

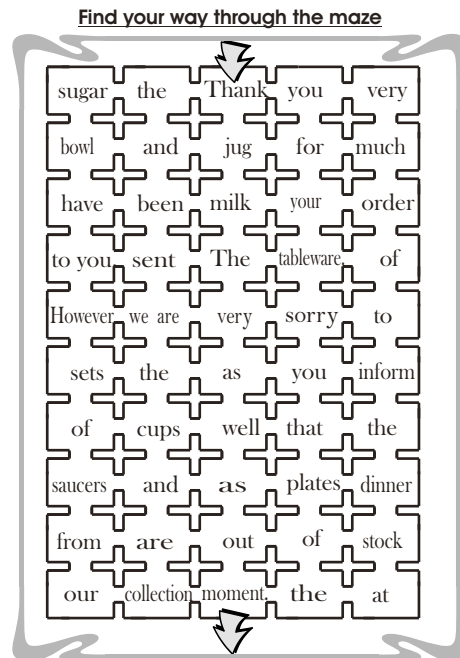
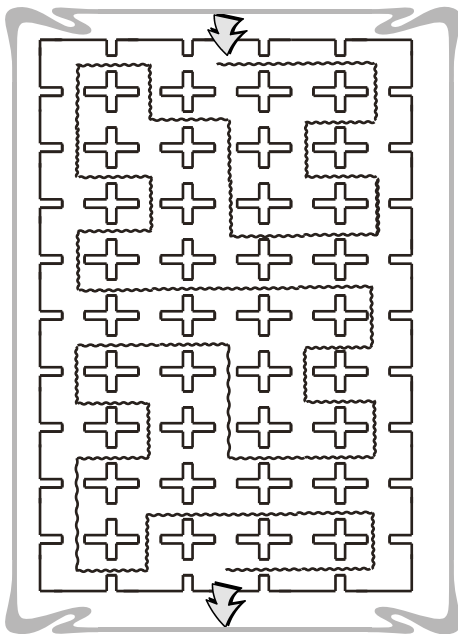
# “Turn to page 67”

Dear Colleagues,

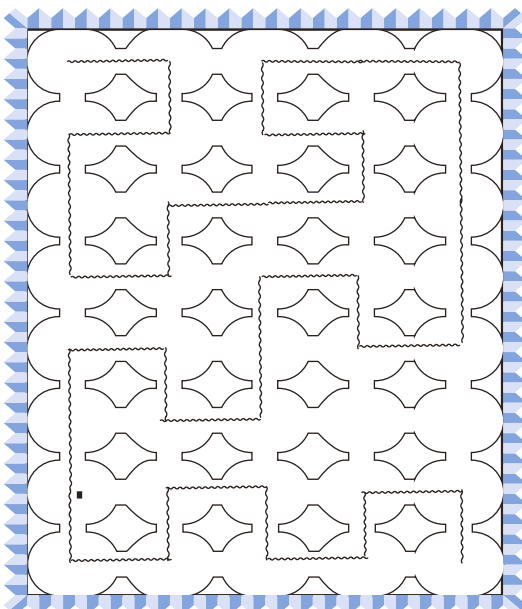
While you are reading these lines, you can be sure that one of our colleagues in Toronto, Tel Aviv or Timbuctoo is giving this perennial instruction to his students, before dealing with a text. Nothing wrong with that, of course. The question is: What has our colleague done before to ‘whet the appetites’ of her students for the text they are about to read? Quite often, our work with texts tends to be rather monotonous (“Peter, you read the first paragraph...”) and does little to keep the pupil’s interest in - and consequently attention - to the text. In this article I would like to suggest a few methods which over the years I have found very motivating and useful.

## Mazes

In this method we take a part of the text and put it in the form of a maze. First we take one of the mazes at the end of this article and with a pencil we trace a way through the maze. Next we take part of the text we wish to deal with in the class and put it in the maze. The ones below, taken from English G 2000 and Go Ahead (Cornelsen Verlag) will give you the general idea.



