



READING

Basic Reading Skills

1

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***“Read! with the name of your God
who create everthing”***

PREFACE

Reading is one of the language skills and concurrently of the basic subjects of the English Department. This subject is given in the second semester of the study program until the fifth semester and it's usually given by different lecturers in different semesters.

Experiences have shown that one of the constraints faced by both lecturers and students in the teaching-learning process is the absence of the definitive teaching materials in the form of textbooks officially used in the program. As we all way know, the existence of designated textbooks is crucial to guarantee continuity of a program and proper gradation and selection of the teaching materials.

This textbook of reading is compiled to help both lecturers and students in the teaching-learning process so as to avoid them picking up any materials which are available but which may not be properly selected and graded.

It is hoped that this book will serve its purpose.

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THINKING ABOUT YOUR READING HABITS



Whose picture is this?
What is her name?
What is she doing?
Can you describe it?
Describe with your own word!

Reading is private. It is a mental, or cognitive, process which involves a reader in trying to follow and respond to a message from a writer who is distant in space and time. Because of this privacy, the process of reading and responding to a writer is not directly observable. Therefore, before we discuss about Reading, the first think that we must know is reading habits. Your reading habits can make a big difference in your reading.

Find out your reading habits by answering these two questionnaires according to your own experience.

Questionnaire 1

Reading in your native language

Native language _____

Write Y (yes) or N (No) in every last sentence!

1. I always read every word of a passage.
2. Reading aloud helps me improve my reading.
3. I say the words aloud when I read.
4. I use different reading methods in my native language and in English.
5. I understand more when I read slowly.
6. If I don't know the meaning of a word, I always look it up in the dictionary.
7. The best way is by learning as much grammar as possible.
8. The best way is by learning as much new vocabulary as possible.
9. I need to know every single word in order to understand.
10. To read well, I must be able to pronounce every word.

11. I can't understand a paragraph if it has several new words in it.
12. I use the same reading methods for all kinds of texts (books, newspaper, etc.)

Questionnaire 2

Reading in English

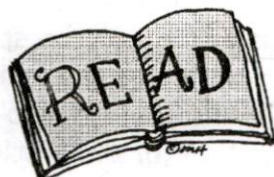
Write Y (yes) or N (No) in every last sentence!

1. I always read every word of a passage.
2. Reading aloud helps me improve my reading.
3. I say the words aloud when I read.
4. I use different reading methods in my native language and in English.
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11. I can not understand a paragraph if it has several new words in it.
12. I use the same reading methods for all kinds of texts (books, newspaper, etc.)

Reading Habits Lists

By doing this practice, you will realize your reading habits.

| Texts | Did I read this today | In my language or in English | For how long? |
|---------------|-----------------------|------------------------------|---------------|
| Textbook | | | |
| Newspaper | | | |
| Magazines | | | |
| Novel | | | |
| Other sources | | | |



Readng may be defined as an individual's total inter-relationship with symbolic information. Reading is a communication process requiring a series of skills. As such reading is a thinking process rather than an exercise in eye movements. Effective reading requires a logical sequence of thinking or thought patterns, and these thought patterns require practice to set them into the mind. They may be broken down into the following seven basic processes:

1. **Recognition:** the reader's knowledge of the alphabetic symbols.
2. **Assimilation:** the physical process of perception and scanning.
3. **Intra-integration:** basic understanding derived from the reading material itself, with minimum dependence on past experience, other than knowledge of grammar and vocabulary.
4. **Extra-integration:** analysis, criticism, appreciation, selection & rejection. These are all activities which require the reader to bring his past experience to bear on the task.
5. **Retention:** this is the capacity to store the information in memory.
6. **Recall:** the ability to recover the information from memory storage.
7. **Communication:** this represents the application of the information and may be further broken down into at least 4 categories, which are:
 - ✓ Written communication;
 - ✓ Spoken communication;
 - ✓ Communication through drawing and the manipulation of objects;

- ✓ Thinking, this is another word for communication with the self.

Many problems in reading and learning are due to old habits. Many people are still reading in the way that they were taught in elementary school. Their reading speed will have settled to about 250 w.p.m. Many people can think at rates of 500 w.p.m. or more, so their mind is running at twice the speed of their eyes. A consequence is that it is easy to lapse into boredom, day-dreaming or thinking about what you want to do on the weekend. Frequently, it is through this type of distraction that you find you have to re-read sentences and paragraphs, and you find as a result, ideas are difficult to understand and remember.

Reading Purposes

Here we focus on the importance of purpose in private reading and the range in different purposes for which individuals read. There is evidence that there is a close relationship between reading purposes and text; reading for pleasure typically, though not always, determines the choices of a text that is narrative and or literary in style. In addition, there is also a relationship between reading purpose and the types of reading, for example: skimming, scanning, skipping, and getting the gist. In order to facilitate each student's purposes, a preliminary summary of different reading purposes is presented below.

Every student has their own purpose to read something. To determine in which type does you include, this is type of reading purposes:

1. Reading for pleasure

- To follow a narrative
- To enjoy the 'sound' and the rhythm of a literary text

2. Reading for a general impression

- To gain an idea of the writer's viewpoints
- To gain an overall impression of the 'tone' of a text
- To decide whether or not to read the text

3. Reading for organizing reading and study

- To identify the important content of a text
- To answer a specific question
- To decide which section of a text to start studying

4. Reading for learning content or procedure

- To gain an understanding of new concepts
- To learn certain facts from a text
- To follow instructions

From these particular reading purposes, as English Education Department students, you must be used to read everything, everywhere. Because with reading aloud you can get new information and new knowledge. This is Five Reasons to Read More Often:

- It will improve your vocabulary.
- It will improve your reading comprehension.
- It will increase your reading speed.
- It will broaden your understanding of yourself and others.
- It will introduce you to new information and ideas.

Exercise 1.1.

Choose the best articles/verbs that suitable to fulfill this passage!

Indian drummers



Shillong 1) _____ north east India 2) _____ the world record yesterday for the largest number of people 3) _____ the drums together. People travelled 4) _____ long way, many 5) _____ foot, from villages in the state in order 6) _____ in.

A total of 7,951 people played the drums at 7) _____ same time, over seven hundred more than the old record.

The state now 8) _____ two world records - it is the wettest place in the world as well.

Optional answer:

- | | | |
|--------------|----------|------------|
| 1. a. in | b. on | c. at |
| 2. a. breaks | b. broke | c. broken |
| 3. a. play | b. plays | c. playing |
| 4. a. a | b. an | c. the |

- | | | |
|------------|------------|------------|
| 5. a. by | b. on | c. in |
| 6. a. join | b. to join | c. joining |
| 7. a. the | b. a | c. as |
| 8. a. hold | b. holds | c. holding |

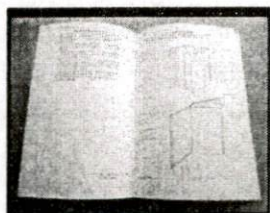
Exercise 1.2.

Choose the best answer below according to the passage!

The B&B Tour

Spend ten romantic days enjoying the lush countryside of southern England. The counties of Devon, Dorset, Hampshire, and Essex invite you to enjoy their castles and coastline, their charming bed and breakfast inns, their museums and their cathedrals. Spend lazy days watching the clouds drift by or spend active days hiking the glorious hills. These fields were home to Thomas Hardy, and the ports launched ships that shaped world history. Bed and breakfasts abound, ranging from quiet farmhouses to lofty castles. Our tour begins August 15. Call or fax us today for more information 1-800-222-XXXX. Enrollment is limited, so please call soon.

- Which of the following counties is not included in the tour?
 - Devon
 - Cornwall
 - Essex
 - Hampshire
- How many people can go on this tour?
 - 10
 - an unlimited number
 - 2-8
 - a limited number
- What can we infer about this area of southern England?
 - The region has lots of vegetation.
 - The coast often has harsh weather.
 - The sun is hot and the air is dry.
 - The land is flat.



The only way you can become a good reader is through practice. You cannot just read a few paragraphs in your English book once a week and hope to become a fluent reader. You need to read constantly. You should carry something to read with you wherever you go.

In order to become a good reader, you also need to train your eyes and mind. Both your eyes and mind need to practice. Your eyes need to practice moving quickly across the page from left to right and your mind to practice making quick association between the printed words and meaning.

When you begin to read you should ask yourself a basic question: "why am I reading this? In so far as purpose is concerned, there are two kinds of reading:

1. Reading to practice English

Reading to practice English is done in a certain way. You will read slowly and concentrate on the relationship between the words and the grammatical structures. Reading to practice English is the way most foreign students read English. In your English lesson, you do not read to learn a particular subject. You read English to learn how a sentence was put together, how verbs agree with the subject, what the clause is, etc.

2. Reading for information

Reading for information is the kind of reading you do in your own language. You do not stop to analyze grammatical structure when you pick up a book written in your own

language. You understand structure without thinking about it. It is second nature to you.

In reading for information in English, you must also develop this skill. You must be able to read beyond the clause markers and prepositions and other structure clues. You must learn to read for meaning. Reading for information requires that you understand the meaning of a passage. You should have the ability to understand the author's main idea and the facts used to support the main idea. You should have the ability to read "between lines" and use contextual clues to infer what the author implied.

To improve your reading comprehension, you have to develop certain skills. These include skimming and scanning, distinguishing facts from opinions, making inferences, identifying the main idea and supporting statements, recognizing the author's intent and attitude, etc.

PREVIEWING

If we want to be good readers before we read some book, it is better to do Previewing. By using Previewing before you read, you can make a big difference in how well you understand what you read. The aim of previewing is to find out what you are going to be reading before you actually read. You preview to get an idea of what you will find in the text. Then your brain can begin making connections, and your comprehension will be faster and better. We can define previewing as the way to read before the real reading.

Previewing is something you already do in your daily life. For example, when you receive a letter, you usually look first at the return address or the stamp to find out where it came from and who sent it. Then you make some guesses about what it will be about. When you read the newspaper or a magazine you often look at the headlines and the pictures to get some idea of what the articles are about so you can decide which ones interest you.

By previewing for just a few seconds, you can pick up a great deal of information about the text you are going to read. You can preview any idea of text, including pleasure reading books, magazines articles, tests, and textbooks.

Guidelines for previewing longer passages

- Preview for only a few seconds. For example, for one page of text, you should spend not more than one minutes previewing.
- Read the title. Does it tell you what the passage is about? Do you know anything about this subject?
- Decide what kind of text it is. Is it an essay, an argument, a story an explanation? What can you expect from this kind of text?
- Look at the leght and organization of the passages. Is it divided into parts? Do the parts have subtitles? What information do they give you?
- Notice if there are maps, pictures, charts, names, dates, or numbers in the passages.
- Look at the first line or sentence of each paragraph and the last sentence of the final paragraph. These sections often contain important information.

