

## Warm up

As a class, brainstorm ideas about things that can distract students when they are reading. But at this stage, don't ask for solutions. Ask students to share any general ideas they have about how to read effectively.

## Practice

**1** Look at the mind map below. Discuss which of the things have happened to you when you are supposed to be studying.

- Ask students to look at the mind map and tell you which of the things they have experienced. Encourage as many students as possible to participate. If a lot of students mention a number of these obstacles, ask them if it's possible that we sometimes find excuses not to study.
- Ask students to suggest solutions for each obstacle. They may well mention some of the things that are going to be covered later.

### Answers

Students' own answers

**2** Tick the things you have to do regularly when you read as part of your studies.

- Ask students to tick the boxes that apply to them. Give any help needed with explaining the points.

### Answers

Students' own answers

**3** Match the boxes you ticked to the strategies you need in order to do them effectively. Compare your answers with a partner.

- Refer students to the four strategies listed. Ask them to match the boxes to the strategies they ticked.
- Students compare and discuss their answers, using the example sentence as a model.

**4** Look at the heading and the photographs. Predict what you expect to read about.

- Don't enter into long discussions here because students should get used to quickly using the context in order to help them predict the content. Even if their predictions are wrong, they will have successfully prepared their minds for the next stage.
- Elicit an answer similar to: *Digital editing of photos and the ethics behind it.*
- You might like to point out that not all texts will fulfil the promise of their headings, but using the information to predict the content is a vital strategy to begin with.

**5** Skim the text to check your answer to Exercise 4. Spend up to a minute (but no more).

- Explain that this second exercise practises the strategy of skimming. Be strict about the timing and don't allow more than a minute for students to check.
- Their answers will vary depending on what they answered to Exercise 4, but they will now have a very general idea of what the text is about.

**6** Scan the text to find the significance of the photographs. Again, you shouldn't need more than a minute for this.

- Explain the task. Give students exactly one minute to find the reference to the photographs. Tell them that this is the strategy of scanning.

### Answer

One of the earliest examples of photo manipulation is a portrait of Abraham Lincoln from the 1860s. It is actually a photo of President Lincoln's head on the body of Senator John C. Calhoun.

## 7 Now read more closely to find answers to the following.

- This is practising the strategy of closer reading for detail, so allow students as long as they need for this – they should be encouraged to take their time over these questions.
- When everyone is ready, elicit suggestions.

### Answers

- a** It has been part of photography since the beginning.
- b** Photoshop.
- c** By hand, using paint, ink and scissors.
- d** The photo was altered by moving the pyramids closer together, creating a visual 'lie'.

## Reflect

### 8 Think about the strategies you have discussed on this Worksheet. Number the following according to how much they can help you (with number 1 as the most useful).

- Go through the list and make sure students understand that these points can all help with effective reading, though some are more useful than others.
- Explain that we are all different and we all have different needs, strengths and weaknesses. That is why there are no right or wrong answers to this task.
- Encourage students to compare their answers with others, and then to discuss the importance of each one.
- Remind students that they can save a lot of time if they know what they are looking for. This makes it easy to look at titles/headings (especially longer ones) and decide at a glance if they are likely to find what they need. The contents pages, index, headings, diagrams and illustrations all help in deciding how useful a resource might be.
- Some students might need reminding of different ways to mark a text so that they don't lose vital information once they find it. Ask them about their use of pen/pencil/highlighter on texts. Get them to share techniques. For texts which they don't want to mark, ask them what they do (elicit or prompt with Post-it notes, slips of paper inside the pages of a book, photocopies, separate notes on a piece of paper, voice recorders, etc.).
- Writing key questions about a text often helps to bring students' concentration into focus. Ask your class if anyone has ever tried this. How about writing a brief summary – do your students think this is a good idea?
- Good conditions are important, including comfortable seating, the right temperature and adequate lighting. The right time of day and the use of music are very personal to each individual. Just remind your students to be honest with themselves and to ask questions like *Am I really reading effectively at this moment or am I too distracted?* or *What have I achieved in the last hour?* or *Was I more productive in the morning or the afternoon yesterday?* For some students, this strategy – of self-examination – might be the most effective of all.