

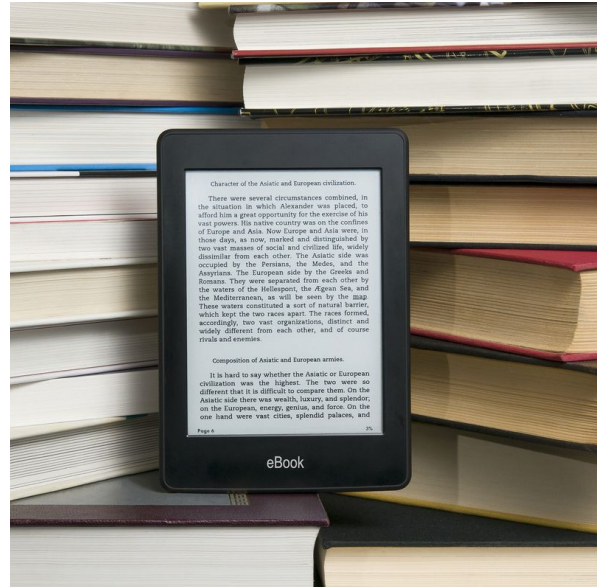


SCREEN VS PRINT



Scan to review worksheet

Expemo code:
167T-X792-ZUD



1

Warm up

Watch this short video and answer the questions below.



1. What is the baby doing and why?
2. What does this say about how technology is changing one of our most basic skills: reading?

Work in pairs to make a list of the pros and cons of reading on screen and on paper. Think of at least two ideas for each part of the table.

Pros

reading on screen

reading on paper

Cons

reading on screen

reading on paper



2

Vocabulary

You are going to read an article about reading on screen and on paper. First, preview some of the sentences from the article which contain words related to the theme of comparison and evaluation. Match each word with its meaning. The * symbol marks academic vocabulary.

Group 1

- | | |
|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| 1. ...it may include explicit * training in the reading strategies of setting goals... | a. direct and clear |
| 2. ...reading digital texts often results in a superficial understanding of the content... | b. easy to see and understand |
| 3. For shorter articles that do not require scrolling, content is equally accessible * to readers on screen and on paper. | c. important and relevant to make sense of a situation |
| 4. The way our brains make sense of print is also pertinent . | d. in a way which is possible, but which may not actually happen |
| 5. Theoretically *, we should be able to transfer these interactions to digital texts. | e. incomplete and only including the most obvious things |

Group 2

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| 1. ...focusing on how to make digital texts more like paper texts may be a distraction from the more exciting ways we could be harnessing this new technology. | a. find and react to written information |
| 2. ...readers are able to follow the gist but rely on memory rather than understanding to answer questions. | b. judge or assess how well something has been done |
| 3. Another drawback is that scrolling impairs our comprehension *... | c. makes it difficult for us to understand |
| 4. They read these more slowly and are also able to evaluate * their own understanding more accurately. | d. something that takes our attention away from an important task onto something less important |
| 5. To understand why, we have to consider how we interact * with print texts. | e. the main idea |

1. Which items are new for you?
2. Which group includes nouns and verbs? Which group includes adjectives and adverbs?
3. How well do these sentences correspond with what you discussed in the Warm up?



3

Before you read

You are going to practice an IELTS exam reading task with multiple choice and summary completion questions. First, read the information about this section and the tips for answering these question types.

Information: IELTS Reading Passages

- You should spend no more than 20 minutes on each reading passage and the accompanying questions. There are a total of three reading passages.
- You are being tested on your ability to employ a range of different reading strategies including skimming, sampling, scanning and intensive reading.
- The order of the questions in each section follows the order of information in the reading passage.

Tips

- In the multiple-choice questions, the correct answer may not use the same words as in the passage but reports the same meaning.
- You are being tested on the information in the passage, not on your own knowledge of the subject.
- In the summary task, the main ideas correspond to those in the reading passage, but they may be presented in a different order.





4

IELTS reading

Part A: Skim or sample the text and then choose the correct option to complete the information.

