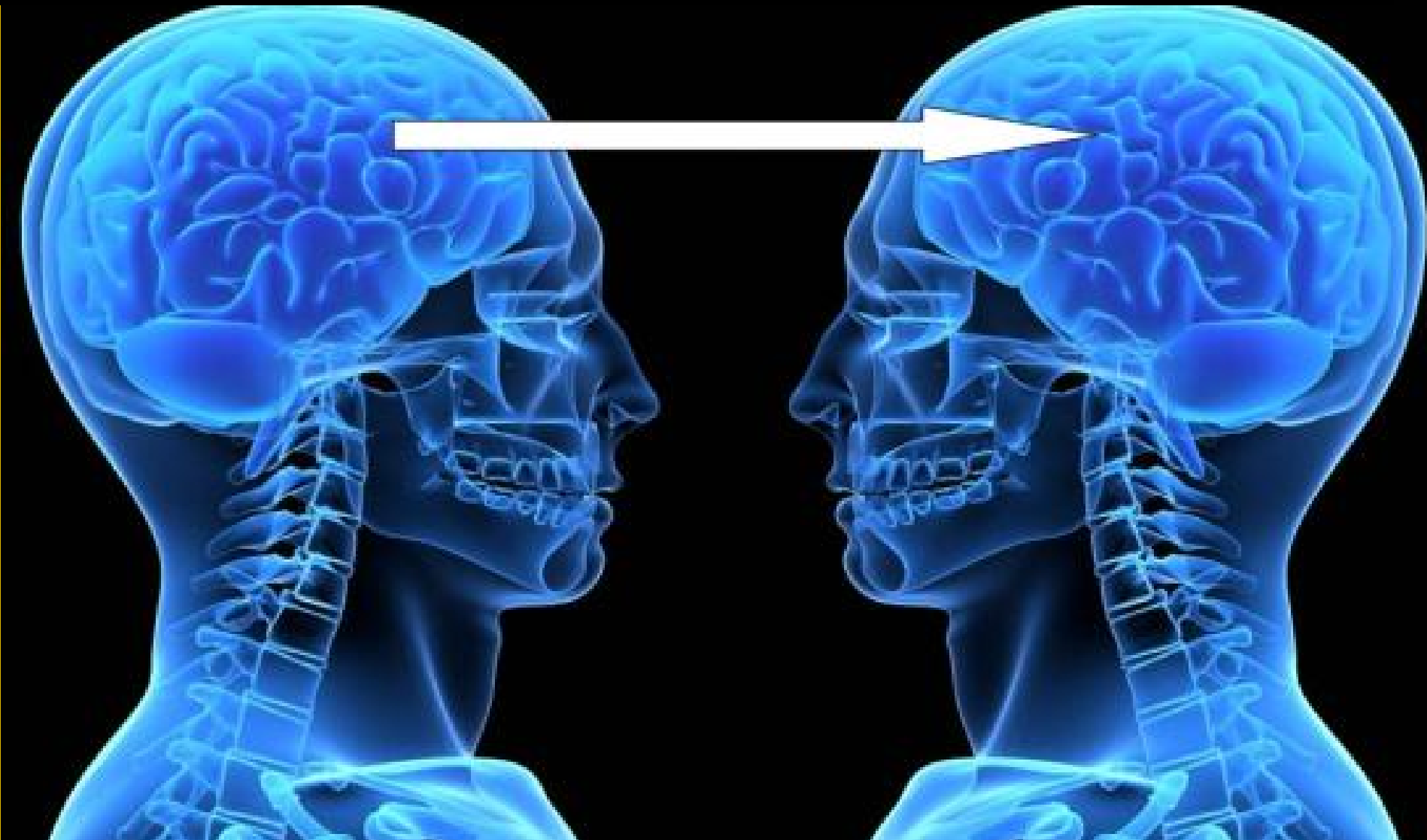
Decode words

Process reading phonologically

TOP DOWN

our background knowledge related to the content of what we are reading

Students do not automatically transfer the strategies they use in their L1 to reading in the L2





Theoretical Approaches to Teaching Reading

Language Experience Approach (LEA)
Whole Language Approach



Language Experience Approach (LEA)

THE APPROACH

Texts are student generated
Is ideal for any age learner
Works well for adult ESL readers and writers

HOW DOES IT WORK?

