



READING 2

INSTRUCTOR: NGUYEN HOANG HANH AN



Table of contents

01

Lesson 1

Introduction + Review
Reading Strategies



02

Lesson 2

Test Format + Tips for
Reading Test

03

Lesson 3

Practice + Feedback



04

Lesson 4

Practice + Feedback + Review

The page features a light beige background with a soft, watercolor-like texture. The central text is framed by decorative elements: a horizontal line with a central flourish at the top, a vertical line with four arrowheads on the left, a vertical line with four arrowheads on the right, and another horizontal line with a central flourish at the bottom. The corners are adorned with various botanical illustrations: top-left shows a brown leafy branch and a yellow flower; top-right shows a green hibiscus flower, a white daisy, and a slice of citrus fruit; bottom-left shows a brown butterfly and a white daisy; bottom-right shows a brown hummingbird and a pink hibiscus flower.

01.

Skimming




SKIMMING

A reading technique:

- ✘ fast reading
- ✘ get the **general idea** or **main idea** of the text

→ obtain the **gist** of a piece of text (i.e. to quickly identify the **main ideas** in the text)





HOW TO SKIM?

- Read the **title**, **subtitles** and **subheadings** to find out what the text is about.
- Read the **first** and **last sentence** of each paragraph.
- Look closely at the **TOPIC SENTENCE** of each paragraph.
- Run your eyes over the text to get the general meaning – **DON'T READ**

EVERY WORD OR EVERY SENTENCE – NOT STOPPING at words you

don't understand.






02.

Scanning






SCANNING

- Get only what you need
 - A fast reading technique → locate specific information in a text
 - Don't need to read or understand every word.
- 



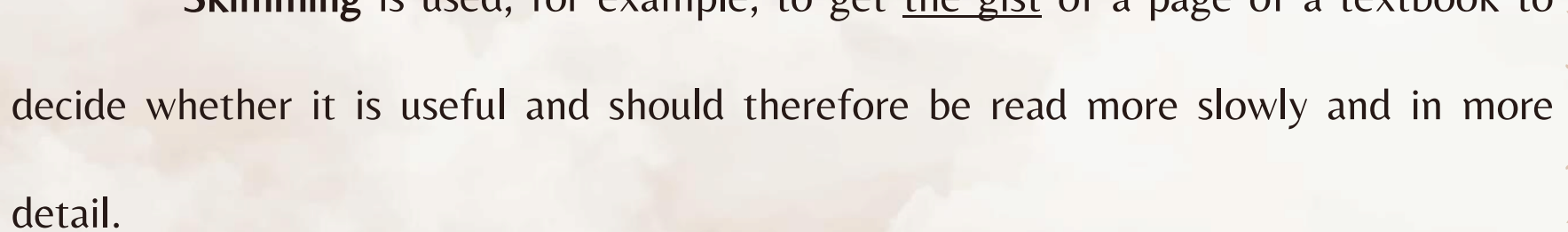
HOW TO SCAN?

- Read the question and search for **KEYWORDS** or ideas associated with the question
 - **Don't read every word** --- let your eyes move quickly across the page until you find what you're looking for.
 - **LESS READING & MORE SEARCHING**, hunt for **specific information** – a word, a phrase, a name, a number,...
- 




SKIMMING & SCANNING

- The term **skimming** is often confused with **scanning**. Remember:



Skimming is used, for example, to get the gist of a page of a textbook to decide whether it is useful and should therefore be read more slowly and in more detail.

Scanning is used to obtain specific information from a piece of text and can be used, for example, to find a particular number in a telephone directory.



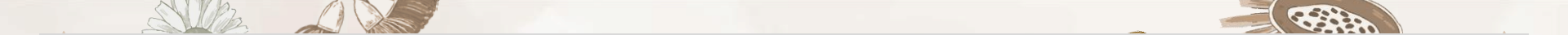


PRACTICE

I really don't know why this book is so popular. I mean, I suppose it is going to appeal to young girls who want danger and romance, but I found this book really tedious. For a start, the characters were really unconvincing. The author went out of her way to add lots of details about the characters, but I found these details really pointless. I thought that some of the facts she presented about the main characters would become significant in some way later in the novel, but they didn't. They were just worthless bits of information. I also was disappointed that, although this book is meant to be about kids at high school, the writer seems to have no recollection at all about what it's like to be 17. The main character thought and acted like a 32-year old. It just wasn't believable. I'm not saying Teresa Wilson is a bad writer. She can obviously string words together and come up with a story that is appealing to a large number of people, but she lacks anything original. There is no flair. It just uses the same sort of language as you can see in many other mediocre novels.



