



10th Erasmus Staff Training Week  
Aristotle University of Thessaloniki  
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***ACCOMMODATING MATERIALS TO INTEGRATE LANGUAGE  
LEARNERS WITH DYSLEXIA.  
MISSION POSSIBLE!***

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# Overview

- We will describe the common symptoms that occur when teaching English to learners with dyslexia.
- We will propose methods and techniques to deal with these difficulties.
- We will also show ways of adapting the teaching material to help learners with dyslexia in order to successfully accommodate them in the foreign language classroom.

# Reality

- Language coursebooks are typically designed and written in order to address a generic audience
- Student populations, however, are highly diverse as they include students from racially, ethnically, culturally, and linguistically diverse families and communities
- On top of those potential differences, learners exhibit a variety of learning styles and other individual differences, cognitive, linguistic and affective

# Learners with special learning differences and materials

- Learners with special learning differences, such as dyslexia, are a group of learners who may find language learning a challenging task.
- Unfortunately, most language teaching materials do not cater for those learners and as a result, informed teachers are expected to be flexible and adapt their material in order to meet those learners' special needs.
- Inclusive approaches to education require teachers to make appropriate accommodations so as to enable those learners to progress without losing their motivation.



## About the project

Students with dyslexia experience difficulties in learning their first language skills but also while learning a foreign language. They do not usually receive any specialized help and tutoring in foreign language learning.

Lack of teacher support may result from the fact that language teachers may not be sufficiently aware of the nature of dyslexic problems and are not equipped with competences which will allow them to successfully teach foreign languages to these students.

Therefore there is a need to support EFL teachers and provide them with certified teacher development courses on how to cater for the needs of foreign language learners with dyslexia in EFL classrooms.

## Target groups

Target groups for whom DysTEFL2 teacher development training events are offered:

pre- and in-service teachers of English as a foreign language,

teacher trainers,

training institutions for pre- and in-service teachers of English as a foreign language,

## Project aims

The project aims to provide initial and continuous professional development training events for EFL teachers to help them gain necessary competences required to work with dyslexic foreign language learners.

## Project outcomes include:

Needs Analysis – the study on the needs of EFL teachers and their preferences concerning teacher development training events

upgraded DysTEFL course materials supplemented with unit quizzes and a whole course test available in the distance learning (Moodle), face-to-face and online self-study modes

a 5 day validated teacher development course in Poland, Greece and Slovenia. The course available also in the distance learning (Moodle) and online self study modes

project website and e-learning platform

3 (one day long) Multiplier Events in Poland, Greece and Slovenia – DysTEFL2 workshops and seminars for EFL teachers and teacher trainers

DysTEFL2 Final Conference organized in 2016 in Łódź, Poland

- *DysTEFL2: Teaching material on English as a foreign language for learners with dyslexia*

<http://dystefl2.uni.lodz.pl/wp-content/uploads/DysTEFL2-booklet.pdf>

## **Teacher training pack-Self study**

The course provides a solid theoretical foundation about the nature of dyslexia and practical suggestions for classroom teaching, task and curriculum design, and assessment.

# DysTEFL2, 2014-2016

## Project partners

1. University of Łódź, Poland – project coordinator
2. The Society for Alternative Education, Opole, Poland
3. Aristotle University of Thessaloniki, Greece
4. Ljubliana University, Ljubliana, Slovenia

# DysTEFL Achievements

- The excellence of DysTEFL's course has been confirmed by the **British Council's ELTon award for "Excellence in Course Innovation"**. The ELTons are the only international awards that recognise and celebrate innovation in English language teaching (ELT).
- DysTEFL project received the **European Language Label** award which is awarded to local, regional, and national projects that have found creative ways to improve the quality of language teaching, motivate students, make the best use of available resources to diversify the languages on offer, and other innovative initiatives.



# What do you think dyslexia is?

- Note down your personal definition of dyslexia.
  - Symptoms?
- <https://www.youtube.com/watch?v=7HB3bqMx4io>

# What is dyslexia?

- A specific learning difficulty that mainly affects the development of literacy and language related skills
- Neurological in origin
- Hereditary (one or more dyslexic children may be found in the same family)
- Likely to be present at birth and to be life-long in its effects
- Usually found in 1 in 10 people

