

USE OF AUTHENTIC TEXTS IN EFL CONTEXT: AN OUTLINE OF A LESSON FOR B1 LEVEL STUDENTS

(Penggunaan teks sahih dalam konteks EFL: Ringkasan pelajaran untuk pelajar peringkat B1)

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Abstract

Use of authentic texts has been increasingly popular as valid and effective tools in ESL/EFL context. The present paper suggests a blueprint of a lesson-plan wherein authentic texts play a significant role in enhancing motivation, and active participation of the B1 level learners. Texts from BBC news reports have served the bases for the present paper, and have interestingly used for designing activities, prompts to enhance learners' reading, speaking and writing skills; listening activities can also be designed in the light of texts. The target group addressed in the paper are Arab EFL learners in Saudi Arabian context. This proposed outline may serve the purpose of a blue print for the instructors to enhance their teaching experience and the learning experience of the learners. Moreover, the teachers will have a framework to select an authentic learning material, and use it for making activities applicable to suit learners' needs of developing all the four skill sets necessary for developing language proficiency in a real sense. The Appendix 2 lists out the possible activities to be used by the teachers to prompt and encourage to learners to use their background knowledge to enhance their vocabulary, grammar, text completion task, contextual word-filling and many other tasks; the subsequent appendices (3, 4, 5 & 6) list out other activities effective in enhancing all the four skill sets. To give pupils a taste of what it's like to communicate in a real language is crucial. Students will learn the language as it is actually spoken by native speakers. The end result will satisfy a need for effective interaction in the target language. **Keywords:** Authentic texts, EFL, ESL, reading, writing, listening, writing

Abstrak

Penggunaan teks sahih semakin popular sebagai alat yang sah dan berkesan dalam konteks ESL / EFL. Kajian ini mencadangkan rangka tindakan pelan pengajaran di mana teks sahih memainkan peranan penting dalam meningkatkan motivasi, dan penyertaan aktif pelajar peringkat B1. Teks dari laporan berita BBC telah menyediakan asas kepada kajian, dan telah digunakan dengan menarik untuk merancang aktiviti, gesaan untuk meningkatkan kemahiran membaca, bercakap, dan menulis pelajar; Aktiviti mendengar juga boleh direka berdasarkan teks. Kumpulan sasaran yang ditangani dalam kertas kerja itu adalah pelajar Arab EFL dalam konteks Arab Saudi. Ringkasan pelajaran yang dicadangkan ini boleh memenuhi tujuan rangka tindakan bagi pengajar untuk meningkatkan pengalaman mengajar mereka dan pengalaman pembelajaran pelajar. Selain itu, guru-guru akan mempunyai rangka kerja untuk memilih bahan pembelajaran yang sahih dan menggunakannya untuk membuat aktiviti yang sesuai dengan keperluan pelajar untuk membangunkan keempat-empat set kemahiran yang diperlukan untuk membangunkan kemahiran bahasa dalam erti kata yang sebenar. Lampiran 2 menyenaraikan aktiviti yang mungkin akan digunakan oleh guru untuk mendorong dan menggalakkan pelajar menggunakan pengetahuan latar belakang mereka untuk meningkatkan perbendaharaan kata, tatabahasa, tugas penyelesaian teks, pengisian

perkataan kontekstual, dan banyak tugas lain; Lampiran berikutnya (3, 4, 5 & 6) menyenaraikan aktiviti lain yang berkesan dalam meningkatkan semua empat set kemahiran. Untuk memberi murid rasa seperti apa yang ingin disampaikan oleh & 39; dalam bahasa sebenar sangat penting. Pelajar akan belajar bahasa kerana ia dituturkan oleh penutur asli. Hasilnya akan memenuhi keperluan untuk interaksi yang berkesan dalam bahasa sasaran.

Kata kunci: Teks sahih, EFL, ESL, membaca, menulis, mendengar, menulis

1.0 INTRODUCTION

The use of authentic materials to boost motivation and lessen fear in the classroom is covered by three research approaches. First, studies show that authentic resources in English as a Second Language (ESL) or English as a Foreign Language (EFL) schools serve a distinct purpose (Hutchinson & Waters, 1987; Mishan, 2005). Second, a corpus of research demonstrates the link between motivation and utilising authentic resources (Tomlinson, 2012). Third, studies demonstrate that it is possible to include students' home languages and cultures into English language learning settings so that English language learners (ELLs) can experience a sense of belonging and validation (Cook & Taylor, 2012). These sets of research indicate that there is a genuine demand for authentic language and culture materials to be included in classrooms where English is taught in EFL or ESL contexts. Students feel more included and acknowledged in the classroom when their home language and culture are incorporated into the English language curriculum. As a result, they feel more motivated and exhibit higher engagement (Chamba et al., 2019; Cook and Taylor, 2012; Sauvain, 2022).