Practice!

You can tell a lot about a book from its cover! Borrow a paperback pleasure reading book from one of other students or library in your campus, or find a paperback book that you have not read. Looking only the book cover, try to find the following information:

1. Title _____
2. Author _____
3. Genre (fiction or nonfiction)?
4. What do you think this book is about?
5. Is there any information about the author in the book cover?
6. Would you like to read this book? Why?
7. Tell another students about the book!

Read this text in front of the class!

The principles of designing CALL:

➤ Interactivity (feedback and instruction)

Refers to how the program can stimulate interaction between the computer and the user;

➤ Usability (flexibility)

Refers to the flexibility, ease and inherent interest of the program used, and how easy it is to navigate within the program;

➤ **Content appropriateness**

Concerned with the amount of material presented in the program, how easily the material is learned and understood;

➤ **Effectiveness**

Refers to how effectively the program assists language learners to improve their mastery of grammar;

➤ **Performance (attractiveness)**

Refers to the presentation, lay out of the screen, the color, and the illustrations used in the programs

Exercise 2.1.

Choose the correct answer suitable with the passage!

Japan's most famous dog



In front of the enormous Shibuya train station in Tokyo, there is a life-size bronze statue of a dog. Even though the statue is very small when compared to the huge neon signs flashing, it isn't difficult to find. It has been used as a meeting point since 1934 and today you will find hundreds of people waiting there for their friends to arrive.

Hachiko, an Akita dog, was born in 1923 and brought to Tokyo in 1924. His owner, Professor Eisaburo Ueno and he were inseparable friends right from the start. Each day Hachiko would accompany his owner, a professor at the Imperial University, to Shibuya train station when he left for work. When he came back, the professor would always find the dog patiently waiting for him. Sadly, the professor died suddenly at work in 1925 before he could return home.

Although Hachiko was still a young dog, the bond between him and his owner was very strong and he continued to wait at the station every day. Sometimes, he would stay there for days at a time, though some believe that he kept returning because of the food he was given by street vendors. He became a familiar sight to commuters over time. In 1934, a statue of him was put outside the station. In 1935, Hachiko died at the place he last saw his friend alive.

1. The statue of Hachiko is small.
A. Right B. Wrong C. Doesn't say
2. The statue is difficult to find because there are so many people there.
A. Right B. Wrong C. Doesn't say
3. The professor worked in a school.
A. Right B. Wrong C. Doesn't say
4. The professor died at work.
A. Right B. Wrong C. Doesn't say
5. The dog waited every day at the station.
A. Right B. Wrong C. Doesn't say
6. Nobody gave the dog any food.
A. Right B. Wrong C. Doesn't say
7. The dog died before the statue was put outside the station.
A. Right B. Wrong C. Doesn't say

Exercise 2.2.

Choose the best answer according to the passage!



There once lived a poor tailor who had a son called Aladdin, a careless, idle boy ...1... would do nothing but play all day long in the streets with little idle boys like him. This so grieved the father that ...2... died; yet, in spite of his mother's tears and prayers, Aladdin did not mend his ways.

One day, when he was playing in the streets as usual, a stranger ...3... him if he was not the son of Mustapha the tailor. "I am, sir," replied Aladdin; "but he ...4... a long while ago." On this the stranger, who was a famous magician, fell on his neck and kissed him saying: "I am your uncle, and ...5... you from your likeness to my brother. Go to your mother and tell her I am coming." Aladdin ran home and told his mother of his newly found uncle. "Indeed, child," she said, "your father had a ...6..., but I always thought he was dead." However, she prepared supper, and told Aladdin to seek his uncle, who came laden with wine and fruit. He fell down and kissed the place where Mustapha used to sit, telling Aladdin's mother not to be ...7... at not having seen him before, as he had been out of the country for forty years. He then turned to Aladdin, and asked him his trade, at which the boy hung his head, while his mother burst into tears.

On learning that Aladdin was idle and had learned ...8... trade, he offered to get a shop for him and stock it with merchandise. The next ...9... he bought Aladdin a fine suit of clothes and took him all over the city, showing him the sights, and brought him home at nightfall ...10... his mother, who was overjoyed to see her son dressed so fine.

Adapted from Aladdin and the Lamp.

1. ...1.... a. he b. who c. which d. what
2. ...2... a. he b. they c. someone d. nobody
3. ...3... a. asks b. asked c. was asking d. has asking
4. ...4... a. dead b. is dead c. dies d. died
5. ...5... a. saw b. thought c. understood d. recognized
6. ...6... a. brother b. father c. friend d. nephew
7. ...7... a. surprise b. surprised c. surprising d. in surprise
8. ...8... a. a b. some c. any d. no
9. ...9... a. day b. time c. one d. thing
10. ...10.. a. for b. with c. to d. from
11. TRUE or FALSE: Aladdin's father died recently.
a) TRUE b) FALSE
12. TRUE or FALSE: Aladdin had never seen his uncle before.
a) TRUE b) FALSE
13. The word careless in the first sentence means something like
a) busy b) lazy c) friendly d) hungry
14. TRUE or FALSE: Aladdin's mother did not trust the "uncle".
a) TRUE b) FALSE
15. TRUE or FALSE: Aladdin's mother was angry about the new suit of clothes that his uncle bought for him.
a) TRUE b) FALSE



Vocabulary is the most important thing for some one who want to learn any language. Without good vocabulary mastery, it will be impossible to acquire and fluent in that language.

Vocabulary is a set of words known to a person or other entity, or that are part of a specific language. From another expertise, we can take another definition of vocabulary, such as:

1. Vocabulary is a total number of words which (with rules for combining them) make up a language.
2. Vocabulary is all the words that a person knows or uses. All the words in a language.
3. A vocabulary is defined as "all the words known and used by a particular person".

From that definition we can take the summary that vocabulary is as one of language aspect that must be learned when people want to learn any language. Good mastery vocabulary is important for everyone who learns the language to be used in listening, speaking, writing and reading, besides grammar.

Dictionary

Sometimes the context does not provide a clue to meaning, or sometimes you cannot understand the ideas being presented without finding out what a word means. In such cases, you will have to use a dictionary. Most people know how to look words up, but very few know how to make the most out of the information that a good dictionary provides.



Anyway, you can't deny that a dictionary is an important tool for you to help build your reading skills. Here is what you can find in a dictionary:

- ✓ How to spell a word;
- ✓ How to pronounce a word;
- ✓ Whether or not a word is capitalized;
- ✓ How a word fits into the English system of grammar (the part of speech);
- ✓ How to spell a special plural or verb form of a word, or how to abbreviate a word;
- ✓ Different meanings of word;
- ✓ The meaning of important prefixes and suffixes;
- ✓ The special usage of a word;
- ✓ A word that means the same as a word you look up (synonyms);
- ✓ A word that means the opposite of a word you look up (antonym).

Some dictionaries have special sections that tell about these subjects:

- ✓ Foreign words and phrases;
- ✓ Abbreviations;
- ✓ The population of cities and countries.

Depending upon how compete they are and upon what their purposes are, dictionaries vary in length. Unabridged dictionaries-they try to include information on all the words in our language (about half a million) take up thousand pages. Much of your dictionary work in class and at home, however, will involve a pocket dictionary, a small book designed to give only those words used most often. Try to look at your dictionary and see whether it has these clues.

a. The guide words

Two words appear on top of each dictionary page. Since all the words in dictionary are arranged in alphabetical order, the guide words tell you what words to expect on any one page. The left-hand guide word tells you the first word on the page; the right-hand guide word tells you the last word on the page.

b. The main entry

The word itself first appears in heavy black letters (bold type). Periods show where to put a hyphen in case you have to break the word at the end of a line of writing. The main entry, of course, gives the correct spelling.

c. The pronunciation key

These groups of letters (coming right after the main entry) tell you how to say the word. Appearing in parentheses, or between slanted lines in some other dictionaries, the letters stand for special sounds. In order to know how what sound a letter makes, check the pronunciation key at the bottom of the page, or at the front in a special section. It will also show you which syllable to stress when you say the word.

d. The part of speech

This tells you how the word is placed in the system of English grammar. The *n.* means noun, *adj.* means adjective, etc. You're not expected to know what all the abbreviations or symbols mean. Just check the special section in front of back of the dictionary whenever you need help.

e. Special forms and special spellings

It will show you the others form of the word that may be the plural form, the prefixes or suffixes, etc.

f. The meaning of the word

Numbered in heavy bold print, the meanings of words of more than one sense are separated. Usually the most important definitions come first. If you see *syn.*, that is an abbreviation for synonym. An example sometimes appears to show how the word is used.

g. The history of the word

The information that appears in brackets tells the way a word has developed in English language. Many words have origins in foreign language like Latin (L) or Greek (G).

Exercise 3.1.

*In each group below select the lettered word or phrase that most nearly corresponds in meaning to the **italic word** to be defined, and put its letter on the line at the right!*

1. an **alien** in our midst _____
 - a. sick man
 - b. traitor
 - c. spy
 - d. foreigner
 - e. suspect

2. sung by a famous **tenor** _____
 - a. man with a high voice
 - b. male opera singer
 - c. man with a low voice
 - d. man with a middle-range voice
 - e. jazz singer

3. Tried for **conspiracy** _____
 - a. intentional murder
 - b. accidental murder
 - c. robbery
 - d. espionage
 - e. plotting with other to do wrong

4. a **contemporary** writer _____
 - a. belonging to the same time
 - b. belonging to the same group
 - c. ridiculous, laughable
 - d. having many abilities
 - e. haughty

5. prepare a **bibliography** _____
 - a. list of writings on one subject
 - b. story of the writer's life
 - c. life story of a great personage
 - d. collection of books
 - e. book about the Bible

6. an **anonymous** book _____
 - a. unpublished
 - b. written by two persons
 - c. popular
 - d. unknown
 - e. written by an author whose name is unknown

7. a bank **teller** _____
 - a. manager
 - b. examiner
 - c. guard
 - d. book keeper
 - e. person who counts money

8. Photograph of a **glacier** _____
 - a. large snow bank
 - b. frozen lake
 - c. snow-clad mountain
 - d. moving field of ice
 - e. sub merger block of ice

9. at the **embryo** stage _____
 - a. beginning
 - b. childhood
 - c. youth
 - d. adult
 - e. senile

10. a **decade** of progress _____
 - a. ten-year period
 - b. era
 - c. generation
 - d. hundred-year period
 - e. return

2.

Choose the best answer according to the passages!