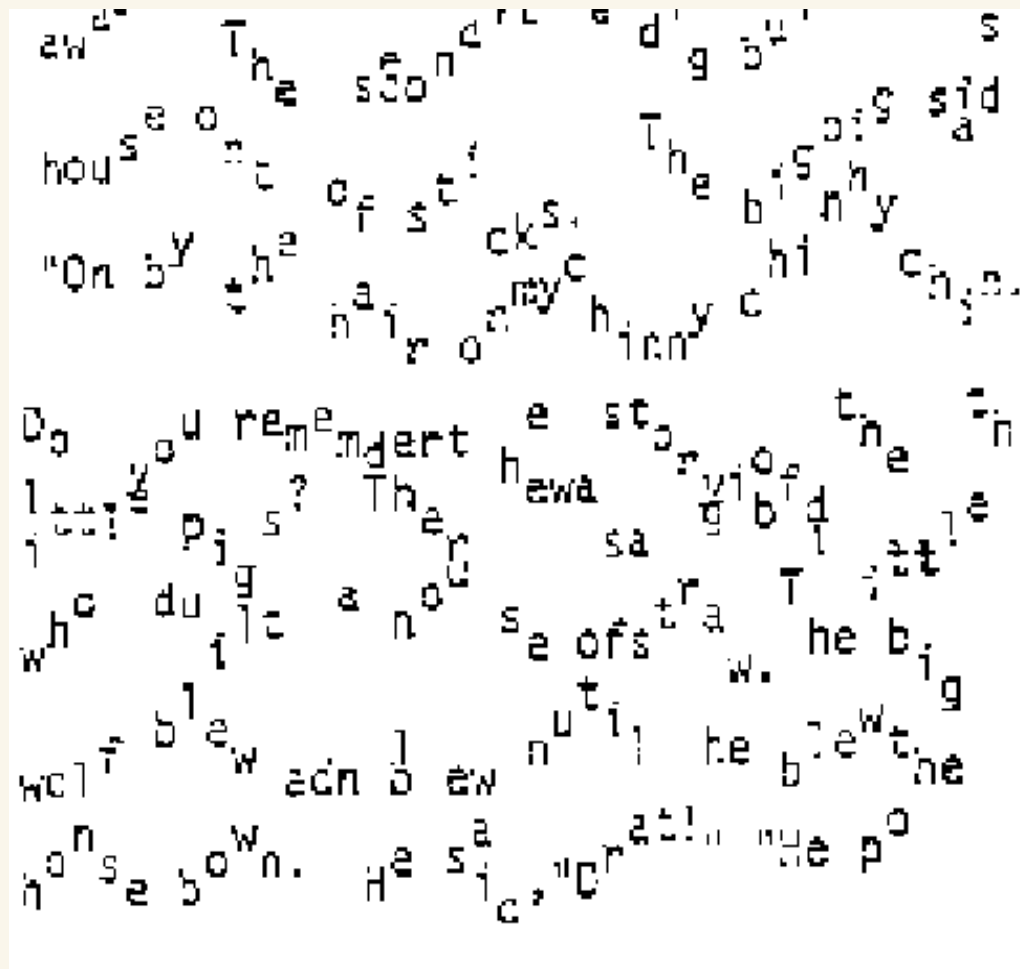
# Characteristics of dyslexia

- ▣ Difficulties with phonological processing, rapid naming, working memory, processing speed, and the automatic development of skills that may not match up to an individual's other cognitive abilities.

# What a text might look like to a person with dyslexia

Read Regular is created without copying or mirroring shapes. Therefore the frequency of repeated shapes in a text is decreased. This results in a minimum chance of visual distortions (swirl-effect). The aim is to create interesting typography that will maintain the readers' interest and will prevent them from getting bored or frustrated. Diversity in text knows many variations. We must understand the fact that typography for a novel is different from a magazine or a publication for education. Even so a novel has the potential to be clear and interesting. This can be achieved in any level of creativity, thinking on type size, leading, the amount of words on a sentence and the character/paper combination.

# Worse case....



The second... dig...  
house... The big...  
"On by the...  
hair...  
Do you remember...  
little...  
who dug...  
he blew...  
nose... He said...

# Much worse...

an pink shirthekeptitfirmly between  
Bill and theback.Whentheballrang Bill grabbed  
the boy atthepinkshirtbeforehe could leave.  
However,bytheend oftheday hehad decidedthat this  
schoolwasbetter than the last oneeven though he  
didn'tlikeit. Nobodyhad offeredto pullhishead  
off, niphiscat orthrow hisshoes overtheroof.  
on theotherhand, nobody hadspoken tohimeither  
By Thursdayafter noon, nothinghad changedBill  
was notatall surprisednoonespoke tohimbecause  
no oneknewhewas thereeverydayhewas withanother  
group. Heonly sawhisclass together atregistration  
after thatthey weresplitupforall theirlessons.  
Math with Englishwithlogomas with2ya lesson  
which was mysteriouslycalled 35withit.Atthe  
endof that periodhewasnowiser aboutGsthanhehad  
been atthe beginning,Itseemed thatthe classwas  
on page135 ofbook2whilethe teacherwas onpage  
135 ofbook 3asbothbookshad identical covers  
the lesson wasoverbeforeany onenoticed Billhad  
However,bytheend oftheday hehad decidedthat this  
schoolwasbetter than the last oneeven though he  
didn'tlikeit. Nobodyhad offeredto pullhishead  
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# Ready to become a learner with dyslexia?



Try to do the following activity and follow the instructions as much as possible

# DysTEFL2-Unit 2 Task 1

Read the instructions and then copy the text. The screen will change automatically – you do not need to move it on.



# INSTRUCTIONS

- Pick up some paper and a pen or pencil.

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- Pick up some paper and a pen or pencil.
- If the paper has lines, turn it round so it is landscape.
- If the paper has no lines, turn it so it is portrait.

# INSTRUCTIONS

- Pick up some paper and a pen or pencil.
- If the paper has lines, turn it round so it is landscape.
- If the paper has no lines, turn it so it is portrait.
- Pick up your pen or pencil in the hand that you don't normally write with.

# INSTRUCTIONS

- Pick up some paper and a pen or pencil.
- If the paper has lines, turn it round so it is landscape.
- If the paper has no lines, turn it so it is portrait.
- Pick up your pen or pencil in the hand that you don't normally write with.
- If you are writing with a black pen stand up.
- If you are using a pencil, push your sleeves up.

Now you are going to see a short text, and you will have 3 minutes to copy it down.

BUT whenever you want to write an 'e'  
please write a cross instead, like this: +.

Instead of 'a'  
please write a question mark (?)

and instead of 'i'  
please write an equal sign (=).

Ready?

# PLEASE COPY THIS:

**Some people are light or colour sensitive. Bright sunlight or florescent lights may bother them. Black print on shiny white paper may be uncomfortable and whiteboards may be too shiny. Pattern glare may also be a problem. It may be helpful to have:**

- coloured paper for writing,**
- coloured overlays for reading,**
- tinted lenses in glasses for both reading and writing.**

**The colours and brightness on computer screens can be adjusted to suit individuals.**

**Finished?  
Well done.**

**Now put your pen down and  
return to the main page.**



# What does it feel like?

- Remember that feeling
- Recall what they cope with when copying something

# Does a dyslexic learner need/have to learn a foreign language?

- ABSOLUTELY!
- Learning a foreign language is hard work, especially for dyslexic learners
- Difficulties are even greater when the dyslexic learner's mother tongue is a transparent language (e.g. Greek/Italian) and the foreign language is a non-transparent language (e.g. English)/imagine the difficulties with Arabic language as L1!
- It may take more determination to succeed
- But a foreign language is UNDOUBTEDLY a useful skill for life

# Identifying dyslexia in class

## Common characteristics among learners with dyslexia:

- ▣ slow and disorganized
- ▣ don't know how to study
- ▣ don't participate in class
- ▣ always come up with excuses for not having done homework
- ▣ have 'creative', reversed or phonetic spelling
- ▣ writing is slow, illegible and spelling is bad
- ▣ problems with analysis and synthesis in grammar
- ▣ poor sentence structure

Most important of all, there is a **big** gap between her/his oral and written abilities.

