

Lesson 5: Guiding from Input to Output

MISSION POSSIBLE

Your mission, if you choose to accept it, is to practice creating various kinds of story-related tasks that help move learners from input to output. Read through the basic sample story below, or write your own.

BASIC SAMPLE STORY

1 Miranda is at home. She has an important project due at work next week, but she hasn't started
2 on it yet. She's having trouble focusing. Miranda wants some coffee to help her focus. She goes to
3 the kitchen to make some coffee. She discovers that there is no coffee at her house. Miranda
4 wants to cry.

5 She goes to Starbucks, but the line is around the block. She doesn't want to wait in line. She
6 wants some coffee to help her focus on her work project! Miranda wants to cry. "I'll never finish
7 my work project if I don't find some coffee!", she says to herself.

8 But Miranda does not give up. She goes to *Sasquatch Java*. Miranda says to the worker, "I would
9 like a coffee, please."

10 "I'm sorry," says the worker. "We don't sell coffee here."

11 "You don't sell coffee here?" asked Miranda, confused.

12 "No," says the worker. "At *Sasquatch Java* coffee is a myth."

13 Miranda is very sad. She cries for seven days, doesn't finish her work project, and gets fired for
14 her lack of effort.

OPEN-ENDED "GUIDING" QUESTIONS

Read through the basic samples story above or your own text (if you wrote one). As you read, you look for themes that learners could talk about in class. Write three open-ended questions you want learners to be able to answer by the end of the reading/CI task process.

1. _____
2. _____
3. _____

TRUE OR FALSE TASK

Write a true or false comprehension quiz based on the basic sample story above. The most challenging kind of comprehension question is one that makes the learner infer the answer from the text. Remember to keep your guiding questions in mind.

True

False

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

LOGICAL OR ILLOGICAL TASK

Write a *logical or illogical* task based on the basic sample story above. These statements can be related to the themes in the text, but you have the freedom to make them about whatever topic you would like. If you choose the more open-ended statements, be sure to target vocabulary from the text. Remember to keep your guiding questions in mind.

Logical

Illogical

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

SURVEY: IT APPLIES TO ME

Write a survey related to the basic sample story or your own text (if you wrote one). Many times, using “I” statements makes this easier, and gives the learner an idea for how to answer the “guiding” questions.

It applies to me	It doesn't apply to me
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- | | | |
|--------------------------|--------------------------|----------|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. _____ |

SENTENCE SCRAMBLES

The following five sentences were pulled/modified from the basic sample story, but you can also write your own. Practice scrambling the words and write your scramble on the corresponding line. Remember to keep your guiding questions in focus as you select or write these scrambles.

I don't want to wait in line.

You don't sell coffee here?

We discovered that there is no fruit at our house

I would like a coffee.

They want to cry because they are sad.

PARAGRAPH/DISCOURSE SCRAMBLE

Step 1 Select six sentences from the story. Make a logical paragraph summary when you read them in order. It is best if it is the *only* logical order. If there is more than one interpretation, be sure it is the *most logical* order.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Step 2 Reorder your sentences to scramble the paragraph.

Step 3 A possible variation on this task is to change the sentences so that they use a different grammatical person. For example, if the sentences are written in the “he/she” form, change them to use the “I” form (e.g., He runs to the store → I run to the store).

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