1. The legal requirement to provide books in digital formats means that ...
 - a. book companies are investing equally in both types of formats.
 - b. schools and colleges have to choose resources which offer digital versions.
 - c. students have to use digital books.
 - d. students must not print out any pages or chapters from digital versions.
2. When people read, they can experience ...
 - a. a feeling of interest from discovering information about new places.
 - b. a great deal of joy from holding the book and smelling the pages.
 - c. a sense of movement from the letters and the text.
 - d. relaxation from sitting down and taking a break.
3. According to the article, readers of print texts do NOT ...
 - a. accurately assess their own comprehension.
 - b. give up when they get tired.
 - c. pay attention to how much time they are taking to read the text.
 - d. read all parts of the text in the same way.
4. According to the text, over the last decades ...
 - a. digital formats have become more popular with readers.
 - b. people have become more effective readers in digital formats.
 - c. people have started to read digital texts in the same way as print texts.
 - d. people haven't changed their format preferences.
5. Educators can best help students to cope with digital texts by ...
 - a. suggesting that students modify their reading speed.
 - b. carrying out more research into the brain.
 - c. giving them frequent tests to check their understanding.
 - d. making it possible to print out difficult passages of digital texts.
6. Journalists and designers are working together to ...
 - a. test readers on their understanding of complex stories.
 - b. provide games at the end of long articles as a reward for readers.
 - c. provide more content in digital versions.
 - d. include innovative elements in their digital versions.



Mind-reading in the 21st century

Digital versus paper

1. (A) Digital natives take on-screen reading for granted, but there was a time when there was no alternative to reading on paper. Now it seems that there may be no escape from e-books for students. In 2009, a California law required all college textbooks to be made available in digital versions, and Florida followed suit in 2011 with regard to school textbooks. Publishers are now implementing a long-term strategy to promote digital texts over print versions. These have the advantage of being cheaper, easier to update and more widely available than physical books. However, a range of studies in the areas of Psychology, Computer Engineering and Library and Information Science indicate that these media are not easily interchangeable.
2. (B) To understand why, we have to consider how we interact with print texts. Most obviously, we enjoy handling a book, feeling its weight and flipping through the pages. Our brains process text as a kind of landscape that we are moving through, and we recall information by remembering its physical location, for example in the top left-hand corner of the right side of the page. The way our brains make sense of print is also pertinent. Unsurprisingly, reading is not hardwired into our brains because it is a relatively recent innovation for humans. Our brains have learned to treat letters and words as physical objects which we recognize in the same way as an apple or a chair. Researchers have also found that some character-based scripts like Chinese hanzi activate motor areas of the brain so that readers mentally experience motion even when they are sitting still with a text. To our brains, reading is like walking around and exploring a new place.
3. (C) Theoretically, we should be able to transfer these interactions to digital texts. However, reading e-books presents us with some obstacles. First of all, the flicker and glare of many screens is stressful and tiring for our eyes and brain. Another drawback is that scrolling impairs our comprehension, possibly because it disrupts our ability to locate information in a long text. Without the physical context of pages already read and pages yet to be read, we feel lost. On the plus side, digital options can also offer some unique benefits: like instant dictionary references and pop-up quizzes. Some children's texts include games as rewards for completing a passage of reading.
4. (D) Researchers have discovered that people's differing attitudes toward the two media can determine how effective their reading is. Many readers seem to take on-screen reading less seriously and thus make less effort. Unfortunately, this also means that they read more quickly and tend to overestimate their comprehension. Experimental results indicate that reading digital texts often results in a superficial understanding of the content: readers are able to follow the gist but rely on memory rather than understanding to answer questions.
5. (E) However, experiments show that readers have a more serious approach to print texts. They read these more slowly and are also able to evaluate their own understanding more accurately. When answering questions about a print text, readers rely on both memory and understanding. If not under time constraints, these readers employ strategies like setting themselves goals, rereading difficult passages and periodically self-checking understanding.
6. (F) In some areas, digital and print media turned out to be equivalent. For shorter articles that do not require scrolling, content is equally accessible to readers on screen and on paper. In addition, there seems to be no benefit of one medium over another for fiction texts. It's also significant that people's digital reading speed and comprehension have been steadily improving since 1992, closing the gap between the two media.
7. (G) Even so, with publishers offering more and more digital content, there is a clear need to subsidize research to generate information about how students engage with these texts and how we can best support them. This may be as simple as advising students to read more slowly on screen or it may include explicit training in the reading strategies of setting goals, rereading difficult passages and periodically self-checking understanding so that readers engage with digital texts more productively. If this is what's missing from the digital experience, publishers and content providers should make sure they include more add-ons like quizzes and other checks on learning as a matter of course.



