


# **How can you bring the real world into the classroom?**


**Chitra Jain**


19 July 2023

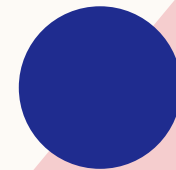
# Learning objectives

By the end of the session, you will be better able to use

 real world resources in your language classroom to teach listening, speaking, reading and writing skills

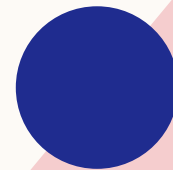
 newspapers as a reading resource

 podcasts to teach listening



# What real-world resources can you bring to your language class?

<https://answer garden.ch/3202901>



# Real world resources



Use  to answer

# Real world resources




Use  to answer

# Why should you bring real-world resources into the classroom?

<https://jamboard.google.com/d/1cG1Kj8JLmdpTNfpDaFbf2-JJpWtLaWYSRh90y8qPygl/viewer?f=0>





**Reading  
Resources**

**+**

**Listening  
Resources**

**Receptive Resources**

# Real world resources



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# Newspaper as resource

## Guess the headline

Met dept issues  
 for  
rain on weekend



Use  to answer

# Newspaper as resource

## Guess the headline

**Met dept issues  
orange alert for  
rain on weekend**



# Newspaper as resource

- Before reading:

Vocabulary	Definition
1. ... overcast	a. light rain in the form of very fine water droplets
2. ... drizzle	b. stay in one place, without moving forward or backward
3. ... hover	c. a scale used to measure temperature
4. ... Celsius	d. condition of the sky when it is covered by clouds

Use  to answer

# Newspaper as resource

- Read the news article:
- While reading:

Did you understand the meaning of the difficult words correctly?

## Met dept issues orange alert for rain on weekend

TIMES NEWS NETWORK

**New Delhi:** The city saw a generally overcast sky on Friday, with drizzle in some areas towards the morning.

India Meteorological Department has issued a yellow alert for rain on Saturday and Sunday. The maximum temperature on Saturday may hover around 32 degrees Celsius.

# Newspaper as resource

- **After reading:**

Match the synonyms of **wet** (from the box) with the **words** (from the story) they are strongly associated:

**damp**

**humid**

**soggy**

**moist**

Once, a little girl Beenu, went for a walk. She was perspiring due to (1)\_\_\_\_\_ **air** and her (2)\_\_\_\_\_ **clothes** were clingy. As she strolled along the path, she noticed the (3)\_\_\_\_\_ **soil** under her feet. Feeling hungry, Beenu sat down on a bench and opened her tiffin only to find a (4)\_\_\_\_\_ **sandwich**. Despite the disappointment, she enjoyed the peaceful surroundings while nibbling on the sandwich.

Use



to answer

# Newspaper as resource

- After reading:

## What is an Extension Task ?

What kind of rain alerts do you think is most serious and why:

- red alert
- yellow alert
- orange alert

**Think and write**

Use



to answer



# Reflection Task

Think about how you can use this in your own class

- How can you use this to teach reading, writing, speaking and listening?
- Think of a textbook topic for which you can use this or a similar newspaper activity.

Use

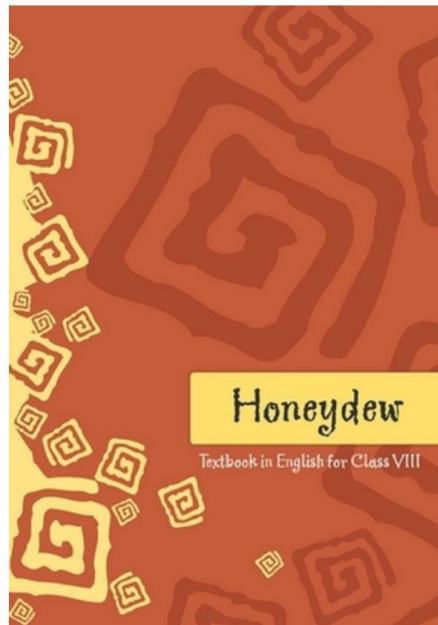


to answer

# Newspaper as resource

## Textbook topic

### Honeydew, Class 8, Chapter 8 – A Short Monsoon Diary



#### Before you read

*Do you know what a diary is? It is a record of personal experiences written day after day over a long period of time. You can also use a diary to note down things*