What do you think Mr McIntosh will write next?  
Based on SHOPPING MATTERS 2



In the second example, I have raised the level of difficulty by adding two words which are not in the text. This is a great little puzzle for teaching the students how texts 'fit together' (cohesion and coherence). It is, of course, important that your students do not recognise where the text comes from. So, If you decide to use a title for your maze, it is also advisable to use a different one to the one used in your course book. The part of the text you use, need also not be the first paragraph. At the end of this article you will find two mazes for you to use: for 40, 50 and 84 words. You will probably find that the excerpt from the text you use will have a few words more than the exact number of needed. In this case, as in our examples, just put in two words in a few of the spaces. When the students have finished the puzzle, they can then guess what the text will be about. You can then say the magic words: "Turn to page...." and they can see if they have found the right route through the maze.

### Three endings

This exercise also gets the pupils -by a process of logic and comprehension- to dig deep into the text. As you can see from the example below, we split up the sentences and add two false endings to each one. The pupils then decide in pairs which ending is correct.

In our example, finding the ending to the first sentence could be a little difficult. However, if the students read the beginning of the next sentence: 'It may have cost hundreds of thousands of American jobs, but...' , they should be able to see that answer C is the correct ending. The loss of a job , nowadays, presents many employees with great problems, and it is unfortunately not always easy- in many fields - to find employment again. So, we can rule out answers A and B for the next sentence and decide that C is the correct answer. Automation, is a process which has been taking place for many decades. Furthermore, the text is obviously about employment and not about sales or marketing, so only A 'moving a whole new class of jobs overseas' can be the correct ending.

It is surprising how easy it is to construct such exercises and how much students enjoy doing them.

## *A new trend in the international economy.*

### **Decide on the correct endings of the sentences**

- |   |   |   |
|---|---|---|
| For decades, American manufacturers of everything from jeans to semiconductors have | ➔ | A) been interested in the world market.<br>B) tried to sell their products in India and China.<br>C) searched the world for the cheapest labour they could find.                    |
| It may have cost hundreds of thousands of American jobs but,                        | ➔ | A) such workers can always find employment elsewhere.<br>B) that is only a comparatively minor problem in a free market economy.<br>C) but it has made US products more affordable. |
| Now some of the most well-known companies are                                       | ➔ | A) moving a whole new class of jobs overseas.<br>B) automating their production as quickly as possible.<br>C) discovering the benefits of the Asian market.                         |
| It's called...  | ➔ | A) being innovative.<br>B) outsourcing.<br>C) good working conditions.  |
| Not the old economy assembly line jobs, but jobs in the new economy-                | ➔ | A) they are much better paid<br>B) anything that involves a computer or a telephone.<br>C) and with a strong Euro, this is very promising.  |
| Today, the person at the other end of the line is                                   | ➔ | A) always friendly and relaxed.<br>B) more likely to be in India than Indiana.<br>C) certain to speak English or French.  |

'Corrupted texts'

This is another method which gets our pupils to really 'burrow' into the text like a mole. From one text, or extract from a text, we make two versions, both containing mistakes. The pupils compare the first sentences in both texts and decide which one is right and make the necessary corrections. They then go on to the next sentence and again decide which version is correct. At the end of the exercise they should both have the same text. The following example comes from the new edition of FOCUS ON SUCCESS (Bavarian edition), page 42 published in Cornelsen Verlag:

**A new target group**

*little* **Text 1**

At the start of the 21st century, Hispanic marketing was ~~much~~ more than an afterthought to most major corporations in America. 'When companies considered Latinos, they thought, "Sombreros and money," says Isobel Valdes, a California-based Hispanic ~~computer design~~ <sup>marketing</sup> expert. 'They simply didn't feel like investing large sums of money in a market that didn't look particularly promising.' Lately, however, corporate America has come to realize both the ~~elegance~~ <sup>diversity</sup> and ~~political~~ <sup>spending</sup> power of Hispanic consumers.