Is this a positive or negative book review?



In recent years, evidence has been collected which suggests that the proportion of British children and teenagers who are unhappy is higher than in many other developed countries around the world. For example, a recently published report set out to measure ‘well-being’ among young people in nineteen European countries, found that the United Kingdom came bottom. The report was based on statistics and surveys in which young people answered questions on a wide range of subject. The United Kingdom is a relatively unequal country with a relatively high proportion of young people living in households. With less than half the national average income. This seems to have a negative effect on how they feel about themselves.



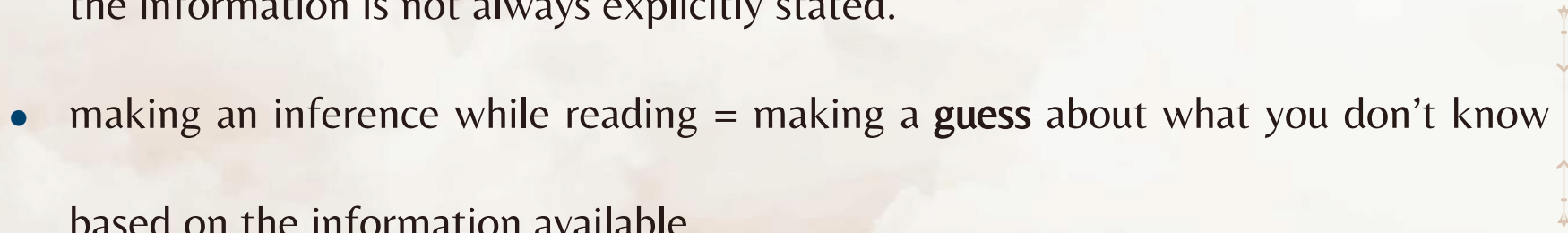






How many European countries are in the first report?

03. Making Inferences





MAKING INFERENCES

- Understand the message that the writers want to convey by inferring meaning, as the information is not always explicitly stated.
 - making an inference while reading = making a **guess** about what you don't know based on the information available
 - Use your prior knowledge and textual information to draw conclusions, make critical judgments, and form interpretations of the text.
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In paragraph 2, Ann writes, “my family laughs at me. My family says, ‘Relax! Spiders are small!’”
What does Ann probably mean?

- a. Her family thinks spiders are scary.
- b. Her family doesn't think Ann is really afraid.
- c. Her family is not afraid of spiders.

We already know that most people do not laugh when they are afraid. We also know that people are usually not relaxed when they are afraid. From what Ann writes, we can **infer** that she means her family is not afraid of spiders. The best answer is **c**.

- “And for a hungry world population, more salmon means cheaper salmon and better health for many people.” (*paragraph 2*)

Which fact can you infer from this text?

- a. AquAdvantage fish are healthier to eat than other fish.
 - b. Salmon is a very healthy food.
- (*The correct answer is b.*)

If salmon is cheaper, more people will be able to buy and eat it. The text says this will result in better health for many people. So we can **infer** that salmon is a healthy food.



04.

Phrase Reading



PHRASING

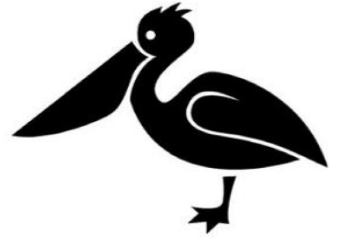
Phrasing = chunking or scooping words together into meaningful phrases

PHRASES:

Who
Did What
Where
When
Add-On

Reading words in phrases

(not one word at a time)





PHRASE READING

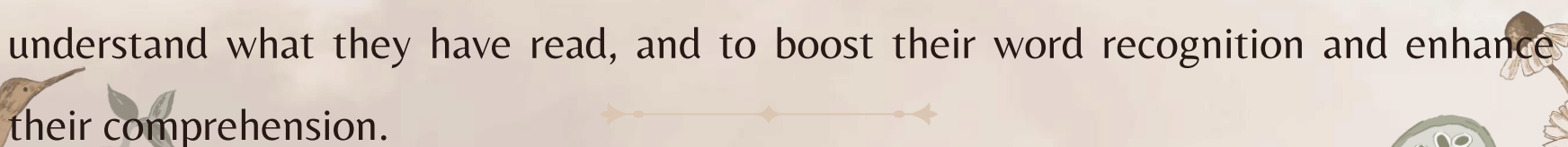
- The pauses between the jerks are known as fixations.
- Poor readers take in only one or two words in each fixation.