**January 26**

#### *Winter Rains in the Hills*

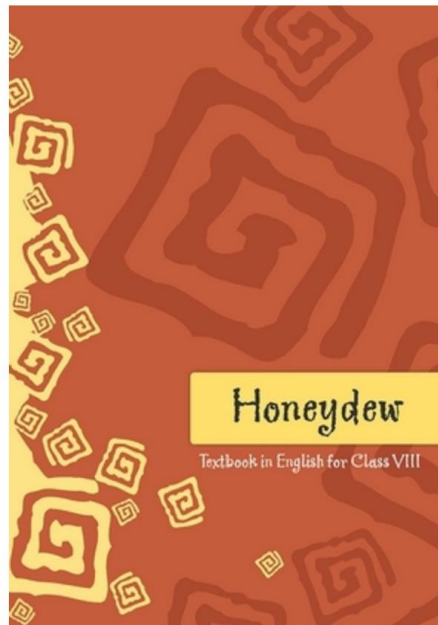
In the hushed silence of the house  
when I am quite alone, and my friend,  
who was here  
has gone, it is very lonely, very quiet,  
as I sit in a liquid silence, a silence  
within,  
surrounded by the rhythm of rain,  
the steady drift  
of water on leaves, on lemons, on roof,  
drumming on drenched dahlias and  
window panes,  
while the mist holds the house in a dark  
caress.



# Newspaper as resource

## Textbook topic

Honeydew, Class 8,  
Chapter 2 – The Tsunami



**2** The Tsunami

0849CH02

**Before you read**  
Look at the map of the Andaman and Nicobar Islands given here.

**Andaman and Nicobar Islands**

92°

North Andaman

Middle Andaman

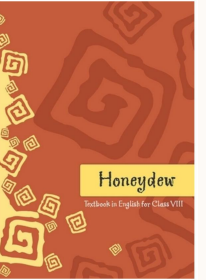
Now read the sentences below. Rewrite the incorrect ones after correcting the mistakes.

**I**

These stories are all from the Andaman and Nicobar archipelago.

**archipelago:**  
a group of many islands and the

# Newspaper as resource



## Guess the headline

Hope for some, despair for others  
at job fair for differently abled



Ridhima.Gupta@timesgroup.com

**New Delhi:** Dheeraj, a 20-year-old who suffers from hearing and speaking impairment, was overjoyed on Friday after he landed a job at Amazon. The BA final-year student was among one of the many people with disabilities (PwD) who turned up at a job fair organised by Samarthanam Trust for the Disabled.

The fair saw the participation of 18 companies, including Amazon, Flipkart, Kotak and IBM. Of the 212 job-seekers, 115 were short-listed for different roles.

