***How to Read Like Writer* by Mike Bunn**

**Jigsaw Reading Activity**

**Group I (71-75) Answer the following questions in your Expert Group. Then, "teach" your section to members of the other two groups.**

1. What did Bunn learn about reading and writing from his experience of reading a book during a performance at the Palace Theatre?

Work in a theater, read word by word, critical questions

1. What are the several benefits of reading like a writer?

Gaining New knowledge, RLW how you feel, choices, techniques, others’ opinion

3. How did author Wendy Bishop's reading process change when she read like a writer? (73)

4. Which metaphor of reading, Tate's or Jauss' did you find more useful? Explain.

Concept unfamiliar, simplicity is important

5. What else do you feel the other groups should know about your section of the article?

How RLW about reading instead of writing, better reader and better writer

**Group 2 (76-81)**

1. What advice do Bunn's former students give to college students regarding how to read effectively in a writing class?

Understand the content, why the author is writing this article, intended audience

1. Define the term "genre" and why it is important to consider before reading a text?

Type of the article,

1. What are the kinds of questions to ask as you are reading as a writer? Give at least four kinds. (79-80)

Purpose, intended audience,

1. What is the main purpose of this article? Who is the primary audience?

give a skill as RLW, before and in reading

students

1. What else do you feel the other groups should know about your section of the article?

Figure the structure of the article, key poing

**Group 3 (81-85)**

1. According to Bunn and his students, how should you take notes? Why is this helpful?
2. Mark up the text, make comments in the margins, write yourself notes and summaries both during and after reading.
3. Because the notes students took might become the ideas or materials for the students to use in their own papers.
4. Summarize the five points Bunn recommends you answer before you start to read. (82) Which two of those points would be easiest to recognize in a reading? Explain.
5. What is the author’s purpose for this piece of writing?

Who is the intended audience?

What genre it is?

Identifying whether it is a published or student writing. How does this influence your expectations?

Are you going to write the same genre of this article?

1. Second and third. Because the intended audience are often obvious according to the different situations that an article is presented to people. The genre of an Iarticle can be easy to know by looking at the format or the basic style of the article.
2. Why is a shorter and less detailed no always better in an introduction? Compare and discuss the two openings on page 83.
3. The longer version contains more details and it might be the background or some information the author want readers to know or as a clue for the later content. It can also make the author like a real person is talking to the readers. It can also draw reader’s attention and keep them reading. Using formal words like ‘antiquated’, ‘performance’ and ‘staff members’ can generate more distance.
4. The shorter version contains less details and may not be so attractive to readers, however, it is closer to the daily language so it can make the words more conversational.
5. What does it mean to Lola, one of Bunn's students, to Read Like a Writer? (85)
6. Questioning why the author made certain decisions.
7. Considering what techniques could have made the text better.
8. Deciding how to include the best attributes of what you read in your own writing.
9. What else do you feel the other groups should know about your section of the article?

You can have countless questions for even one paragraph, you may ask yourself a lot of questions during the RLW process. And as you continuing doing this, you will be asking yourself lesser questions since you have considered the same questions before.