8. (H) However, focusing on how to make digital texts more like paper texts may be a distraction from the more exciting ways we could be harnessing this new technology. There is tremendous scope to turn scrolling features into a positive instead of a negative. Newspapers like the New York Times have pioneered the use of "scrollytelling", which uses animation effects triggered by scrolling to simplify navigation of complex texts while engaging readers with exciting visuals and elements of surprise. A "tap essay" supports readers by staging content as shorter units, particularly suitable for readers using mobile devices with small screens. Some designers are working to make texts more like games, where readers make decisions to determine the outcome. If the future is digital, we may have to rewire our brains once again.

Sources: *businessinsider.com*; *hechingerreport.org*; *scientificamerican.com*; *shorthand.com*

Part B: Complete the summary using the list of words below (A-N). Some options are extra.

- | | | | |
|-------------|---------------------|-------------------|-------------|
| (A) appeals | (B) contrasts | (C) controversies | (D) demands |
| (E) differs | (F) enhance | (G) increase | (H) issues |
| (I) natural | (J) normal | (K) obvious | (L) recover |
| (M) reveal | (N) straightforward | | |

Reading on screen vs digital texts

Summary

1. The skill of reading is not at all (1) _____ for humans. Our brains have adapted to the requirements of reading by recognizing letters and characters as things. Now, as the traditional print book is giving way to digital versions, we are adapting yet again to the (2) _____ of this new medium. Digital formats offer important benefits including price, flexibility and availability. For fiction and shorter formats, readers interact with digital content as effectively as with paper content. However, the transition to on screen reading for longer non-fiction is not completely (3) _____.
2. One of the most problematic (4) _____ with digital formats is scrolling. We have learned to rely on the physicality of the page to find our way around long texts and without this, we struggle to recognize and to (5) _____ important information. Furthermore, we tend to read digital texts more superficially due to our attitude and speed. We may think we've understood the text but in fact we have not processed the information. This (6) _____ with print readers, who are more able to answer questions about a text based on a combination of memory and understanding.
3. Publishers are now considering how scrolling features can (7) _____ the reading experience and support understanding.

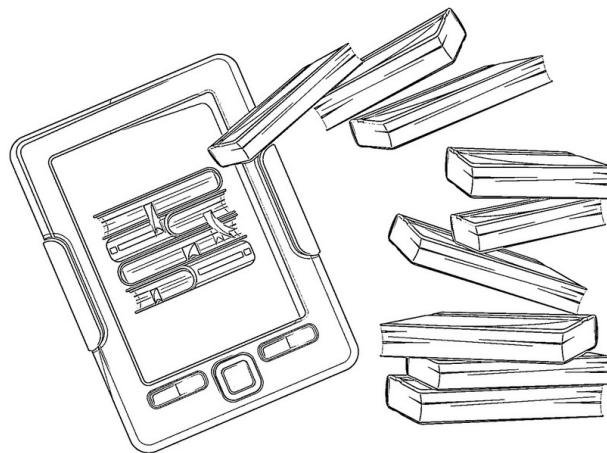


5

Vocabulary development

This article contains some language which is used metaphorically, that is, the meaning has been extended from one context to another. Match the words and definitions with their metaphorical use.