However, not everyone returned happy. Jay, a 27-year-old from

**Honeydew, Class 8,  
Chapter 7 – A visit  
to Cambridge**



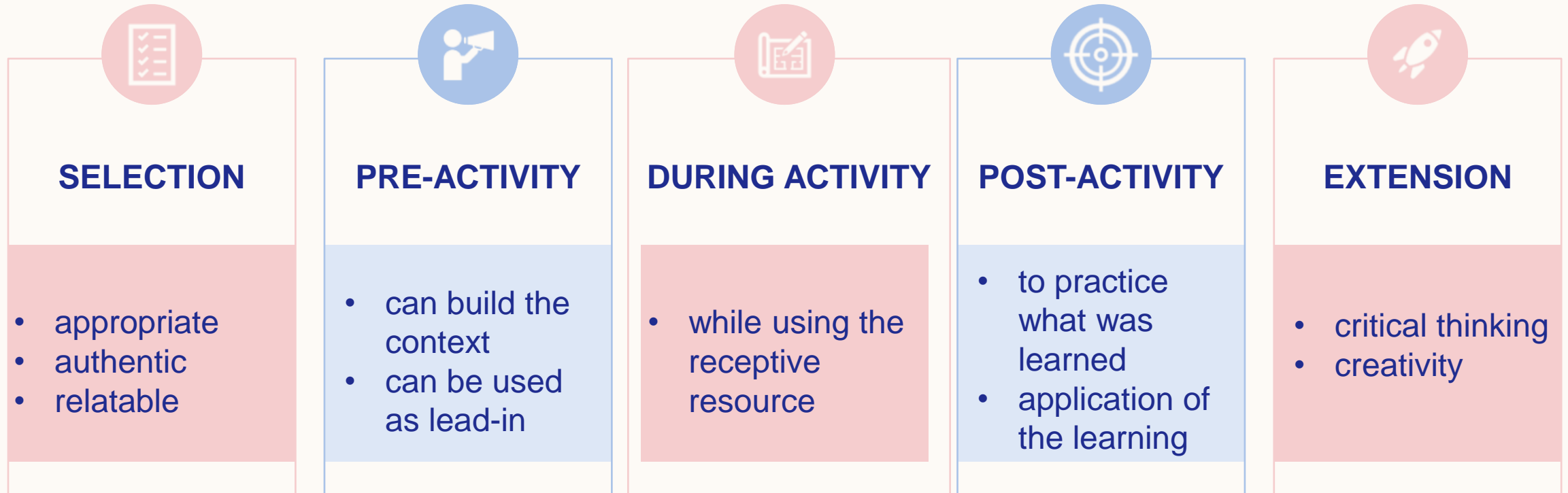
### Before you read

This is the story of a meeting between two extraordinary people, both of them 'disabled', or 'differently abled' as we now say. Stephen Hawking is one of the greatest scientists of our time. He suffers from a form of paralysis that confines him to a wheelchair, and allows him to



# Tips and techniques

## Steps followed while conducting the activity



**Newspaper Article**

**Guess the headline  
Word-meanings**

**Recalling the words**

**Story completion**

**Think and write**

## More newspaper related activities

<https://www.teachingenglish.org.uk/teaching-resources/teaching-adults/activities/upper-intermediate-b2/newspaper-reading-activities>



# Podcast as resource

What are podcasts? **Digital audio series**

Let's listen to a podcast about weather and more specifically – rain!



Use  to answer

# Podcast as resource

- **Before listening:**

Do you know there are lots of different words for rain. Un-jumble the words given below and find out the correct words:

1. zirdzle

2. hersow

3. tapirepcition

4. rustbloucd

1. **drizzle**

2. **shower**

3. **precipitation**

4. **cloudburst**

Use  to answer



# Podcast as resource

- **While listening:**

In this podcast host asks the listeners to answer 3 questions. Find out which of the following questions he mentions:

1. Where are we going?	<b>Yes</b>
2. Where is everybody?	<b>No</b>
3. Have you got a brolly?	<b>No</b>
4. What have I forgotten?	<b>Yes</b>
5. Why are we disappointed?	<b>Yes</b>




# Podcast as resource

- **After listening:**

Match the words to the correct definitions:

**a. drenched**      **b. torrential rain**      **c. waterlogged**      **d. a hood**      **e. kick off**

1. **d.** The part of a jacket or coat that protects your head from the rain
2. **c.** Something filled with water as to be hard to manage
3. **a.** State of being completely soaked in water
4. **e.** Initial act of starting a match or event
5. **b.** Heavy downpour of rain, accompanied by strong winds and dark clouds

Use  to answer



# Podcast as resource

- **After listening:**

## Extension Task

Think and write:

1. Did you ever change your plans because of rains? When?
2. Comment on how rain affects people? Mention both positive and negative effects.

# Reflection Task

Think about how you can use this in your own class

- How can you use this to teach reading, writing, speaking and listening?
- Think of a textbook topic for which you can use this activity.