# Examples of problems

□ mirror-opposites: s/he  
might see

**p** instead of **q**,

**d** instead of **b**,

**127** instead of **721**

**saw** instead of **was**

**lion** instead of **loin**

- **guessing:** s/he might read  
*officer as official,*  
*approximate as appropriate,*  
*fingers as fringe*
- omitting short words:  
s/he might omit function  
words (opposed to content words)
  - articles
  - participles
  - conjunctions
  - prepositions
  - long words: s/he might  
abbreviate, e.g. walk for walking

# Teacher's misconceptions about dyslexia (Alexiou et al, 2014)

- A questionnaire survey was conducted aiming at profiling the Greek teachers who taught English within the context of the PEAP programme
- **1209** teachers completed the questionnaires
- One of the striking findings of this study was that **49%** of the respondents claimed that several students in the PEAP classes seem to have some kind of learning difficulty and **98% (!)** of them had a number of learners with dyslexia in their classrooms
- What is the problem here?

# What can be misinterpreted as Dyslexia sign (Alexiou et al 2014)

It is difficult to differentiate between *typical young learner behaviour* and *learning difficulty*.

- Inability to concentrate for a long time
- Hyperactivity
- Difficulty to discipline and follow class rules
- Problems in cooperating and adjusting in the school environment
- Difficulty in the initial steps of reading and writing skills development
- Inability to consolidate and reproduce new knowledge effortlessly
- A negative attitude towards writing
- Shyness, lack of self-confidence and emotional instability
- Difficulty in holding the pencil or scissors

# Major conclusions

- Most statements of children behaviour were considered as possible signs of learning difficulty-they weren't
- Teachers tend to misinterpret behaviours that relate to adjustment in the new sector with learning difficulties (hyperactivity, poor concentration, discipline, follow instructions)-confusion → typical young behaviour and learning difficulty
- Teachers may indicate specific language learning problems in learners who have not developed literacy skills (negative attitude to writing, dyslexia, shyness to read)
- Teachers are alarmed and strongly emphasise their need for further **training** on the issue of learning difficulties.

# Course content and materials



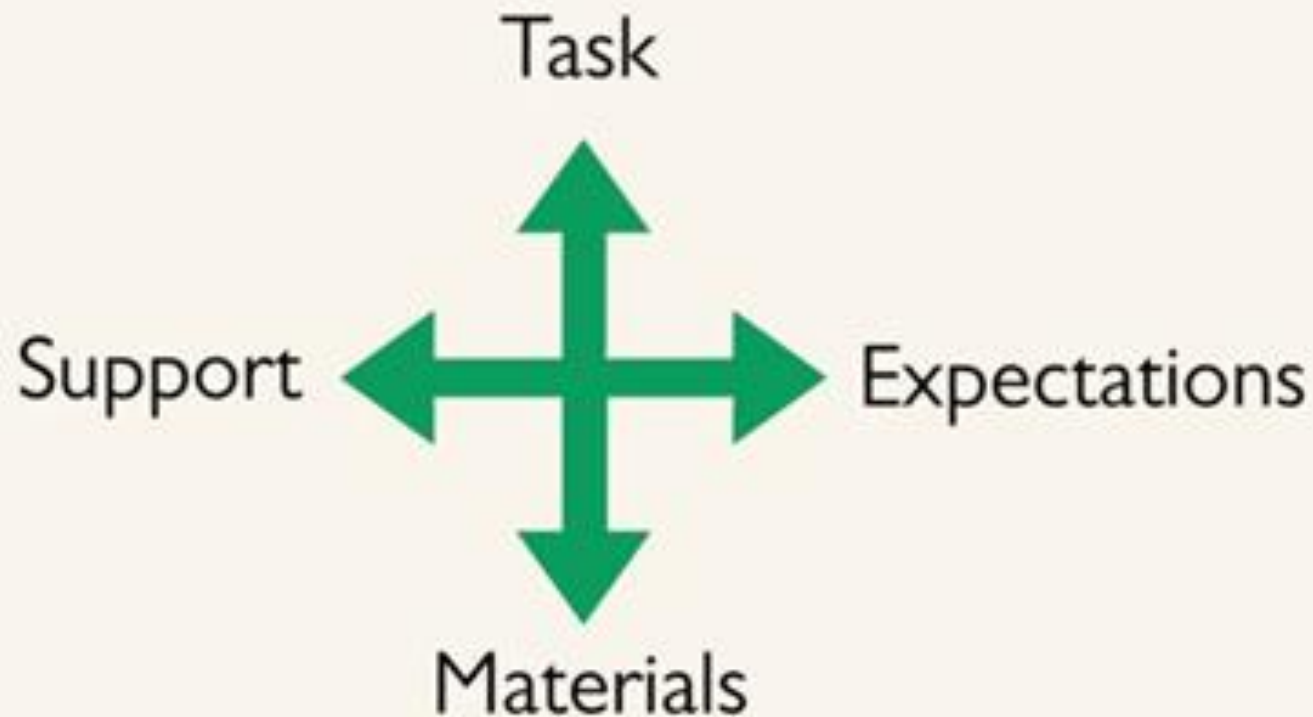
Many teachers may not be able to determine the content of what they have to teach, but they can still have a large say in how the material is presented (Anne Margaret Smith, 2016) .



