

Warm up

Ask students if they read all texts in the same way. Ask what different ways of reading they know about, and briefly discuss them at class level. Refer to the Factsheet if it helps to motivate students.

Using the Factsheet

There are three possible ways to use the Factsheet:




- 1 Give students the **Factsheet** before the lesson, so they can read it at home and come to the lesson prepared to do the **Worksheet**. If you use this approach, start the lesson by checking that all students have read and understood the **Factsheet** and answer any questions.
- 2 Give students the **Factsheet** at the beginning of the lesson and start by working through it with students.
- 3 Focus on the **Worksheet** in the lesson, then give students the **Factsheet** at the end of the lesson, so they can take it home and keep it as a reference or revision tool.

Theory to practice

Students need to decide on their own answers to all of the questions. They should recognize from their skim read that the article is probably relevant to the lecture they are attending. To some extent, the matter of what to underline is a matter of interpretation. The underlining in the example does identify the target material in the text, but in some ways it may not have been done very well. For example, whole sentences are underlined, which is unhelpful for quick reference, and also makes the text more difficult to read. A better strategy might be to underline just a few words or phrases which explain each target concept.


Using the Worksheet

Practice

- 1  You are going to read the text below called 'Time across cultures' both as a skim read and as a close reading exercise. You will work in groups of three.
 - Tell students that they will be skim and close reading an article, working individually and in groups.
 - Refer them to the **Factsheet** for a reminder of the techniques they need to use.
- 2 Skim read individually and make some notes on the general idea of the text. You should take only two minutes to read the text.
 - Ask students to skim read the text individually to get the general idea and make some notes.
 - You can pre-teach any vocabulary as necessary and can monitor and support weaker students.
- 3  Compare your notes with the other two people in your group. Are they similar or different?
 - Ask students to compare their notes in groups.
 - Monitor and be ready to assist as needed.
- 4  In your group, agree a list of three points that explain the general idea of the text. You must all agree to all of them.
 - Explain to students they need to reach agreement in their group on three points about the general idea.
 - You can discuss this at class level if you wish to.
- 5 Individually, read the text again to answer the following questions:
 - Ask students to close read the text on an individual basis and answer the questions.
 - Be ready to guide and manage any vocabulary questions.

Answers

- a Linear active and multi active.
- b In the way they see time: as a straight line or a zigzag.
- c Because these two views of time are opposites.
- d By discussing and compromising.

- 6**  Once again, compare your individual answers with the other group members. Be ready to share your answers with the teacher if they ask you for them.
- Ask students to compare their answers in their groups.
 - Discuss their answers at class level.
- 7** If another student asked you for help with skim reading and close reading, what advice would you give them? Be ready to tell the teacher.
- If there is time, ask students to share their advice on skim reading and close reading at class level.

Reflect

- 8** Will you try these reading techniques in your own reading for your course? What might be difficult when you use them?
- Ask students to reflect on the questions individually and make some notes. If there is time, they could discuss their ideas in pairs or in small groups.

Learning outcome

By the end of the lesson, students should be able to demonstrate that they can apply skim reading and close reading techniques to a text.

Ending the lesson

The issue of cross-cultural communication is of relevance to students studying in or planning to work in an international environment. The lesson can be ended with a class-level discussion around the issues in the text and beyond. You can link the lesson to the intercultural references in the C21 Course Books.