The present paper is based on a news report entitled 'Covid: Bedfordshire charity providing food parcels 'without a break'', which is retrieved from the BBC News Online (By Alex Pope, 29 November, 2020: Appendix 1). To enhance the readability, the paper has been developed in two sections: first (text selection criteria), the rationality of the text selection is elaborated and how it suits the targeted audience, second (language skills); various activities have been designed in the light of the text and the supporting texts to address the language skills to be acquired by the learners. The second part further details the rationale underlying such activities, and how the activities help the learners learn the desired language skills. To add practical expression to the essay, necessary handouts and source materials have been appended at the end.

The proposed outline targets 19 EFL pre-university learners at the foundation level who are monolingual Arabic speaking Saudi nationals. In the present context, English is taught as a foreign language as it is neither the official language nor the lingua franca of the state. Notably, teaching and learning English in Saudi schools as well as at the university level is considered as a language to be learnt for academic purposes; the medium of instruction at school and university is mainly Arabic, but knowledge of English is mandatory. At the foundation level, learners who aspire to study subjects related to arts and basic sciences are required to have English language proficiency of A2 level and the students who are to be specialised in Engineering, Medicine and Pharmacy, need to acquire the language proficiency of B2 level, as specified in Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001). The present paper proposes an outline of a lesson plan for the preparatory year students (for B1 level) who aspire to advance their careers in pharmacy. The paper is structured in following sections: text selection, language skills (reading skills: pre-reading and vocabulary; reading for gist; reading in detail; post-reading), writing and speaking (each has a discussion on the related

learning activities for the learners), conclusion (on the implications of such activities on learners' language skills).

2.0 RESEARCH QUESTIONS

The present paper aims to answer the following questions:

- a) To explore the benefits of authentic texts in EFL teaching and learning?
- b) What would be the strategies to use the most eye-catching and popular authentic texts (as latest as possible to encourage learners' motivations) to conduct variety of activities in EFL learning context?

3.0 TEXT SELECTION CRITERIA

The ability to read is often cited as one of the most important skills a language student should have because it aids in the acquisition of so many others (Horwitz, 2008; Krashen, 2007; Nation, 2008). For Berardo (2006), reading serves three functions: survival, education, and entertainment. The traits and goals of each category are distinct. Academic reading is a cornerstone competency that strengthens both pupils' verbal and linguistic competence (Gilmore, 2007). One who reads well also learns to write and speak the language with ease (Krashen, 2007). In addition, reading for academic purposes is frequently practised in schools, where both instructors and students must put in significant effort to cultivate these skills (Berardo, 2006). Horwitz (2008) says that reading is the key that unlocks the door to fluency in English for English language learners (ELLs). Learning to read in a second language is crucial because it opens up a world of possibilities for students of that language, including the chance to learn new vocabulary and expand their writing abilities while also bridging the gap between them and native speakers (Horwitz, 2008). Reading authentic materials is a great technique to improve a language learner's reading skills. Using real-world texts in language classes has been shown to have many benefits by researchers (Guariento & Morley, 2001; Guo, 2012; Hwang, 2005; Kilickaya, 2004; Lin, 2004; W. C. Wu, & P. H. Wu, 2008; Akbari et al., 2016; Bakirova, 2021).

The communicative approach to EFL classes has promoted the use of authentic text-based materials in Iranian context over the past few decades (Mousavi 2010). Likewise, Saudi Arabia too has witnessed a growing trend of using study materials highly motivated by authentic text-based materials, be it in the form of standardised text books and study materials or the use of self-designed study materials by the EFL instructors to suit their learners' needs. Apart from the other two inevitable criteria (usability for reading skills and strategies and readability of the text), Nuttall (1982) proposed three main criteria in selecting the text for their authenticity, suitability and exploitability (cited in Brown, 2001, p. 314). The text proposed in the essay is an authentic news report to provide students exposure of the language used in the real-life situation in a conversational setting. The notion of authenticity was further supported by Nuttall (1982, p. 3) who states that "We use the term authentic to mean the uses to which we put reading in our daily lives outside the classroom." Although the authentic texts are written by native speakers for native learners, but they are proved to be highly effective in EFL context as well (Mishan, 2005; Trabelsi, 2010; Tomlinson, 2012). It can be understood here that authentic text provides the students with an opportunity to prepare themselves for not only the similar texts, but also for the communicative settings in their daily lives to acquire the desired language proficiency which is the ultimate aim of language learning. Nonetheless, this improves not only the communicative competence but also the cultural competence which is advocated

vigorously in language teaching (Widdowson, 1970; Coste, 1980; Breen, 1985; Kramsch, 1988). Moreover, authentic materials are motivating because these are proof of the language used by native speakers in their real-life situations because the news reports are frequently read by the native speakers in their daily lives (Nuttall 1996; Peacock, 1997; Allwright, 1979; Freeman & Holden, 1986).