Group experience
Teacher elicits class experiences
Writes these on the board exactly as students say them (errors included)
Uncorrected errors then become part of an extension activity later in the lesson.



Language Experience Activities

- Give the story a title
- Illustrate the story
- Match lines from the story with a visual representation
- Copy the story
- Cut words in sentences up and have students reorder them
- Have students create comprehension questions to ask a partner
- Make a cloze text (leave out all the verbs, or every fifth word, for example, which learners fill in)
- Collect stories and create a class text for other groups at school to use as their reading text
- Do phonics work: find all of the words that start with a certain letter
- Practice with sight-word recognition: How many times can you find the word 'there'?



Whole Language Approach

a top down approach

works with whole, authentic texts

encourages the use of inventive spelling so that learners can begin to write without first worrying about mechanics

is process oriented

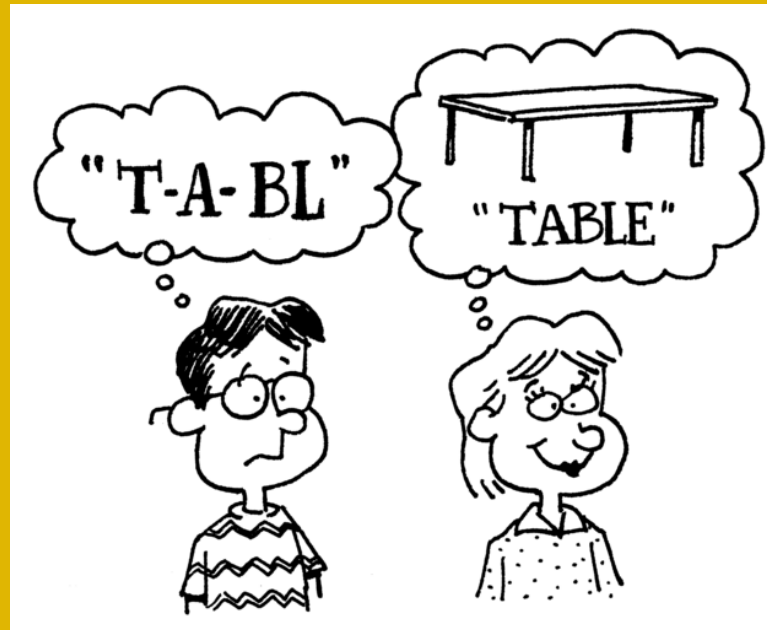
The Place of Phonics in Reading

THE PROBLEMS

Not always effective for ESL
No encouragement to use top down skills used by efficient readers

HOW TO USE

As part of a balanced literacy approach





Preparing Students for Functional Reading





Functional Reading: Example

#1

Small	Medium	Large	Extra large
1	M		
2		L	
3			XL
4 S			
What size is the green shirt?			
What size is the orange shirt?			
What size is the white shirt?			
What size is the dark blue shirt?			



Functional Reading: Example #2

Product	Direction: frequency & amount of dose	Helps the following symptoms	warnings
Aspirin			
Antacid			
Cough syrup			
Decongestant			
Non aspirin pain relief			

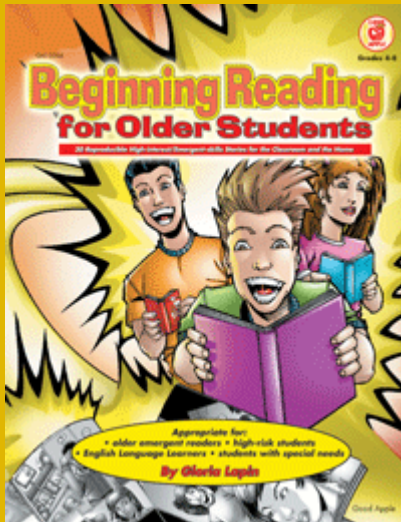


Reading Activities used by Teachers

For Beginners
For Post-beginners

Teaching Beginning Readers

Use published texts



Teacher created vocabulary-building activities



Teacher created contextualized reading experiences





What skills do fluent readers use to comprehend reading texts?