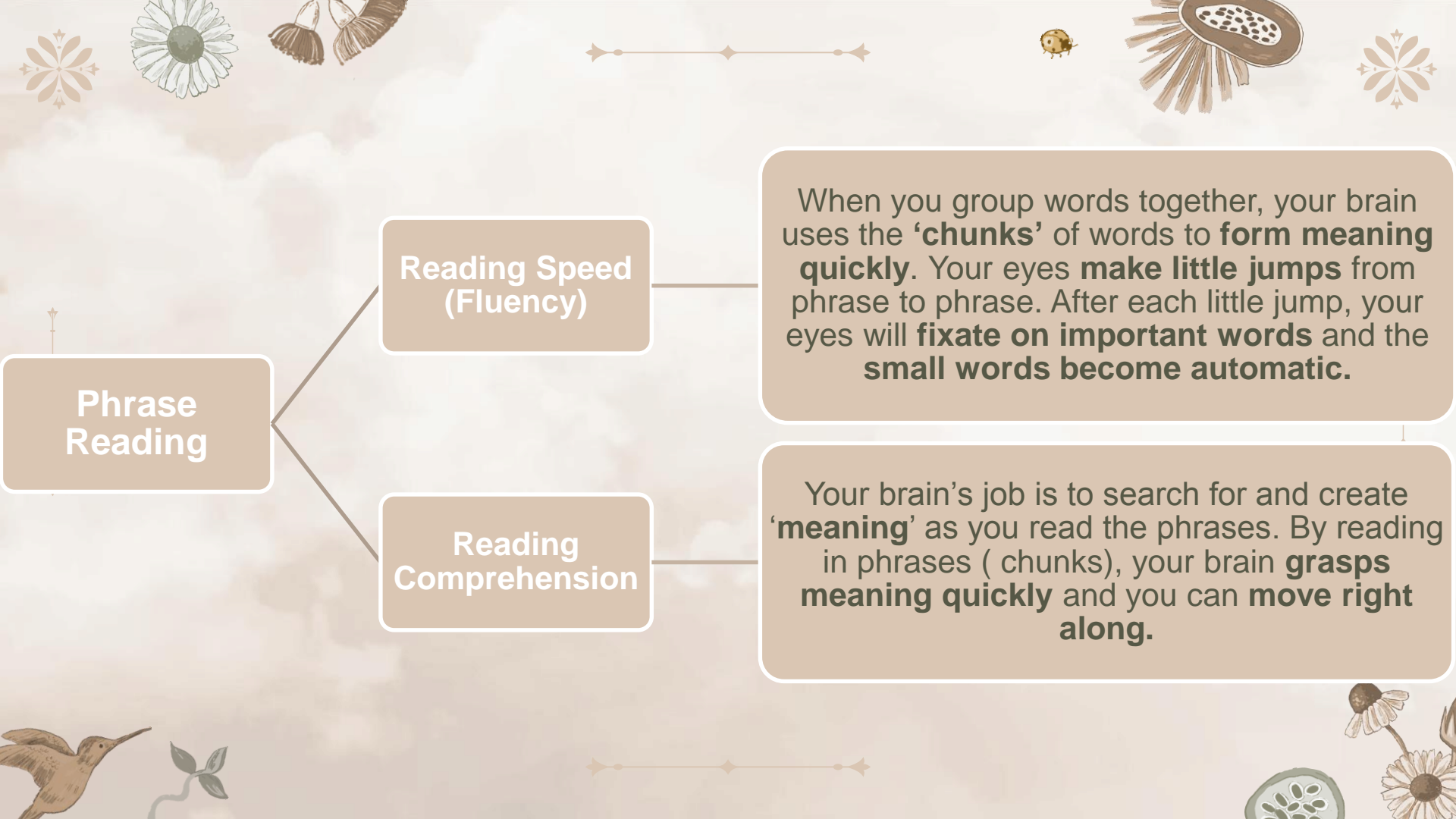
| This is | how a | poor | reader's | eyes move | along | lines | of print. |

- A good reader, on the other hand, takes in several words in each fixation

| This is how | a better reader's | eyes move along | lines of print. |

→ This learning technique promotes student's ability to read meaningful phrases, to understand what they have read, and to boost their word recognition and enhance their comprehension.