# Differentiate!

(Anne Margaret Smith, 2016)

## Differentiation



# What can we do?

- ◉ **Multisensory**  
multiple input/output strategies — visual, auditory, tactile, and kinesthetic.
- ◉ When teaching new sounds and symbols, **teach only one or two at a time.**
- ◉ **Structured**
- ◉ Teach language concepts in a **logical progression** and help the student categorize concepts.
- **Analytic/Synthetic**
- Show the student how to **break apart words**, especially words with more than one syllable, and then show him/her how to **put the parts back together again.**
- ◉ **Repetitive** (songs&rhymes)
- ◉ Provide **guided pair work activities** pairing a **strong student with a weaker student.**
- ◉ **Reading aloud**
- Use **'Top/down'** approaches in teaching as students with dyslexia think in wholes

# Grammar teaching

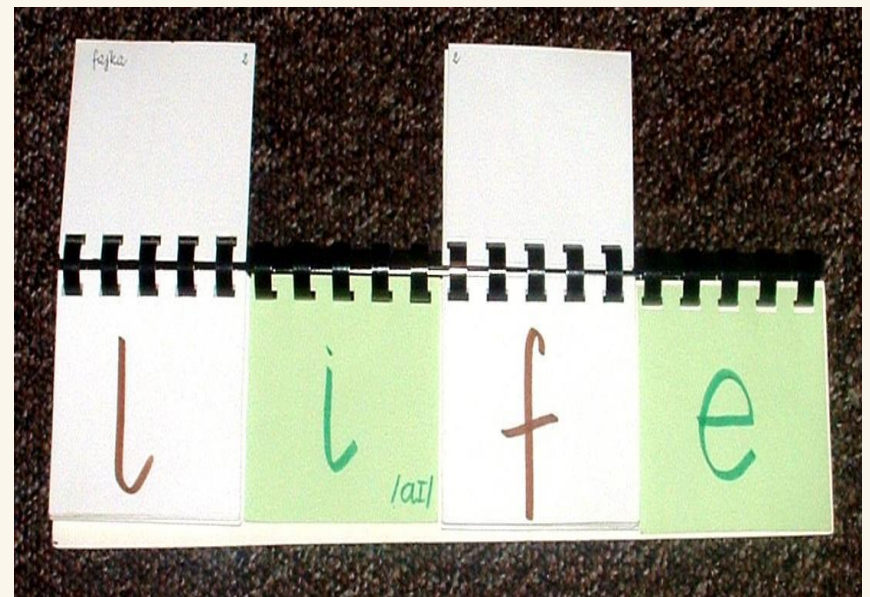
- The teaching of grammar should be based on already known structures
  - Colouring and grammar coding facilitate memory storage and recall
  - Emphasise rules and exceptions: explicit teaching may help learners with dyslexia
- 2. Word order questions
  - You are wearing blue jeans.
  - Are you wearing blue jeans?
  - They study Italian?
  - Do they study Italian?

# Appropriate teaching techniques

- Mindmaps
- Digital voice recorder
- Speech to text software (a user-friendly, free service called Robobrace, available at [www.robobrace.org](http://www.robobrace.org))
- Wordcards in a digital format. You may prepare word/flashcards using quizlet: <http://www.quizlet.com>
- Songs
- Mnemonic devices
- Crazy stories (Schneider and Crombie, 2003)
- Memory game with word cards



# Material for spelling choices



# Phonic trees: Spelling choices





# For reading, use appropriate texts

- Text should be organised into short paragraphs
- Text should be accompanied with illustrative pictures or visual images: Artwork is very important!
- Ensure that you spread out the text so that it is less dense on the page.
- Shorten all sentences in texts and turn passive verbs into active verbs (Reid 2013, p.61).
- Write heading and subheadings; the organizational structure can make it much easier for student with dyslexia to read and understand
- The font and size of the letters should be appropriate, e.g., Century Gothic (see <http://opendyslexic.org/>)
- Use cream filter or pastel transparencies for reading (Tsali & Alexiou, 2017)
- Use rhymes in texts
- Avoid timetables and numbers
- Ensure that instructions of tasks and activities are simple, clear and do not require multiple tasks.
- Provide an example



# If interested go to...

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Anne Margaret Smith → ways of making the classroom more inclusive.

*Dyslexic learners in the EFL classroom: Part 2.*

*Accommodating dyslexic learners* -available from:

<https://www.youtube.com/watch?v=icZlWT3bwgo>

# Groupwork time

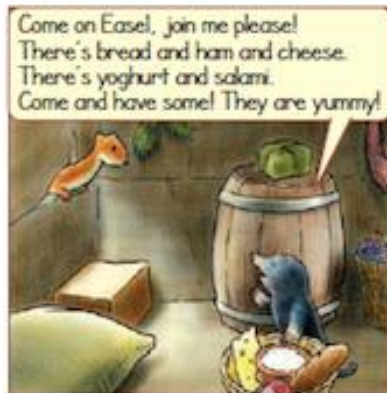
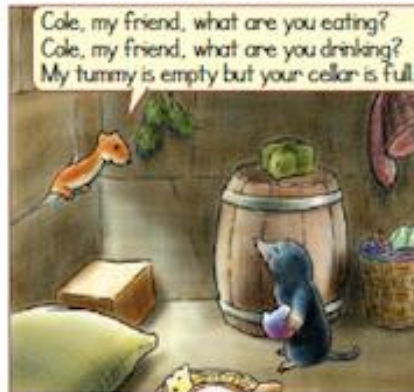
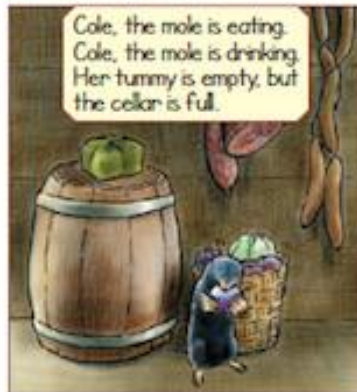
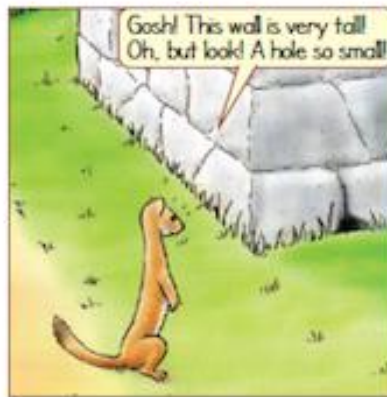


