



Reading 2

Online Lecture
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Session 1

Brief Introduction to Reading

Unit 1 : Reading 2

Unit 2: Reading 2

Brief Introduction to Reading Skills

1. Reading is purposeful

- The way you read something will depend on your purpose.

Why do you read the newspaper? Why do you read the novel?

- In academic reading, you need to be flexible when you read - you may need to read quickly to find relevant sections, then read carefully when you have found what you want.

Efficient reading strategies such as:

- Scanning to find certain information
- Skimming to get the gist / main idea
- Careful reading of important passages to understand a text well

2. Reading is an interactive process

As a reader, you are not passive but active.

This means you construct the meaning using your knowledge of the language and the world, continually predicting and assessing.

3. Reading Strategies

A. Predicting: - Preview the text :

- + The **title** and **author** details
- + Main **headings** and **sub headings**, chapter **summaries**, any **highlighted text**
- Look at any **illustrations**, graphs, tables or diagrams and their captions

B. Skimming

- Start at the **beginning** of the reading and run your eyes over the text very **quickly**.
- Look at **headings**, bold print and graphics to gain an overview of a text
- Pick up some of the main ideas without paying attention to detail.
- Do **not** actually read the text in total.
- Read a **few** words of every paragraph, perhaps the **first** and **last** sentences.
- * A fast process that takes only **a few** minutes

C. Scanning

- **Sweeping** your eyes (like radar) over part of a text to find **specific** pieces of information.
- Identify the **section(s)** of the text that you probably need to read.
- Slow down to read the **relevant** section more thoroughly when you catch an important word or phrase

D. Making inferences

- Similar to being a reading **detective**
- The ability to understand information that is **not explicitly** stated.
- *What I already know + What I learned from the text = What I infer*
- Tasks include **defining** a word used in the passage, reading the **author's mind** based on clues, etc.

4. Reading Tasks

- Multiple choice (A, B, C...)
- True/ False/ (Not Given) - Yes/ No/ (Not Given)
- Matching (names, headings, endings, information, etc.)
- Completion (sentences, summary, tables, charts, notes, etc.)
- Short answers

5. Basic steps to complete a reading task

Step 1 : Read the title, headings, examine the pictures, etc. to predict the information in the text

Step 2 : Read the questions, underline key words

Step 3: - Paraphrase key words

- Reading the information carefully (make inferences if any),
- Choose the correct answer

6. Reading sub-skills

A. Predict

- Predicting requires : clues provided in the text (titles, headings, pictures, diagrams, etc.)
- Readers can predict the text will be about, author's purpose, future event, what they will learn from the text

B. Identify the main ideas in a reading

- look at the first and last sentence of the paragraph
- look for repetition of ideas
- summarizing the passage in your own words in one sentence

C. Identify supporting details

- look for reasons, examples, facts, steps, or other kinds of evidence that explain the main idea

D. Paraphrase

- Synonym

The research attempted to discover reasons for this phenomenon.

The research tried to find reasons for this phenomenon.

- Word form change

The teacher helped the students register for the course.

The teacher helped the students complete the registration process for the course.

- Passive voice

People say that tourists could destroyed the beauty of the nature.

It is said that the beauty of the nature could be destroyed by tourists.



Unit 1
Finding the Ideal Job

Unit 1 : Vocabulary Review

A. Match each incomplete sentence on the left with the vocabulary word on the right that completes it. Not all words will be used.

___ 1. Will my ___ be high enough to pay my bills?

___ 2. It was a(n) ___ to get all of the work done in time.

___ 3. This job is ___ for me because I am great at it!

___ 4. Did they ___ more waiters or just you?

A. hire

B. manager

C. income

D. résumé

E. ideal

F. challenge

B. Read the restaurant manager's interview with Alex. Use the words from the box to fill in the blanks. Not all of the words will be used.

advice hire posting setting
career ideal résumé skills

Manager: Did you see our newspaper 1. _____ for a waiter?

Alex: No, my friend works here. He told me that you needed more waiters.

