



# UNEX Understanding What We Read



**Title: The Messenger and the Writer**

**WWW. ....**



## Title: The Messenger and the writer

**Keywords:** #read carefully # comprehension #pay attention ....

**Duration:**10 minutes.

## Description:

It's not the same to read to understand as it is to read to explain. When we read to understand we tend to pay less attention to details, while when we read knowing that we are going to explain it to someone, we do a more attentive reading. In today's session, we will get our students to read attentively, which we know makes the text easier to understand. The activity designed for this purpose is a game: The Messenger and the Editor

## Objectives:

- Overall goals
  1. Improve reading comprehension
  2. Develop skills such as attention to what is being read
- The specific objectives
  1. we will work on the students' capacity for synthesis
  2. the ability to identify the most relevant information
  3. to read with more attention.

## Activity(es) (Stages):

- Before we start, everyone should have empty tables, no pen and paper.
- The class will be divided into two blocks: students from the left block (messengers) will be given a sheet of paper with a text and those from the right block (writers) will be given a sheet of paper with three questions.
- The teacher will give enough time for the students to read the sheets that have been given to them
- Then the teacher will remove all the pages and the students will change places so that each "messenger" has a "writer" as a desk partner.
- Once the pairs have been made, the writer must ask the partner the questions (one by one). The messenger should answer the questions according to what he understood from his reading of the text. The writer will take notes on the answers the messenger gives you

## Tips for trainers

For this activity to work, it is important that students do not write down anything while they are reading. It is also important that each couple work alone. The teacher must contextualize the game, saying, for example, that the Messenger cannot write and therefore needs the writer to take note of what he/she wants to say. The game will be repeated with a new text, respecting the previous pairs and now giving the questions to the students who had previously been messengers. The teacher should choose a text that deals with a topic familiar to the students and should not be too long.

## List of resources, materials etc.

This would be an example of text and questions.

### TEXT:

Nowadays everyone has a mobile phone with internet. Gone are the days when you waited for your mother to come home to ask her if you could go to your friend's birthday party. Young people no longer think about sending love letters, now they have WhatsApp. With a mobile phone, even educating seems easier, for example, if you are having a coffee with some friends and your son doesn't stop bothering you... it's as simple as giving him his mobile phone with the Cundy Crush so that he can sit down and be quiet. Unbelievable, but all this seems normal to us. Not to me! I don't think it's normal that instead of educating children to behave, we hypnotize them with a screen. I also don't think it's right that they spend all day writing on WhatsApp, if they're in love, that they run and tell that special person. I propose something innovative: let's educate, love and talk in person. Or does nobody remember that kisses are cooler in person than in emoticons?

### QUESTIONS:

1. At the beginning of the text the author gives three examples of things that can be done now and that couldn't be done when we didn't have a mobile phone with internet. What are these examples?
2. What two things do the author of the text think are wrong? According to her, how should they be done?
3. What argument does the author give at the end of the text to defend face-to-face



## Evaluation/Feedback

### Evaluation from teachers

**How would you evaluate the results of this activity?**

*Answer here...*

**Do you consider this activity as motivating students to work on their reading comprehension?**

*Answer here...*

**Do you consider this activity appropriate for students to develop the skills needed to improve their reading comprehension?**

*Answer here...*