Skip words they don't know
Predict meaning
Guess the meaning from context
Do not constantly translate
Look for cognates
Ask someone what a word means
Have knowledge about the topic
Draw inferences from the title

Make use of all information in the paragraph to comprehend unfamiliar words
Try to figure out the meaning of a word by the syntax of a sentence
Read things of interest
Study pictures and illustrations
Purposefully reread to check comprehension



Reading Activities for Post-Beginners

skim

scan

read for thorough comprehension

read critically

read extensively

read to confirm expectations

reading to extract specific information

reading for communicative tasks

What is Skimming?

DEFINITION

Skimming is a reading technique used to get a general impression or overview of the information you are reading. It is used to quickly find the main ideas.



STRATEGIES

First sentences! Read the first sentence of each paragraph. Start-finish! Reading the first and last paragraphs or reading the headings (if present) and illustrations, the chapter titles or the table of contents.



Reading: Text for skimming worksheet 1

Portham Village Primary School

2003/2004 Prospectus

ABSENCE

Illness

If your child is absent from school you should telephone the school office on the first day. When he/she returns to school, a written explanation about the nature of the illness must be provided so that school records can be kept up-to-date. All medical and dentist appointments should be made outside school hours unless unavoidable.



Holidays

The Board of Governors states that annual holiday should not be taken during term time although, at the discretion of the headteacher, pupils may take up to two weeks off school. If possible, this should be avoided as it is important that children do not miss out on their education (see page 9 regarding examinations).

SCHOOL UNIFORM

It is not compulsory for children to wear school uniform although it is strongly encouraged so that the children feel part of the school community.

Boys

Boys should wear blue shirts (long or short sleeved) with grey trousers and the school jumper. They should wear the blue and grey striped school ties at all times.

Girls

Girls should wear grey pinafores with white blouses and the school jumper.

Footwear and accessories

All children should wear black school shoes. At no time must they wear trainers. Girls may wear studs which must be removed for PE.

The school operates a 'budget shop' once a term so that parents may purchase second-hand clothing.

EXTRA-CURRICULAR ACTIVITIES

There is a wide range of clubs for all children, according to their age. Reception Year children may attend football, ballet and/or swimming. Year 2-7 children may also attend the following clubs: archery, short-tennis, French and homework. Participation in clubs is strongly encouraged.



Reading: Skimming worksheet 1 - questions



i Before you start this worksheet, make sure you have the Portham school prospectus printed out. You will need to **skim** read this to answer the following questions.

1. Is the prospectus aimed at the children or the parents?
2. Would you use this text to:
 - a. find directions to the school?
 - b. find out what time the school opens?
 - c. find out about school uniform?
3. As well as illness, which issue does the 'Absence' section deal with?
4. Does the text give details of the curriculum?
5. True or false? You can find out about school clubs from this text.
6. True or false? This text tells parents about the issues of bullying.
7. Does the prospectus give parents information about school examinations?
8. Does this text tell parents how to purchase second-hand uniform?
9. Does this text tell you about school lunches?
10. True or false? This text gives you the telephone number to call if your child is ill.

What is Scanning?

DEFINITION

Scanning refers to reading through material to find specific information. When you scan, you run your eyes over text or information to pull out specific words, phrases, or data.



TECHNIQUES

Know what you're looking for. Decide on a few key words or phrases—search terms, if you will. You will be a flesh-and-blood search engine.

Look for only one keyword at a time. If you use multiple keywords, do multiple scans.

Let your eyes float rapidly down the page until you find the word or phrase you want.

When your eye catches one of your keywords, read the surrounding material carefully.



Reading for a Thorough Understanding: Techniques for Material Interactions

- Study the title and skim to capture the main idea
- Read two paragraphs and predict what will follow
- Do several different scanning task. After each task, briefly discuss
- After obtaining a sense of what the text is about, students read silently while answering true-false or multiple choice questions
- Group work to consider the text. Students write questions and give them to another group to answer
- Draw pictures of the main characters in a story or draw pictures of the story line

Reading for a Thorough Understanding: Techniques for Material Interactions

Working in groups, students reconstruct material previously cut into pieces (jigsaw task)

Read a story with the conclusion missing and write their own conclusion

Give the reading material a new title

Put a set of pictures/photos in order to show the story line or content

Group work to summarize an article & to separate main ideas from supporting ideas and examples

Listen to the teacher discuss how the piece of writing is organized





Critical Reading

Complete activities
leading to full
comprehension

- Skimming
- Scanning
- Predicting

Make judgments
about reading

- *Do I agree with the author's point of view?*
- *How is my view different?*
- *Does the author persuade me to change my view?*
- *Is the author's evidence strong?*

Content should be
interesting and
something students
can relate to

- *Young adults from Japan would be interested in tsunamis*
- *Adult learners from Indonesia might be interested in volcanoes*



North Montco Technical Career Center

Critical Reading Worksheet

Name: _____ Session: _____

Date: _____

Critical reading focuses your attention on the main idea of the article, questioning what it says, and then using the supporting facts, making sense of it. Complete this worksheet after reading an article relating to your technical field. The article may come from your textbook, newspaper, magazine, or reliable Internet website.