Latino consumers now range from ~~unemployed Canadians~~ <sup>Argentine investment bankers</sup> in New York to poor Mexican immigrants in California. The sheer growth in ~~their problems~~ <sup>the market</sup> is undeniable. America's 39 million Latinos spent nearly \$700 billion last year and are the fastest growing consumer group in the country. By the end of the first decade of the 21st century, Hispanic consumer spending is expected to top \$ 1 trillion. Faced with these astounding figures, the US business community is trying to win over Latinos in an unprecedented way, changing how mainstream America sees its largest minority- and itself in the process.

**A new target group**

**Text 2**

*At the start of the 21st century, Hispanic marketing was little more than an afterthought to most major corporations in America. 'When companies considered Latinos, they thought, "Sombreros and money," says Isobel Valdes, a California-based Hispanic marketing expert. 'They simply didn't feel like investing large sums of money in a market that ~~looked~~ <sup>didn't</sup> particularly promising.' Lately, however, corporate America has come to realize both the diversity and spending power of Hispanic consumers.*

*Latino consumers now range from Argentine investment bankers in New York to poor Mexican immigrants in California. The sheer growth in the market is undeniable. America's 39 million Latinos spent nearly \$700 billion last year and are the ~~least~~ <sup>growing</sup> fastest ~~growing~~ <sup>interesting</sup> consumer group in the country. By the end of the first decade of the 21st century, Hispanic consumer spending is expected to ~~decline to~~ <sup>top</sup> \$ 1 trillion. Faced with these ~~astounding~~ <sup>frightening</sup> figures, the US business community is trying to win over Latinos in an unprecedented way, changing how mainstream America sees its largest minority- and itself in the process.*

As with the mazes and ‘three endings’, ‘corrupted texts’ can be used at any level. Here is a text from a book used in the sixth class of the ‘Hauptschule’:

THAT’S ENGLAND FOR YOU!

Tom and Jutta were in Exeter on bikes. Jutta thought it was great.

“Careful, Jutta !” Tom shouted.

A boy was on the zebra crossing.

“Jutta! You didn’t see that boy!” Tom said.

“Of course I saw him,” Jutta said. “In Germany people check if it’s safe first. He ran across the road.”

“That’s England for you,” said Tom. “People on the zebra crossing are always right.”

“Yes,” said Jutta. “And I was wrong. It’s isn’t fair.”

(From NEW HIGHLIGHT2. P.108 Cornelsen Verlag)

With a few small changes we can easily produce our two ‘corrupted texts’:

ENGLAND IS NOT LIKE GERMANY!

Text 1

Tom and Jutta were in Exeter in buses. Jutta thought it was a teacher.

“Careful, Jutta !” Tom shouted.

A boy was in the car.

“Jutta! You saw that boy!” Tom said.

“Last week I saw him,” Jutta said. “In Germany people check if it’s safe first. He ran across the park.”

“That’s England for you,” said Tom. “People on the zebra crossing are always right.”

“Yes,” said Jutta. “And I was wrong. It’s isn’t late.”

ENGLAND IS NOT LIKE GERMANY!

Text 2

Tom and Jutta were in Exeter on bikes. Jutta thought it was great.

“Careful, Jutta !” Tom said.

A boy was on the zebra crossing.

“Jutta! You didn’t see that boy!” Tom said.

“Of course I saw him,” Jutta said. “In Germany people check if it’s easy first. He ran across the road.”

“That’s a hamburger for you,” said Tom. “People in the school are always right.”

“Hello,” said Jutta. “And I was right. It’s isn’t fair.”

It is very important to have an irregular pattern of mistakes (The first two mistakes are in text 1, the third mistake is in text 2, the fourth and fifth mistakes are in text 1, etc.).