Phrase Reading

Reading Speed (Fluency)

When you group words together, your brain uses the **'chunks'** of words to **form meaning quickly**. Your eyes **make little jumps** from phrase to phrase. After each little jump, your eyes will **fixate on important words** and the **small words become automatic**.








Reading Comprehension

Your brain's job is to search for and create **'meaning'** as you read the phrases. By reading in phrases (chunks), your brain **grasps meaning quickly** and you can **move right along**.



PRACTICE


“The Ugly Duckling” is one of Danish storyteller Hans Christian Andersen’s most famous fairy tales. With a powerful message about self-image and acceptance, the story is valued for its ability to teach children the importance of kindness to others. This lesson gives you a brief plot summary and analysis, discusses the story's major characters, and finishes with a quiz to test your knowledge.





PRACTICE

“The Ugly Duckling” / is one of Danish storyteller Hans Christian Andersen’s / most famous fairy tales. / With a powerful message / about self-image and acceptance, / the story is valued / for its ability to teach children / the importance of kindness to others./ This lesson / gives you a brief plot summary / and analysis, / discusses the story's major characters, / and finishes with a quiz / to test your knowledge./



PRACTICE

Activity: Read the two sentences below, focusing only on the highlighted words

Today it is more important than ever to be able to read fluently. For example, if you are a car-driver you have to be able to read a great many road signs.

What are the two sentences mainly about? reading writing travelling

Which word completes the first sentence? ...to read ... slowly fast fluently

Which example of writing is mentioned in the second sentence? application forms
 road signs advertisements

Nouns and verbs are the key words you need to focus on



Notice:


Sometimes you can find the meaning of a word from the **context**, or the words, phrases, and sentences around the word. These helpful words, phrases, or sentences are called **context clues**.

Commas (, . . . ,) or dashes (— . . . —) often suggest a context clue. Notice that *or the words, phrases, and sentences around the word* in the sentence above is a context clue. It helps you understand what *context* means.

That is, . . . can suggest an explanation, or context clue.

Such as . . . (followed by examples) can also suggest a context clue.

For example, the word *unique* in paragraph 1 means one-of-a-kind. The context clue is “—things that are different or one-of-a-kind.” The dash (—) suggests the context clue.



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- 
- 2 Etsy is an online **marketplace**—people can buy many unique things there. But Etsy is different. It is not just another Amazon.com® or eBay®.
 - 3 First, I can find unique items from all over the world. Customers buy **crafts**, such as handmade jewelry and furniture. They also find other rare products, such as watches and old clothing. You can't find these items in stores, certainly not in big-box stores. I love that!
 - 4 Second, when I shop at Etsy, I know I am helping the **vendors**, the individuals who sell things. Most of these vendors are the **artisans**, that is, the people who make their items by hand. They care about their crafts, their business, and their customers.

Look at these other examples:

marketplace

context clue: “—people can buy many unique things there.”

crafts



context clue: “**such as** hand-made jewelry and furniture.”

vendors

context clue: “vendors, **the individuals who sell things.**”

artisans

context clue: “**that is**, the people who make their items by hand.”





Thanks!

Do you have any questions?

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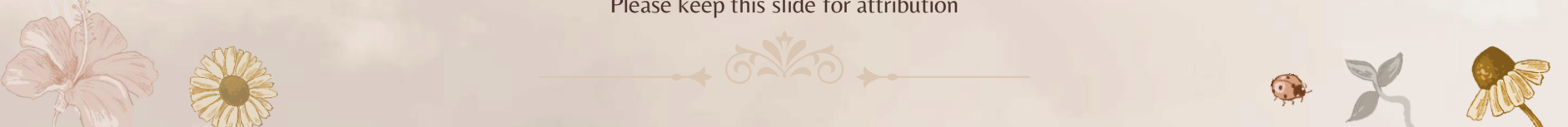
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- 