Manager: OK. I see from your résumé that you have 15 years of experience. Is this a job for you or more of a(n) 2. _____?

Alex: It's definitely more than a job for me. I want to do this forever.

Manager: Do you have experience in another type of work 3. _____ or only in restaurants?

Alex: Yes, I worked in an office for a few months, but I didn't like it.

Manager: What are some of your 4. _____ as a waiter?

Alex: Well, I have a good memory, and I work very fast. Also, I know how to keep customers happy so that they will come back again.

Manager: Can you tell me what 5. _____ you would give someone who just started his first job as a waiter?

Alex: Yes. I would tell him to listen to customers. It is important to pay attention to what they want.

Manager: That sounds great! When can you start?

Jobmob is a blog that post about interesting and unusual jobs.

Read about some people who have found their ideal job in some very unexpected way.

PREDICTING CONTENT FROM VISUALS

Before reading any text, strong readers look at all the **visuals** (pictures, photos, graphs, etc.) on the page. This gets them to think what they already know about the topic and allows them to **predict the content** of the text.

Ex: In the photo for paragraph 2, I see a man behind a video camera.

=> The paragraph must be about a man whose ideal job is to make video.

Practice:

Look closely at the photo for par. 3. What do you see in the photo that helped you better understand the par.?

Look closely at the photos for pars 4&5. What do you see in the photo that helped you better understand the par.?

HOME

CONTACT

ABOUT US

- 1 Believe it or not, some people get paid for doing the things that make them really happy. Read about a few people who have the jobs of their dreams.

"I get paid to make videos!"

- 2 When I was 14, my uncle gave me his old video camera, and I started making videos. I didn't do very well in school, but I loved getting to know people and making videos about them. I taught myself to edit the videos on a simple computer program of my dad's. One day a friend of my mom's asked me to make a video of her family. She wanted to send it to her mother who lived in China. It was a lot of fun, and she paid me \$150. Soon her friends asked me to make videos for them, and suddenly I had a business. That was 10 years ago. Things change a lot in this work, so I'm always taking classes. But I have to say I love **running my own business**.



(Ryan)

Par. 2: A man behind a video camera

"I have the greatest job in the world."

(Amanda)

- 3 These days almost everyone turns to the Internet when they are single and want to meet someone. There are many Internet dating sites. But most people don't know how important it is to have a personal touch. What do I do? I am a matchmaker with 41 years of **experience**. Because of me, 60 couples are now happily married or engaged. I have a very good eye for people. And I don't mean I match people on how they look. I mean, I can meet a person just once for 10 minutes, and I know for sure what kind of person he or she is. I get a feeling. And this feeling tells me, "Oh, he might be a great husband for Stephanie," or "Ah, now here is the woman for Timothy." I can't imagine a job that's more fun. I meet wonderful people. I work for myself. Nobody tells me what to do. I don't spend much time with a computer in an office—the whole city is my office! I make enough money to live a simple life. And I get so much joy from seeing what happens to my matches. A month ago, a couple stopped by on their way home from the hospital with their new baby girl. I'm so happy to think that I helped make that family!



Par. 3: A woman sitting in her office, frames of photos on the wall

Par. 4: Two men flying in the sky
One is calm, other is excited

"I have a job with an incredible view."

4 Teaching skydiving¹ is exciting. I get to be outside, and I love seeing students on their first jump. They are nervous and excited. For them, that first step out of the plane is the biggest **challenge**. After they take that step, it's all good. When they get to the ground, they can't wait to call everyone they know and tell them they just jumped out of an airplane. Later, when they learn to turn and fly forward, they realize that they're not just flying stones. They realize that they're like birds—they can fly!



5 It wasn't easy to get this job. I had to have about 1,000 jumps and about two years of **training**. And the **salary** was only \$15,000 for the first year. But I don't do it for the money. In fact, I don't need to get paid at all. I love it that much!