Title of Article:

1. What is the main idea/topic of this article?

2. List 3-additional details or facts that support the main idea/topic?

3. What other specific evidence is offered supporting the main idea/topic.

4. Using reliable sources, find other relevant evidence that supports the main idea/topic?

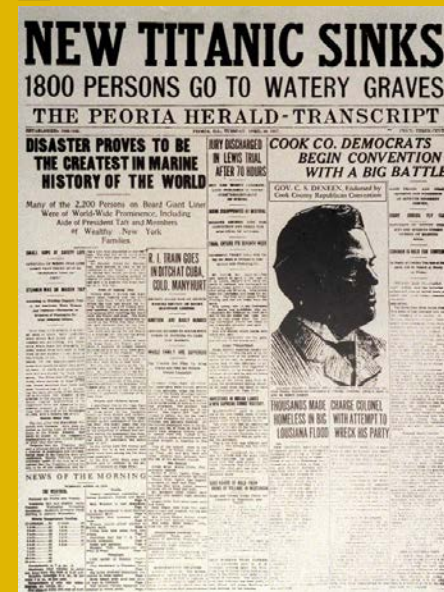
5. List the other references.

Read to Confirm Expectations


The students are going to read about the Titanic. The teacher puts the following chart on the board

Things you know	Things you are not sure of	Things you would like to know

Students complete the chart
Teacher hands out a reading text on the Titanic.



4. Students are told to read the text quickly; their only task is to confirm the information in the chart
5. Teacher then provides feedback on student answers



Read to Extract Specific Information

students should see the questions/task they are going to answer or perform before reading the text

scan the text only to extract the information which the questions demand

do not have to worry about parts of the text they have difficulty with but only those that they need to extract the required information

AUTO-SWAP MEET, Saturday, June 13th, Downtown Texarkana on Front St 8-5. Auto related items, car parts, tools, car corral, miscellaneous memorabilia & collectibles. Vendor space information, 870-779-1655, Free Admission, proceeds to Harvest Texarkana.

TRIPLE H Wholesale Portable Buildings. Lofted Barn, 10x12 - \$1,500; 10x16 - \$1950; 10x20 - \$2,420. 5/8 exterior wood siding, shingled roof, painted, 5ft door. Drew Hutchens 903-748-1566.

BRYANT 4-TON 90,000-BTU furnace w/ 4-ton 410A outdoor condenser, residential, great condition, bought new system - \$400 OBO. 903-691-0683.

LIFT CHAIR, like new, brown w/almond accents - \$400. 903-832-7707, 903-277-7536.

GOOD AS NEW GIRLS TWIN HEADBOARD /FOOTBOARD W/RAILS, SOLID WOOD \$100. YOUTH WEIGHT BENCH W/WEIGHTS LIKE NEW \$50. SONY 27 INCH CONSOLE TV, \$100. CALL 870-653-2314 /903-278-9189 karynnorton@aol.com

BOWFLEX ULTIMATE Workout machine - \$500. 870-779-9640.

WE TEAR down wood houses, structures, etc. Insured and licensed. Interested? **Contact James at 903-280-3511.**

J & J Defensive Driving: Defensive Driving has moved to Smokey Joe's on New Boston Road, Saturdays, lunch provided! **Call to register, 903-667-5601, 903-667-2035. <http://jjschools.360training.com>**

DONOVAN'S FIREWOOD: Campfire wood -

16-FT FLATBED trailer - \$700 OBO. 903-733-6007.

DRIVEWAY ROCK: Blue chat & crushed granite, land clearing & dozer work. 870-645-2400, 7am-7pm.

