

## Reading texts

The suggestions here are for exploitation of the Reading texts after their main treatment in the unit.

Note: The instruction 'highlight the text' means use **bold**, *italics*, underlining or highlighting.

## A Pair and group work activities

### A.1 Jigsaw reading

*What to do:*

1 Divide the text into two or more similar short texts. A text with a strong narrative thread can be divided into two parts. You may need to add a sentence or two at the start of the second section to set the scene for the students.

2 Write one set of instructions to be used with each of the sections. For example:

- use *Wh* questions to talk about the text
- ask students to locate key information
- ask students to formulate a personal response
- ask students to summarise the text.

3 Paste the different sections with the same instructions to create each worksheet version.

4 Students work alone on the comprehension task, then work in pairs or groups and tell each other about their texts.

### A.2 Text reconstruction

*What to do:*

1 Reorder the paragraphs in the text, label each one (a, b, c etc.) then cut up the text into paragraphs. Write a, b, c on the back of each section. You will need one whole text per group.

2 Each student reads his/her paragraph and makes notes of the key points, then turns the paragraph face down so that nobody else can see it. Students then work together in their groups to sequence the text. They should only turn over the paragraphs when they are sure they have the correct sequence.

*What to do:*

1 Create a gapped version of a text by cutting high frequency words from narrative or descriptive texts.

2 Students work together in pairs, groups or as a class to reconstruct the text.

### A.3 Alternative versions

*What to do:*

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- 1 Create two versions of the text (A and B) by selecting and highlighting a related group of words such as lexical items. Reorder the letters in each word to make an anagram. Insert a short writing line \_\_\_\_\_ at the end of each line.
- 2 Students write in the correctly-spelled word then check their answers with their partner.

*What to do:*

- 1 Create multiple choice versions (A and B) of the text by adding options within the text. Highlight and number the options. You can focus on informational content as well as grammar forms (for example Pre-Intermediate 11c).
- 2 Students work alone or in AA and BB pairs to choose the correct option. Then they work in AB pairs to check their answers.

## **A.4 Too many words**

*What to do:*

- 1 Create two versions of the text (A and B) by adding one extra word to alternate lines of text: in version A add the extra word to lines 1, 3, 5 etc. In version B add the extra word to lines 2, 4, 6 etc. Insert a short writing line \_\_\_\_\_ at the end of the lines.
- 2 Students work alone to find the extra word in the line and write it at the end of the line. Then they work in AB pairs to check their answers.

## **B Gapped texts**

You can adapt these activities to make AB versions for pair work.

### **B.1 Missing words**

*What to do:*

- 1 Cut one word from each line of text and paste it at the end of the line. Highlight the word. Double space the text so that students have room to write above a line of text.
- 2 Students write the word in the correct position above the line.

*What to do:*

- 1 Cut one word from each line of text. Insert a short writing line \_\_\_\_\_ at the end of each line.
- 2 Students write in the missing word.

### **B.2 Missing word groups**

*What to do:*

- 1 Cut the occurrences of a set of words, for example articles, prepositions or linkers from the text, except for the first one. Highlight this one. At the start of the text, write the number of missing words and what type of word they are.
- 2 Students work alone or together to write in the missing words.

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## **B.3 Missing text sections**

You can do this activity with the first or last sentences of each paragraph, quotations from within the text, sentences which are connected to the previous sentence, etc.

*What to do:*

- 1 Cut and paste individual words, sentences or parts of sentences from the text so that you have the pasted items at the top of the page and the gapped text below. Insert a short writing line \_\_\_\_\_ in each gap and number them.
- 2 Students work alone or in pairs to match the items to the gaps.

## **C Working with the language**

In this group of activities, students transfer language from the text to other contexts.

### **C.1 Patterns and use**

*What to do:*

- 1 Highlight the instances in the text of the language feature you want students to work with. For example, lexical sets, phrasal verbs, contrasting tenses, collocations etc.
- 2 Add an appropriate task below the text. These could include:
  - organising – different categories for students to rewrite the words in
  - matching – give synonyms, antonyms or definitions which match the highlighted language
  - completion – students use the highlighted language in sentences or expressions

### **C.2 Error correction activities**

*What to do:*

- 1 Create a new version of the text by replacing 10 to 12 words with different words, for example, synonyms or typical mistakes your students make. Highlight the changes. Insert a short writing line \_\_\_\_\_ at the end of each changed line or double space the text. Some suggestions for this focus are:
  - high frequency words
  - synonyms
  - typical mistakes your students make (prepositions, tenses, linkers etc.)
  - easily confused words
  - typical spelling mistakes (double letters etc.)
- 2 Students work alone or together to write the correct words.