Traditionally, it was believed that language should be presented in simplified forms so that the learners can have easy access to the content, but nowadays authentic texts are recommended in language learning (Widdowson, 1990, p. 67). Authentic materials enable the learners to interact with the text from real-life incidents which are commonly available on various sources, especially internet. In contrast, Miller (2003) identified un-authentic texts as specially designed for learning purposes such as for teaching grammar; therefore, students' worksheets, course books, workbooks are considered as un-authentic study materials.

In present context, though the officially prescribed students' textbook (New headway plus by Liz and John Soars) mainly addresses the structural elements in artificially designed contexts, but the texts from the real-life like contexts are not available. In this line, Nuttall's suitability criteria is also met because the text selected motivates the students to know how Covid-19 has impacted our daily lives and what people are doing to cope with the crisis. Most of my students are pre-university students and they are aware of the things going around them. Thus, I decided to select this topic to enable them to relate to the events happening across the world and thus they are quite relevant to whatever cultural set up they belong to. To check the exploitability of the text, similar writing task will enable them to relate to the similar situation in their own society. Food is the backbone of human existence and any shortage of it directly impacts their life. Moreover, needy people who lack resources to feed themselves and their families are found almost every part of the world; and lack of resources to the less resourceful people who rely heavily on their regular salary or financial support, is quite obvious in Saudi society as well considering the job loss to many people during this pandemic. Such free food supply for the needy ones or the older people without enough support, has become obvious to carry on with their lives.

However, all the four language skills can be integrated well within the scope of text. Harmer (1983, p. 18) rightly points out that language user is often involved in using a combination of skills. As a matter of fact, this news report primarily has been exploited for reading activities to engage the learners to have the basic understanding of the text and then to relate it to the other consequences of Covid-19 pandemic. Listening to their peers about their views would encourage them to contribute to the discussion with their own views. Finally, the writing task provides them with an opportunity to report a news article in their own language wherein they would be free to decide on their choice of people they would interview and the events they would like to cover in their tasks. To check the usability of the text, reading strategies such as skimming (to know the overall meaning), scanning (to find the facts or specific information), and intensive reading (to do an in-depth reading of the text) (Monash University, 2021) are put into practice so that the learners know how to deal with unfamiliar text; they know unfamiliar lexical items in contexts and try to interpret their meanings from the cues explicitly or implicitly available in the text. Last but not the least, readability of the text is of utmost importance. To meet this criterion, I consider that the assigned level for my students' (intermediate level) which is based on their placement test entails that the learners have already achieved A2 level. The second variable I considered was their exposure to the grammatical structure and the lexical resources as specified in CEFR.

According to CEFR (Council of Europe, 2009), pre-intermediate users "can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment)

.....” and the B1 level users “can understand straightforward factual information about common every day or job-related topics, identifying both general messages and specific details. They can understand the main points made in clear standard language.....”. B1 level students of my class have been exposed to the structures and lexical resources required for the proposed reading activities. In fact, the text does not include too many new lexical items and unfamiliar grammatical structures which may cause difficulty in their general comprehension.

4.0 LANGUAGE SKILLS

4.1 Reading Skills

Nation (2009, p. 25) suggests that intensive reading “can be a means of increasing learners’ knowledge of language features and their control of reading strategies”. Brown (2007) too sees intensive reading as strategy in which both top-down and bottom-up processing interact so well that reading comprehension tasks become simple and productive. Therefore, intensive reading has been encouraged for the proposed tasks. Here too, the students are expected to explore the linguistic features (lexical/structural) of the news report and to practise various related tasks for the overall improvement in their reading skills.

4.2 Pre-reading and vocabulary

“There is a virtual consensus that background knowledge is essential for reading comprehension.” (Neuman et al. 2014, p. 145). Before starting with the main text, students are given an image of Covid-19 and are asked to recall its impact on people’s lives worldwide, whatever they have witnessed over the past ten months (Appendix 2, task 1). They are further asked to list out the negative impact on various domains of lives such as health, food system, employment, and others. Various studies (e.g., Hudson 1982; Floyd & Carrel 1987; Qi & Wang 1988) have advocated that learners’ schema (prior knowledge and the background information about the text) significantly determine the comprehension than its linguistic features. Students’ content familiarity too contributes to the better comprehension of the text (e.g., Levine & Haus, 1985; Kintsch & Franzke, 1995 etc.). As Nunan (1991, p.68) has rightly pointed out that the pre-reading tasks activate learners’ schemas. Therefore, the tasks 1 and 2 follow top-down processing (moving from general to specific information) to elicit existing knowledge of the students related to the topic and prepare them for the text; task 1 allows them to relate all their past experiences to discuss all the positive as well as the negative impacts of Covid-19 pandemic, task 2 allows them to focus only on the negative impacts on various domains of lives which are directly related to people’s livelihoods. Task 3 (Appendix 3) allows them to fill in the gaps with appropriate words and create a meaningful passage. The learners are encouraged further to deliberate on the topic and be prepared to infer the meaning of the text from its title (Appendix 3, task 4). During these tasks, the students get enough exposure to the context as well as the related vocabulary which enhance their readiness for the targeted text. Being the topic of the most searched web and news content (World Economic Forum, 2020), it is expected that such topic would certainly ignite curiosity of the students (pharmacy) to know further about the text (Nation 2009).