# Reading text

- The following excerpt is a lesson from Magic Book 2, (Alexiou & Mattheoudakis, 2013, p. 53), a Greek EFL coursebook targeting learners at *Grade 3* (8-9 year olds)

# Magic Book 2, Grade 3

## Unit 4: The weasel and the mole



# Dyslexia friendly text

- Slow pitch
- Rhymes
- Artwork
- Pale yellow background
- Repetitive patterns
- Short sentences
- Song
- Background music

# Task 2: Reading text Grade 3

## Now evaluate this

### Lesson 10 Read and respond

#### 73 1 A maths story from India

Birbal was a wise man who lived in India many years ago.

When King Akbar gave him tricky problems to solve, he always found an answer!

Read the story. What is the problem in this story? What is Birbal's answer?


#### Clever Birbal

One day, King Akbar picked up a piece of chalk and drew a line on the floor. 'Birbal,' he said to his friend, 'I want you to make this line shorter. But you mustn't rub out the ends of the line.'

Birbal looked at the line and thought. Then he drew a long line under King Akbar's line. 'Look,' said Birbal. 'My line is longer than your line. So your line is shorter!'

King Akbar laughed. 'You are right, Birbal,' he said. 'You made my line shorter. What a clever answer!'



- 
- Narration and indirect speech
  - Long sentences
  - Uninformative artwork
  - Unnecessarily long instructions
  - Use of Past Simple (difficult for Grade 3)
  - No rhymes/no repetition



# Starlight, Grade 3, Russia

## Sivka-Burka

### Lesson 6

Listen, point to the pictures, and say the words.



village



farmer



clever



dumb



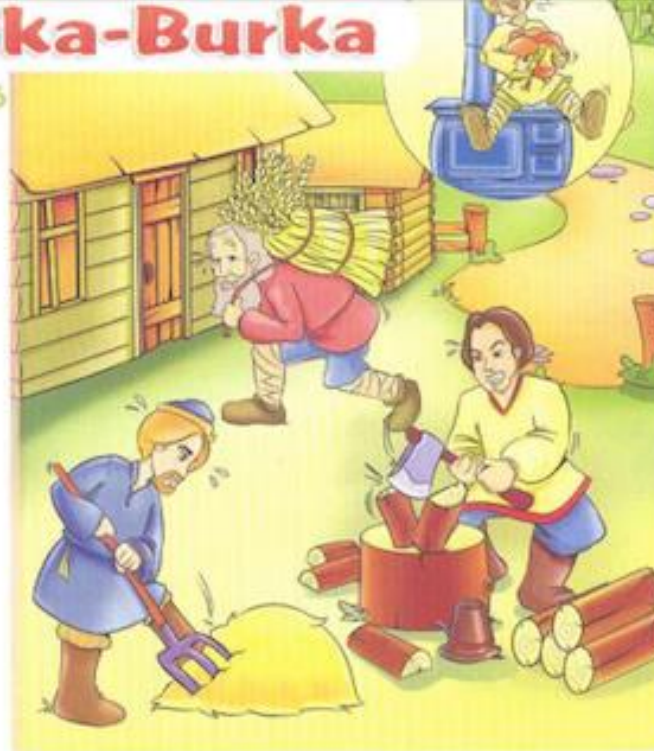
mushroom



kitchen stove



shiny




Listen and read the story.

This is a small village in Russia. Look! There is a farmer with his three sons, Andrei, Sergei and young Ivanushka. The farmer is an old man and he works very hard. He wants to give his sons a good life and he wants them to be happy. They are not very rich and they haven't got a big farm.

Andrei and Sergei are very clever, but Ivanushka is not as clever as his brothers. The two older sons work in the field and they like wearing nice clothes. But Ivanushka is not like his two brothers. He likes to go into the forest and collect mushrooms. When he is at home he spends most of his time sitting on the kitchen stove. Sometimes Andrei and Sergei call him 'Silly Boy.' But Ivanushka doesn't mind and he never gets angry. He is a kind young man with a big heart.



- 
- One picture/not informative
  - Long sentence
  - No repetition
  - No rhymes
  - White background
  - Comparison in intelligence not acceptable

# Grade 4, Dubai, UAE



In our **solar system**, eight planets move around the sun. The nearest **planet** to the sun is Mercury followed by Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune.

**Mercury** is the smallest planet in our solar system. It is the sunniest planet because it is the nearest to the sun. It is grey and rocky. Mercury doesn't have any moons.

**Earth** is small and rocky and is the only planet to support life. Pictures from space show it is light blue with white clouds. Earth has one moon.

**Mars** is a red-orange colour. It is small, rocky and lifeless. It is also one of the driest planets. It has two small moons called Phobos and Deimos. Mars has the highest mountain in the solar system. It is called Olympus Mons and it is three times taller than Mount Everest!

**Saturn** is pale yellow. It's famous for its thousands of bright rings and is one of the most beautiful planets in the solar system. Saturn has around 60 moons that we know of – but more are discovered every year!

**Jupiter** is the largest planet and has at least 60 moons. It is mostly white, orange and brown clouds. Jupiter also has a 'Great Red Spot' which is a gas storm which has lasted for hundreds of years. It is the longest storm ever! Jupiter has the shortest day of all the planets – just under 10 hours.