Use



to answer

# How can we convert a listening task into a reading task?

## Podcast

### Weather Podcast – Transcript

**Rich:** You are going to listen to a short role play. While you listen, we want you to answer three questions.

**Jack:** Question one: Where are we going?

**Rich:** Question two: What have I forgotten?

**Jack:** And question three: Why are we disappointed?

#### ROLEPLAY

**Jack:** It's absolutely chucking it down. I can hardly see through the windscreen.

**Rich:** Come on we can park here. It's not far to the ground. Have you got a brolly?

**Jack:** No, my coat's got a hood but you're going to get soaked!

**Rich:** Hold on! I'll use this book - an English textbook - nice and big. Shall we wait a couple of minutes and see if the rain slows down?

**Jack:** No, come on. It's already ten to three. We'll miss the kick off. Watch out for those puddles!

**Rich:** Jeez! I'm absolutely drenched. Where is everybody?

**Jack:** I don't know. Here, I'll go and ask that old bloke over there.

...

**Rich:** What's going on?

**Jack:** He says that the match has been called off due to torrential rain. He says the pitch is waterlogged - it's like a swimming pool.

**Rich:** Great! We should have checked that before.

**Jack:** Come on, back to the car. It's only drizzling now.

...

**Rich:** In the roleplay, we both got very wet because of the rain. Let's look at some vocabulary connected to rain.

**Jack:** At the beginning, I said it was chucking it down. This is an informal phrase that means it's raining very heavily. There are similar phrases you can use here with the same meaning.

**Rich:** You could say, 'it's throwing it down', 'it's bucketing down' or 'it's pouring it down' which have the same meaning. We often add 'absolutely' here for extra emphasis, 'it's absolutely pouring it down outside'.

**Jack:** You can also use the idiom 'it's raining cats and dogs' but, to be honest, I'm not sure that many people use this idiom anymore, I think it's a bit old-fashioned.

## Transcript

# Making the podcast easier

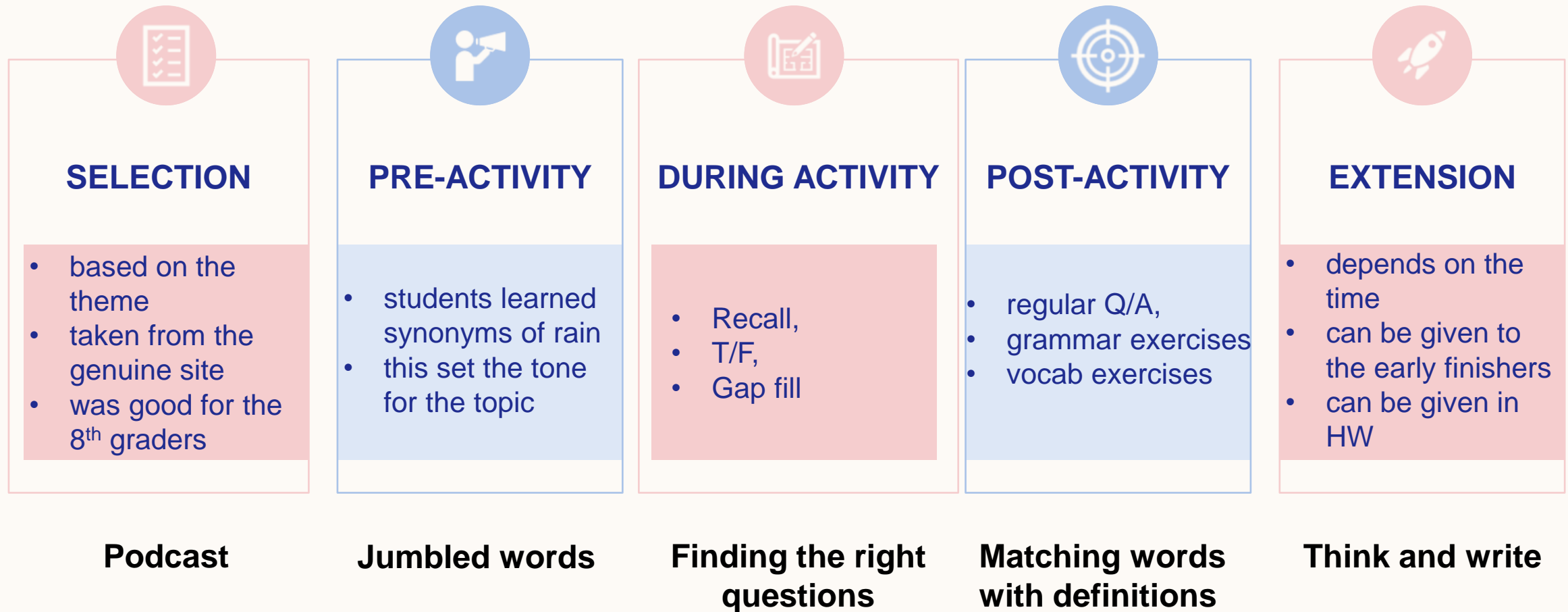
- Read all the exercises before you listen to the podcast.
- Look up the words in the exercises that you don't know, in a dictionary.
- Play the podcast as many times as you need.
- Read the transcript after you have listened to the podcast.