Considering the limited vocabulary size of the learners, words such as charity/voluntary/support/selfless service/free food are identified as key words to understand the overall context of the news report. That is why visual images of food packets, older woman has been presented with the text to enhance the readability and relatability of the text. Culture-specific lexical items like seva/langer are explained using body gestures or citing instances from the daily lives. Harmer (1983, p. 86) recognizes these as aids useful for explaining the meanings of lexical items or

sentences in context; this is later reinforced by Nunan (1991, p. 121) who states that “learners should be encouraged to develop their strategies to infer the meaning of new words from the context in which they occur”; however, pre-reading vocabulary certainly creates a foreground for the learners. Hence, the students are instructed to guess the word-meaning from the cues such as prefixes, suffixes or the root of the words; if possible, the text occurred before and after should work as cues to infer the meaning from the context (Nunan, 1991). Here, the learners learn to find the keywords to have a holistic understanding of the text; keyword method significantly improves long-term vocabulary retention of the learners (Syuhada, 2019).

Therefore ‘word-in-context’ based activities should be practised well to consolidate the meaning of words in variety of contexts (Nunan 1991). These, in turn, familiarize the learners with the actual use of the words which would be replicated appropriately in their writing tasks as well. In this direction, a cloze exercise (Appendix 3, task 3) allows learners to be familiar with the related and relevant vocabulary which they infer from the context. Additionally, lexical meanings of the words to fill the gaps facilitate the learners to relate to the contexts and discuss their meanings in similar other contexts. Such activities trigger the students’ interest to interact with the text in a more productive way.

4.3 Reading for gist

Conventionally, reading for gist is associated with the idea of skimming (Thornbury, 2011). In the process of skimming, a reader is provided with a lot of cues in text to guess its overall meaning or the core idea of the text; the other discrete discourse features or the visuals attached to text also refer to its core idea. Once the schematic knowledge of the students is activated about the topic, with the relevant new lexical items they are given text to grasp its gist and answer the questions in task 5 (Appendix 4). Top-down approach is considered here for the students to interact with the text and use their background knowledge about the subject and also of how language works with the content (Grabe & Stoller 2002; Nunan, 1991). At this stage, learners are left alone with the text to extract the gist on their own in three minutes. Afterwards, their responses are recorded on the board, without any feedback from the teacher. Now, it is the time for them to cross check their answer by looking at the recurring words, each paragraph from beginning to the end, specific words (content words such as nouns, verbs, adjectives) directly refer to the headline (Nuttall 1982), and also to relate the visuals to the text. At this point, the learners are given autonomy to interact with the text, but the teacher does not confirm their answers.

4.4 Reading in detail

In appendix 3, task 1 prompts the students to retrieve all the relevant information about Covid-19 pandemic and task 2 presents them with an opportunity to focus on its impact, in which, food system is also a category they focus on. By the time they finish tasks 3 and 4 (Appendix 4), they are fully prepared to address the details of the targeted text. ‘Pronominal questions’ (Nation, 2009) with who/what/where/when/whom trigger interest among the learners to further investigate the specific information. Task 6 (Appendix 4) engages them not only in finding the specific details, but also in seeking awareness about the cultural-specific lexical items’ use in the text which is a distinctive feature of news reporting; this engages them into more elaborate and comprehensive reading activities. In scrutinizing the text for details (grammar, cohesive devices etc.), the students implicitly are engaged in eliciting the sequence of idea-construction (Nation, 2009). For instance, grammatical elements (active and passive forms, present perfect, simple present and past tenses), cultural-specific terms (seva, langer, Sikh Guru, Guru Nanak)

and cohesive devices (e.g., “Mrs Woods said she was “very grateful” for all the help she had been given, from food to regular phone calls). Such activities enhance learners’ understanding of the target language as well as boost their confidence to interact with their peers in a communicative setting.

4.5 Post reading

At this stage, the students are asked to mark the passive forms, main verbs, articles in the text. As Nuttall (1996, p. 164) rightly puts that after intensive reading at whilst-reading stage, broad comprehension must be addressed with some prompts for their personal views on the new report; what they did like and what they did not. They are asked to agree and disagree with such events and make prediction about their possible outcomes. Such activities prepare them for the following main speaking activity in task 8 (Appendix 5).

