

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.

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 the 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

- If students have done the Factsheet at home, check their understanding of this section in class, and ask how easy they found the exercises. Did the advice help them to scan the texts? If you are doing the Factsheet in class, you could verbally guide students through each question.

Using the Worksheet

Practice

1 Tick the correct definition of scanning.

- The information from the Factsheet is summarized here in the correct answer. If students haven't yet done the Factsheet, this exercise is a good way of introducing them to the concept – you could perhaps use some of the texts from the Warm up to assess the definitions against in a whole-class discussion.

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 Work with a partner. Choose a text from a *C21 English for the 21st Century Course Book*, or another text that you have read recently. Write three questions about specific facts or figures for another pair to answer.

- You could suggest some texts here, or allow students to make their own choices. Ideally the texts would include numbers, names or other fairly factual information.

7 Exchange questions with another pair. Scan to find answers to their questions.

- Monitor as students work. If students are using texts that you can display electronically (e.g. using a *C21 English for the 21st Century Interactive Course Book*), you could choose some pairs' questions and ask the whole class to try to answer them.

8 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.

Learning outcome

By the end of the lesson, students should:

- know what scanning a text means and why it is an important reading skill
- appreciate that scanning can be utilized in real-life situations and in an academic context
- have improved their ability to scan a text for specific information