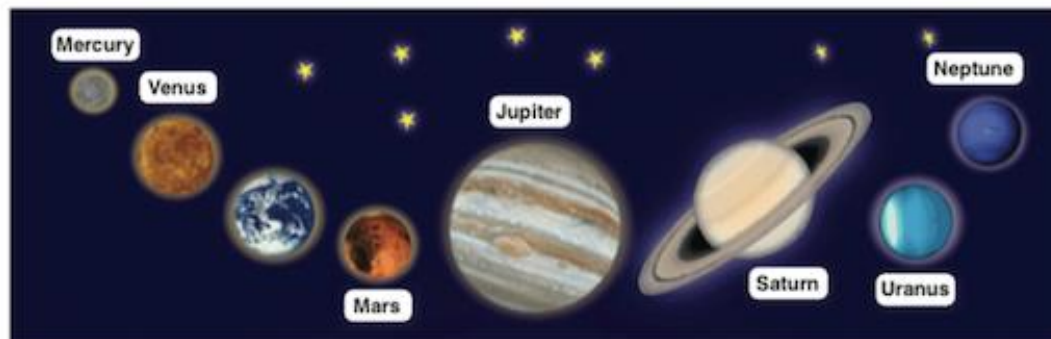
### Vocabulary

**solar system:** a sun and its planets

## 1 Talk about it



Look at the planet names. Which planet name is missing?



## 2 Read

Read about the solar system. Then do this quiz.

- How many planets are there in our solar system?
  - 8
  - 9
  - 10
- Which planet is nearest to the sun?
  - Mercury
  - Saturn
  - Jupiter
- Which is the biggest planet?
  - Mercury
  - Saturn
  - Jupiter
- What colour is Mars?
  - blue
  - red
  - grey
- What is Saturn famous for?
  - its beautiful colour
  - many moons
  - thousands of bright rings
- How long is a day on Jupiter?
  - around 24 hours
  - around 10 hours
  - around 2 hours

### Use of English

Adjectives that describe landscape and weather are often formed by adding *-y* to the noun.

**rock** – **rocky** (covered in rock)

**cloud** – **cloudy** (covered in cloud)

**rain** – **rainy** (weather with lots of rain)

**storm** – **stormy** (weather with lots of wind and rain)


# Speaking: Task 4

The following activity is a speaking activity from Think Teen, an EFL coursebook for A2 learners of English at high school

(Karagianni, Kouli, and Nikolaki, 2008, pp. 149 and 152).

(<http://ebooks.edu.gr/new/books-pdf.php?course=DSGYM-A114>)

1. Evaluate the level of difficulty of the speaking activity taking into consideration the difficulties learners with dyslexia may have in speaking
2. Suggest possible modifications/adaptations/simplifications in order to accommodate learners with dyslexia



## Speaking

### Find the differences

- 1 *You and your partner have got a copy of two students' diaries. Some of the things in them are not the same. Take it in turns to ask and answer questions to find out 3 similarities and 3 differences. You have five minutes.*

Student A: Look at the diaries on page 149.

Student B: Look at the diaries on page 152.

- 2 *What differences have you found? Check with the rest of the class.*

Tip!

- You don't want to miss the fun, so...
- Don't show your diary to your partner.
- Answer only your partner's questions.
- Don't give him/her any extra information.





## Speaking

### Student A



#### Emma's diary

16 Monday Dance lesson - 6.30	20 Friday Take the dog to the vet - 6.15
17 Tuesday Go to the dentist - 3.30	21 Saturday Meet Carol outside school - 8.00
18 Wednesday Study for the Maths test	22 Sunday Visit Museum of Modern Art with mum and dad
19 Thursday Tidy my room	Have lunch at the park.

#### Paul's diary

16 Monday Play basketball - 5.15	20 Friday Wash dad's car
17 Tuesday Revise Biology	21 Saturday Meet Jane outside school - 8.00
18 Wednesday Buy present for dad (after 3.00)	22 Sunday Visit grandma - morning Go to the cinema with Tom - 7.30
19 Thursday Watch football match - 8.00	




## Language Bank

- Paul is playing basketball on Monday.
- What is Paul doing next Sunday?
- Is Emma studying for a Maths test on Wednesday 18th?  
Yes, she is / No, she isn't
- When / What time is Emma ....?

# Sample answer

- The speaking activity has some positive elements. It is interesting and fun, provides opportunities for interaction and gives learners a language bank which enables them to produce appropriate language.
- However, it is cognitively challenging, if not difficult, as learners are required to exchange information and move from one text to another.
- As there is no access to both diaries at the same time, since this is an information gap activity, it is very difficult to locate the differences especially because they are very subtle.

- 
- What is more, some of those differences concern timetables and, therefore, numbers, and these are usually difficult concepts for learners with dyslexia.
  - Apart from the cognitive challenges, the activity is also linguistically challenging because it requires extensive and multiple questions and answers.



10. Complete the sentences in the following guide with the correct modal verb from the list below.

♦ ought to ♦ should ♦ should try ♦ must ♦ should not ♦ have to  
♦ could ♦ might ♦ need to ♦ can ♦ may be ♦ may have

## How to be a Good and a Global Citizen

Good citizens are actively involved in their community and in the betterment of their fellow citizens. They take pride in where they live and strive to make it a better place. We all want to be known as a good citizen, and with a little thought and effort, anyone \_\_\_\_\_<sup>(1)</sup> **[is the right thing to do]** to be one.

**Volunteer.** You \_\_\_\_\_<sup>(2)</sup> **[perhaps you can]** volunteer with local branches of organizations that mean a lot to you. Try Habitat for Humanity which builds homes for the less fortunate, or Big Brothers Big Sisters, which provides mentorship to at-risk youth.