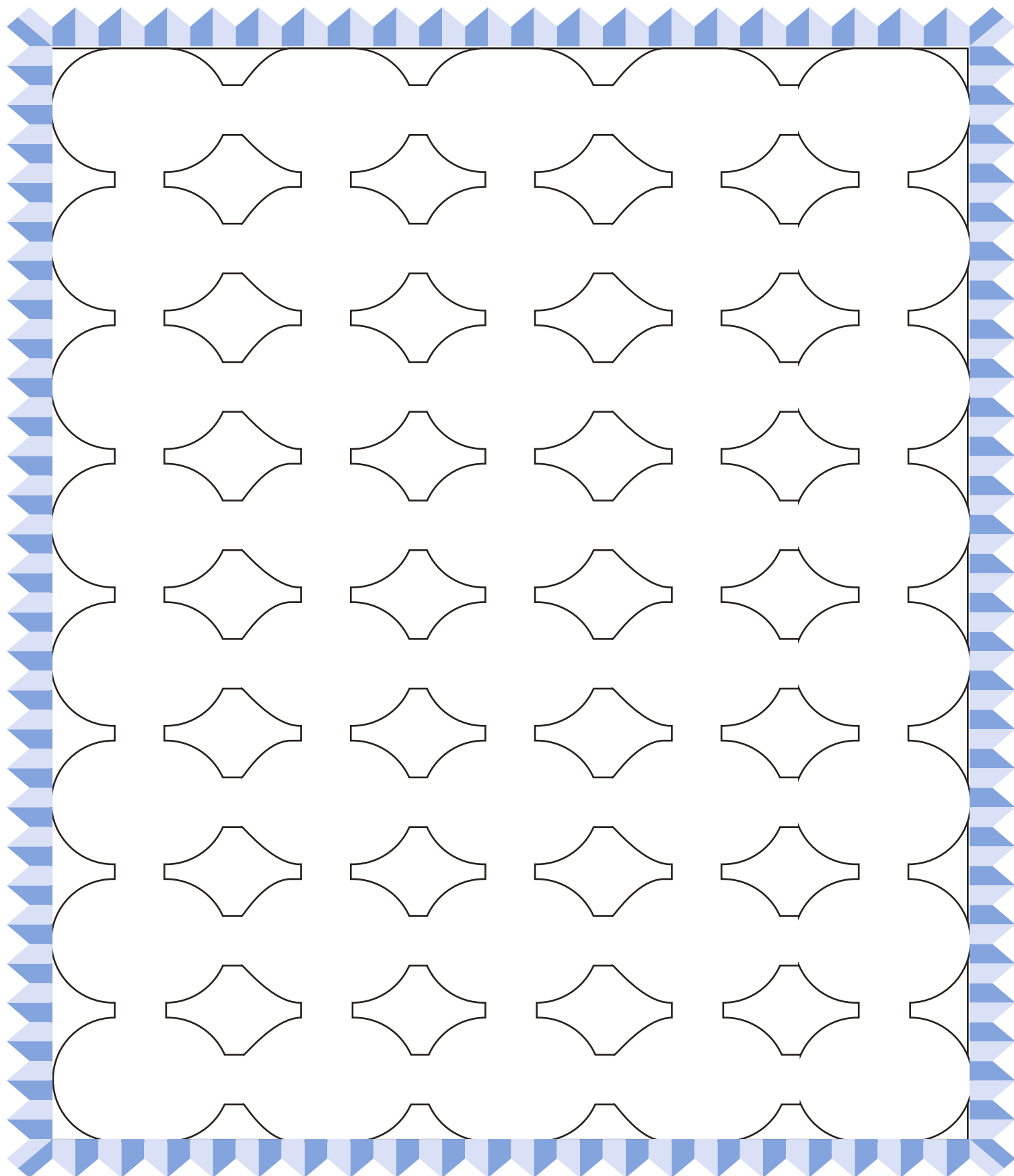
Well, dear Colleagues, I hope you’ll try these motivating methods out in your classes!

