

# 1. Reading Articles

1. Look at the title: what do you think the text is going to be about?

2. Read through the text once quickly. Don't look up any words unless you can't understand something important. What was the main thing the writer wanted to say? Write one sentence below summarising the content of the text.

3. Now read through each paragraph more slowly and carefully. Write a title for each paragraph.

4. Look at your answer to question 1. Were you right? If not, write a title that would give a better idea of the text.

5. Now write three or four sentences summarising the text:

6. Make a note of new words or expressions in the text that you like. Write your own sentences using these words or expressions.

## 2. Awards (RC)

Aims: in this task you practise the reading strategies of skimming ( getting the main idea) and scanning ( getting a specific idea quickly)

Instructions: Work in small groups. You need one recent English language newspaper per group. You are members of a prize-winning panel and you are giving ten awards to people and stories in today's newspaper:

Task : Look through the paper and decide who or what you would give the following awards to?

1. The Best Headline Award
2. The Worst Headline Award
3. The most Intriguing Story Award
4. The most Tasteless Story Award
5. The most Fascinating Person in an Article Award
6. The most Daring Person in an Article Award
7. The most Horrible Person in an Article Award
8. The Animal in an Article Award
9. The Best Photograph Award
10. The Worst Writer Award

### 3. Who, what, where, when, why, how? (RC)

Aims: in this task, you read a text quickly to obtain the main ideas and practise note taking .

Instructions:

Work individually, read a selected text and use the 'Who, what, where, when, why, how?' grid to make notes about the text.

Task:

Questions	Answers ( your notes )
Who?	
What?	
Where?	
When?	
Why?	
How?	

### 4. Comparing and contrasting texts (RC)

Aims: In this task, you learn to compare different texts on the same topic.

Instructions:

Work in pairs. Find two texts about the same topic and compare and contrast the ideas in these two texts using a Venn-diagram

**TOPIC**

Text title A:	Text title B:
Source:	Source:

## 5. Making questions (RC)

### Aims:

In order to understand the main point of a text, it is useful to ask yourself questions about the text and to discuss these with a fellow student. In this task, you practise creating questions and discussing them with another student.

### Instructions:

You read the text on your own and ask questions about it. Then you exchange your questions with your neighbour. When you have answered your neighbour's questions and you have answered his' or hers, you discuss each other's questions and answers together.

### The task:

- 0 Step 1 Read your text through
- 0 Step 2 Use a coloured marker to indicate the phrases, sentences or passages that you think reflect the **main points** of the text.
- 0 Step 3 Invent five interesting questions about the text, based on passages you marked.
- 0 Step 4 With a fellow student, exchange your five questions ( give your partner your sheet), correct grammar and spelling if necessary and answer the questions.
- 0 Step 5 With your fellow student, discuss each other's questions and answers.

## 6. Reading Articles ( RC)

Task: choose a newspaper or magazine article and copy the grid

1. Look at the title: what do you think the text is going to be about?
2. Read through the text once quickly. Don't look up any words unless you can't understand something important. What was the main thing the writer wanted to say? Write one sentence below summarising the content of the text.
3. Now read through each paragraph more slowly and carefully. Write a title for each paragraph.
4. Look at your answer to question 1. Were you right? If not, write a title that would give you a better idea of the text.
5. Now write three or four sentences summarising the text.
5. Make a note of new words or expressions in the text that you like. Write your own sentences using these words or expressions.

## 7. Skimming newspapers / magazines (RC)

Aims: getting the main idea of a British or American newspaper or magazine

Assignment:

Leaf / Scroll through your newspaper or magazine , copy the grid and answer the following questions.

1. What are the three main articles in the paper or magazine?
2. What kind of people read your newspaper or magazine, according to you?
3. What kind of people don't read your newspaper or magazine, according to you?
4. What makes your paper particularly British or American? Mention some details.
5. Conclusion: a) How inviting is this magazine / newspaper? b) Does it have the qualities to attract YOU? c) Would you like to read other editions?

## 8. Reading Comprehension of a newspaper or magazine (RC)

**A. Reading:** choose an English language newspaper or magazine and *skim* it:

**B. Analysis:** copy the grid and complete the paragraph below:

1. I've been reading _____ which has _____ pages
2. The main story has the headline _____ and it is about _____
3. The leader (editorial) is about _____
4. For me the most interesting story is on page _____ because _____
5. There is some scandal on page _____ and a striking photo on page _____
6. The most important business article seems to be the one about _____
7. The two most effective adverts are for _____ and _____
8. I think they work well because _____
9. New words: a) Expressions: b) Use the passive: c) Use conditionals:
10. I will not read this paper again because _____

## 9. Reading non-fiction texts (RC)

### A. REFERENCE

Mention the name of the newspaper or magazine, page, date of publication, name of the publisher and nationality (British, American, Australian, African etc.)

### B. CLASSIFICATION

Read the article quickly. What is it about in general?

→ Mention the **kind of article**:

Politics / social / culture / sports / economics / science / topics / education / arts / fashion / features / advertising / letter to the editor etc...

→ GIST : summarise the content of the article in **one or two lines**. Use your **own words**.

