

Reading and Writing 4

In this part of the test, students will:

- form and answer questions for detailed comprehension.
- practise reading for details.

Reading strategies

Predicting

To familiarise yourself with a text, it is a good idea to make predictions by looking at pictures and headings before you start to read.

Think about the following questions before you read:

- What do the pictures show?
- What do the headings and subheadings tell you?
- What topic might the article be about?
- What do you already know about this topic?

Skimming

Skimming involves reading quickly to get the main idea of a text. Reading topic sentences (usually the first sentence of a paragraph) can be an effective way of understanding the main idea of a text.

Scanning

Scanning involves searching for numbers, symbols and long words in a text. This is a useful way of locating answers in reading exams. You can scan a text for words or numbers to answer questions.

Reading for detail or intensive reading

We use this skill when we need to understand every word in a part of a text. This may be used when we answer detailed reading questions in exams.

<https://sites.google.com/site/eapresourcesonline/reading/strategies-skimming-and-scanning>

For more information about reading, visit:

<https://www.betterthink.in/>

<http://library.soton.ac.uk/sash>

<http://www.teachingenglish.org.uk/article/intensive-reading>

Teens A2 Ideas

Previous preparation

- Example of how to prepare a text for pair work:

Sussan Raim is (QUESTION) years old and she lives in (QUESTION). Her dream is to (QUESTION). She loves (QUESTION) at the sports centre. She has (QUESTION) best friends.	Sussan Raim is 15 years old and she lives in Canada. Her dream is to become a professional athlete. She loves swimming at the sports centre and has 5 best friends.
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Start

- Tell students that they are going to work with authentic texts – from:
magazines
newspapers
etc.
- Ask students to prepare a paper to:
write some vocabulary / words they may not know.
write examples of questions.
- Write on the board some words for students to think of how questions are formed.

Ex.

eyes / color / she

- What colour are her eyes?

tall / he

- How tall is he?

- Find a way to get these examples related to the topic or text students will be working on.
- Divide the class into pairs.
- Hand out texts with missing information.
- Explain to students that they have to make questions to get information and complete their texts.

During

- Ask students to read their texts quickly.
- Students give information:
What the text is about
New words or phrases
Any other details

Teens A2 Ideas

- Ask students to look at the words before and after the gaps so they can work out what information is missing and what questions they have to make.
- On the board, write students' ideas and walk them through getting the right questions (orally and written).
- Tell students to read the other text and underline the information they need to complete the text.
- Ask students to practise:
Making the questions
Giving information

Finish

- Ask students to look at the text on page 14 – tell students to read it quickly and circle new vocabulary / words.
- Write some of these words and ask students to help you work out the meanings by analysing the context.
- Ask students to underline some words or phrases (details).

Ex.

Hummingbirds are small, colorful birds with feathers that seem to change color when flying.

Their name comes from the fact that they flap their wings so fast (about 80 times per second) that they make a humming noise.

- Ask students to read and answer the questions by using the information they got underlined.
- Monitor – Did all the students get details / information underlined?
- Check answers with the whole class.