**Help the homeless.** You can volunteer at a local soup kitchen or shelter to help homeless people stay safe and healthy.

**Donate blood and plasma.** Blood and plasma are vital bodily fluids that are used to save the lives of thousands and thousands of people each day. There \_\_\_\_\_<sup>(3)</sup> **[are possibly]** shortages, so it's great if you do your part and donate. If you have a rare blood type, you can literally make the difference between life and death for someone in your community.

**Donate.** You can donate your money to lots of organisations: local, national, and international. Just be sure that whoever you donate to is a good organization that uses their money well.



Many charities do not and are really just a money factory for the people that run them. You \_\_\_\_\_<sup>(4)</sup> **[it would be a good thing to]** try using Charity Navigator or the BBB to find out if the organisation you want to help is really on the up and up.

**To be a global citizen,** you \_\_\_\_\_<sup>(5)</sup> **[it is necessary]** identify with a world community, but you \_\_\_\_\_<sup>(6)</sup> **[it's your duty not to]** lose your heritage or culture.

**Study your history.** You \_\_\_\_\_<sup>(7)</sup> **[probably you have]** learned about past events in history, but brush up on world history by visiting your library and checking out history books about different cultures. To understand where the world is today, you \_\_\_\_\_<sup>(8)</sup> **[suggestion]** also see how past events have influenced the present.

**Get educated.** There are many benefits that come from learning a new language, so you \_\_\_\_\_<sup>(9)</sup> **[it is absolutely necessary]** learn

## 6 Leaders. Born or Made?

at least one. It is the best way to get to know another culture, become more open-minded, and bridge cultural gaps. Learning another language \_\_\_\_\_<sup>(10)</sup> **[it is typically the case]** seem daunting, but it is possible with time and dedication. You \_\_\_\_\_<sup>(11)</sup> **[it is also possible]** learn another language on your own, in a class, and with the help of a willing friend.

You \_\_\_\_\_<sup>(12)</sup> **[it is required]** build and nurture relationships as a vital part of being an active global community member. Make new friends with people from your culture, as well as other cultures. Start locally, and then you can build your connections globally through social media and pen pal programmes.

<http://www.wikihow.com/Be-a-GoodCitizen>

11. Match the verbs in bold to their meanings.

_____	1. You <b>don't have to</b> be afraid to get involved in community services.	a	It's wrong to.
_____	2. We <b>had to</b> donate blood for the injured people after the accident.	b	It's against the rules.
_____	3. You <b>can't</b> be indifferent to your community problems.	c	It's possible.
_____	4. You <b>might as well</b> work for a charity organization.	d	One suggestion is...
_____	5. You <b>mustn't</b> throw plastic into the sea.	e	It isn't necessary.
_____	6. When you're well educated, you can get better jobs and contribute more to the economy.	f	It was our duty.
_____	7. Could you please take responsibility for your actions?	g	I am requesting that.

OUR FAVOURITE FILMS - REVIEWS  
Have you got a great film in mind? E-mail us about it!

1 For me, **Daredevil** with Ben Affleck is an amazing film! Daredevil is a comic hero who has superpowers but he can't see! He's blind! He fights bad people and he's in love with Elektra. Ben Affleck is really good in his role.  
David

2 Have you seen **Apollo 13** starring Tom Hanks? Great one! Don't miss it. Astronauts risk their lives but they're also really lucky people, I think.  
Antonio

3 I love **Matilda**! It's based on the famous book. She's the cleverest girl in the world and she can lift objects like pens or forks just by staring at them. But she's got problems at school because the head teacher doesn't like her at all. You should see it!  
Magda



Listen to Michael and his friend Laura talking. Which film are they going to see?



## In Unit 7 you will...

### READ

- An article on the Braille system
- An article on a space mission
- Interviews with two authors

### LISTEN TO

- A student talking about two famous people
- A space news programme

### LINK TO

- Science • Literature • History • Art

### TALK ABOUT

- famous people of the past
- An imaginary mission into space
- Important moments in your life

### WRITE

- your name & secret messages in Braille
- an article about your space mission
- sentences about important moments in your life on a life line

- 1 **Daredevil can't see but he is a superhero. How do people communicate? What about those who can't see, hear or speak? Match words (a-f) with pictures (1-6).**

- a. by speaking  
b. by phone  
c. by e-mail / letters  
d. with their hands  
e. with their eyes  
f. with codes



1. ....



2. ....



3. ....



4. ....



5. ....



6. ....

- 2 Which of these ways do you use to communicate in class / at home? Give examples.

- 3 Look at these dots. What are they?



- 4 Read the article from [www.afb.org/braillebug](http://www.afb.org/braillebug) on the next page and find...

- a. the name of the code: .....  
b. who it is for: .....  
c. the name of the inventor: .....

- 5 Mrs Baker collects information for her class. Read the article again to complete this table..

Task 40 - p.188

## THE BRAILLE SYSTEM

What  
How many words / min.  
How it works

About Louis Braille

You can see Braille signs

A code of <sup>1</sup>..... dots  
Up to <sup>2</sup>..... words  
Braille symbols for each letter  
E.g. letter F has dots 1, 2 and <sup>3</sup>....  
Blind after an <sup>4</sup>..... when 3 yrs old  
Invented the Braille system at the age of <sup>5</sup>.....  
In <sup>6</sup>..... places like airports and banks.





**Ex. 3. Read and listen to the text.**  
Choose the correct options below.

**Narrator:** The friends bring the cake to Dan's place and hide it in the bathroom. They are now ready to plan the treasure hunt for Dan!

**George:** I hope nobody eats Dan's cake!

**Sophie:** It's very quiet here. Everybody is out. Don't worry!

**Sardana:** Sophie is right! Let's plan the treasure hunt now!

**Narrator:** 20 minutes later, the friends knock on Dan's door.

**Dan:** Hey guys! I'm so happy to see you! Thank you for coming to my party.

**Sophie:** Happy Birthday, Dan! We have a surprise for you! You need to look for clues to get your present. Start from the kitchen, then find the table and collect all the letters that you find. The secret place is in the letters.