4.6 Speaking

As Scrivener (2011, p. 213) puts that a speaking activity should maximize ease for learners. Thornbury (2005) proposes that productivity, purposefulness, interactivity, challenge, safety and authenticity are necessary for an autonomous speaking. To start with, tasks (5, 6, 7) set the foundation for tasks 8 and 9. In the light of Appendix 1, task 5 allows the learners to share their understanding of the text. Then, in task 6, the learners are asked to frame questions for the underlined words from the texts. In task 7, students are asked to frame as many questions from the text, and later are engaged in a group activity of question-answer session. In line of “4-3-2” activity as proposed by Thornbury (2005), task 8 (Appendix 5) provides the learners to pick up the news report of their choice to read and retell its content in their own words to their peers. This activity would prove to be linguistically less demanding (tasks 8 & 9) and ensure high interactivity among the students, which satisfies productivity condition of maximum production of new language and purposefulness condition of cooperation among students to achieve the maximal outcome. Task 8 offers the learners to participate in activity speaking activity where participate in a communicative setting and interact with their peers and task 9 let the learners focus on the structural elements of their reports (difference between quoted and reported speech). Safety and authenticity conditions are also fulfilled in this activity as the students enjoy control over their activity because they get involved in real-life like interaction. Moreover, the students also find it challenging to meet the desired requirements of news reporting to convey the message well in lesser time; this would certainly improve their fluency. In other words, such activity has been termed as “experience task” (Nation and Newton 2009) wherein the learners speak about the topic they have already read.

4.7 Writing

News reports headlines primarily address ‘who’ and ‘what’ of the news event (Swingley 2008), and body of the text flesh out ‘where’, ‘how’, and ‘when’ of the event so that the readers would understand the related missing information. The speaking activities (Appendix 5, tasks 8 & 9) does the foregrounding for the writing activity, as the language produced during the speaking activity contributes heavily to their writing tasks (e.g., quoted and reported speech); the students learn to conceive the ideas related to the topic and are aware of the language structure to be followed in news reporting.

In task 10 (Appendix 6), a prompt encourages the students to report about the similar events from their experience. Covid-19 pandemic has taught a lot about togetherness during the crisis and many voluntary organizations have come up with

their own noble ways of helping their local communities. Such news reporting stimulates the learners to contribute their bit by making people aware of such events. Cautiously, task 10 is chosen to satisfy the purpose and authenticity conditions by engaging them in a competitive setting. Good models provide the learners with real experience (Harmer 1998, p. 68) about the structural (active and passive, past tense, quotations) as well as how facts and style are put together in a balance (genre). Genre approach (use of narratives, descriptions, reports, explanations etc. for language learning) in combination with process approach (focus on varied classroom activities) allow the learners to first be aware of the structural constraints (such as to write simple sentences, active and passive constructions etc.) of news report. Afterwards, the stylistic features of news report (Appendix 6, task 11) are given so that the learners could prepare the points which could be elaborated to create the overall content. In task 12, the learners arrange the content as they would appear in report (Harmer 2004); necessary images can also be placed for each feature. The relevant lexical items related to topic such as, charity, community, food shortage, voluntary organizations, challenges etc. are to be the guiding cues. After planning, drafting requires revision and editing for its grammatical accuracy, logical sequencing of the events, proper cohesion between the paragraphs, lexical appropriateness, punctuations and relevance of the images used (Appendix 6, task 13), so peer checking is prescribed in task 14 (Appendix 6). Peer checking allows the students to discuss their writing among themselves and improve upon their content. To ensure that the basic framework and the features of news report are available in their writings, a feedback form (Appendix 6, task 14) with well-defined parameters is given to facilitate their review work.

5.0 CONCLUSION

The real world is reflected in authentic literature, which can serve as a foundation for future discourse and travel. Students also view the language employed in authentic texts as a means by which to make sense of the vast amounts of English they are exposed to every day outside of the classroom, and they believe that through the use of strategies like guessing, they can develop the assurance necessary to use the language in unanticipated contexts. believe that reading books considered to be "genuine" is a great way to help students improve their English skills and that students can even pick up on cultural references without even trying. This might be interpreted as a means through which non-native speakers of English can achieve parity with their native-speaking counterparts.

The genuine conversations that take place within authentic texts are another reason why they are beneficial to language learning. The ability to understand the tale as a whole is also vital, and authentic texts help pupils do this better since they allow them to do so even if they don't know every single word. Students not only advance in their reading and speaking of English when literary conversations are based on original texts, but they also become familiar with the numerous components of a literary work, such as characters and narratives. Gilmore argues that a further advantage of using authentic texts in the EFL classroom is that instructors are free to tailor their lessons to their students' individual requirements. This article illustrates how an authentic text can be exploited to address more than one language skill; here, it enables the learners to practise reading, speaking and writing skills. After reading the text, many activities, centred on news reports, are designed to engage the learners into speaking and writing activities, which allow them to use the acquired language freely. Though the authentic text is intended for native speakers, it can be very useful

for non-native speakers as well, if the related activities are designed properly to suit their needs.

