

Activities which reinforce learning PQRST

Level: High Intermediate / Advanced

Activity 1: Using a different kind of Preview Information

Tutor poses the following question to students: How do you **Preview** if there is no info like title, pictures, graphs, bold face headings in the reading selection?

Tutor gives out the handout of an article with 4 paragraphs ([Preview Stage Activity 1 Handout](#)). Students work in pairs or individually. Ask Ss to underline the first sentence of every paragraph? Can they guess what the topic of the article is? Next, work with Ss to create **questions** from underlined sentence **preview**? Have them write the questions on a paper. Ask Ss to share questions with each other.

Then have students **read** each paragraph silently and then take turns reading paragraphs out loud. Invite volunteers to **State** what they have read. Finally, students **Test** themselves by trying to answer some of the questions they created before. Students share responses.

Activity 2: Creating Questions based on newspaper headlines

“Reading more will help you develop fluency which aids in comprehension and vocabulary development. It helps to practice by reading newspapers or magazines. PQRST can be useful in this kind of reading. This exercise is designed to help with creating your own questions as you read. By doing so you will be able to read with better understanding and remember more.”

Give out handout to Ss ([Create Questions Activity 2 Handout](#)). Work together as a group to **preview** and create about 3 **questions** based on headline information. For example:

Headline- “Vaccines Aren’t Just for Kids”

Questions:

1. What is a vaccine?
2. If they are not for kids, who are they for?
3. What are vaccines used for?
4. Why are vaccines important?

Activity 3: Creating Questions based on Pictures and Graphs

“In our previous session we created questions based on preview information. Today we are going to create questions based on pictures and graphs.”

Bring pictures and graphs. Ask Ss to create **questions** based on the pictures and graphs. They can work in pairs or individually and then share their information. It might be interesting to see how many questions the group can create on just one picture. The T can also give the same picture to two pairs and have them see how many questions they can come up with in a specific period of time (5 minutes?). Ask Ss to share their questions with each other.

Activity 4: Practicing the STATE stage

The **STATE** stage is important. It gives the reader time to think about the information to make sure it has been understood. It also gives the reader an opportunity to go over the text one more time which helps in memory of material. It can be done orally or silently. The less familiar the material, the more time needs to be spent on this stage.

Give each student the handout of unrelated paragraphs ([State Stage Activity 4 Handout](#)). Ask each student to **Read** one paragraph silently and summarize (**State**) orally to the group what they read. Is there any unfamiliar vocabulary? Do you understand what is being read? You can practice reading fluency by reading the paragraphs out loud after the Ss have practiced summarizing the paragraphs.

Activity 5: Wall quiz: Matching questions with text

This activity is designed for Ss to practice matching appropriate questions to the text by previewing first and then reading the appropriate article.

Tutor needs newspaper or magazine articles. Create about 4 questions based on each article. Tape articles on walls around the room or place on tables. Divide students into pairs. Give out questions handouts to each pair. Ask them to walk around, **preview** the articles and determine which article matches their **questions**. (There will be more articles than there are question handouts.) Once the pairs have found their articles they can **read** (and **state** silently) the article to answer the questions to complete the **test** stage. Go over the answers. The winning team is the first to find all the answers. This can be quite a lively activity!

Activity 6: Guess the headline.

Give out headline handout with missing words ([Guess the Headline Activity 6 Handout](#)). Distribute to teams of 2-3 students. Ask each team to come up with two possible answers for each headline: the most likely word and the funniest word. Collect all the responses and give each team a point for any correct answer, and for the funniest answers. Get everyone involved by holding a vote for the funniest / most original answer for each headline.

Activity 7: Putting it all together

Explain that the group will be practicing all the steps in **PQRST**. Give each S the newspaper article ([Putting it All Together Activity 7 Handout](#)). Model the strategy by:

1. **Preview** the article first.
2. Create 3 **Questions** based on Preview information. Ss write down the questions.
3. T models by the **Read** and **State** stages with the first paragraph.
4. Ss volunteer to **Read** and **State** with the rest of the paragraphs. Remind Ss not to get bogged down with words they do not know but try to guess their meaning through the context or phrases in the text that can help them figure out the meaning.
5. As Ss are reading and stating refer back to the questions they have written.
6. Finally, ask Ss to go back to the questions and **Test** themselves by trying to answer some of these questions in writing. Invite volunteer Ss to share their responses.

Activity 8: Practice PQRST steps in sequence

Bring in newspaper and scissor. Provide each S with a blank piece of paper.

1. Give each student an article of about 3-5 paragraphs long.
2. Ask S to **Preview** the article silently and write 3-4 **Questions** based on Preview info. Ask Ss to leave space for the answers.
3. Each S will then give her/his article and questions to the student to their left and ask the S to **Preview** article and the **Questions** the S has provided.
4. The Ss will **Read** and **Test** themselves by answering the questions. They will write the answers
5. Go over as a group.

Activity 9: Test Yourself : How much have you learned?

Ask Ss to find out how much they have learned by completing the quiz ([Test Yourself Quiz Activity 9 Handout](#)). Explain that you will give them the answers at the end and that they will mark their own quiz.

Ask Ss for feedback. Was this reading strategy helpful? Do you think you will be able to use this on your own?