Comprehension:

Complete the sentences with the correct name from the reading

1. Don made \$15,000 his first year.
Amanda
2. Amanda helped 60 couples find each other.
Ryan
3. Ryan didn't do well in school as a child.
Amanda
4. Amanda as the same job she had over 40 years ago.
Ryan
5. Ryan is studying to get better skills.
Don
6. Don loves teaching.
Don
7. Don studied and practiced for his jobs for two years.
Ryan
8. Ryan is in charge of a video business.

Note: Looking for specific details

- Number(s)
- Same words/ phrases

"I get paid to make videos!" Ryan

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Don



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Amanda



1,000

150

10

I have a good sense of knowing people.

I work for a school.

I got first money from my mom's friend.

Unit 1

1 Alex Mansfield drives a red sports car and wears a suit and tie to work every day. He isn't a businessman; Alex is a waiter at one of New York City's most popular restaurants. The food is very expensive at the restaurant, and Alex doesn't make a large salary, but he makes a huge amount of money from customers' tips.¹ "For me, being a waiter is more than a job; it is a career," he says. The restaurant hired Alex right after his interview. The manager liked his long résumé: Alex has 15 years of experience and training as a waiter.

2 Alex enjoys the money, and a busy restaurant is an ideal work setting for him. "I have a good time, and I like talking to people," he says. Alex never feels bored or tired at work.

3 Alex likes restaurants, but he thinks it is too much of a challenge to open a restaurant of his own. "I realized I don't have the skills to run a business," he explains. "I studied business in college, but I didn't do well." Alex thinks his job as a waiter has more rewards. He says, "As a waiter, I don't have to worry about money. Take my advice—in New York City there are 50,000 restaurants. There are postings for jobs every day, so you will never be out of work!" He sounds like he knows what he's talking about.

¹ **tip:** extra money you give someone for good service

A. Read each statement. Write T if it is true or F if it is false.

- ___ 1. Alex wants to open his own restaurant one day.
- ___ 2. There are many jobs for waiters in New York.
- ___ 3. Alex makes a lot of money because of his skills.
- ___ 4. The author believes that others could learn from Alex.

B. Choose the best answer.

5. Alex thinks being a waiter is ____.

- A. boring
- B. difficult
- C. fun
- D. popular

6. Alex was hired because he ____.

- A. wears a suit
- B. is experienced
- C. goes to college
- D. likes restaurants

7. The best title for this article is ____.

- A. "Great City Careers"
- B. "Alex in New York"
- C. "A Day as a Waiter"
- D. "More Than a Job"

8. The author thinks that Alex ____.

- A. is very good at what he does
- B. should try to start his own business
- C. cares too much about what others think
- D. thinks that he is more important than he is

The left side of the page features several thin, dark, curved lines that sweep upwards and outwards, resembling stylized grass or abstract brushstrokes. These lines are set against a light green background that has a subtle gradient.

Unit 2

Creative Thinking

Unit 2

A. Read the sentences. Use the words or phrases from the list to fill in the blanks. Not all of the words and phrases will be used.

combine encourage logical prove
curious focus on original take a risk

1. Aren't you _____? Don't you wonder what the answer is?
2. It makes sense and is _____ to think that answer is correct.
3. What a new and _____ idea that is! I love it!
4. Scientists _____ facts and how they fit together, like a puzzle.
5. Can you _____ for sure that you have found an answer?

Unit 2

B. Choose the meaning of the boldfaced vocabulary word in each sentence.

1. Today, we will **create** groups for the project.

A. make

B. bring

C. listen to

2. How does this **piece** of information fit in with the other details?

A. thing that is missing

B. leader of a group

C. part of a whole

3. **Measure** the liquid carefully to get the right amount of it.

A. keep on the side

B. find out the size

C. hold up

4. Scientists use **facts** to come up with new ideas about things.

A. interesting details

B. new ideas

C. true statements

5. The students looked closely at the results of their **study**.

A. research

B. test

C. discussion

Read the page from a “Skills for Success in college” website.

Tips for Success in College: How to Be Creative

- 1 As you begin college, you will receive lots of advice about how to be a good student; for example, always attend your classes, be organized, and get to know your teachers. This is all great advice, and it will certainly help you to succeed in your classes. But there is another kind of advice that is less common: advice to help you *use* what you learn in your classes to make something new and original
- 2 The following tips may be the most important ones that you get: Tips on how to be creative.