B & E Construction: Recovers, tear-offs, shingles, metal roofs, add-ons, porches, decks, sheetrock, painting, leveling houses, laminate floors, Free Estimates. **903-846-4073, cell 903-733-2912. All work guaranteed!**

\$10-\$10,000 TO loan on anything of value! **Roy's Pawn Shop, 1109 East Street, Texarkana, AR. 870-773-1782.**

40' CARGO trailer - \$1,200; blue Tyke car, toddler bed - \$60; new Graco high chair - \$40. 903-691-2600, 903-280-2266.

EARLY BIRD Special: 24-foot round, in stock,

KANE'S HANDYMAN Services: Fencing, chain-link & privacy, patios, stonework, decks. **903-733-2215.**

ADAMS FENCE. Commercial; residential; all types. No job too big or small. **903-701-3190. Free Estimates.**

NETWORK MARKETERS, YOU'VE GOT TO HEAR THIS 3 MINUTE CALL! 801-983-3395 x2393 Linda Clark, 719-691-1987

YORKIE PUPPIES, no papers - \$150-\$200 each; free kittens. Call Dana, 870-653-2212.

5,000-WATT GENERATOR - \$450; Mitsubishi MGE4800Z generator, 11-1/2 hours - \$1,100; Yukon SL crossbow - \$175; Milwaukee portable band saw - \$150; Ridgid 18-volt 4-tool set - \$250; Peavy mixer/amp w/speaker - \$295. **Honest Charlie's, 870-774-7561.**

BATTERIES: INTERSTATE, Optima & more. Automotive, marine, UPS, alarm, tractor, lawn mower, wheelchairs, golf carts, toys, radios, flashlight, emergency lighting & button cells. If we don't have the battery you need, we can get it! **Booth Electronics, 617 Laurel St, Texarkana, AR. 870-773-0800.**

KNIVES! KNIVES! Large selection! Brands including: Benchmade, Buck, Boker, Case, Eye, Cold Steel, Gerber, Spyderco, Kershaw, Sog, Queen, Hen 'N Rooster, Puma, CRKT, multi tools, sharpening supplies and more! **Inside Pleasant Grove Pharmacy, 3302 Richmond Road, 903-832-4545.**

VEAZEY STUMP GRINDERS. Big machine any size stump, we grind 'em quick, deep and cheap! 870-898-2380, 903-748-8888

CASH FOR GOLDS Buying gold and sterling silver (old jewelry, etc). Free, accurate and convenient, on the spot appraisals. We'll come to you "JUST HOLLER FOR TOP DOLLAR." No waiting, get cash now. Call for appointment, 903-826-8413.

TEXARKANA TENT Rental: Celebrate your next wedding, reception, anniversary, birthday party, reunion or any special occasion under a big top tent! Many sizes available, side walls available. **To rent call 903-826-8191, 903-826-8888.**

BLUEBERRIES: YOU pick. Open Mon - Sat 7-11am. From Texarkana take Hwy 82 E to S Mosley Rd (MC 50), turn right, go to end (about 1 mile), turn left to Tennessee Rd (MC16), about 1 mile on right. Watch for signs. **903-908-0932.**



Read for Communicative Purposes

A popular reading technique is the reassembling of a text that has become disordered. In solving the puzzle students will be working in a rather different way: the process of reading—the process of solving the puzzle-become an end in itself.

This example is taken from an intermediate level course book. Susan Brown is a journalist whose father bitterly opposed her going to university. By the time the ESL teacher utilizes an activity like this the students would have read part of the story. Now they have to put the following bits together to form the end of the story.

Find the story

Here is the rest of Susan Brown's story, in seven fragments (a-g). Part 'a' is the beginning. But the others (b-g) are not in the correct order. Read out parts 'b' to 'g' in what you think is the correct order.

a. Of course, now I can understand it all more clearly. Father and I belonged to widely different generations, held different expectations; a revolution in attitudes to

b. It would be hypocritical to travel 300 miles to pretend to mourn when I had not even bothered to see him for 4 years. I could not grieve for him at all. Everything I had achieved, I told myself, I had done in the

e. Opportunities that had been denied him. A neighbor sent me the announcement of his death in the local paper. The funeral was to be the day after I received the news. I thought

f. Face of his opposition, I thought I owed him absolutely nothing, not even the courtesy of attending his funeral. Now I sometimes wonder whether my determination to succeed sprang from a desire

Questions

What explanation does Jill give for her father's attitude to her?