In the sixteenth century, an age of great marine and terrestrial exploration, Ferdinand Magellan led the first expedition to sail around the world. As a young Portuguese noble, he served the king of Portugal, but he became involved in the quagmire of political intrigue at court and lost the king's favor. After he was dismissed from service to the king of Portugal, he offered to serve the future Emperor Charles V of Spain.

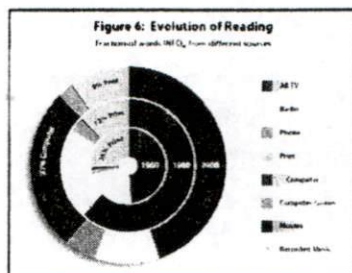
A papal decree of 1493 had assigned all land in the New World west of 50 degrees W longitude to Spain and all the land east of that line to Portugal. Magellan offered to prove that the East Indies fell under Spanish authority. On September 20, 1519, Magellan set sail from Spain with five ships. More than a year later, one of these ships was exploring the topography of South America in search of a water route across the continent. This ship sank, but the remaining four ships searched along the southern peninsula of South America. Finally they found the passage they sought near latitude of 50 degrees S. Magellan named this passage the Strait of All Saints, but today we know it as the Strait of Magellan.

One ship deserted while in this passage and returned to Spain, so fewer sailors were privileged to gaze at that first panorama of the Pacific Ocean. Those who remained crossed the meridian we now call the International Date Line in the early spring of 1521 after ninety-eight days on the Pacific Ocean. During those long days at sea, many of Magellan's men died of starvation and disease.

Later Magellan became involved in an insular conflict in the Philippines and was killed in a tribal battle. Only one ship and seventeen sailors under the command of the Basque navigator Elcano survived to complete the westward journey to Spain and thus prove once and for all that the world is round, with no precipice at the edge.

1. The sixteenth century was an age of great ____ exploration.
 - A. cosmic
 - B. land
 - C. mental
 - D. common man
 - E. none of the above
2. Magellan lost the favor of the king of Portugal when he became involved in a political ____.
 - A. entanglement
 - B. discussion
 - C. negotiation
 - D. problems
 - E. none of the above

3. The Pope divided New World lands between Spain and Portugal according to their location on one side or the other of an imaginary geographical line 50 degrees west of Greenwich that extends in a ____ direction.
- A. north and south
 - B. crosswise
 - C. easterly
 - D. south east
 - E. north and west
4. One of Magellan's ships explored the ____ of South America for a passage across the continent.
- A. coastline
 - B. mountain range
 - C. physical features
 - D. islands
 - E. none of the above
5. Four of the ships sought a passage along a southern ____.
- A. coast
 - B. inland
 - C. body of land with water on three sides
 - D. border
 - E. answer not available
6. The passage was found near 50 degrees S of ____.
- A. Greenwich
 - B. The equator
 - C. Spain
 - D. Portugal
 - E. Madrid
7. In the spring of 1521, the ships crossed the ____ now called the International Date Line.
- A. imaginary circle passing through the poles
 - B. Imaginary line parallel to the equator
 - C. area
 - D. land mass
 - E. answer not found in article



Are you reading as well or as fast you might? If not, don't despair. You are not alone! Most students receive no formal training in the "how to's" of reading after late grade school. It is not surprising, then, that you may feel your skills don't meet the demands now being put on them. Some students read everything at the same slow rate in order to have maximum understanding of what they have read. But problems come when their reading speed is slow enough to allow day dreaming.

Whatever your reading rates, remember that speed and comprehension go hand in hand. Read too slowly, and day dreaming sets in; read too fast and little or nothing stays in your memory. Reading rates are very personal. It is not important to compare your speed with that of another. What is important is that you're reading faster, comprehending more, and remembering longer. The final payoff will be in better understanding of the material and improved grades.

How fast we can read and understand the material being read depends on many variables: our visual skills, vocabulary power, our purpose for reading, intelligence, past experience, familiarity with the material being read and many other things.

One of the basic skills necessary for developing reading flexibility is word or phrase recognition and interpretation. The exercise in this lesson, if properly done, should develop speed of eye movement; improve visual perception of words and phrases. If you are determined, and if you can exercise self-discipline, you can eliminate some inefficient reading habits that serve as barriers to your success.

Keep in mind that these exercises are only a means and not an end in them. You should practice on your own. A few minutes practice each day even repeating the same exercise will be more effective than a single long practice session.

Reading Picture and Diagram

This ability also very important for being good reader. Reading in this case not only read some table, diagram, chart and another picture but it is read everything that has the data dan can be read. The important thing is you can read and delivered it data correctly and dissapear ambiguity.

Exercise 4.1.

Rapid Word Recognition!

Direction! Moving your eyes rapidly across each line, quickly underline the numbered words each time it appears on the same line. The purpose of the drills it to help you to speed up your perception of words. Work as rapidly as you can. Don't stop to change your markings. Time yourself or have some one time you. Try to finish each drill in less than 30 second!

Set 1

| | | | | | | |
|-----------|-------|-------|--------|-------|-------|-------|
| 1. laugh | tough | laugh | tough | tough | laugh | tough |
| 2. cough | cough | rough | rough | rough | cough | rough |
| 3. phrase | phase | phase | phrase | phase | phase | phase |
| 4. right | right | right | night | night | night | night |
| 5. night | might | might | might | night | might | night |
| 6. fight | tight | tight | fight | tight | fight | tight |
| 7. whale | while | while | while | whale | while | whale |
| 8. think | thank | thank | think | think | thank | thank |
| 9. udder | utter | udder | utter | utter | udder | utter |
| 10. minks | sinks | minks | minks | sinks | sinks | sinks |

Set 2

| | | | | | | |
|-----------|-------|-------|-------|-------|-------|-------|
| 1. shift | shirt | shirt | shift | shirt | shift | shirt |
| 2. peach | peach | peace | peace | peach | peach | peace |
| 3. twins | twist | twins | twist | twist | twins | twits |
| 4. wares | wars | wars | wares | wares | wares | wars |
| 5. altar | alter | altar | alter | altar | alter | alter |
| 6. chief | chef | chief | chef | chef | chief | chef |
| 7. worse | worth | worth | worse | worth | worse | worth |
| 8. bathe | bathe | bath | bathe | bath | bathe | bath |
| 9. care | car | car | care | care | car | care |
| 10. blush | brush | blush | brush | brush | blush | brush |

Set 3

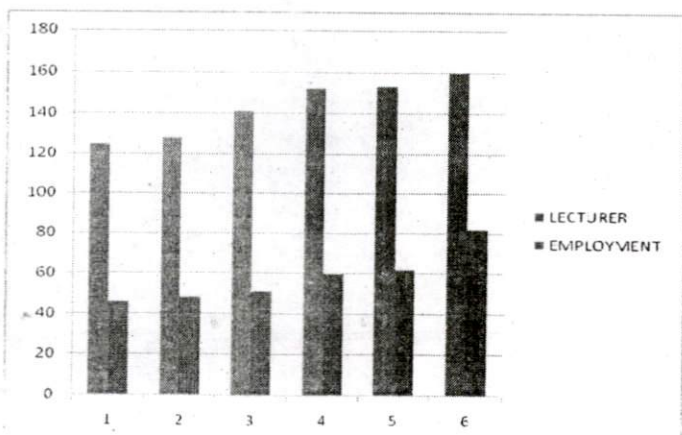
Rapid Word/ Phrase Interpretation

Pick the word that means the same as the word or nearly correlation with the word in the left!

| | | | | |
|------------|---------|-----------|---------|--------|
| Happy | sad | false | fresh | glad |
| a mistake | Blame | puzzle | rescue | Error |
| rich | wealthy | sacred | healthy | song |
| silent | noisy | loud | quiet | quick |
| to begin | start | try | speak | stop |
| to attempt | cry | stay | try | fry |
| student | singer | doctor | lesson | pencil |
| a test | lab | glass | snow | exam |
| pretty | lazy | beautiful | ugly | lonely |

DATA OF LECTURER AND EMPLOYMENT OF IAIN "SMH" BANTEN

| YEAR | LECTURER | EMPLOYMENT | TOTAL |
|------|----------|------------|-------|
| 2004 | 125 | 46 | 171 |
| 2005 | 128 | 48 | 176 |
| 2006 | 141 | 51 | 192 |
| 2007 | 152 | 60 | 212 |
| 2008 | 153 | 62 | 215 |
| 2009 | 160 | 82 | 242 |



Exercise 4.2.

Answer this question according the table and chart above!

1. On what year does the highest number of lecturer?
2. On what year does the smallest number of employment?
3. How many lecturer in 2007?
4. In what year was the amount of lecturer 160 person?
5. In what year was the amount of employment 46 person?



The exact number of English words is not known and cannot be known. The large “unabridged” dictionaries have over half a million entries, but many of these are compound words (schoolroom, sugar bowl) or different derivatives of the same word (rare-rarely, rarefy, rarity), and a good many are obsolete words to help us read older literature.

Dictionaries do not attempt to cover completely many large groups of words that we can draw on: the informal vocabulary, especially slang, localisms, the terms of various occupations and professions; words used only occasionally by scientists and specialists in many fields; foreign words borrowed for use in English; or many of the three thousand or more new words or new senses of words that come into use every year and that may or may not be used long enough to warrant being included. It would be conservative to say that there are over a million English words that any of us might meet in our listening and reading and that we may draw on in our speaking and writing.

LIST OF COMMON WORD PARTS

This list has been compiled for your convenience. It is more complete reference for use in word study. Use it as you work to improve your total vocabulary.

| Prefixes | Meaning | Sample words |
|----------------|-------------------------|------------------------------|
| auto- | self, alone | Automatic, automobile |
| pre- | before, in front of | Preface, prehistoric |
| re- | back, again | Remember, revitalize |
| a-, ab- | away from, from | Amoral, abnormal, absent |
| ante- | Before | Antedate, anterior |
| anti- | Against | Antiwar, antiseptic |
| con-, com- | with, together | Congregate, committee |
| de- | down, from | Demerit, devalue |
| dis- | not, apart | Discontent, discard |
| e-, ex- | Out | Eject, exit, external |
| in- | in | Inhabit, invest |
| in- | out | Ineligible, inappropriate |
| mis- | wrong | Misrepresent, misinterpret |
| un- | not | Uninvolved, unavoidable |
| post- | after | Postdate, postpone |
| per- | through | Permeate, perceive |
| ad- | to | Admit, adhesive |
| circum- | around | Circumference |
| inter- | between, among | Interview, interact |
| intra-, intro- | within | Intrastate, introvert |
| pro- | for, before | Prospectus, proceed, promote |
| sub- | under, below | Submarine, subdue |
| super- | above | Supernatural, superficial |
| un- | Not | Unfortunate, unusual |
| trans- | across, beyond, through | Transport, transparent |
| uni- | One | University, uniform |
| bi- | Two | Bilateral, bicycle |
| tri- | three | Tricycle, triangle |

How to find out what words mean

One common reason for poor reading speed and comprehension is a poor vocabulary. If you don't understand many of the words in a chapter or article, you will not be able to grasp important concepts without taking the time to look up the words. You have to understand that one basic way to better reading is to build up your vocabulary. The more you recognize and understand, the easier it will be for you to read without stopping and wondering, 'what is going on here?'

