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| **Introduction to Analytical Reading 1: Pre-reading**  |
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| **Setting:** | Seminar |
| **Level:** | 4-5 |
| **Activity duration:** | 15 minutes |
| **Guidance:** | This leads on to *Introduction to* *Analytical Reading 2: Implementing reading strategies* |
| **Additional resources:** | *Introduction to Analytical Reading- Information sheet* |
| **Outcomes:** * Explore different initial reading strategies
* Extract the main ideas from an academic text
* Introduce terms related to analytical reading
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| **Pre-task preparation:** * Select an article from the module reading list on a topic that is relatively familiar to the students
* Think of a topic that students can discuss for a pre-reading discussion which is related to a popular theme within the module

**Optional:*** Set up an online poll for students to share their ideas (see step 1 below)
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**Steps to implement the activity:** 1. Get students to share ideas on strategies they currently use when reading
2. Ask students to think about how they can gain initial ideas within a text before they have fully read it (e.g. what ideas can they take form the title? What are their thoughts when they first glance at the text?)
3. Share the selected text (as mentioned in the pre-task preparation) for the activity. Ask students to use some of the strategies mentioned within the discussion from the step 2
4. Ask students a gist question to practise initial reading strategies such as:
	* What genre is the text?
	* How current is the text?
	* What are the main themes of the text?
	* What is the basis of the research?
5. Allow students a few minutes to complete the task
6. Task students to identify what is required for the analysis of a text
7. Use the prompts from the associated *Introduction to Analytical Reading- information sheet* (section 1.3) to elicit understanding or initiate ideas
8. Advise students to keep a log of their reading on a document so they can refer to this for their assignments and further research (see *Introduction to Analytical Reading- Information sheet* section 1.4 for an example)
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