6.0 REFERENCES

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Appendix 1: Reading text

Covid: Bedfordshire charity providing food parcels 'without a break'

By Alex Pope

BBC News Online (<https://www.bbc.com/news/uk-england-beds-bucks-herts-52752726>)

29 November



Food parcels are still being handed out to about 150 people by a charity month after the country's first lockdown.

Bedfordshire-based Social Education Voluntary Association (SEVA) Trust UK said it had worked "without a break" since Covid restrictions in March.

Jenny Woods, 73, a Bedford widow who has received parcels, said you should never be "too proud or independent" to ask for help.

The group is supporting families, rough sleepers and international students.

CharanSekhon, the Sharnbrook-based charity's chairman, said: "We are not an emergency response or food support charity. In light of Covid-19 and serious impacts on our local communities and overseas students, we decided to help our communities.

"We are trying our best to operate as per seva, meaning selfless service in Punjabi and Hindi, principles given by the first Sikh guru, Guru Nanak, who started the concept of langer, meaning free food for the needy."

He said the charity started in 2016 and is currently helping 50 families or individuals, 45 homeless people, all in Bedford, and international students across the country.

It has also helped more than 1,000 people and students in India since the pandemic started.



Susan, from Bedford who only wanted to be known by her first name, is a single mother with children, aged 11 and 13.

She has received food hampers from the group since the first lockdown.

"When I first used them I felt embarrassed, but after speaking to family and friends, I knew it was OK to ask for help," she said.

"If someone offers you help - take it."

Mrs Woods said she was "very grateful" for all the help she had been given, from food to regular phone calls. "I think I'm of an age that thinks it's not what you do [asking for help], as there is this feeling of being proud and independent," she said.

"If they are kind enough to help, it would be rude not to accept it."

Appendix 2

Task 1: Look at the following picture and recall its impact on people’s lives worldwide:



Task 2: Write words that are related to the negative impact of Covid-19

| Livelihoods | Health | Food system | Jobs | Others |
|-------------|--------|-------------|------|--------|
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Appendix 3

Task 3: Complete the following paragraph with appropriate and meaningful words. Choose the words from the box below and fill in the blanks:

| | |
|----------------|-------------|
| pandemic | worldwide |
| unprecedented | devastating |
| nutritious | estimated |
| undernourished | enterprises |
| livelihoods | vulnerable |

The COVID-19 has led to a dramatic loss of human life and presents an challenge to public health, food systems and the world of work. The economic and social disruption caused by the pandemic is: tens of millions of people are at risk of falling into extreme poverty, while the number ofpeople, currently at nearly 690 million, could increase by up to 132 million by the end of the year.

Millions offace an existential threat. Nearly half of the world’s 3.3 billion global workforce are at risk of losing their..... Informal economy workers are particularlybecause the majority lack social protection and access to quality health care and have lost access to productive assets. Without the means to earn an income during lockdowns, many are unable to feed themselves and their families. For most, no income means no food, or, at best, less food and lessfood.

(Source:<https://www.who.int/news/item/13-10-2020-impact-of-covid-19-on-people's-livelihoods-their-health-and-our-food-systems>)

| |
|--|
| <p>Word meanings: Pandemic: (of a disease) prevalent over a whole country or the world. worldwide: extending or reaching throughout the world. unprecedented: never done or known before. devastating: highly destructive or damaging. nutritious: efficient as food; nourishing. estimated: (of a value or number) roughly calculated; approximate. undernourished: having insufficient food or other substances for good health and condition. enterprises: a business or company. livelihoods: a means of securing the necessities of life. vulnerable: exposed to the possibility of being attacked or harmed, either physically or emotionally.</p> |
|--|

Task 4: Quiz: Answer the following questions to check your understanding of Covid-19 pandemic:

| Q | Questions | Answers |
|---|---|--|
| 1 | How does Coronavirus (Covid-19) spread? | If an infected person a) sneezes b) coughs c) talks over phone d) a & b |
| 2 | What is NOT the symptom of Covid-19? | a) cold b) muscle pain c) headache d) eyesight loss |
| 3 | Who should wear a mask? | a) adults b) kids c) women d) older people e) All of the above |
| 4 | What can people do to stay safe? | a) social distancing b) avoid outside movements c) wear mask d) All of the above |
| 5 | Who are the most affected by this pandemic? | a) doctors b) businessmen c) actors d) All of the above |
| 6 | Which of the following affected badly during this pandemic? | a) daily wagers b) scientists c) doctors d) teachers |
| 7 | Do you agree that people are fed well during this pandemic? | a) agree b) disagree c) don't know |

Appendix 4:

Task 5: Speaking Activity: Read the text and answer the following questions. You can write your points in your respective sheets.

What is the text about?

.....

