

Warm up

Bring a selection of text types for scan reading to the lesson (or prepare some excerpts you can show electronically on the board) – a TV schedule, a page of phone numbers or addresses and a timetable, for example. Ask students how they would read the various texts, and establish the notion of scanning. You can contrast this with skim-reading, if appropriate.

Practice

1 Tick the correct definition of scanning.

- Take answers from several students, and encourage them to explain their choice. If other students disagree, ask them to explain why they don't agree and to say what they think the correct answer is and why.

Answer

c

2 Would you scan these texts? Tick Yes or No.

- Read the instructions with the class and check item **a** as an example. Students can work individually and then compare ideas, or work directly in pairs. Clarify any uncertainties.

Suggested answers

- a** Yes
- b** Yes
- c** No – You would need to read closely to understand and enjoy the text.
- d** No – You would need to read closely for detail.
- e** Yes
- f** No – You would read closely for an opinion.

3 Scan the text to find the facts (a–g) on the following page.

- This is a similar text type and exercise to the Theory to practice section on the Factsheet. Since students' eyes will inevitably be drawn to the text, you could set an explicit time limit, e.g. 10 seconds, for them to skim-read it.
- Ask students to read the list of facts carefully before they scan the text for each piece of information. You can clarify *canal* and *divides* if necessary, but don't offer too much assistance at this point. Point out that one word they need to find will be unfamiliar, but this shouldn't stop them using what's around the word to identify it. Students should work individually and then compare ideas with a partner. Ideally, display the text on the board to highlight the answers, and draw attention to relevant keywords and phrases which provide the context.

Answers

- a** St Mark's
- b** Murano / Burano
- c** the Grand Canal
- d** gondola
- e** the Adriatic
- f** 400
- g** 150

4 Scan the text and answer the questions.

- This exercise demands reading to find answers to specific questions rather than simply identifying information. If students have done **Skim-read a text**, they will already know the text and will have read it for gist. This exercise asks them to scan it for key information.
- Students should work individually to find the answers and then compare with a partner. Ideally, display the text on the board to check answers, as in Exercise 3.

Answers

- a 47 years
- b India
- c 2006
- d 79.4 years
- e living to 100 years

Reflect

5 In your own words, explain why scanning is an important skill and when you should use it. Compare your ideas with a partner.

- Students should work individually to make some notes and then compare ideas in pairs. Monitor as students work. Elicit their ideas and discuss when they would be most likely to use scanning in an academic context.

6 Discuss the questions.

- Have a whole-class discussion about what students learnt in the lesson. You might prefer to do this in L1. Answer any questions. Students could think about the Reflect questions later at home.