Most writers are not trying to be difficult when they use big or unusual words. They use such words because they need them to make their meaning clear. Imagine the problem in writing an automobile manual if the writer couldn't use the words carburetor, ignition, and transmission.

The first step to improving your vocabulary is, of course, recognizing that it is not possible for you to know the meaning of every word you see. Sometimes you may say: "I sort of know what this mean," or "I can get by without figuring this one out". But often you really need to find out exactly what those words mean. In the short run not paying attention to words you don't know may save you some work, but in the long run you just won't know as much as you should.

Let's do this practice!

1. Spotting the words you don't know

In the following paragraph underline the words you don't know at all twice, underline the words you don't know exactly just once!

It is so surprising, that "immediately" Australian emerges and recognized world widely as one of the most multicultural country, not only by Muslim people, but also



by most people of the world. Australia has been found and regarded as more culturally friendly. The recognition and appreciation of the Australian strong multiculturalism is becoming much more apparent, especially after the World Trade blast of 11 September. It was true, that there have also been certain degrees of hatred or feeling of dislike toward Muslim community and to any Islamic facilities or symbols. But it has also been well-noted, that the government and people of Australia have the institutional and community mechanism to combat such critical and sensitive issues.

Being a big federal country with more than 200 ethnical groups and religious back ground, Australia has been very much aware to the threat of the multi religion-ethnicities. The establishment of community centers at the community

levels, and "Community Relations Commission for Multicultural" at the State level, are part of the established mechanism. Likewise, the establishment of Australian Federation of Islamic Councils, as well as the Forum of Australia's Islamic Relation (FAIR) by the Muslim community, for the purpose of giving public information on how peaceful the real Islamic teachings and tenets are, also part of the serious and continuous efforts in bridging the gap between the Muslim and non-Muslim.

Muslim students in Australian universities, while focusing to finalize their study, but should also make their best use of their opportunities in nurturing the spirit of multiculturalism, by developing their actualization of the universal Islamic tenets in cultural spatial dialogue, at the same time also try to build up their respective enabling cultural environment, within and outside the campus, in the forms of primary group, community group and locality actions.

2. Building your vocabulary and how to remember new words

List what you remember of ways to learn new words. Once you've learned a new word and you think you understand it, you must try to make sure you don't forget it. Here is how to remember new words:

- ✓ Write the word and its definition often, just for practice.
- ✓ Try to learn the word and its meaning the first time you see it.
- ✓ Make up a sentence you can understand using the word.
- ✓ Change the ending of the word: try to make it plural; try to change the tense; try to add ly.
- ✓ Use the word when you talk-in class, on the job, at home. Make sure you can pronounce the word correctly. Dictionaries will help you to figure out the pronunciation of a word.
- ✓ Use the word whenever you can in your writing assignments.
- ✓ Say the word and its meaning over and over again in your mind.
- ✓ Don't try to learn long lists of new words. Study just a few words each day for several days so that you can learn by repeating.

Here are some ways to find meanings of difficult words:

1. Sentence and Context Clues

Learn to use the clues sentences sometimes give about the meaning of new words. You learned most of the words you know by hearing or seeing them in a particular context. When you find a new word in your reading, take a time a moment to see whether you can figure out its meaning from the sentences or the paragraph that it's in. Each time you read information for your courses you discover new words. Sometimes you take time to look up a strange word in the dictionary, but doing that too many times shows your reading down.

You should realize, however, that you can often figure out meanings of new words without using the dictionary. You might find that hints and clues about the definition appear in the sentence that uses a word you don't know.

2. Word part clues

Occasionally, two words may be put together to form a new word that might not be familiar to you. If you look at each word unit, thought, you can recognize the word in some cases. Then you can try to understand the meaning. For example, look at these words:

| | |
|-----------|----------------|
| Longboat | (long + boat) |
| Offshore | (off + shore) |
| Handcuffs | (hand + cuffs) |

When a group of letters with a special meaning appears in front of a word, it is called a prefix. When a group of letters with special meaning appears at the end of the word, it is called a suffix.

3. Denotations and connotations

The actual meaning of a word what you find in the dictionary is its denotation. What a word suggest to you, or what it makes you feel, or what it makes you think of is called the connotation of the word.

The example is the word "darkness". The denotation is "lack of light", but the word darkness may suggest you to a number

of other things, such as “fear”, “mystery”, “silence”, or another word.

Exercise 5.1.

Directions: Listed below are another common word parts. Study their meanings. Then explore the words in the exercise that follows. Choose the best answer!

| | |
|-------|--|
| a- | on, in, to, of, from, at, not, without |
| ab- | away from |
| auto- | self, of or by oneself, or itself |
| de- | down, away, reversal of an action, removal |
| en- | in, on, to make or cause to be |
| poly- | much or many |
| pro- | favor, support, before |
| un- | without, removal, reversal of an action |

1. It is helpful to use a straight-edged ruler when drawing a **polygon**.
 - a. straight line
 - b. many-sided figure
 - c. diagram
 - d. blueprint
2. Many of President Roosevelt's critics felt that he was too **autocratic**.
 - a. honest
 - b. concealing the truth
 - c. self-powerful
 - d. upper-class
3. The **prospectus** listed many good reasons for buying the company's stock.
 - a. summary in favor
 - b. financial record
 - c. listing of officers
 - d. summary against
4. Everything about the man indicated his **unexcelled** accomplishments.
 - a. mundane
 - b. unexpected
 - c. not equaled
 - d. failing to produce
5. His one thought as he suffered through the night was to **endure**.
 - a. give up
 - b. one last effort
 - c. escape
 - d. cause to last

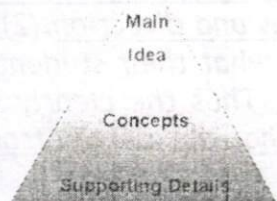
6. If a person is **abnormal**, he is_____
- a. usual
 - b. not average
 - c. carefree
 - d. not responsible
7. The cadet was given a **demerit** for being late to class.
- a. credit
 - b. reprimand
 - c. scolding rebuff
 - d. lowered respect
8. Rather than vote for either side, the congressman decided to **abstain**.
- a. not vote
 - b. vote for both
 - c. stay home
 - d. vote later
9. If a person is **amoral**, he is_____
- a. without morality
 - b. with morals
 - c. in love
 - d. without interest
10. Because of his brother's tragic, senseless death, he was a strong **proponent** of the peace talks.
- a. a person who opposes
 - b. a person who favors
 - c. a person with no position
 - d. an unconcerned person

Exercise 5.2.

Directions: Each part in this exercise consists of a sentence which is correctly completed by one of the numbered words or phrases. Find the number of the correct answer. Then write the number on the blank at the right!

1. An **ally** is_____
- a. an enemy
 - b. a relative
 - c. a lawyer
 - d. a friend
 - e. a false story
2. To **amend** is to_____
- a. change
 - b. build
 - c. sew
 - d. choose
 - e. buy
3. An **assessor** is one who_____
- a. decides property value
 - b. buys property
 - c. sells property
 - d. sets fires
 - e. makes laws

4. **Conservation** means _____
a. good talk
b. neatness
c. care of natural resources
d. timidity
e. quiet behavior
5. To **inaugurate** is to _____
a. make a speech
b. swear a person into office
c. go slowly
d. break a law
e. elect
6. To take a **census** means to _____
a. hold an election
b. make an arrest
c. change a law
d. count the people
e. pay a bill
7. A **candidate** is one who _____
a. has a good record
b. seeks an office
c. makes laws
d. carries out laws
e. helps the President
8. To **diagnose** is to _____
a. find the nature of
b. operate
c. X-ray
d. give drugs
e. die by accident
9. An **applicant** is one who _____
a. pays a bill
b. asks for a job
c. works hard
d. gets a job
e. loses a job
10. **Compensation** is _____
a. pay
b. training
c. good talk
d. business
e. hard work



The paragraph can be defined as the basic unit of organization in writing and which a group of related sentences develop one main idea usually stated in the topic sentence.

Parts of Paragraph:

- (1) The Topic Sentence
- (2) Supporting Sentences
- (3) The Concluding Sentence

The Topic Sentence

- ✓ The most important sentence in a paragraph.
- ✓ Indicating what the paragraph is going to discuss.
- ✓ Guiding to both the writer and the reader.

Supporting Sentences

- ✓ SI → the development of controlling idea (the limitation of the topic) that the writer wants to explore in the paragraph.
- ✓ SI → facts, examples, reasons, definition and so on.
- ✓ SI → used to support or explain the topic sentence.

The Concluding sentence

To signal the end of the paragraph and leave the reader with important points to remember.

How to conclude the paragraph?

- ✓ Sum up the important points
- ✓ Restate (rephrase) the topic sentence

The Example of paragraph:

An effective lesson plan starts with a clearly written objective(1). An objective is a descriptive of a learning outcome and describes the destination teachers want their students to reach. The clear, well-written objective is the first step in daily lesson planning. This objective helps state precisely what teachers want their students to learn, guide the selection of appropriate activities, and provide overall lesson focus and direction.(2) It also gives teachers a way to evaluate what their students have learned at the end of the lesson. Thus the clearly written objective can be used to know what is expected from the students. (3)

From Paragraph to Essay

A paragraph consists of a group of sentences developing an idea. It contains a topic sentence, supporting sentences, and a concluding sentence (if it stands alone).

An essay is a short writing (composition). An essay consists of many paragraphs. It contains introductory paragraph, Body paragraph, and concluding paragraph.

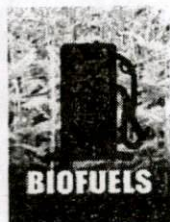
| | |
|--------------|-------------------|
| Introduction | <hr/> <hr/> <hr/> |
| Body | <hr/> <hr/> <hr/> |
| Body | <hr/> <hr/> <hr/> |
| Body | <hr/> <hr/> <hr/> |
| Concluding | <hr/> <hr/> <hr/> |

Exercise 6

Choose the best answer according to the passage!

