

Word Detectives

Aim: To support learners' understanding of texts as a group work activity.

Length of lesson: 45mins – 1 hr, depending on level of learners and text

Level/age: YLs (10-14) - B1/B2 Low intermediate and upwards, depending on text
Adults – B1

Materials: 2 sets of task cards

Procedure:

Warmer: Write 'we to at today are be looking texts going' on board for learners to unjumble.

1. Identify the text you are going to use (see websites below or use course book). Photocopied texts and highlighter pens work well for most of these tasks.
2. Put students into mixed-ability groups of 4-5. Assign a time-keeper in each group.
3. Select which task cards you want to use for the text and for the students in each group, eg Task 1 (word finder) and Task 2 (illustrator) are easier for students needing more support. But tasks should be rotated each time used.
4. Go through each task in plenary to make sure sts understand what they have to do.
5. Give out text and task cards.
6. Monitor/help each group where needed. Feedback/discuss answers in plenary

For young adults and higher level learners put learners into groups:

- Gp1 writes a summary (approx. one third of text)
- Gp2 rewrites text so it can be understood by a 10 year-old
- Gp3 writes a one-sentence summary
- Gp 4 identifies minimum of 5 words that are difficult or interesting for some reason and prepares to teach them to class

For reading texts and other ideas see:

www.readwritethink.org

www.superteacherworksheets.com

Task Cards for Fiction Texts

Word finder	Read the text and write down 4-6 words you don't know or you think are interesting. Use a monolingual dictionary to try and work out what they mean. When it is your turn, see if the group can guess the meanings. If they can't you need to explain to them.
Illustrator	Read the text and draw a picture about something in the text that you think is important or interesting. When it is your turn, share it with your group.
Summariser	Read the text and pick 3 important points. Make 3 headings for your points. When it is your turn, share them with your group.
Question maker	Read the text and then write 3 questions to ask your group. Make sure you know the answers and make one of the questions difficult.
Style seeker 1	Read the text and highlight / write down 8 interesting adjectives in the text. When it is your turn, explain them to your group.
Style seeker 2	Read the text and highlight / write down 8 interesting verbs in the text and When it is your turn, explain them to your group.
Lie detector	Read the text and write down 5 statements about the text. Make 2 statements false and 3 statements true. When it is your turn see if the group can guess which ones are lies.

Task Cards for Non-Fiction Texts

Word finder	Read the text and write down 4-6 technical words you don't know. Use a monolingual dictionary to try and work out what they mean. When it is your turn, see if the group can guess the meanings. If they can't you need to explain to them.
Illustrator	Read the text and draw a picture about something in the text that you think is important or interesting. When it is your turn, share it with your group.
Summariser	Read the text and pick 3 important points. Make 3 headings for your points. When it is your turn, share them with your group.
Question maker	Read the text and then write 3 questions to ask your group. Make sure you know the answers and make one of the questions difficult.
Style seeker 1	Read the text. Is the text set out clearly for understanding? How could you make it better? When it is your turn, share your ideas with your group.
Style seeker 2	Read the text and highlight any words that tell you about the order or sequence of the text. When it is your turn, explain them to your group.
Lie detector	Read the text and write down 5 statements about the text. Make 2 statements false and 3 statements true. When it is your turn see if the group can guess which ones are lies.