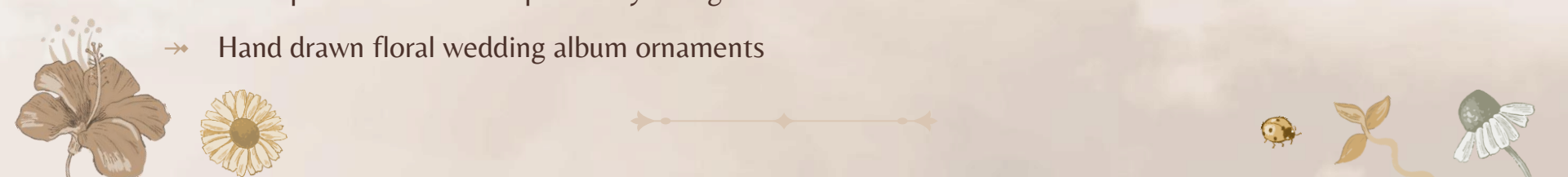
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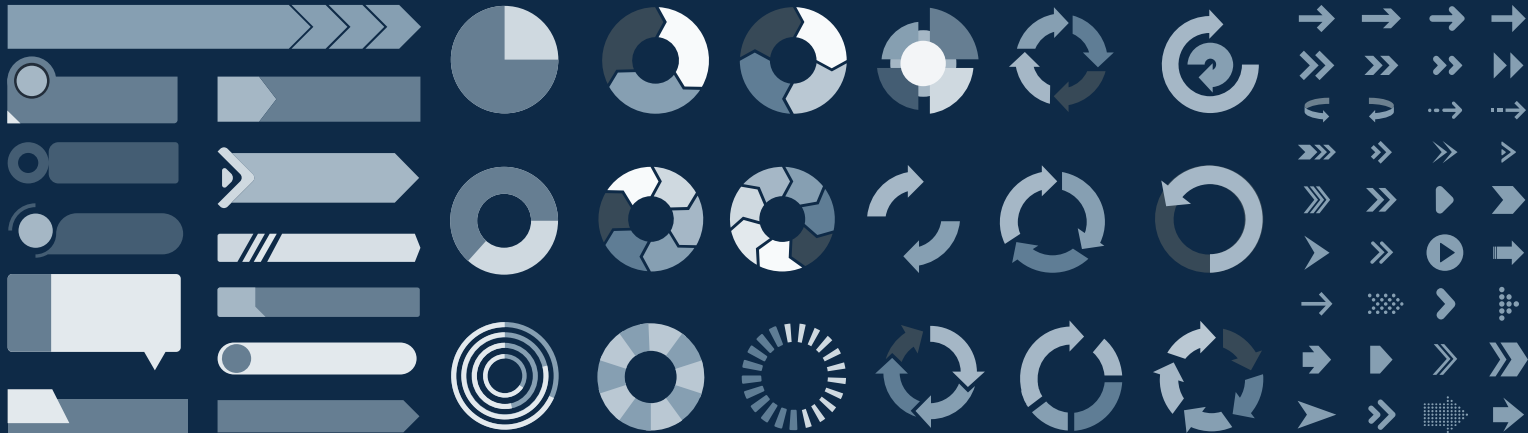
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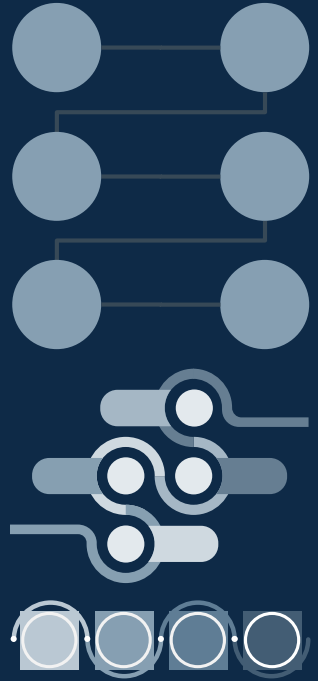
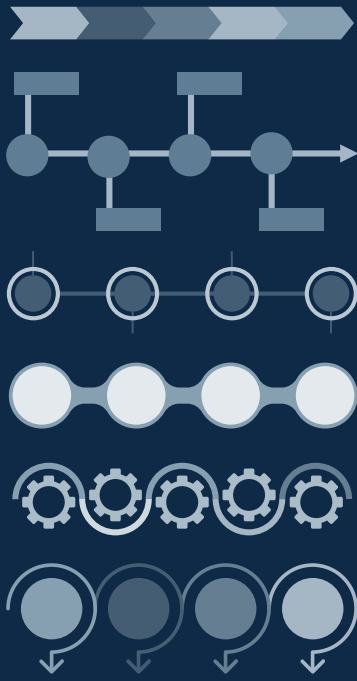
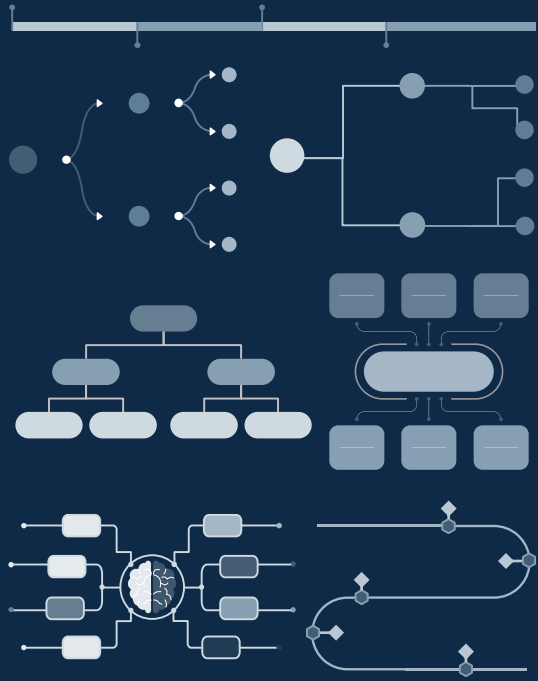
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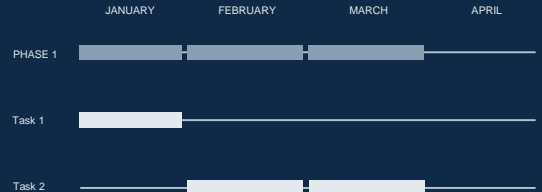
