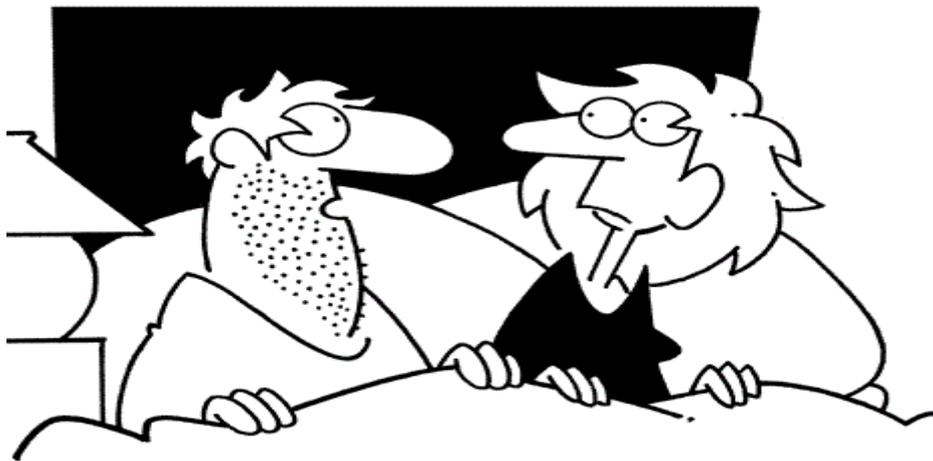


This stage , too , requires the teachers guidance to ensure that students assume an active , questioning approach to the material. Such guidance can be supplied by a number of while – reading tasks . The simplest technique for this purpose is to the major ideas of the text . For maximum benefit , the questions should address three levels of understanding : the explicit , the implicit , and the applied. The first solicits literally stated information that can be inferred , and the third necessitates relating new ideas to previous knowledge or experiences .

We can also use series of statements , instructions , and/ or questions that leads students through the assigned reading and indicates what information is important , how a paragraph or section is organized , and what is to be learned. These are useful in guiding the students through the text , but considerably more work for the teacher. Pattern study guides , which are somewhat more limited in scope , focus the students attention on the ways that paragraphs , or even larger units of text are typically structured to



represent relationships between the main idea and subordinate detail , cause and effect , comparison and contrast , problem and solution , and soon. The most familiar form of pattern study guides is the traditional outline , by having the students complete an outline or fill in a graphic teachers can help students to perceive the relative importance of text concepts and how these ideas are related to one another .



**“I don’t get up at night to check my e-mail.  
I automatically have it forwarded to  
the people in my dreams and  
they read it to me.”**

**3. Post read** : Comprehension questions are just one form of activity appropriate for post reading. The teacher should also consider vocabulary study and ask students to identify the authors purpose , discuss the authors line of reasoning examine grammatical structures and steer the students toward a follow up writing exercise. The last stage of the reading lesson is intended to review the content ; work on bottom– up concerns such as grammar , vocabulary and discourse features ; and consolidate what has been read by relating the new information to the learners knowledge, interests , and opinions.

Many of the devices introduced during the while reading stage can be used for the purpose of review . At this point , it would be appropriate to put the students in pairs or small groups to compare and verify their responses to the questions or graphics and then check the results with the entire class .

Once the main ideas of the text have been reviewed , work on discrete elements of the passage can be undertaken. Exercises could focus on grammar points , vocabulary in context or word roots , or discourse markers. Of course we do not need to do all of these exercises with each reading , for there is a real danger of murdering the text by dissection. Judicious choices should therefore be made depending on the character of the text and the needs of the students

The final segment of the post – reading stage should be devoted to integrating the new information from the text with what the students already know; the usual means of doing this is through a writing assignment , but other techniques should also be used frequently , including discussions , debates , and role – plays . The choice in this case depends on the inclinations of the class , and , to some degree , the need for variety.

### Some types of activities

1. Complete and read aloud
2. Listen and read
3. Match and read ( Read and match)
4. Read and order
5. Read and circle
6. Read and act out
7. Read and answer
8. Read and make a list
9. Read and find (e.g. title, missing information, answers, etc.)
10. Read and put a tick
11. Read and discuss
12. Read and put (T) or (F)
13. Read the information, ask and answer questions
14. Read, guess and choose
15. Read and fill ....
16. read and underline ....
17. Read and write ..... ( e.g. correct option)

### Graphic organizers

Graphic organizers are tools to help learners visually organize the information that they have read or will read. A wide variety of graphic organizers can be used to help students tackle and comprehend challenging texts. Three of the most popular ones are KWL charts, semantic maps and Venn diagrams.

**KWL's** are used for learners to organize information before and after they read a passage. The first two columns are done prior to reading a passage. **K** refers to "what a learner knows about the topic" ; **W** refers to "what the learner wants to learn" and **L** refers to "what they have learned after they've read the passage".



**Semantic maps** are meaning maps where information is grouped into different clusters. There are variety of ways to group the information. For instance, you can put information about each character into different bubbles.

