**CRITICAL READING: AUTHENTIC TEXT**

**Self-study worksheet:** For use in a study-group, or individually at home. I would give this worksheet as homework, and particularly discuss the answers to Task 7 together in class. Students can be provided with an answer key to check their own answers.

**Target learners:** Young adult/adult. EAP settings. Also suitable for teaching critical thinking skills in English-speaking HE settings, and also in General English classrooms.

**Language Level:** B2 and upwards, or B1+ with some more teacher support. The authentic text is B2+ level: Most of the vocabulary items should be known at B2 level (according to vocabkitchen.com), with a few new words that are C1 level and, more specifically, are also included in the AWL, which is why these are practiced with a brief vocab exercise here. Depending on learners’ own academic background, so more terms from the authentic text may need to be explained (my learners all study English Studies!).

**Skills trained:**
**Main aim:** Critical thinking - an introduction to discerning fact from opinion and stance, and a chance to apply these critical reading skills to an authentic text excerpt. This application task also allows learners to practice understanding academic texts and pulling out the main message in a brief summary.

Also practised: Speaking: stating & justifying own opinion.
Vocabulary: AWL C1-level nouns.
(In the extension tasks:
- paraphrasing and reporting using B2-level reporting to highlight fact or stance appropriately.
- referencing) – noticing fine mistakes that can occur when citing a text within an essay; mistakes are based on mistakes made by my own students.

**Summary:**
A speaking warm-up activity that allows learners to speak about themselves provides the input for them to start analysing the difference between facts, opinions and stances. The analysis is prompted by guiding questions, which avoid a too theoretical approach. The three terms are then introduced explicitly and students asked to match then up with their own analysis of different types of information. In the following task, this understanding is applied to a reading text – an authentic excerpt from an academic paper on *English as a Lingua Franca*, an interesting and relevant topic to most ESOL learners – where learners seek out facts and stance in a demonstration of their understanding of the terms and their critical reading ability.
As extension tasks, students are guided to decide which reporting verbs would be appropriate for reporting facts and stance information, and then find and correct mistakes with citing information from the *English as a Lingua Franca* text. (Note: These mistakes are taken from actual students’ work in my classes.) Finally, they are asked to paraphrase facts and stance statements from the ELF text, using reporting verbs appropriately.