Bio-fuels and the Environment

Leading investors have joined the growing chorus of concern about governments and companies rushing into producing bio-fuels as a solution for global warming, saying that many involved in the sector could be jeopardising future profits if they do not consider the long-term impact of what they are doing carefully.

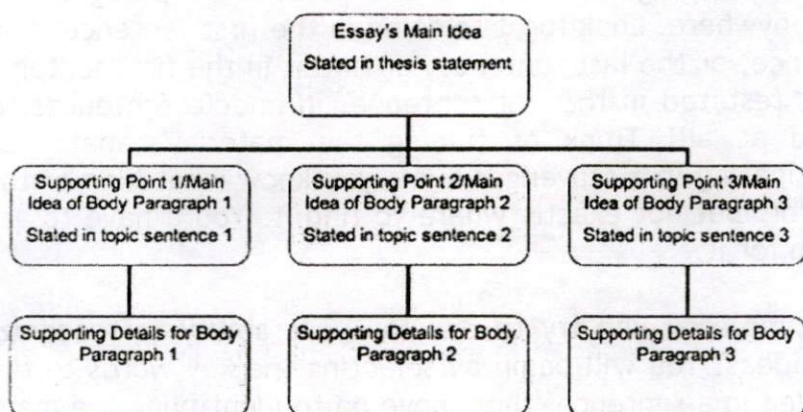


It is essential to build sustainability criteria into the supply chain of any green fuel project in order to ensure that there is no adverse effect on the surrounding environment and social structures. The report produced by the investors expresses concern that many companies may not be fully aware of the potential pitfalls in the bio-fuel sector.

Production of corn and soya beans has increased dramatically in the last years as an eco-friendly alternative to fossil fuels but environmental and human rights campaigners are worried that this will lead to destruction of rain forests. Food prices could also go up as there is increased competition for crops as both foodstuffs and sources of fuel. Last week, the UN warned that bio-fuels could have dangerous side effects and said that steps need to be taken to make sure that land converted to grow bio-fuels does not damage the environment or cause civil unrest. There is already great concern about palm oil, which is used in many foods in addition to being an important bio-fuel, as rain forests are being cleared in some countries and people driven from their homes to create palm oil plantations.

An analyst and author of the investors' report say that bio-fuels are not a cure for climate change but they can play their part as long as governments and companies manage the social and environmental impacts thoroughly. There should also be greater measure taken to increase efficiency and to reduce demand.

1. ____ are worried about the boom in biofuels.
 - a. Few people
 - b. Many people
 - c. Only these leading investors
2. Biofuel producers ____ know about the possible problems.
 - a. do not
 - b. might not
 - c. must not
3. Environmentalists believe that increased production of corn and soya.
 - a. has destroyed rain forests.
 - b. May lead to the destrcution of rain forests.
 - c. will lead to the destruction of rain forests.
4. Biofuels might
 - a. Drive food prices up.
 - b. Drive food prices down.
 - c. Have little or no impact on food prices.
5. The increased production of palm oil.
 - a. just affects the environment
 - b. just affects people.
 - c. affects both people and the environment.
6. The author of the report says that biofuels.
 - a. have no role to play in fighting global warming.
 - b. can be effective in fighting global warming on their own.
 - c. should be part of a group of measures to fight global warming.



You have just closed your book after reading an entire assignment with what you thought understood. But your mind still in blank and you can't remember anything about what you read. Now you have to spend more time to reread the paragraph or, worse still the chapter or title.

If this situation is familiarly, you have to find many ways to improve your comprehension. These are strategies to give you some "mental hook" on which to hang the information that is vital to your success in study and in life. Learning these comprehension skills will take effort, practice, and determination, but you cannot overlook them if you want to be a successful student.

To begin improving comprehension, first learn how to recognize main ideas. If you can identify the main ideas and remember them in the material you read, you have most won the comprehension battle. Finding the main idea may be difficult for two reasons, you may not know what a main idea is. The main idea is simply the point the author is trying to get across. It is the

gist or substance of a paragraph; the thought that all the other details or pieces of information help to support or illustrate.

The second reason recognizing the main idea may be difficult is that you don't know where the material to look for it. It is in the first or last sentences, or is it sandwiched somewhere in the middle of paragraph. Authors can place their paragraph's main idea anywhere. Look for it to come in the first sentence, a middle sentence, or the last sentence, or find it in the first sentence and see it restated in the last sentence, in middle sentences, or not stated at all! Think of finding the material's main idea as participating in a scavenger hunt; you know what kind of thing to look for, but not exactly where to find it. You'll have to actively search for it.

This time, you will try to develop your ability to recognize the main ideas. You will begin by selecting the key words to find the key idea in a sentence, then move on to identifying the main idea in a paragraph. Once you can do that, you will practice recognizing main ideas in longer works.

1. Key ideas in a sentence

To find the main idea in a paragraph, you have to begin by recognizing key words in a sentence. Key words are -the important or essential words- the words that determine the meaning of the sentence.

Although a sentence may give a great deal of information, it usually offers one key idea. We must be able to find the key ideas in order to understand sentence meaning clearly. The key idea of a sentence usually tells:

- What person or an object is
- What a person or object is doing

Example:

A tall girl in a white dress rushed away into the trees just beyond the gate to Stevens Park.

The sentence above tells about a girl. We know that girl rushed. All the information about her appearance, about where she ran, and about the name of the park adds details. The details are helpful in completing the scene for the reader,

and very often we need to rely upon the details to make the main idea clearer. But the key idea, the main thought, in the sentence above is simply a girl rushed away.

Here is how to find the main ideas in the sentences:

- Ask who or what the sentence is about
- Ask what the person or object is doing or what is happening to the person or object
- Learn to separate details from the key idea. Many words in sentences describe things about the subject of the sentences and merely add details around it. If you ask when, what kind, where, or why, you will find details. As a result, it is easier to see the key idea.

See this sentence:

(why) (whatkind) (where)
Because of new laws most foreign automobiles in the United
(how)
States now offer safety features at no extra charge.

Who or what is the sentence about? Automobile
What do the automobiles do? Offer safety features
The key idea is automobiles offer safety features.

2. Recognizing Main Ideas in a Paragraph

Once you have developed the ability to identify key words in a sentence, you will find it easier to pick out the main idea in the paragraph. A **paragraph is a group of sentences about some related subject**. Adding up these key ideas, you see that each sentence helps build that main idea of the paragraph, the basic subject all the sentences relate to.

As you read a paragraph you look for the key idea that each sentence presents. Again, the main idea is the point the author is making, all other sentences in the paragraph work to support or develop this main idea. Readers must know what the main idea of the paragraph is in order to understand the information they are reading.

a. Stated Main Ideas

Often one sentence in the paragraph tells the reader exactly what the rest of the paragraph deals with and

therefore gives the main idea. This main idea sentence (it may be called a topic sentence or topic statement) may appear in one of several places.

Main Idea in the Beginning

Niagara Falls has an irresistible lure for dare-devils.
A motley procession of foolhardy men has dared death by dancing above the chasm on a tight rope or plunging over the cataract in a barrel. They have tried to swim the current and to shoot the rapids in boats.

Main Idea in the Middle

There are deer in abundance here. The whole area is great country for hunters and fishermen. There are bear, occasional mountain lions, and coyotes. To the east there are streams full of trout, and there are ducks, geese, and a few pheasants.

Main Idea at the End

Costs were low that year and the output high. There was a good man for every job and the market remained firm. There were no losses by fire. All in all it was the best year in the company's history.

b. Implied Main Ideas

Sometimes paragraphs do not tell exactly what the basic subject is. Instead you must decide yourself upon the main idea. In order to do that you must add up all the details the writer gives, then state the main idea in your own words.

Exercise 7

Write T for True or F for False in the beginning of the statement below, check it from the passage!

The First Computer Programmer



Ada Lovelace was the daughter of the poet Lord Byron. She was taught by Mary Somerville, a well-known researcher and scientific author, who introduced her to Charles Babbage in June 1833. Babbage was an English mathematician, who first had the idea for a programmable computer.

In 1842 and 1843, Ada translated the work of an Italian mathematician, Luigi Menabrea, on Babbage's Analytical Engine. Though mechanical, this machine was an important step in the history of computers; it was the design of a mechanical general-purpose computer. Babbage worked on it for many years until his death in 1871. However, because of financial, political, and legal issues, the engine was never built. The design of the machine was very modern; it anticipated the first completed general-purpose computers by about 100 years.

When Ada translated the article, she added a set of notes which specified in complete detail a method for calculating certain numbers with the Analytical Engine, which have since been recognized by historians as the world's first computer program. She also saw possibilities in it that Babbage hadn't: she realized that the machine could compose pieces of music. The computer programming language 'Ada', used in some aviation and military programs, is named after her.

1. ____ Ada Lovelace's teacher introduced her to Charles Babbage.
2. ____ Babbage programmed the first computer.
3. ____ Ada translated the article in 1842.
4. ____ The Analytical Engine was electronic.
5. ____ Luigi Menabrea designed the first computer.
6. ____ Babbage finished the machine before he died.

7. ____ Babbage's design was ahead of its time.
8. ____ Ada's work was instantly recognised as being the first computer program.
9. ____ Babbage saw that his machine could write music.
10. ____ Ada wrote military and aviation computer programs.



A read aloud is a planned oral reading of a book or print excerpt, usually related to a theme or topic of study. The read aloud can be used to engage the student listener while developing background knowledge, increasing comprehension skills, and fostering critical thinking. A read aloud can be used to model the use of reading strategies that aid in comprehension.

Benefits of using read aloud

One of the most important things adults can do in preparing children for success in school and in reading is to read aloud with them.

- Listeners build listening and comprehension skills through discussion during and after reading.
- Listeners increase their vocabulary foundation by hearing words in context.
- Listeners improve their memory and language skills as they hear a variety of writing styles and paraphrase their understanding.

- Listeners gain information about the world around them.
- Listeners develop individual interests in a broad variety of subjects and they develop imagination and creativity: what better way to build skills which foster inquiry?

Why read aloud in science?

Science-related literature, especially non-fiction, is often an untapped resource for read aloud book selections. By choosing well-written, engaging science books, teachers provide the opportunity to introduce students to new genres of literature at the same time as they model reading and thinking strategies that foster critical thinking. Science-related books motivate students. Whether emergent readers or avid readers, children often select nature and science books as their favorite genre of literature.

Read aloud can inspire the teacher, too. Often early childhood or elementary teachers are uncomfortable with teaching science. They know there should be more to their instruction than the textbook, but they do not feel like 'experts' in the science content or process. Using read aloud can complement the curriculum and help students make connections between their knowledge, the textbook and their own questions.