What does Bedfordshire-based Social Education Voluntary Association (SEVA) do during Covid-19?

What is Sharnbrook-based charity's principle?

When did Sharnbrook-based charity start?

What has it been doing since then and during the pandemic?

How have the people responded to free food supply? Answer to the question in light of Sharnbrook-based charity's work.

Task 6: Write questions about the underlined words or phrases in the text.

| | | | | |
|---|--------------|----------------|---------------|----------------|
| *supporting families, rough sleepers and international students | <i>*seva</i> | <i>*langer</i> | *food hampers | *very grateful |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Task 7: Group activity: List all the possible questions you may find acceptable in the light of the text. Each correct answer will get ONE point to the group:

| Group A (two students) | Group B (two students) |
|------------------------|------------------------|
| | |
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| | |

Appendix 5

Task 8: Discussion on the details and general theme of the news below. Related events can also be discussed.

15:51 9 Dec

Nearly 170,000 London children 'went short of food in 2020' (www.bbc.com)

Almost 170,000 children in the capital went short of food this year, according to a new report. The findings suggest child poverty and hunger are deeper and broader issues than previously thought and have become an "urgent national challenge", according to the Social Market Foundation (SMF) think tank.

Five of the 10 authorities with the highest share of children at risk of hunger are in London, with the others in Devon and Lancashire, according to the report.

These include Redbridge, Tower Hamlets, Newham, Harrow and Brent which make up the top five of English council regions surveyed.

Hackney, Wandsworth, Lewisham, Ealing, Waltham Forest, Lambeth and Barking and Dagenham also feature in the top 20.

SMF chief economist Aveek Bhattacharya said: "The stark evidence in this report shows that the challenge of food insecurity and child hunger is even greater and more urgent than many observers had thought and feared.

"The idea of a single child going short of food is heartbreaking, but our evidence shows that almost two million children have been in that awful situation this year."

Coronavirus: Lockdown food demand in Bedford 'sky-rockets'

25 May (<https://www.bbc.com/news/uk-england-beds-bucks-herts-52752726>)

A charity that feeds anyone who needs it from food set for landfill has seen demand "sky-rocket" during lockdown.

Food4, in Bedford, run by YMCA Bedfordshire, normally feeds about 45 people a week, but in the past few weeks that number has increased to 410.

It has moved to bigger premises to meet demand and allow staff to socially distance, it said.

Mother-of-three Chantelle said its helpers were her "angels" without them her family would have gone hungry.

Due to its "open-door" policy, the service has moved from its site on Gadsby Street, to the YMCA Charity Shop in Church Arcade, accessible from Dane Street, where there is greater food storage space.

On Tuesdays and Fridays it hands out fresh fruit and vegetables, baked goods and larder items, donated from supermarkets, to anyone in need.

Paul Kellett, from the charity, said: "We are seeing people who find themselves in challenging situation because of lockdown, when outside of it, life would be relatively straightforward."

Deliveries are taking place and the charity is also helping communities in Luton and Central Bedfordshire.

Rebecca Ireland, its business operations manager, said: "We have seen requests for food sky-rocket. We've done more in a week than we would do in a month."

The charity is working closely with Foodbank Bedford and asks anyone who needs help to contact them.

Chantelle, who has underlying health issues and is currently on statutory sick leave, received her first food parcel on 9 April.

Use other reporting verbs besides *say/said and tell/told*: For statements (added, announced, commented, explained, remarked, and stated; and for questions (asked, inquired, wanted to know, and wondered)

Task 9: Ask the students to identify quoted or reported speech in the text of their choice (in task 8). Ask them to convert the quoted texts into reported texts and vice versa. Each student will choose to speak about their respective text (either ONE of the texts above).

| | |
|---|--|
| Example 1 | |
| Quoted Speech (Direct Speech) “What time is the football match?” Tom asked. Abdul replied, “It’s at 1 o’clock.” Sue asked Pat, “What did you do on Monday?” “I visited my parents,” Pat answered. | Reported Speech (Indirect Speech) Tom asked what time the football match was. Abdul said that the football match was at 1 o’clock. Sue asked Pat what she had done on Monday. Pat said that she had visited her brother. |
| | |
| | |

Appendix 6

Task 10: News Report writing

Write a report on any such voluntary organisations you heard of, or you were involved in it, for an online daily news portal (newly launched for freelancers).

Two best reports will be selected by the editorial board to be published on the news portal. It is also announced that the students’ news reports on the events/ major incidents from the town will be published on regular basis. So keep reporting!!!