Be curious

- 3 This is the most important tip, and there are so many ways to do it: If you walk the same way to school every day, take another path. List three classes that you don't know anything about at your school. Then take one. When your roommate invites you to a cricket match, say “YES!” Even if you don't know anything about cricket, go and learn about it.



A cricket match

Being curious helps us learn new things. The more things we know about, the more possibilities we have for combining information in original ways. One common definition of creative thinking is combining information in new ways.

Take risks

- 4 Many of us are afraid of taking risks because we are afraid of making mistakes. This fear may come from parents or others who say, for example: “You are not very good at singing—you should keep quiet” or “I'm afraid you'll do it wrong.” Stop listening to those people. Never fear making mistakes. Try out your Spanish with a native speaker! Write a song, even if you are not sure how to do it. Learn a new sport. Thomas Edison's first light bulbs didn't work. They were mistakes, but each one gave him the information he needed to create a light bulb that worked. Creative people take risks, but you won't take risks if you are afraid of making mistakes.

Whatever you create, make a lot of it

- 5 Write lots of stories. Draw lots of pictures. Build lots of models. A study compared work from two college ceramics classes. One teacher told students, “make as many pieces as you can.” The other teacher told students, “make the best piece you can.” You can guess where the best work was—in the class where students made lots of pieces.



A ceramics class

COMPREHENSION:

Complete the sentence by checking (✓) all possible endings.

In order to be creative you should:

a. Follow the tips on the website. => Instruction / background

b. Stop going to your regular class.

c. Learn about many different subjects. => par. 3

d. Learn from mistakes. => par. 4

e. Be careful in everything you do.

f. Focus on one long project at a time.

Unit 2

Questions – Short Answers

1. Definition of creative thinking.
2. Why is creative thinking important?
3. Who need to change?
4. What should they do?

Read the article. Then use the information to complete the activities that follow.

Big Schools, Big Imaginations

1 What do top science and technology schools have in common? They want students with big imaginations. That might sound odd at first, but it makes sense when you think about it. Look at great inventors in history, such as Albert Einstein and Thomas Edison. They were very logical and knew many more facts than the average person. However, they also had a strong desire to create something original and different. They were curious and wanted to solve problems they saw in the world around them.

2 Colleges today are looking for the next Einstein or Edison. Having good grades in science and math are expected, but schools are also interested in *how* students think. What do they focus on when trying to solve a problem? How do they combine pieces of information, and in what ways? Are they willing to take risks with their experiments and try new things that haven't been done before?

3 The answers to these questions can mean the difference between being accepted to a top school or not. Students need to do more than just prove that they know facts. Colleges want them to be able to measure these facts in different ways to come up with new conclusions. That is why schools encourage creative thinking so much—because it is an important part of every study that students will complete. And that is why students must be creative thinkers long before they send in their college applications!

A. Choose the best answer.

- This article is mostly about _____.
A. students who go to creative colleges
B. technology colleges that want creative students
C. students who are not creative enough for college
D. technology colleges that have creative thinking classes
- College students should look at facts in different ways to _____.
A. be more exciting **B.** show they are brave
C. prove they know facts **D.** make new conclusions
- The author includes the examples of Einstein and Edison to help show _____.
A. how to become an inventor
B. the importance of going to college
C. the type of student that colleges want
D. why some people are more successful
- According to the article, college students should not be afraid to _____.
A. take risks
B. study history
C. get bad grades
D. prove what they know

Unit 2

Read the article. Then use the information to complete the activities that follow.

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B. Read each statement.

Write **T** if the statement is true or **F** if it is false.

- ___ **5.** Einstein and Edison were good problem solvers.
- ___ **6.** It is better to learn to be creative once you are in college.
- ___ **7.** Studies in technology schools do not require creative thinking.
- ___ **8.** Being creative can help you get accepted into college.

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*Thank you
for your attention!*