Read aloud can be used to:

1. introduce lessons
2. provide an introduction to new concepts and increase science vocabulary
3. lower the abstract nature of science textbooks' explanations
4. invite conversation and generate questions for discussion and investigations
5. model scientific thinking
6. provide content to support hands-on investigations
7. model different problem-solving approaches to science that may support students in their own scientific investigations
8. examine the colorful illustrations and photographs; they can tell a story beyond the words on the page

Selecting the read aloud

- Young children have difficulty separating fact from fiction, so carefully select books with the most accurate information.
- Select an appropriate book based on a specific reading purpose: concept background, exploring author's craft, introduction of key vocabulary, looking at science process or the life of scientists, or some other clearly defined purpose.
- Choose a book or section of a book that lends itself to being read aloud that supports your goal or purpose.
 - Does the text flow?
 - Is the topic engaging?
 - Are there opportunities for stopping points to wonder aloud?
 - Does the text inspire questions?
- Locate relevant artifacts, illustrations or other hands-on materials that might support the text and foster student questions.

If you want to be good reader like Najwa Shihab in TV, you must to be concern with reading aloud, to make it better reading, you must keep this skill:



1. Voice

Voice is the most important thing to be good reader. Don't use silent or shouting voice, but use clear voice. Don't use 'wishy washy' voice!

2. Rhythme

Including intonation, the rhythme and on word choicing to read and which word we can to stop.

Example:

I saw cow in the farm → wrong
I saw cow..... in the farm → correct

3. Pronunciation

As we know that pronunciation also has the important role as the skills to be good reader. That means we must make clear the pronunciation.

Example: word "live" and "life"

All of the theory is like "cloud in the sky" without practicing it.

*For practice,
Read this passage in front of the class!*

Computer-Assisted language learning

Computer-Assisted language learning (CALL) is a form of computer-based accelerated learning which carries two important features: bidirectional learning and individualized learning. It is not a method. CALL materials are tools for learning. The focus of CALL is learning, and not teaching. CALL materials are used in teaching to facilitate the language learning process. It is a student-centered accelerated learning material, which promotes self-paced accelerated learning.

CALL originates from CAI (Computer-Accelerated Instruction), a term that was first viewed as an aid for teachers. The philosophy CALL emphasizes more on student-centered lessons allowing the learners to learn on their own using structured and/or unstructured interactive lessons. These lessons carry 2 important features: bidirectional (interactive) learning and individualized learning. CALL is not a method. It is a tool that helps teachers to facilitate language learning process. CALL can be used to reinforce what has been learned in the classrooms. It can also be used as remedial to help learners with limited language proficiency.

The design of CALL lessons generally takes into consideration principles of language pedagogy, which may be derived from learning theories (behaviorist, cognitive, and constructivist) and second language learning such as Krashen's Monitor Theory.

Others may call CALL an approach to teaching and learning foreign languages whereby the computer and computer-based resources such as the Internet are used to present, reinforce and assess material to be learned. CALL can be made independent of the Internet. It can stand alone for example in a CDROM format. Depending on its design and objectives, it may include a substantial interactive element especially when CALL is integrated in web-based format. It may include the search for and the investigation of applications in language teaching and

learning. Except for self-study software, CALL is meant to supplement face-to-face language instruction, not replace it.

Exercise 8.1.

Choose the best answer according to the passage!



Some American Indians grew corn, sunflowers, squash, beans, and pumpkins in garden plots. To prepare a garden plot, they first killed the trees there by cutting off a ring of bark to kill the tree. Then they scratched the ground with a stone hoe or with the bone of a deer or buffalo, or they

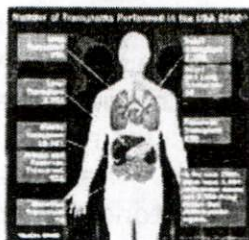
used a stick sharpened in the fire. Some Indians put a dead fish into the hole where they planted the corn in order to provide food for the corn plant.

1. This story is mainly about...
 - a. hunting
 - b. fishing
 - c. farming
 - d. vegetables
2. The dead fish in the story was used...
 - a. to keep away wild animals
 - b. to provide food
 - c. to put out a fire
 - d. as bait
3. Why did the Indians kill the trees?
 - a. So that sunlight could reach the growing plants
 - b. To provide room for the growing plants
 - c. To let food and water in the soil go to the plants instead of to the trees
 - d. All of the above
4. Which of these is not mentioned in the story?
 - a. Tomatoes
 - b. Corn
 - c. Squash
 - d. Pumpkins

Exercise 8.2.

Choose the best answer according to the passage!

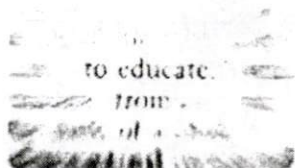
Both tissue transplants and organ transplants are used in the treatment of disease. Tissue transplants include the transplanting of skin, bones, and the cornea of the eye; whereas



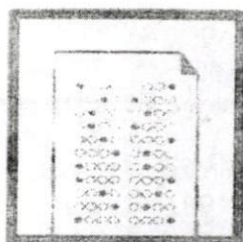
organ transplanting includes replacing a kidney, heart, lung, or liver. Skin and cornea transplants are very common and successful, and have been performed for hundreds of years. In fact, there is evidence that skin transplants were done as early as 600 B.C. in India. Organ transplants, on the other hand, are quite recent. They are also more difficult to perform. Moreover, it is not always easy to find a suitable donor. Even if a healthy organ is found, the receiver's body may reject it. This is the major reason for problems with organ transplants.

The first heart transplant was performed by Dr. Christiaan Barnard in 1967 in South Africa. Many successful heart transplant operations have been performed since then. In 1982, Dr. Barney Clark was the first to receive an artificial heart. Research into organ transplants continues all the time. Doctors are continuing to find new ways to combat the problems, and to make transplants safer and more available to people who need them.

1. Which of the following is a tissue transplant?
 - a. Liver
 - b. Lung
 - c. Bone
 - d. Kidney
2. In 600 B.C., there were.....
 - a. organ transplants
 - b. skin transplants
 - c. cornea replacements
 - d. artificial hearts
3. A cornea is located in the
 - a. heart
 - b. skin



VS



You have already done a number of activities that focused on the skills of reading materials at different rates. Learning how to vary the rate at which you read is invaluable. It will not only save your time, it will increase your comprehension as well.

Skimming and Scanning are terms sometimes used by students interchangeably. However, they are two different things. **Skimming** is defined as the ability to identify their main ideas while very rapidly and selectively skipping over the reading material. We pass our eyes quickly over an entire selection to get a general idea of "gist" of its contents. For example, you skim a chapter in your history books to review your knowledge of the Civil War. Or maybe you want to order some food by looking at the menu. It can be said that we don't know what the material is before we read it.

Scanning, in contrast, is defined as the ability to locate specific information or facts as rapidly as possible. Glancing at a selection for a specific piece of information and stopping when you find it. Generally, when you scan for information you know what you are looking for before you begin to read. For example, you scan the S column in the telephone book looking for Joe Santiago's number.

- c. bone
- d. eye

4. The most common problem with organ transplants is.....
- a. rejection of the organ
 - b. finding a donor
 - c. finding a healthy organ
 - d. replacing the organ

5. Successful heart transplants have been performed since
- a. 600 B.C.
 - b. 1967
 - c. 1982
 - d. 600 A.D.

6. The first heart transplant was
- a. received by Dr. Christiaan Barnard
 - b. performed by Dr. Barney Clark
 - c. performed in South Africa
 - d. with an artificial heart

7. The best title for this passage is
- a. The Treatment of Disease
 - b. The First Heart Transplants
 - c. Successful Organ Transplants
 - d. Transplants: Past and Present

Skimming and scanning are both very rapid reading techniques. But skimming is a technique used to find out how a news story, magazine article, or textbook chapter is organized and what it is generally about without having to read the entire selection. To skim correctly it is necessary to know the various organizational patterns of writing.

Scanning is a technique used when locating a word in the dictionary, when seeking a page number in the index or when checking to see what television programs are offered in certain times. Good scanning ability depends on knowing what you want to find and knowing the organization of the material to be read. Scanning is something you already know how to do, but you may or may not be very proficient at it.

The major difference, between skimming and scanning is that when you finish skimming, you have covered the entire selection briefly; in scanning, you glance only until you find what you are looking for, and then you stop.

Skimming and scanning both involve reading selectively. In order words, you read only those parts that will serve your purpose. Skimming, however, involves three basic forms of selective reading: previewing, over viewing, and reviewing.

1. Previewing: The prefix pre means before; to preview is to view the material before you actually begin reading it. Previewing is usually followed by a more thorough reading. You can use previewing to select a book, survey a chapter, or search for appropriate research material.
2. Over viewing: over viewing is getting a "big picture" view of the material. Over viewing usually is not followed by another reading. You use over viewing to get an overall sense of the content of an article or book.
3. Reviewing: The prefix re means again. When you review, you view the material again. Reviewing follows a previous reading. You can use reviewing to go back over material to refresh your memory, especially before a test or important discussion.

Exercise 9

Make your own question based on the passage!

English Language



English is a widely distributed language originating in England that is currently the primary language of several countries. It is extensively used as a second language and as an official language in many other countries. English is the most widely taught and understood language in the world, and sometimes is described as a lingua franca. Although Modern Standard Chinese has more mother-tongue speakers (approximately 700 million) English is used by more people as a second or foreign language, putting the total number of English-speakers worldwide at well over one billion.

An estimated 354 million people speak English as their first language. Estimates about second language speakers of English vary greatly between 150 million and 1.5 billion. English is the dominant international language in communications, science, business, aviation, entertainment, diplomacy and the Internet. It has been one of the official languages of the United Nations since its founding in 1945. It is widely said that English is today's universal language.

English is a West Germanic language that developed from Old English, the language of the Anglo-Saxons. English, having its major roots in Germanic languages, derives most of its grammar from Old English, although a Celtic substratal influence has also been postulated. As a result of the Norman Conquest, it has been heavily influenced, more than any other Germanic language, by French, Latin and Greek. From England it spread to the rest of the British Isles, then to the colonies and territories of the British Empire (outside and inside the current Commonwealth of Nations) such as the United States, Canada, Australia, New Zealand, and others, particularly those in the Anglophone Caribbean. As a result of these historical developments English is the official

language (sometimes one of several) in many countries formerly under British or American rule, such as Pakistan, Ghana, India, Nigeria, South Africa, Kenya, Uganda, and the Philippines.

