

Warm up

Bring a selection of text types to the lesson (or prepare some excerpts that you can display electronically on the board) – a magazine article, a TV guide, a page from a novel, a page of job ads, for example. Ask students how you would read the various texts, hoping to elicit the concept of skimming in some cases. Try to choose some texts which will suggest reading closely or reading for detail by way of contrast. The aim is simply to introduce the overall concept. Try not to pre-empt the Worksheet tasks.

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 skim-read the texts? If you are doing the Factsheet in class, you could verbally guide students through each reading text point-by-point (e.g. *Now you have 20 seconds to read the highlighted sentences*), rather than getting them to read the bullet points.

Using the Worksheet

Practice

1 Complete the summary. Choose the correct option from each pair of words (a–d).

- Here, some key points from the Factsheet have been summarized as a task. How you approach the exercise will depend on whether or not students have done the Factsheet. If not, you could leave this exercise to the end of the lesson and ask students to complete it during the Reflect tasks.

Answers

- a quickly
- b general
- c before
- d closely

2 Read the situations. Would you skim-read? Tick Yes or No.

- Read the instructions with the class and check situation **a** as an example. Students can work individually and then compare ideas, or work directly in pairs. Keep feedback brief, but clarify any uncertainties.

Suggested answers

- a No – You would probably need to read closely for details – otherwise you would risk misunderstanding something.
- b Yes – You could probably narrow down your options by skim reading.
- c Yes – You would probably skim-read and then read closely to find the answers to the questions, if you thought the text would be useful.
- d No – You would need to read very closely to know what to do at each stage.
- e No – You would need to read each word and phrase to understand the song's meaning.
- f Yes – You might want to read more closely if there are details you wish to know.

3 Quickly skim-read the text and decide what type of text it is.

- Students are going to work through several skim reading tasks using this text. It is important that you don't prepare students for the text with a lead-in or pictures, for example. They must read completely cold for the skimming tasks.
- Make sure students look carefully at the list of text types they can choose from before they start reading the text. Point out that the title is missing – they will choose that in Exercise 5. Make sure you give students a clear time limit, e.g. one minute. (You could extend or reduce this a little depending on your class.) Students can compare answers if they wish. Quickly establish that the text is from a public information webpage.

Answer

d

4 Skim-read the text in Exercise 3 again. What is the purpose of the text?

- Work through as with Exercise 3, giving a very short time limit, e.g. 30 seconds. Some students may answer without reading again.

Answer

c

5 Skim-read the text in Exercise 3 once more. What is the title?

- Give another time limit, e.g. one minute. Give students a moment to compare answers in pairs before checking, this time. Establish that *Swimming with children* is the heading, and elicit why the other headings are not appropriate. Point out that option **c** only relates to part of the text.

Answer

e

Reflect

6 In your own words, explain what skim reading is and why it is an important reading skill. Compare ideas in groups.

- Students should work individually to make some notes and then compare ideas in groups. Monitor as students work.
- Now would be a good time to point out that skim reading is often preparation for more detailed reading or scanning. If the question were *What should you wear if you have long hair?*, for example, students would need to scan the text to find the answer.

7 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 skim reading means and why skimming is an important reading skill
- appreciate that efficient skim reading prepares the reader for more efficient close reading
- have improved their ability to skim-read
- have better understood the concept of text type and purpose, especially in relation to skim reading