Reading Module 1 (RM1)

Resource 7: Reading activity types

Reading activity types

| Find all the cognates in a paragraph / passage from the text. | Find words containing a certain sound in a paragraph / passage from the text. | Match up captions / headings for different parts of the text. Alternatively, students could match pictures to accompany reading passages. |
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| Students study the text / part of the text in pairs and decide on the 5 key words which they will look up to gain most understanding of the text, then summarise the gist. Check round different pairs in plenary to strengthen reading skills and vocabulary. | Find the sentences in the text which are either similar in meaning or the opposite in meaning to those provided on the IWB e.g. *She never liked reading or TV* would match the sentence *She always preferred active leisure activities.* (Good for exam practice.) | Provide thinking frame for students to summarise gist in pairs e.g. 5 Ws (who, what, why, when, where?) or PMI Plus (positives) / Minus and Interesting (significant but neither positive / negative) or Thought Cloud or Time Line or fill in table / chart with key data from the text. |
| Underline certain phrases in the text and invite students to substitute new phrases which make sense to create new texts e.g. *I don’t like listening to music* or *We often go down to the park.* | Teacher reads the text aloud fairly quickly and stops at a word (especially where there may be a phoneme-grapheme learning point) and the first student to put up a hand and offer the correctly pronounced next word wins a point for their team. | Find e.g. 10 adjectives and the nouns they are describing. Or find 10 verbs and give their infinitives.Find 5 connectives. |
| Where there are e.g. 3 or 4 pen portraits of people or film descriptions or short poems, ask students to choose one which they like most and why; or one for their teacher or other known people. | Start the reading of a longer passage with a few general questions of inference / deduction e.g. What 3 words would you think describe this character? What picture does this paint of Belgian youth? | Start the reading of a longer passage about life in another society by asking students to jot down the areas which would be similar in the UK and those which would be different. |
| Provide about 5 or 6 short passages and start reading aloud from one. The first student to put up a hand and then give the right title wins a point for their team. | Cut up the text into 3, 4, 5 or 6 sections (depending on the text type and length). Students should read and reconstruct the text. This lends itself well to IT work where text can be dragged. | Read the text for meaning and say which parts you find surprising and which parts you disagree with. |