Describe what happened when she learned that he had died.

How have her feelings changed since her father died?

c. I realized; and maybe I could have eventually forgiven him. But would he ever have forgiven me?

d. To please myself, or to spite him; that in fact I attained my academic goals mainly because of his opposition. Perhaps I owe him more than

g. Women had occurred between his day and mine. But at the time, all I could feel was bitter resentment, because he was not proud of me (as I thought he should be), but deeply jealous that I had



Extensive Reading



GOAL

to improve reading skills by processing a quantity of materials that can be comprehended and pleasurable.

HOW TO

Set up an open library in the classroom
Students report on what they've read (either orally or in writing)



Developing Reading Lessons



Reading Lesson Plans

Reading Skills	Purpose of Activity
Anticipating content (pre reading)	Activate prior knowledge (schema) and make predictions about the content of the reading
Reading to confirm predictions	Confirm predictions made during pre reading
Reading for gist (skimming)	Read for the main ideas
Reading for specific information (scanning)	Pick out specific information in a text without understanding every word
Reading for detail	Read more intensively for details of the text. Move from identifying short, factual information to interpreting the meaning more deeply
Finding meaning of words through context	Use contextual clues to determine meaning of new words
Making inferences	Analyze, interpret, and evaluate the meaning of a text
Transferring knowledge (follow-up/postreading)	Give further practice using the content of the text; check understanding of the text through another medium



Sample Reading Lesson

Objectives:

Learners will:

- Research the English-only movement
- Make use of Internet resources
- Anticipate content
- Read to confirm predictions
- Read for specific information
- Exchange information they have learned from the text
- Express opinions for and against Spanish-only policy
- Prepare and conduct city council meeting
- Make a decision for or against the policy



Stage I: Prereading

Objective: To generate the learners' schemata. Prereading tasks serve to get the learners thinking about and talking about the content of what they are about to read. This will enable them to anticipate content and facilitate comprehension of the reading passage.

1. Assigned the day before: Do a search on the Internet to see if you can answer these questions:
 - a. What is English Only?
 - b. What do supporters of English Only believe?
 - c. Do you have English Only policies at your workplace/school?
2. Report answers to Internet research in small groups & as a whole class.
3. These words and phrases are from an article about a group of immigrants. Look at the words and discuss what you believe the article will tell you:

<i>Spanish</i>	<i>English</i>	<i>INS</i>	<i>illegal immigrants</i>
<i>city council</i>	<i>safe haven</i>	<i>official language</i>	<i>Mexican border</i>
4. *Discussion: Do you agree or disagree with the following statements?*
 - a) *It's a good idea to have 'safe havens' for illegal immigrants.*
 - b) *Non-native speakers of English should be able to use their first language at work , school and at public meetings.*
 - c) *In a mostly Spanish-speaking community, government documents and transactions should be done in Spanish.*

Stage II: Reading to confirm predictions

Objective: to enable learners to confirm predictions made during prereading

- T: Look at the article quickly to check your predictions.
(give learners article face down and give them one minute to check predictions, then turn article over)
How many of your predictions were correct? Did you find anything that surprised you?

Stage III: Reading for specific information

Objective: to give learners practice in picking out specific information in a text without expecting them to understand every word.

Student A: Now read the article to find out if these statements are true or false.

- a) El Cenzo has made Spanish the town's official language.
- b) City workers are encouraged to uncover city workers.
- c) The mayor of El Cenizo doesn't speak English.
- d) Written ordinances will be in both English and Spanish

Student B: Now read the article to find out if these statements are true or false.

- a) El Cenizo has a high population of first-generation immigrants.
- b) The mayor thinks city council meetings should be in English.
- c) City employees cannot ask about anyone's immigration status.
- d) Government transactions must be done in Spanish with English translations within a week.

'A' students answer their questions and help each other;
'B' students do the same. A/B pairs get together to share information they found.



Stage IV. Postreading/Follow up

Objective: To give learners further practice using the content of the text; to further check understanding of the text through another medium.

Have students prepare a mock city council meeting to debate the pros and cons of Spanish-only policy.

One team develops list of 'pros' and the other brainstorms list of 'cons,'.

Conduct mock meeting

Debrief: Which team had the strongest arguments?

Homework

Prepare a reading lesson for an intermediate level ESL class.

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