Mandarin Chinese and Hindi have more native speakers than English does; however, the geographic distribution of Mandarin and Hindi, as both first and second languages, is more limited than that of English. English also is the most widely spoken Germanic language. English spread to many parts of the world through the expansion of the British Empire, but did not acquire lingua franca status in the world until the late 20th century, when American culture began to overpower that of others on the global scale. Following World War II, the economic and cultural influence of the United States increased and English permeated other cultures, chiefly through development of telecommunications technology. Because a working knowledge of English is required in many fields, professions, and occupations, education ministries throughout the world mandate the teaching of English to, at least, a basic level (see English as an additional language).



Most students probably assume that when they read, their eyes follow in a straight motion across the line of print, like this:

Eyes follow the print in a straight line

That is not so. You need only to sit across from someone and carefully observe his or her reading process to discover:



The eyes move in an arc across the lines of print

Each time the eyes reach the bottom of the arc; they pause, or stop to take in words. These pauses are called fixations. It is only at the fixation point that your eyes see words. When the eye is making the arc, the motion is rapid; in fact, it is so rapid, the reader is unaware of it. Only your brain "sees" the rapid blur of the arc. It's fortunate that as you read you do not see the arc---it would cause a terrible headache! As your eyes go through the

motions of reading, they are in the arc 6 percent of the time; 94 percent is spent at the points of fixation.

Slow readers move their eyes in the words-by-word arc illustrated above. It is easy to see why slow readers tire easily and become discouraged. Reading is a difficult process for them.

Fast readers, on the other hand, read more fluently

Fast readers take 2.5 to 3 words per fixation, making the task of reading a much simpler one.

To become a flexible reader, you need to know how to select and use a reading style that is consistent with your purpose for reading. There are three important reading styles you should learn to use. Each has its own purpose. Knowing when and how to use these three reading styles will make you a flexible reader. Read to learn about the three reading styles used by flexible readers.

Study Reading is the reading style used by flexible readers when their purpose is to read difficult material at a high level of comprehension. When using the Study Reading style, you should read at a rate that is slower than your normal reading rate. Further, as you read you must challenge yourself to understand the material. Study Reading will often require you to read material more than once to achieve a high level of comprehension. Sometimes, reading the material aloud will also help you improve your comprehension.



Skimming is the reading style used by flexible readers when their purpose is to quickly obtain a general idea about the reading material. The Skimming style is most useful when you have to read a large amount of material in a short amount of time. When using the Skimming style, you should identify the main ideas in each paragraph and ignore the details in supportive sentences. Because you are only looking for the main idea in each paragraph you read, a lower level of comprehension is to be expected than when using the Study Reading style.

Scanning is the reading style used by flexible readers when their purpose is to quickly locate a specific piece of information within reading material. The piece of information to be located may be contained in a list of names, words, numbers, short statements, and sometimes even in a paragraph. Since you know exactly what you are looking for, move your eyes quickly over the reading material until you locate the specific piece of information you need to find.

Before you begin your next reading assignment, identify your purpose for reading. Decide if you are reading for a *high level of comprehension*, *trying to get a general idea about what you are reading*, or *looking for specific information*. Then use the reading style that is appropriate for your reading purpose.

Exercise 11

Read the passage carefully and then answer the question below!

CANADA

The roots of Canadian English can be found in the **events** which followed the American Revolution Of 1776. Those who had supported Britain found they unable to stay in the new United States, and most went into exile in the Ontario region of Canada. From there they **spread** to all parts of the country. They were soon followed by many thousands who were attracted by the **cheapness** of land. Within fifty years, the population of Upper Canada (above Montreal) had reached 100,000 - mainly people from the United States.



In the east, the Atlantic Provinces had been **settled** with English speakers much earlier (the first contacts were as early as 1497, when the British explorer John Cabot claimed Newfoundland), but even today these areas contain less than 10 per cent of the population, so that they have only a marginal role in the development of the Canadian 'norm'. In Quebec, the use of French language and culture remains from the first period of exploration, with the majority of people using French as a **mother-tongue**: here, English and French coexist uneasily.

Because of its origins, Canadian English has a great deal in common with the rest of the English spoken in North America - and is often difficult to distinguish for people who live outside the region. To British people, Canadians may sound American; to Americans, they may sound British. Canadians themselves insist on not being identified with either, and certainly there is a great deal of evidence in support of this view.

1. Match the following words with the suitable definition or synonym.

event spread cheapness settle role tongue support

| | |
|-------|-------------------------------------|
| | Low in price, costing little money. |
| | Thing that happens, incident. |
| | Help; give one's approval. |
| | Extend, become distributed. |
| | Make one's permanent house. |

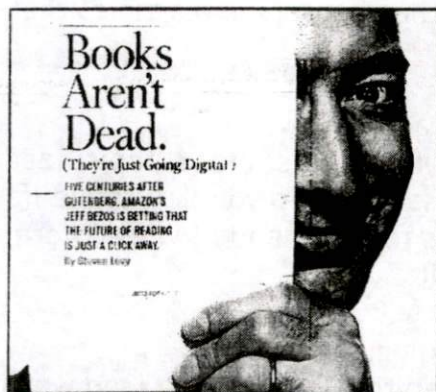
2. Answer the following questions according to the text.

a. Why did some English people have to escape to Canada after the American Revolution?

b. Why did people go to Canada after the first immigrants?

c. Why did French spoken in Quebec?

d. What kind of English does the Canadian English resemble?



In the modern age of information, reading truly is a fundamental survival skill. Here are ten tips that anyone can use to improve their reading skills:

1. You don't have to be a great reader to get the point. Some people read fast and remember everything. Others read slowly and take a couple of times to get all the information. It doesn't matter, really, so long as when you read, you get the information you're seeking.
2. Know WHY you're reading.
Are you reading for entertainment or to learn something? Decide why you're reading before you start and you'll greatly improve your comprehension and your enjoyment.
3. You don't need to read everything.
Not every magazine, letter, and email you receive contains information you need. In fact, most of it is simply junk. Throw

it away, hit the delete key! Just doing this will double the amount of time you have available to read.

4. You don't need to read all of what you do read.
Do you read every article of every magazine, every chapter of every book? If so, you're probably spending a lot of time reading stuff you don't need.
Be choosy: select the chapters and articles that are important. Ignore the rest.
5. Scan before you read.
Look at the table of contents, index, topic headers, photo captions, etc. These will help you determine if, a) you have a real interest in this reading, and b) what information you're likely to get from it.
6. Prioritize your reading.
You can't read everything all at once (and wouldn't want to). If it's important, read it now. If it's not, let it wait.
7. Optimize your reading environment.
You'll read faster and comprehend more if you read in an environment that's comfortable for you.
8. Once you start, don't stop!
Read each item straight through. If you finish and have questions, go back and re-read the pertinent sections. If you don't have questions, you got what you needed and are ready to move on.
9. Focus.
Remember, you're reading with a purpose, so focus on that purpose and the material. If you lose interest or keep losing your place, take a break or read something else. You can keep track of where you are by following along with your hand. This simple technique helps you focus and increase your concentration.
10. Practice!
The more you read, the better reader you'll become (and smarter, too)! So, feed your mind: read!

By Jim Allen

Another tips how to be good reader:

1. Find a quiet, comfortable place to read so that you aren't disturbed. Make sure it is somewhere with good lighting where you can relax.
2. Pick reading material that interests you. Read the backs of books or the inside of the dust jacket for a brief summary of the plot.
3. Find a book that's comfortable for you to read. Skim the first few pages--if you have trouble understanding what the author's trying to say, you may not enjoy the book.
4. If you have trouble visualizing the story, pay attention to the introductions of characters and places. Try to see each in your mind. 'Seeing' the story will make it more real to you and easier to remember.
5. Try to take the book you're reading with you wherever you go.
6. Return to the library regularly to get new books to read.

If you feel hard:

1. Don't give up if you get frustrated or get a headache. If you aren't used to reading on a regular basis, it will be difficult at first. Stay with it and you will be rewarded.
2. Don't be upset if you find a book where you can hardly understand any of the words. As you read, your personal vocabulary will increase, but pick another book if there are too many obscure and/or difficult words.

Another suggestion to improve Your Reading Skills

1. Make a habit of reading regularly. Read as many English books, newspapers and magazines as you can get your hands on.
2. Reading should be fun, so make sure the texts you choose are not too difficult for you. If the book or article you are reading is a chore, then find something easier. Try reading graded

books written especially for ESL learners. I've written a guide on how to choose a book here.

3. Find an author you like and read *all* their books. By doing this you will get used to the style of a particular author and the typical vocabulary and grammar they use. As you read more of his/her books you will find it easier and easier.
4. If you have local libraries find out if they stock English books or if they have bilingual editions of English classics. Or ask them to stock English translations of books you are already familiar with.
5. Try reading things more than once. Read something and then read it again a few weeks/months later. You should find your understanding has improved.
6. Try to discuss a book you've enjoyed with other people. You can even discuss books with me on the forum, or there are lots of online book clubs and you can even write reviews on book selling sites.
7. Don't try to read "the classics". Save them for later, start with contemporary short stories. And don't forget, there are loads of excellent comics out there too. I actually started learning German by reading Winnie the Pooh!

!Learning Tip - don't try to understand every word. Try to understand the overall meaning of a sentence or passage.

!Learning Tip - don't translate - only use a dictionary if a word keeps appearing in a text and you still don't understand it.

!Learning Tip - don't just read a book and then forget about it - try to analyse it. You can use this reading log to help you.

Exercise 11.1.

Choose the best answer from the passage!



The Aztecs and the Mayas were Indians much more civilized than North American Indians. The Mayas were great builders. They knew how to write down their words, and some of their books still exist. The Aztecs were not as good builders as the Mayas, but some of their temples and palaces were very large. They did not know iron, but their workmen did wonderful work in gold. Silver, copper, and

tin. They had a system of picture writing. They knew how to weave cloth out of cotton.

1. This story is mainly about...
 - a. Ways in which the Mayas and Aztecs were very civilized.
 - b. Great Indian builders.
 - c. How the Mayas and the Aztecs differed from one another.
 - d. Indians to the south of North America.
2. Both the Mayas and the Aztecs...
 - a. did wonderful work in gold, silver, copper, and tin.
 - b. knew about iron.
 - c. were not as civilized as North American Indians.
 - d. built wonderful buildings.
3. North American Indians...
 - a. had a system of picture writing.
 - b. wore clothes woven of cotton.
 - c. built large temples and palaces.
 - d. were not as civilized as Indians to the south.
4. The workmen in this story were...
 - a. builders
 - b. weavers
 - c. writers
 - d. artists

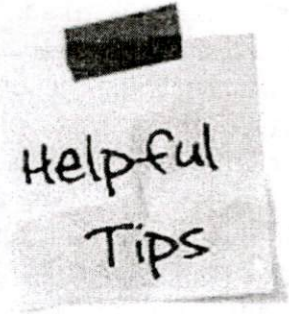
Exercise 11.2.