**Dan:** OMG, guys, you are amazing! I'm so excited!

**Narrator:** Dan runs to the kitchen and finds the letter H and a note on the table with the letter T. Note says: 'Good! Now go where you usually study.'

**Dan:** Hmm.... Oh, I can see the letter O is on my computer and the letter A on my chair! 'Go where you sleep at night!' Alright.

**Narrator:** Dan checks the bed and finds a B and a note.

**Dan:** Ok, it says: 'Go where you hang out with your roommates.'

**Kate:** Come on Dan, you can do it!

**Dan:** Ok, I'm in the hall. Oh, there's letter R on the floor! The note says: 'Great, Dan! Now go back to your bedroom and follow the coins.' Oh, man! The coins take me to the door... Oh! an O is on the door!

**Sophie:** Great Dan! Don't forget to check the mirror...

**Dan:** Thanks, lady! There is a letter M in the mirror!

**Max:** Dan you are almost there!

**Sardana:** You rock, man!

**Dan:** Uhm... I think that my present is in the.... **BATHROOM!** Let's see... Wow guys! A new bike! Thank you so much!

**All:** You're welcome!

**Dan:** What a useful present! I'm going to ride it to the University on Monday for our exams!

**Kate:** Oh, Dan! Today is Saturday! Party first, exams later! Let's enjoy the party! Happy birthday!

- The friends hide the present...
  - in the bedroom
  - in the bathroom
  - in the kitchen
- They make..... for Dan's present
  - treasure hunt
  - a song
  - a birthday card
- They knock on Dan's door after...
  - 1 hour
  - 30 minutes
  - 20 minutes
- Dan needs to collect...
  - letters
  - coins
  - notes
- He finds the letter M in the...
  - mirror
  - computer
  - bathroom
- Dan's present is a new...
  - camera
  - cell phone
  - bike

**Ex. 4. Label the rooms and furniture.**

bathroom, bed,  
bedroom, chair,  
computer,  
door, floor, hall,  
kitchen, mirror, table





### Ex. 5. Choose the correct phrase to complete each sentence.

Don't worry / Thank you for coming / you are almost there /  
Sounds like a plan / You rock / You're welcome

- Thank you for this amazing present!  
— \_\_\_\_\_.
- What a nice surprise! You are awesome, \_\_\_\_\_.
- Nobody is here, we can hide the present. \_\_\_\_\_.
- You need to go to the bathroom. Your present is there. Come on, \_\_\_\_\_.
- Hello, Dan!  
— \_\_\_\_\_ to my party!
- Let's go to the mountains on Saturday.  
— \_\_\_\_\_.

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## Grammar

### Ex. 6. Read the sentences.

#### What do the phrases **There's** / **There are** mean?

- Ok, I'm in the hall. Oh, there's letter R on the floor!
- There are two letters in the kitchen.

Positives (+)	
singular	plural
<b>There's</b> a table in the kitchen.	<b>There are</b> some coins on the floor.

Negatives (-)	
singular	plural
<b>There isn't</b> a chair in the bedroom.	<b>There aren't</b> any plates on the table.

Questions (?) and Short answers	
singular	plural
<b>Is there</b> a mirror in the bedroom?	<b>Are there</b> any cups on the table?
Yes, <b>there is</b> . No, <b>there isn't</b> .	Yes, <b>there are</b> . No, <b>there aren't</b> .

→ We use *there is* / *there are* to say that somebody or something exists.

→ When we talk about a list of things we use:

*there is* if the first word on the list is singular

*there are* if the first word on the list is plural:

*In my bedroom there's a bed, two chairs and a table.*

*In my kitchen there are two chairs and a table.*

#### **a/an, some, any**

→ We often use *there is* / *there are* with **a/an, some, any**.

**a/an** + singular noun

**some/any** + plural noun

# Speaking activity for younger learners

(taken from Magic Book 1, Grade 3, Alexiou & Mattheoudakis, 2013, p. 53)

3. Tell the story.



Pinocchio is a puppet



# Sample answer

- This is a task that is cognitively appropriate, fun and playful. The basic character is Pinocchio who is a well-known character to children of this age.
- However, although the activity may look quite easy, it is obvious that it requires learners to perform a double task, i.e., they are expected to understand the plot of the story, find the appropriate language to narrate it as well as express verbally the sequence of the events of the story.
- One idea to reduce the level of difficulty would be to provide learners with dyslexia with captions and just ask them to match them with the corresponding picture.

# Better version



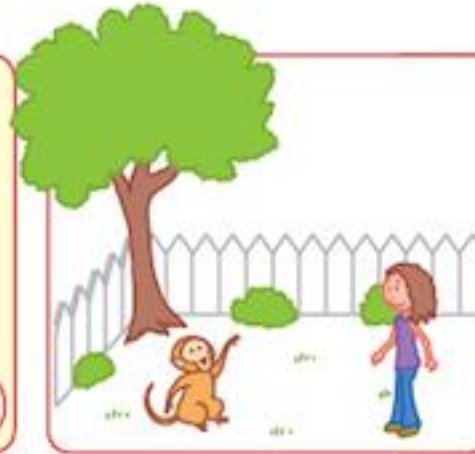
3. Tell the story.



It's mine!

No, it's mine!

A



Hello, little girl.  
Let's play!

B



Stop it!  
Friends  
don't fight!

C



Look!  
What's this?

Wow!  
A magic hat!

D



# Final tips 😊

- ❑ All students with special learning difficulties are different – find which strategies work for them
- ❑ Teaching dyslexic learners may be very frustrating as their development is quite slow.
- ❑ Allow plenty of time for development and be very patient! They deserve it!



Thank you!  
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# References and Acknowledgements

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