

ALTERNATIVE READING ACTIVITIES

Do your students pull a face when they see yet another fascinating text in the coursebook?

Do they yawn ostentatiously and pretend to be reading?

Do you catch yourself thinking, 'I'm never going to sell this text to them'?

**Read on for a few ideas on
how to make reading more interactive and fun**

*** most of the activities can be used with any level and any text**

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Activity	What does it involve?
Cut it up	<ul style="list-style-type: none"> - break the text into paragraphs, stick them to the walls, - give SS the questions/task, let them walk around and read selectively, - let them work in pairs or groups and decide which paragraphs they are going to read - make it a competition or set a time limit <p>Benefits</p> <ul style="list-style-type: none"> - SS are not overwhelmed with the length of the text - SS move instead of sitting as usual - they don't have to read the whole text - they concentrate on their own specific task - they read more attentively because they have to note down the answers
Reverse it	<ul style="list-style-type: none"> - put SS in groups and give each group the same whole text or different fragments of the same text - ask them to write reading tasks for other groups: <ul style="list-style-type: none"> <i>true/false</i> <i>correct the information</i> <i>answer the questions</i> <i>complete the sentence with correct information</i> - SS exchange tasks (and fragments of text) and complete them in their notebooks - after everyone has finished groups mark each other's answers and give points <p>Benefits</p> <ul style="list-style-type: none"> - SS concentrate more on specific information from the text - they are more motivated to work fast and get the answers right because there is an element of competition - they have to cooperate and negotiate answers

<p>Talk about it (info gap)</p>	<ul style="list-style-type: none"> - put SS in groups - give them different fragments of the same text - tell them they are going to summarize their paragraph to the others but won't be able to look back at the text - ask them to underline/decide on what the most important info in their fragment is and prepare to report it to their partners - SS exchange information about their fragments - then they get questions to the whole text and have to cooperate as a group to answer them (they find relevant fragments in their pieces of text) <p>Benefits</p> <ul style="list-style-type: none"> - SS read AND listen for gist - they are forced to paraphrase the text (because they can't look back at it when they are speaking) - they have to cooperate and negotiate the outcome
<p>Suspense</p>	<ul style="list-style-type: none"> - take a picture of the title of the article (and the picture that goes with the article), the introduction and subsequent paragraphs - upload them and project them on the board - first, work around the title and the picture to elicit ideas on the topic and to stimulate predictions - show SS the introduction and ask them questions - show the next paragraph and questions that go with it - go through the answers together (underline relevant fragments on the board) - proceed with the other fragments but let SS work in pairs and write down their answers in their notebooks - go through the answers, ask SS to underline relevant fragments on the board <p>Benefits</p> <ul style="list-style-type: none"> - SS focus on shorter fragments of text instead of the whole - SS have to negotiate their answers with a partner and so prove their point - they have to write down their answers (in contrast to underlining fragments)

<p>Reversed keywords</p>	<ul style="list-style-type: none"> - work with a cut-up article, stick paragraphs to the walls - instead of asking SS to underline keywords in questions give them only the keywords but not whole questions (either write on the board/project a set of keywords for each question, or give SS cut-up sets of keywords) - SS work in pairs and write what they think the original question is: <i>e.g. When - Mary - move - Toronto?</i> <i>When did Mary move to Toronto?</i> - then they compare their ideas and check against the original questions - SS read the text and answer questions in their notebooks but working again only with the keywords (leave them on the board) <p>Benefits</p> <ul style="list-style-type: none"> - SS concentrate better on the questions and on what to look for in the text - they can practice question formation and have to negotiate grammatical accuracy
<p>Reversed underlining</p>	<ul style="list-style-type: none"> - instead of asking SS to underline relevant fragments in a text give them a copy of an article with fragments already underlined - ask SS to write questions to the fragments - to make it competitive put SS in groups, give each group a different part of a longer text with two underlined fragments, ask them to come up with questions to the fragments; then they exchange their questions with another group who are given a clean copy of the fragment (without the underlining); they do each other's tasks and check against the original copy with underlined fragments <p>Benefits</p> <ul style="list-style-type: none"> - SS focus better on the meaning of the underlined fragments - they can practice question formation - they have to negotiate the outcome

<p>FCE missing sentences</p>	<ul style="list-style-type: none"> - put SS into groups - cut up the missing sentences - ask SS to highlight cohesive devices in the sentences (this, that, the, also, on the other hand, etc.) - cut up the text into pieces - each SS gets a part with a missing sentence - SS work individually, read their fragments and choose a sentence that best fits in the gap (they have to fight for a sentence if someone else wants it too) - once they have made their choices they swap places/fragments and read their partners' fragments and the sentences they have chosen; they can/have to question other people's choices if they disagree and negotiate towards an outcome - finally, as a group they decide on their final answers and write them down - they get a point for each correct answer <p>Benefits</p> <ul style="list-style-type: none"> - SS focus on fragments of the text at a time instead of the whole text - they have to justify their choices and negotiate the answers - they have to cooperate - there is an element of competition between groups
<p>FCE multiple matching - Reading Part 7</p>	<ul style="list-style-type: none"> - cut up the texts and the 10 questions - put students into groups of 3-4 - introduce the topic of the article - ask students to underline key words in each question - students put the questions face down - give each student a text and give them one minute to read it and prepare to tell the others what it is about; students take turns to talk about their texts - students look at the questions and try to match them with their text, they underline relevant fragments in their text and note down the number of the matching questions <u>in their notebook</u> - students swap texts and try to match questions with their partner's text (it should be easier as they can see what someone else has underlined), they continue swapping until they have read all the texts and matched all the questions - students compare their answers and negotiate the outcome based on the underlined fragments

	<ul style="list-style-type: none"> - then they compare with the other team and identify the answers they are not sure of - both teams should help one another by providing relevant fragments they have found; if they don't know how to answer one question, give them the right answer and tell them to find a relevant fragment - finally students check their answers against the key <p>Benefits</p> <ul style="list-style-type: none"> - students focus on one fragment at a time - they can move the questions around - the task is facilitated for them by the other students underlining fragments - they can negotiate the final answers and help each other in finding relevant information in the text - they have to cooperate and depend on one another; the role of the teacher is reduced to monitoring and assisting
<p>PET Reading Part 2 (text matching)</p>	<ul style="list-style-type: none"> - cut up all the texts (A-H and person descriptions) - put students in groups of 3-4 - revise language for suggesting (e.g. Why don't you...? How about...? If I were you...? It would be a good idea to.../ I recommend...) - introduce the topic of the text - give each student a couple of A-H texts and ask them to read the texts and give brief information about them (one sentence should be enough) - give each student a text with the description of a person/people; tell students to underline key info and try to memorize as much info as possible because they won't be able to look back at the text - tell students to act as if they are one of the people described in their text and introduce themselves to their partners (saying what they are interested in/ want to do); after student A has given their presentation the other students are trying to suggest the best options based on the A-H texts they have got (student A may find the best option for themselves in one of their own texts!) - they continue until everyone has chosen the best option that matches the description they have got and they negotiate the final outcome looking together at all the texts and referring to relevant fragments - they compare their answers with another team and check their answers against

the key

Benefits

- the task involves speaking and sharing information and responsibility
- each student focuses on only a few texts and their details
- they have to negotiate the outcome and prove their option is correct referring to relevant fragments in the text
- they have to depend on each other and help one another
- they process the information through reading, speaking and listening