# Making the podcast harder

- Listen to the podcast before you read the exercises.
- Only play the podcast once before answering the questions.
- Play the whole podcast without a break.
- Don't read the transcript.

# Tips and techniques

## Steps followed while conducting the activity



# Podcast series

<https://learnenglish.britishcouncil.org/general-english/audio-series/podcasts>

<https://learnenglish.britishcouncil.org/business-english/podcasts-professionals>

<https://learnenglish.britishcouncil.org/apps/learnenglish-podcasts>

<https://www.teachingenglish.org.uk/professional-development/podcast/teaching-english/teaching-english-podcast-how-can-we-use-story>

# How can you include other receptive resources like magazines, storybooks and songs in your classrooms?

<https://padlet.com/chitrajain/how-can-you-include-some-other-receptive-resources-like-maga-3km0g4svslam1rrk>







# Learning outcomes

After attending the workshop, I can use

1. real world resources in my language classroom to teach reading, writing, speaking, listening
2. newspapers as a reading resource
3. podcasts to teach listening

I am confident to try in my class 	I need a little help 

# Useful resources



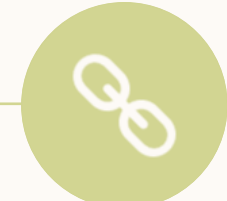
## WEBSITES

- <https://www.teachingenglish.org.uk/teaching-resources/>
- <https://www.teachingenglish.org.uk/professional-development/teachers/managing-lesson/low-resource-classrooms/materials-and-methodology>
- <https://learnenglish.britishcouncil.org/general-english/magazine-zone>



## READING MATERIAL

- <https://tinyurl.com/UsingTextBooksCreatively>
- <https://www.fluentu.com/blog/educator-english/authentic-materials-for-teaching-english/>