1. **flicker**: shining like a flame or fire
2. **hardwired**: relating to the built-in functions of a computer
3. **medium*** (plural **media**): an intermediate in a chain of communication
4. **native**: a person who was born and raised in a particular place
5. **navigation**: directing a ship from one place to another
6. **passage**: a road that connects two places
7. **pop-up**: describing a book or machine that has moving parts which move up and out to become visible
8. **scroll**: a long roll of paper (noun)
 - a. a piece of writing that is part of a larger work
 - b. a type of written or spoken communication
 - c. a window or list of choices that appears on screen, on demand
 - d. + digital: a person who was born after computers became widely used
 - e. moving around a website or screen from one place to another
 - f. quickly showing variation in strength
 - g. relating to an automatic behavior that is difficult to change or adapt
 - h. to move up and down a screen to see different information (verb)





6

Language in context

Find phrases in the article which have these meanings. The paragraphs where you will find these phrases are given to you.

Para. (A) treat something as normal and not appreciate it as special

1. _____

Para. (G) automatically, without making a special decision on each occasion

2. _____

Para. (H) using new scientific developments in helpful ways

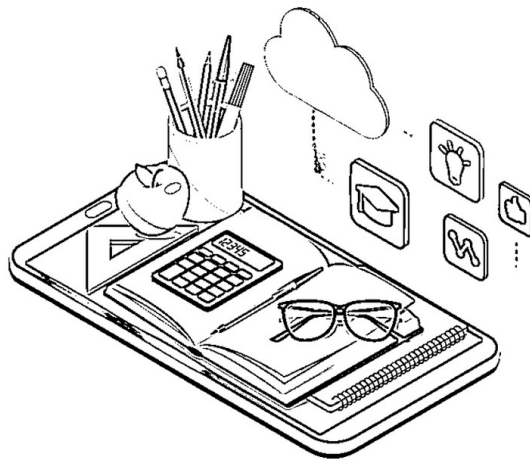
3. _____

Para. (H) a lot of opportunities and possibilities

4. _____

Answer these questions in pairs.

1. What's something that you take for granted but that your parents or grandparents didn't?
2. What features would you like a dictionary to include as a matter of course?
3. How can we harness social media technology in a less harmful way?
4. What new technology have you heard of which has tremendous scope to help with climate change?





7

Optional extension

In Task 1 of the speaking exam, reading habits and preferences is a common topic. These questions invite you to compare and evaluate reading options. Ask and answer the questions in pairs. Use full sentences and give reasons or examples to explain your ideas.

Student A: ask B these questions

- Do you prefer reading fiction or non-fiction? Why?
- What are some benefits of having school resources, like English learning materials, on paper?
- Evaluate the experience of reading on a phone, a tablet or a desktop computer. Which is best and why?

Student B: ask A these questions

- Do you usually read newspapers or magazines online or on paper? Why?
- What are the drawbacks of having educational materials as digital versions only?
- When do you think is the best time of day or the best place to read for pleasure? Why?



Transcripts

1. Warm up

Jeff Glor: It appears kids are doing just about everything earlier these days. We're going to show you some Youtube video here of a one-year-old who is happily and expertly playing with the i-pad, apparently knowing just what to do. Then she tried a real magazine, brick and mortar magazine. She's trying to pinch and move and swipe. The real magazine doesn't work quite the same way.



Key

1. Warm up

10 mins.

Students watch this short video as an introduction to the topic of the reading. They should preview the questions first and then watch the video to find the answers. They need to listen as well as watch to recover the main ideas; they don't need to take notes or understand every word. Check answers and pose the follow-up task for students to work on in pairs and then share ideas with the class. Encourage them to consider the reading experience, portability, cost, and environmental issues. Their ideas can be used as predictions to compare with sentences from the reading text in the next exercise.

2. Vocabulary

10 mins.

This activity will enable students to review and extend some key academic vocabulary and support them to complete the reading exam questions in the next stage. Check pronunciation - stressed syllables are underlined, and *gist* has a soft *g* sound. Pose the follow-up question to help students notice and process the vocabulary.

Variation: Students work in A/B pairs; student A completes Group 1 while Student B completes Group 2. They can then share their answers in A+B pairs before a final check with the whole class.