Task 11: Notes making to write a report

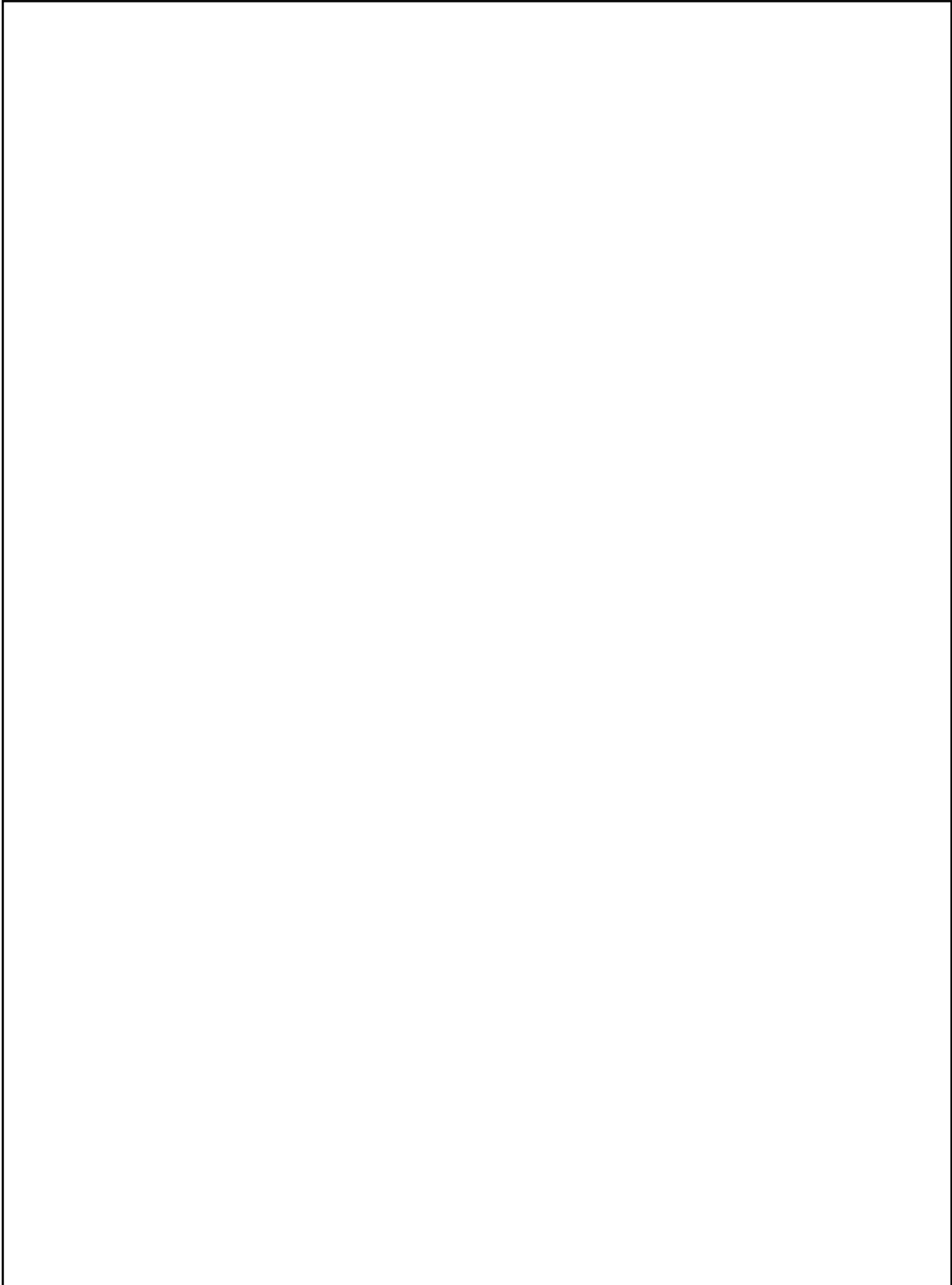
| | |
|---|--|
| Headline (eye catching) | |
| Summary of the report (time, place, and characters involved in it) | |
| Details of the report in detail | |
| People’s comments or actions in detail (Important people’s statements or their views) | |

| | |
|---------------------------|--|
| Importance of such events | |
|---------------------------|--|

Task 12: News Report writing

Convert your notes into sentences and connect all the steps.

Task 13: Second draft: Revise and edit (mention the date of reporting/check appropriate vocabulary and grammar/restructure your sentences to suit the need/check punctuation/ select your photographs well to enhance the text...etc.)

A large, empty rectangular box with a thin black border, occupying the central portion of the page. It is intended for students to write their revised text or provide feedback on their work.

Task 14: Peer checking (Exchange your report with your partner and ask for feedback using the chart below)

| Parameters | Yes (Y) | No (N) | Comments (if any) |
|--|----------------|---------------|--------------------------|
| Interesting headline | | | |
| The structure of news report is available | | | |
| Correct punctuation | | | |
| The use of appropriate simple present/past tenses and active/passive forms | | | |
| Appropriate vocabulary | | | |
| Use of proper conjunctions and sentence connectors | | | |
| Abbreviations are explained well | | | |
| Any specific comments about the report | | | |