### PDP Framework

**Pre-During-Post (Listening & Reading) Activities**

**Pre-Activities**

**Rationale =** By doing ‘Pre’ activities students can activate prior knowledge and vocabulary related to the topic that can make reading easier. Discussing the topic before reading can also create interest and build up motivation to read.

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| **Sample Activities** |
| * **Talk about the general topic.**  *Ex. Report or Lecture about the ‘Wikipedia.’ 🡪 What websites do you like to go to?* |
| * **Predict from a headline, title, graph/chart, etc** *“What do you think the listening/reading will be about?” “What do you think the listening/reading will say about \_\_\_\_\_\_\_?”* |
| * **Predict from questions.** Ss get questions from the teacher and make guesses about the answers. (Then they listen/read to find the answers) |
| * **Make their own questions.** Ss are given the title, topic, etc. and write their own questions that they think will be answered in the text. (Then they listen/read to find the answers or if the text doesn’t have the answer) |
| * **Predict the text type.** Ss are given a topic and make guesses about the text type (*“It could be a news report, or a conversation, or a speech, etc).* Ss then listen for the text type (often with just the first 15-30 sec of the text) |
| * **Predict the pattern of organization.** Ss are given the topic and make guesses about the pattern of organization (Ex. *“It could be cause/effect, problem solution, a story, etc)* Ss then listen for the pattern of organization and key words that help them figure that out. |
| * **Predict from pictures.** Ss are given pictures from the text of people, the setting, etc and make guesses about what is happening and what people are saying. |
| * **Predict from first part of the text.** Ss listen to or read the first few lines of the text and make guesses about what will happen next or what it will say. |
| * **Word splash.** The Ss see key words from the text written in a random (splash) order on the board or a piece of paper and make guesses about what will be said. |
| * **Guess the order of pictures** of a story or process. Students discuss what they think the order could be (before listening/reading to put the pictures in order) |
| * **Have students Google the topic** or a key word on their phones and look at Google images, etc for a minute. Then they put away their phones and ask their partner what they found out. |
| * **Make guesses from an outline or chart.** Give Ss the outline or chart that they will be making notes on during the listening. Have them make guesses before listening/reading. Ex.   *Important invention How it changed the world 1.**2.* |
| * **Pre-teach vocabulary.** If there are words in the text or title that will make it hard for students to do the first reading task, help students clarify the meaning. Ex. Have them match words to meanings, look them up in their dictionaries, guess/share meanings from context (i.e. a sentence from the text) |
| * **Start the first task before listening/reading**  *Ex. Make guesses about the causes, effects, and solution of plagiarism before students listen or read and fill out the chart in the ‘during’ task.* |
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**During-Activities**

**Rationale:** When student have reading tasks they can more easily focus on the parts of the text that will help them build up their understanding of the text and select strategies that will help them listen/read effectively (Ex. listen/read for main ideas, listen/read for details, etc. Students can benefit from multiple listenings/readings so that they can first get the ‘big picture’ and then go for more details.

**First listening/reading (main ideas)**

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| * Choose the best title or summary statement |
| * Identify the genre (Ex. news report, TV show, academic lecture, etc) |
| * Choose the correct picture. (Ex. which person is being described) |
| * Choose the correct word. (Ex. a thing, the feeling of the speakers/author, etc) |
| * Label a picture, chart, or map (Ex. the parts of something, where things are located) |
| * Draw a picture (Ex. of what the house looks like) |
| * (Listening) ID the number of speakers, location, emotions, etc –note: can do this with audio only and then reveal video |
| * Identify the pattern of organization (Ex. cause/effect, problem/solution, etc) |
| * Put topics, events of a story, paragraphs, etc. in order. Ex cut up paragraphs |
| * Circle topics that are discussed and cross out topics that are not discussed (Or put words/topics on cards and have Ss grab them as they listen) |
| * Arrange pictures related to the text in the correct order |
| * Answer gist questions: multiple choice, short answer, true/false questions or the questions Ss made before listening/reading. |
| * Fill in a chart. Add details to a mindmap. Ex. about the characters in the story |
| * (Reading) Annotate the text. *Ex. Write margin notes about next to paragraphs to show the main idea of that paragraph.* |
| * (Reading) Give students topics and have them identify which paragraph # discuss that topic. |
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**Additional listenings/readings (for details)**

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| * Add details to an outline of topics |
| * Fill in gaps in sentences. |
| * Make a time line or fill in a chart to explain the events/points in the text |
| * Read/Listen and draw what it looks like (or make a chart) |
| * Answer details questions: multiple choice, short answer, true/false questions |
| * (Reading) Give students a question and have students ID which paragraph # has the information for that question. |
| * Find 3 interesting/important parts of the listening/reading. With a reading put a star next to in the margin. With a listening, write some key words. With reading or transcripts, put question marks next to parts that you are unsure about. |
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**Post-Activities**

**Rationale:** When students have a chance to talk to a partner after reading, they can peer teach and build up confidence about their answers so that they are more willing to share their ideas. Students also need a safe way to find out if their answers to the reading tasks are correct or not. Students can have an opportunity to develop fluency and discuss the ideas in the text. The text can also provide a springboard into language learning

**Comprehension**

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| * Compare and discuss the answers from the reading task (usually done in pairs) |
| * Write the answers up on the board (after pair work) and have the students find evidence in the text about why those answers are right. They can also ask in the whole-class why other answers are not right. |
| * Hand out an ‘answer key’ and have students find evidence in the text. Ex. The text with your annotated margin notes. |
| * Have students make their own comprehension questions in groups and ask other groups. |
| * (Next day review) Have students take out a blank piece of paper and write down key word ideas from the article that they remember. They can then talk with a partner and compare. Then they read again to find details that they forgot and check in with their partner. |

**Discussion**

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| * Talk about which parts was most interesting for them and why. |
| * Discuss opinion questions related to the text. Ex. Do you agree with the author? Why do you think …? |
| * Have students make/discuss their own questions with question frames. |
| * Ask your partner which parts of the article were interesting, important, confusing, etc. and why they chose that part. Ex. the 3 stars or questions marks that they wrote in the ‘during’ task. |
| * Retell the events using key words, from another person’s point of view. |
| * Role-play the characters. |
| * Do a writing activity related to the text. Ex. write a letter to a character, write the story from a different point of view. |
| * Make a story based on the information in the text |
| * Discuss a topic/issue that came up in the text. Ex. The author talks about food. What’s foods do you like? |
| * Speculate about what happened before or after the events in the text. |
| * Speculate about the people in the text. |
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**Language Noticing Tasks**

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| * Find 4-5 words that you aren’t sure about and would like to know. Ask your partner and check with the class. (i.e. students choose a few words, not all) |
| * Write words from the text on the board with blanks next to them. Students scan the text, find the words and notice the collocation. Ex. It \_\_\_\_\_\_ out that (turns) |
| * Find particular grammar structures and circle/underline them. Ex. the verbs in the passive voice. Compare with a partner. Can also discuss why the author used that grammar. |
| * Give students particular words in the text to find and have them guess/discuss the meaning or reason why the author used that word/grammar. Can also have students use their dictionaries to figure which meaning is correct for that context. |
| * Give students a selection of the text that has blank gaps in it. Students try to fill in the gaps and then check the text to see if they are right. |