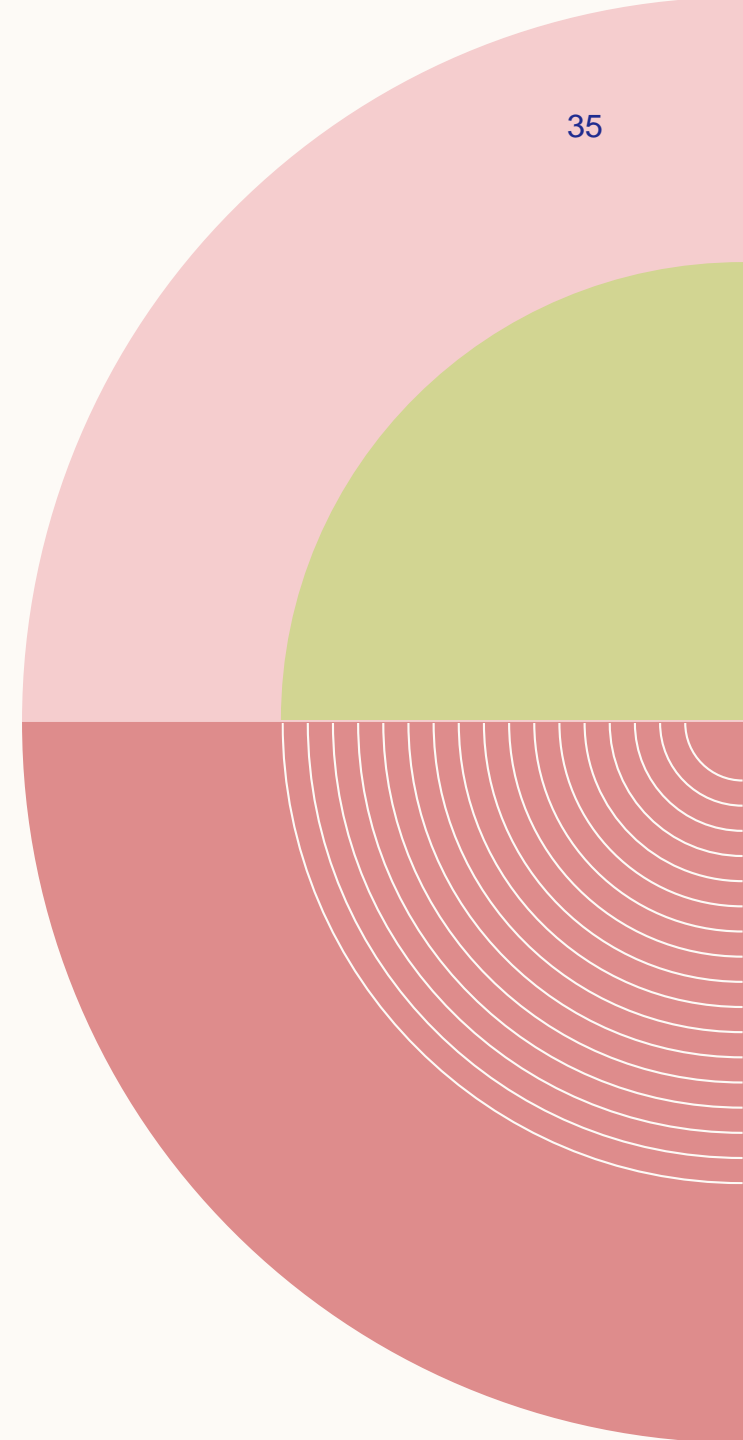
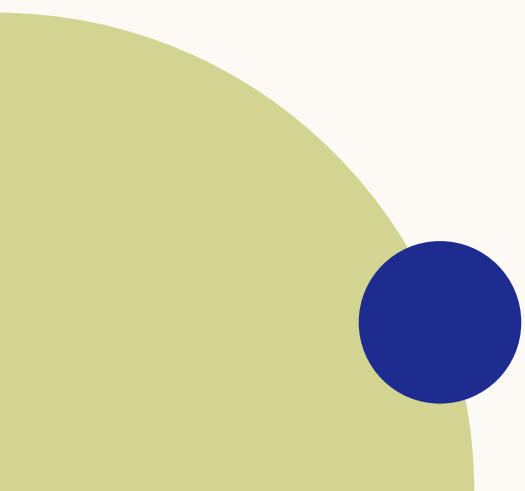
## ONLINE COURSES

- <https://www.teachingenglish.org.uk/training/classroom-management-primary>
- <https://www.futurelearn.com/courses/key-principles-and-practices-of-tesol>
- <https://www.futurelearn.com/courses/how-to-use-graded-readers-in-the-english-language-classroom>

# Q&A

Let's hear you!

35



The background features a large white circle on the left and a large pink circle on the right, both overlapping a dark blue background. The pink circle contains several thin, white, concentric curved lines that create a ripple effect.

**Thank you**

Chitra Jain