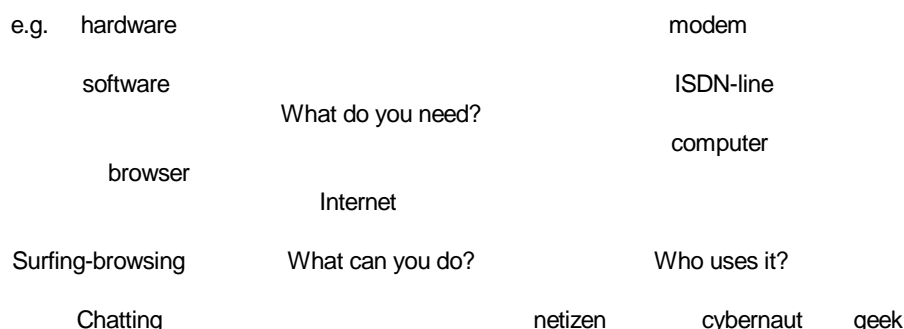
### C. VOCABULARY

Hand in your article and ask the teacher to highlight **10 hard words** in the text.

1. Make **WORD CHARTS** for some words, highlighted in **green** : e.g.

Word	Pronunciation (phonetics with stress)	Part of speech	Sentence Chunk	Picture (optional)	translation	Synonym Antonym Related words
Knight	[ 'nait ]	noun	The knights of the Round Table		Ridder	Helmet Armour Lance Shield chivalry

2. Make **WORD WEBS** for some words, highlighted in **orange**: e.g.



Use at least one intermediary level: write down 10 – 15 words per word web.

3. Make **WORD BUILDERS** (derivatives) for some words, highlighted in **yellow**: e.g.

Verb	Noun		Adjective	Adverb	Synonym Translation
	Thing	person			
To use [-d]	Use [s] Usage	User [z]	Useful [s] Useless [s]	Usefully [s]	gebruiken

## D. STRUCTURE ANALYSIS (diagram or flow chart)

### → SKIMMING

Read the text quickly, ask 'Who, what, where, when, why, how'- questions to make notes about the text.

### → SCANNING

Now read the article more closely and finish the following tasks:

- Distinguish title (headline)- corpus- conclusion
- Suggest another title for the text.
- Summarise each paragraph in your own words. Write down the main ideas, using catchphrases. Write a (sub)title for each paragraph.
- Choose a paragraph that was difficult to understand and write what you think it means, i.e. rewrite it in your own words.
- Underline the words and phrases that show how paragraphs or sentences link to each other: e.g.

**Definition-statement of aims-comparison-contrast-cause-result-argument-supposition-prospect- description of people, things, systems, events, processes-example-opinion-reasons for opinions-explanation etc.**

- Underline and write down any reference words and say what they refer to.

## E. PUBLIC ADDRESS ANALYSIS

- Read the article more carefully and critically. What was interesting, enjoyable, upsetting or funny (etc.) about it? Why / why not?
- What is the writer's point of view? Which words show you his / her viewpoint?
- Try to find the writer's intention: informative, persuasion, exhortation, warning etc.
- Give your personal opinion: has the writer attained his end? How has he attained that end? Is he objective or subjective? Why? Motivate your answer, taking into account the following criteria:

11. short simple sentences with active voice and paratactical conjunctions (and / but / so) = for a large public.
12. complex syntax with relatives and hypotactical conjunctions (though / because / as / since / if / whether / when / before etc.) = for an insider public or specialists.
13. simple, direct and colloquial language = informative
14. symbolism (use of images) = literature
15. questions and modals(can / could / may / might etc.) = subjective or uncertain
16. intensifiers (many adjectives and adverbs) = subjective or emotional
17. imperatives and exclamations (!) = subjective or exhortative(warning)
18. impersonal view( they / he), passives, indirect speech (they say that) = objective

- Make inferences. Choose some sentences or paragraphs and draw conclusions. What do you know (outside the text) about the topic?
- Underline and write down any reference words and say what they refer to.
- Try to write down three pieces of information you have learned or three ideas you have met.
- Was the information in the text useful to you in any way? If so, how?



## 10. Discussing Songs (RC / LC)

1. Name of the song and the band / singer?
2. Mood?
3. Rhymes ( e.g. away / say) ?
5. The verse that I like the most ( and why?)
4. Message of the song?
6. Specific Vocabulary? Metaphors?
5. Try to copy some lyrics or verses below

- **Song lyrics:**

[http://songfile.snap.com/index\\_2.html/http://songfile.snap.com](http://songfile.snap.com/index_2.html/http://songfile.snap.com)

- The **Lyrics site** with words from over two million songs :

<http://www.lyrics.ch/>

- **Rock and Roll Hall of Fame and Museum** – Using music in an English Lesson

<http://www.rockhall.com/programs/plans.asp>

## 11. Web Site or News Group (RC)

Surf the Net , copy the grid and describe a web site of your own choice ( in full sentences):

Website name?	U(niform) R(esource) L(ocator)?
Date visited?	Your name?
Please, give a brief description of the site:	
Was the web site kept up to date?	What level of learner do you think it is suitable for? 0 elementary 0 intermediate 0 advanced
How useful did you find the site?	And how interesting?
Did it have links to other useful sites or pages?	Did it have special software requirements? (e.g. Java, Real Audio, Shockwave, Adobe Acrobat Reader)
Would you recommend this site to other learners? Why / Why not?	
Useful new language ( words, expressions, collocations) in context?	