Yours sincerely,  
Bernard Brown

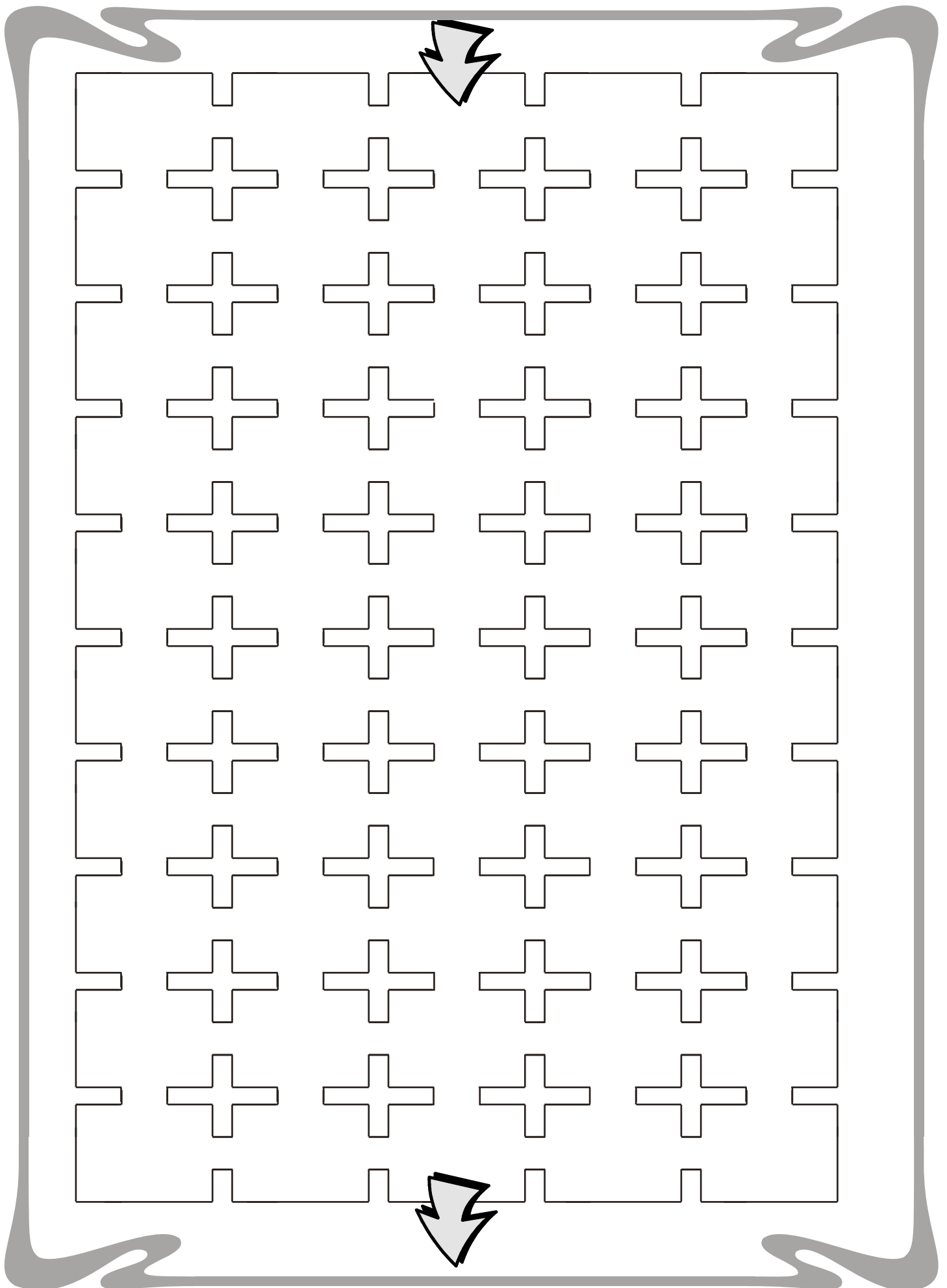
PS. Colleagues who would like to use these and other motivating methods with texts will find the author’s forthcoming book: Stepping Stones:useful

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# Can you find the way ?



Can you find the way?



*Find your way out!*