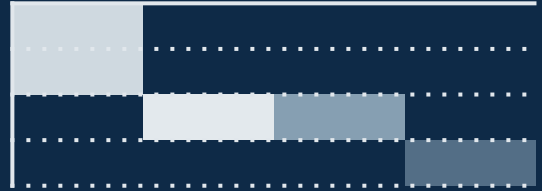
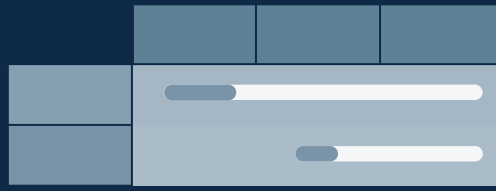
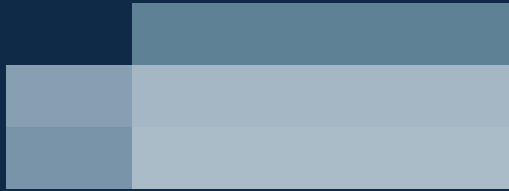
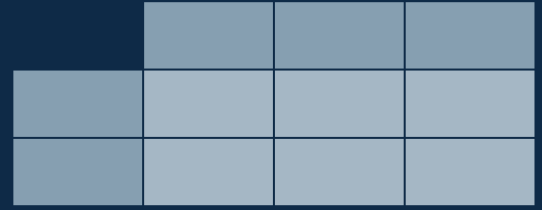
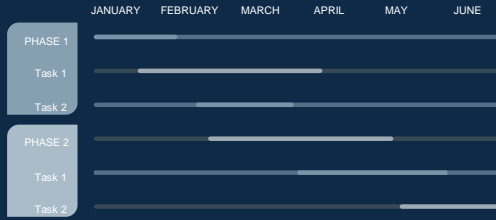
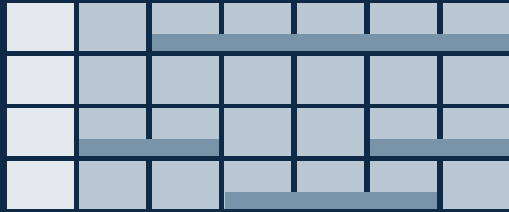
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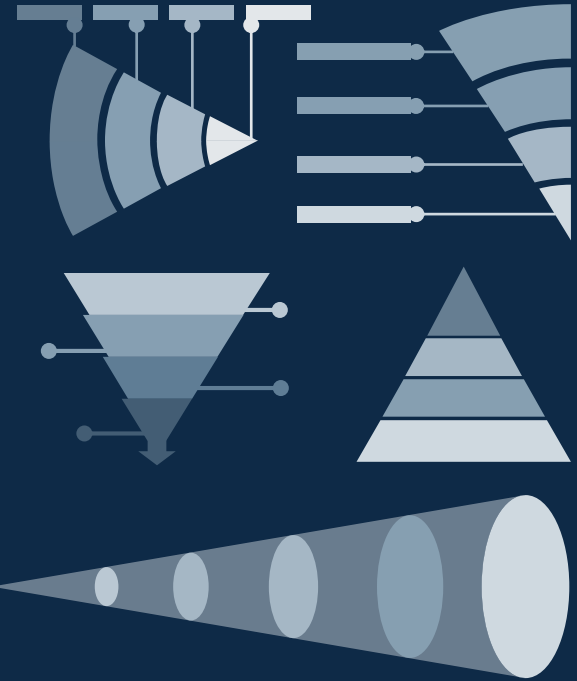
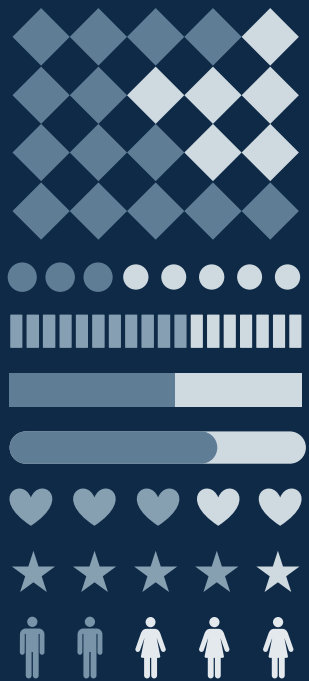
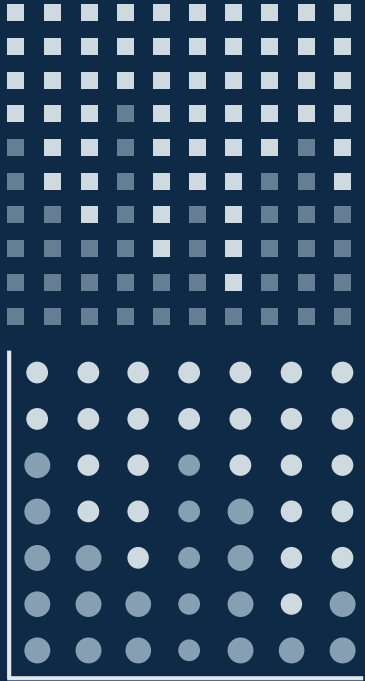