Choose the best answer from the passage!

At the bottom of the sea there are creatures that do not know what light means. They have neither eyes nor ears, and they can only feel. For them there is no day or night. There are no seasons, no sun, no moon, and no stars. It is as if a child spent its life in darkness in bed, with nothing to see or hear.

How different our own life is! Sight shows us the ground beneath our feet and the heavens above us - the sun, moon, and stars, shooting stars, lightning, and the sunset. It shows us day and night. We hear voices, the sound of the sea, and music. We feel, we taste, and we smell. How fortunate we are!

1. This story is mainly about.....
 - a. sea creatures at the bottom of the sea.
 - b. changes in day and night and the seasons.
 - c. how wonderful our lives are.
 - d. the differences among creatures of the earth.
2. The sea creatures in the story.....
 - a. have the same senses that we do.
 - b. have no sense of touch.
 - c. hear the sounds of the ocean.
 - d. live in darkness.
3. A child in darkness in bed is like -
 - a. someone who lives where there are no seasons.
 - b. an animal without the sense of touch.
 - c. a sea creature without sight or hearing.
 - d. a deaf child.
4. The "heavens" in this story are -
 - a. the Milky Way.
 - b. the sky.
 - c. the home of God.
 - d. the place above the clouds.



Helpful Tips

Taking Objectives Test

Objective test are those that include questions in a true/false, multiple-choice, matching, or fill-in format. Usually the answer is provided but the student must decide among several possibilities.

1. True/ false Questions

True/ False questions are the easiest test questions for the obvious reason that you have at least a fifty-fifty chance of getting the right answer. First, be sure you have read the question correctly. Look for words such as always or never; these words often indicate a false answer. Words such as often, usually, rarely, or sometimes can indicate a true answer. Decide if the statement is totally true before you mark it true. Answer what the tester intended, now what you read into the questions. For example, the statement "General Motors produces compact cars" is true. If the question had read "General Motors alone produces compact cars", then it would be false.

On true/ false questions, stick with you first impression. Studies have shown over and over that your first impression is

usually right, so be slow to change your answer, if you change it at all.

2. Multiple-choice questions

An important rule to remember when answering multiple-choice questions is to read the answer first. This way, you'll view each answer separately and equally, without "jumping" on the first and easiest one. Look for an answer that not only seems right on its own but completes the question smoothly. If the question asks why something occurs, then your answer must be a cause. Try to eliminate any obviously poor answer. Suspect as a possible right answer phrases such as "all of the above," "none of the above," or "two of the above." Check the wording of questions to notice qualifying phrases such as "all of the following are true except..." or "which two of the below are not..." statically, the least likely correct answer on a multiple-choice question is the first choice.

When in doubt, pick the longer of two answers. But, just as in true/ false sections, always put something down. Even an educated guess is better than leaving the question blank and getting it wrong for sure.

3. Sentence Completion of Fill-in Questions

These generally ask for an exact word from memory. They don't allow for much error, so make sure your answer is a logical part of the sentence as a whole. Use the length and number of blanks given as a hint. Make sure the grammar is consistent. When in doubt, guess. Even if it's a generalized guess, you may get partial credit. If you are unsure of two possibilities, include both and hope for half credit.

Taking Essay Tests

When answering questions on an essay test, begin by making an outline on a piece of scratch paper. Assemble and organize the main points. Check the wording of the question to make sure you are interpreting the question correctly. For example, if the question asks you to compare and contrast, do not give a descriptions or a discussion. Begin your essay by using the same words in your answer that are in the question. Keep your answer to the point. Always write something in answer to a question,

even if you don't have much to say. Think and write by using this format:

1. Introduction. Introduce your topic.
2. Background. Give historical or philosophical background data to orient the reader to the topic.
3. Thesis and arguments. State the main points, including causes and effects, methods used, dates, places, and results.
4. Conclusion. Include the significance of each event, and finish up with a summary.

When totally stumped for an answer on an essay, think about book titles, famous names, places, dates, wars, education, or any titles. Usually something will trigger some ideas. If you know nothing about the essay question, invent your own question on the subject and answer it. You'll usually get at least partial credit.

The Aftermath

When you complete a test, be sure to reread all your answers. Check the wording of the questions again. Eliminate careless errors, and you can save a lot of disappointment later. This is the time when you can cash in on your brief encounters with your lecturer. Write your name in large, visible letters. If you have made a positive impression on your lecturer from personal contact, it will pay off now.

Sometimes just a good impression can give you the higher grade in a borderline situation. Take as much time as you need. When you think you have finished the test, turn it upside down on your desk. Think about it for few minutes, giving your mind some time to relax and come up with some answers. If you still agree with what you have written, then turn it in. But sometimes those few moments spent just thinking about the questions will bring back the answer that gives the A.

Once your corrected test is returned, look it over. Check your errors and find out not what they were but what kind of errors they were. Was it from answering questions too quickly, poor organization, a missed assignment, or incorrect notes? Understand why you made errors and avoid this problem on the next test.

Tips and Tricks

Tests may ask students to interpret information in a particular passage. No matter what the question, the key is to know what the passage actually says. How to do it?

Here are some tips for handling questions with reading passages.

First

- ✓ Concentrate. Put aside your worries and distractions. Get ready to get down to business!
- ✓ Don't rely too much on prior knowledge. Although you may know about the subject, the information that is presented will be the source from which your answer should come.

Second

- ✓ Read the question first. Why read the question before the passage? Because it saves time to know what you are reading for!
- ✓ Make sure you understand the question. What kind of information will you need to gather when you read? Will you be looking for facts? Or will you be using the passage to come up with your own answer?
- ✓ Read the passage as quickly as you can. Look for the answer as you read. When you find it, take notice of it, but -- and this is important -- don't stop reading yet! Read to the end. That way you can be sure that your answer is the best, most complete answer possible. If you are reading the passage in order to provide a written response, read more carefully. Make sure you understand everything.
- ✓ Providing the answer. Feel free to look back at the passage to double-check your answer.

If You Didn't Find the Answer

- ✓ Try again. Reread the question and the passage. Be sure you know what you are being asked to think about, before you reread.
- ✓ Skip the question. If you still can't find or figure out the answer, skip the question. You can come back to it after you've finished the rest of the test.

Another Tips for Multiple Choice Testing -

You Can Make Better Grades on Multiple Choice Tests

Regardless of your learning disability, you can improve your scores on multiple choice exams! It's true. While test preparation takes work, you can achieve as well as or even better than other students in your class if you follow these strategies.

Schools and colleges use multiple choice testing extensively. It is important to prepare for these tests in advance using effective strategies. Preparing in advance and on a regularly scheduled basis is the single best strategy to improve on testing. Ways to prepare include:

- strategies to help you memorize content; and
- smart test taking strategies.

Multiple Choice Testing - Strategies to Help Memorize Content for Multiple Choice Tests

- Read textbook assignments before they are discussed in class if possible. Take notes on the text in outline form, review them before class, and bring them with you to class.
- As the teacher discusses the material, highlight ideas that the teacher mentions that are in your notes.
- If your teacher mentions material that is not in the text, write it down in your notes. Review these notes right after class. If you have questions about anything you've written, talk about it with your teacher or a buddy from class to get the clarification you need.
- Attendance is important. When you miss class, you miss valuable information that could show up on a test that is not in your book. Two or three simple bits of missed information could mean the difference between passing and failing an exam. If you must miss class:
- Arrange to meet with your teacher to discuss anything you missed.
- Get a buddy to share notes with you from that day. Ask your buddy to explain any ideas in the notes that you do not understand.
- Keep track of upcoming exams and tests on your calendar or on a planner. Schedule time to review all material that will be covered on the exam at least once at least once a week, every week before the test.

Multiple Choice Testing - Smart Test Taking Strategies

- In addition to the study tips above, there are some simple test taking strategies that can help increase your chances of scoring well on this test.
- Be prepared with all the materials you will need for the test. Bring several sheets of notebook paper, two or three sharpened pencils, an extra eraser, a highlighter, and three working pens. Why so many? Having extra materials will save you valuable time should a pencil break or a pen stop working. If you are permitted to use other aides such as a calculator, make sure you have extra batteries, or use a calculator with solar power.
- When you first receive your test forms, quickly look through them to see how many questions there are. This will help you estimate about how much time you have to answer each question.
- Answer the easy multiple choice questions first. Work as quickly as you can on the easy questions without being careless.
- On more difficult questions where you are not exactly sure about the answer, using a process of elimination can increase your chances of choosing the correct answer:
- Cross out answers that you know are incorrect.
- This is where the process gets tricky. Read the remaining answers. These answers are likely to be very similar. In fact, they all may be correct to some degree. One answer will be **more right** than the others. The correct answer will contain the most precise and complete facts. Teachers design tricky answers like these to determine how well you know the material.
- On items that require you to read a short passage and answer questions about it, read the questions first. Briefly reflect on what the questions are asking you. Read the passage, and return to the questions. If necessary, use the process of elimination above to narrow down your choices.

Exercise 12

Choose the best answer according to the passage!

After months of colder weather, the days get longer, the buds come out in the trees, birds sing, and the world puts on a green dress. Spring passes into summer. Everyone knows that summer will not last. The power of all the wisest men and women in the world cannot keep it for us. The corn becomes ripe, the leaves turn brown and then drop to the ground, and the world changes its green dress for a dress of autumn colors.

1. During which season does the world put on a green dress?
 - a. Summer
 - b. Spring
 - c. Winter
 - d. Autumn
2. This story is mainly about.....
 - a. the wisdom of nature.
 - b. the beauty of the seasons.
 - c. change.
 - d. the shortness of summer.
3. What is the season described at the end of the story?
 - a. Summer
 - b. Spring
 - c. Autumn
 - d. Winter
4. What is it that the world cannot keep for us?
 - a. Spring
 - b. Summer
 - c. Power
 - d. The world's dress

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Reading

Basic Reading Skills

Jim Trelease's stated: "Reading is a skill—and the more you use it, the better you get at it. Conversely, the less you use it, the more difficult it is."

Some students think that reading in English language is very difficult for them, because it is not their native language. The answer is most definitely: No! Reading in English is like reading in your native language. This means that it is not always necessary to read and understand each and every word in English. Remember that reading skills in your native language and English are basically the same.

The material in this book was construct to get minimum requirement for basic reading. This book consist 14 units, include in it: Previewing, Basic Reading Skill, Skimming and Scanning, Paragraph, Reading Aloud, Tips and Tric for reading test, and many other theory.

It is hope this book has numerous function for increasing students reading skills.



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