

Teaching Tips:

Reversed reading comprehension

BY SU CROLL, BODWELL COLLEGE

Materials:

- Reading comprehension text.
- Comprehension questions based on the text.

Main Objectives:

- To direct the student's reading using the comprehension questions.
- To ensure that students are using correct question/answer formation.
- To allow the students to use their imaginations.

Methodology:

Divide the class into groups of two or three students. Hand out the comprehension questions. Tell the students that even though they have not read the article, they must answer a series of questions on it. Tell them they must make up the answers to the questions. Tell them they must use their imaginations. This might be difficult for adult ESL students who are often overly concerned with making mistakes. Assure them that the "correctness" of their answers is not as important as the inventiveness. The teacher may move from group to group checking question/answer formation, verb tenses, syntax, etc. Have all of the groups compare their answers to the questions, some of which might be quite similar.

Finally, the students read the article. Their reading is thus directed by the questions and the invented answers. After reading the article, the students compare their initial answers to the answers they come up with after reading the article.

Variation:

A variation on the above reading/writing exercise is purely a writing exercise. The teacher supplies a series of reading comprehension questions for a text that doesn't exist. The students, again divided into groups of two or three, must write a story based on the questions supplied by the teacher. In other words,

the students must write a story that can answer all the questions. The teacher may move from group to group, checking grammar and sentence structure. After the students have written their stories, each group may read their stories out loud looking for similarities and differences.

Examples:	1) What did Ellen do after the accident?
	2) How long did the operation last?
village?	3) Do you think Ellen should have gone back to the Why or Why not?

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