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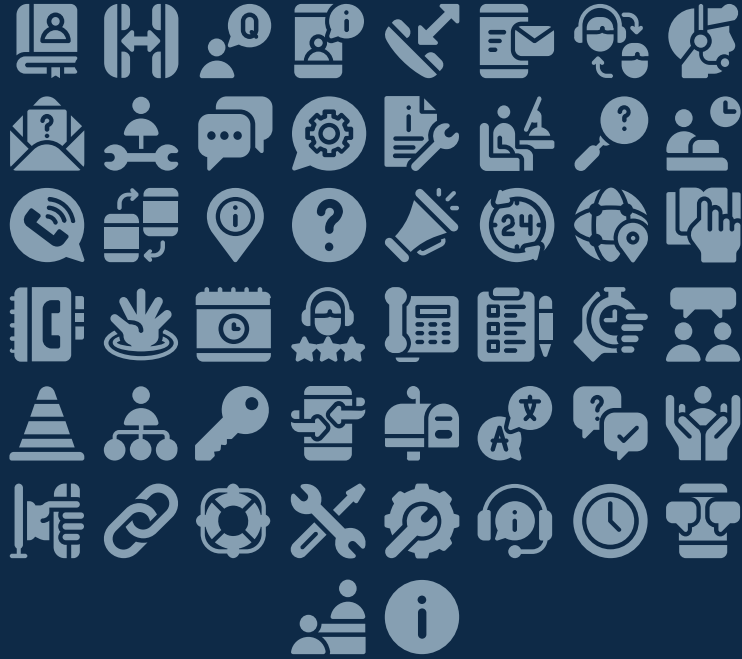
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