Group 1

1. a 2. e 3. b 4. c 5. d

Group 2

1. d 2. e 3. c 4. b 5. a

Questions

1. Student's own answer.
2. Group 1 - adjectives and adverbs; Group 2 - nouns and verbs.
3. Student's own answer.

3. Before you read

5 mins.

Students need to be familiar with the format of the exam. Following tips helps them to feel more confident and relaxed. Elicit or explain the meaning of *skimming* (reading quickly to get the main idea and see how the text is organized), *sampling* (a variation of skimming where students read only the first sentence of each paragraph), *scanning* (looking through the text for specific information like a name or number), and *intensive reading* (looking very carefully at one section of text to answer a question). You should also remind students that on the day of the exam there will be an answer sheet for them to record their answers and no extra time is given for this.

4. IELTS reading

20 mins.

Give students 3-4 minutes to skim/sample the text first. Then go over the instructions for both sets of questions. For a realistic test practice, give students 15 minutes to work through the questions. Students could then check answers in pairs before you check with the class. Ask students to justify their answers with reference to the text.



Sources

hechingerreport.org/evidence-increases-for-reading-on-paper-instead-of-screens/

scientificamerican.com/article/reading-paper-screens/

shorthand.com/the-craft/an-introduction-to-scrollytelling/index.html

businessinsider.com/students-learning-education-print-textbooks-screens-study

Part A

Multiple choice

1. b 2. c 3. d 4. b 5. a 6. d

Answers in context

1) Para. (A) ...there may be no escape from e-books for students. In 2009, a California law required all college textbooks to be made available in digital versions, and Florida followed suit in 2011 with regard to school textbooks.

2) Para. (B) Our brains process text as a kind of landscape that we are moving through / ...some character-based scripts like Chinese hanzi activate motor areas of the brain...

3) Para. (E) ...rereading difficult passages...

4) Para. (F) ...people's digital reading speed and comprehension have been steadily improving since 1992...

5) Para. (G) This may be as simple as advising students to read more slowly on screen

6) Para. (H) Newspapers like the New York Times have pioneered the use of "scrollytelling" which uses animation effects triggered by scrolling to simplify navigation of complex texts while engaging readers with exciting visuals and elements of surprise.

Part B

1. (I) natural - paragraph (B) reading is not hardwired into our brains
2. (D) demands - paragraph (C) However, reading e-books presents us with some obstacles
3. (N) straightforward - paragraph (A) ...a range of studies... indicate that these media are not easily interchangeable
4. (H) issues paragraph (C) Another drawback is that scrolling impairs our comprehension
5. (L) recover - paragraph (C) disrupts our ability to locate information in a long text
6. (B) contrasts - paragraph (E) However, experiments show that readers have a more serious approach to print texts
7. (F) enhance - paragraph H ...turn scrolling features into a positive instead of a negative.

5. Vocabulary development

10 mins.

Students notice and record some useful language from the article and expand their awareness of the contexts that these items can be used in. They can work alone or in pairs. Go over the answers with the whole class, pointing out the plural of *medium* (*media*). This activity could also be assigned for homework.

1. f 2. g 3. b 4. d 5. e 6. a 7. c 8. h

6. Language in context

5 mins.

This mini stage explores more useful phrases that relate to the theme of comparison and evaluation, appropriate for use in the IELTS exam. Encourage students to notice the whole phrases, not just one or two words. Check answers and point out that the first item is academic vocabulary. Then pose the follow-up questions for students to activate these phrases.



- | | |
|------------------------------------------|--------------------------|
| 1. take (on-screen reading) for granted* | 2. as a matter of course |
| 3. harnessing this new technology | 4. tremendous scope |

7. Optional extension

10 mins.

Go over the introduction and both sets of questions, calling attention to the themes of comparisons and evaluations. Tell students they should give "long-enough" answers in this part of the exam: their opinions plus a brief reason or example. Set up A/B pairs for students to practice speaking.

Monitor and support as necessary and set aside a few minutes at the end of the activity for error correction, including pronunciation, and for highlighting successful answers as well.