

**LESSON 01:**  
**Reading & Vocabulary Skills - PART 01**

**PREPARED  
BY**

**Debouza Abdelouahab**

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## Part 01

### Reading Skill: ‘Identifying the main idea of a paragraph’

- A paragraph is a group of sentences about one topic.
- The *main idea* of a paragraph is the most important point about the topic.
- You can often find the *main idea* in the first or second sentence of a paragraph; this sentence is also called the *topic sentence*.
- The other sentences help explain or support the *main idea*.
- Identifying the *main idea* of a paragraph will help you *understand and remember what you read*.

### EXTRA:

### Vocabulary Skill: ‘Word Families’

- *Word families* are group of words that come from the same root.
- Learning about *word families* can help you improve your vocabulary.
- If you know the meaning of the *noun form* of a word, you may also recognize the *verb form*.

- In some *word families*, the *noun form* and *verb form* are the same.

*Example:*

- His teacher had a strong *influence* (noun) on him.
- Parents *influence* (verb) their children.

- In some *word families*, the *noun form* and *verb form* are different.

*Example:*

- This *song* (noun) is popular.
- I never *sing* (verb) in public.

## Part 02

### Reading Skill: ‘Getting meaning from context’

- The context is *the other words* near the *unknown word*.
- If you find a word you don’t know in a text, you can use the context to help you understand the meaning of the word.
- Looking up every new word in the dictionary will slow your reading.
- Instead, use the context to help you understand the general meaning of a word.

*Examples:*

- It was a *joyful* celebration. Everyone was very happy.
- It was a *joyful* [*celebration. Everyone was very happy*] → context
- From the context, you can understand that the word *joyful* means *very happy*.
- The red sign told me that there was *danger* and some possibility of injury
- The red sign told me that there was *danger* [*and some possibility of injury*] → context
- From the context, you can understand that *danger* means *a chance that someone might get hurt*.

**EXTRA:**

**Vocabulary Skill:** ‘Suffixes’

- A *Suffix* is a letter or a group of letters at the end of a word.
- A *Suffix* changes the form of a word.
- Common suffixes for changing a ‘*noun*’ to an ‘*adjective*’ are **–ful** and **–al**.

*Example:*

- Natalia’s favorite **color** (noun) is purple.
- Elizabeth loved to draw **colorful** (adjective) pictures.
  
- The researcher finished the **experiment** (noun) in one month.
- The tests were **experimental** (adjective), and they didn’t prove anything.
  
- Understanding suffixes can help you increase your vocabulary.
- If you know the meaning of a *noun*, then you may be able to also understand its *adjective form*.

*Example:*

<b><u>Noun</u></b>	<b><u>Adjective</u></b>
Cheer	Cheerful
Joy	Joyful
Education	Educational
Nation	National

- Sometimes when you add a suffix, there are spelling changes to the *noun* form.

*Example:*

<b><u>Noun</u></b>	<b><u>Adjective</u></b>
Biology	Biological
Finance	Financial

**LESSON 02:**  
**Reading & Vocabulary Skills - PART 02**

## Part 01

### Reading Skill: ‘Identifying supporting details’

- A well-written article includes **details** that support the main ideas.
- Details can include facts, reasons, or examples.
- Identifying supporting details will help you understand the main ideas of an article.

**Main idea** → Bowing is a form of greeting in many countries.

**Supporting Details** → **Fact:** something you know is true  
*Example:* Bowing is the traditional greeting in East Asia.

**Reason:** the cause of something  
*Example:* People bow low when greeting older people because it is a sign of respect.

### EXTRA:

### Vocabulary Skill: ‘Prefixes’

- A *prefix* is a group of letters at the beginning of a word.
- Adding a *prefix* to a word changes its meaning.
- Understanding *prefixes* will help you increase your vocabulary.
- The prefixes *in-*, *im-*, and *un-* mean *not* and are added to adjectives.

There are no rules for when to use *un-* or *in-*. You need to learn these words or use the dictionary to help you.

<b>informal</b>	<b>not formal</b>
<b>invisible</b>	<b>not visible</b>
<b>unusual</b>	<b>not usual</b>
<b>unable</b>	<b>not able</b>

*im-* is added to an adjective that starts with *m* or *p*

<b>impolite</b>	<b>not polite</b>
<b>immature</b>	<b>not mature</b>

#### **Note:**

Not every word starting with *in-*, *im-*, or *un-* has a prefix meaning *not*. For example, these words do not have negative prefixes: **interrupt**, **impression**, **uncle**.

## **Part 02**

### **Reading Skill:** ‘Taking notes’

- When you read an article or textbook, it is helpful to *take notes* while you read.
- Taking notes can help you remember what you read.
- When you *take notes*, you do not need to write complete sentences.
- You can write short phrases or even just a few words.
- You can also underline or highlight important information

Some things you might *note* are:

- Main ideas
- Supporting ideas
- Important names, dates, or numbers

You can use your notes for summarizing, answering questions, comparing ideas, or studying

**LESSON 03:**  
**Reading & Vocabulary Skills - PART 03**

## Part 01

### Reading Skill: Skimming

- **Skimming** is reading a text quickly to get the general idea of what it is about.
- *Skimming* is useful when you read a newspaper or magazine, read online, or take a test.
- When you do research, you skim an article to see if it will be useful.
- When you skim, use these tips.
  - Read the title
  - Quickly read the first sentence of each paragraph
  - Move your eyes quickly through the text
  - Do not read every sentence or every word
  - If the text is short, read the first and last sentence of each paragraph.

## Part 02

### Reading Skill: Identifying fact and opinion

A **fact** is something that people generally agree is true. Facts are sometimes supported by statistics or other numbers.

Examples:

- Water freezes at 0° Celsius.
- Paper is one of the easiest materials to recycle.
- In the United States, 18 percent of old TVs are recycled.

An **opinion** is what a person thinks about something. Another person may not agree.

Examples:

- English is an easy language to learn.
- Consumers are more interested in a product's price than its quality.
- Advertising has a bad influence on our spending habits.

When reading it's helpful to understand the difference between facts and opinions. Some words that can indicate an opinion are *(not) think*, *(not) believe*, *(not) feel*, and *in my opinion*.

Examples:

- I ***don't think*** English is an easy language to learn.
- The author ***believes*** advertising has a bad influence on our spending habits.

## **EXTRA**

### **Vocabulary Skill:** Phrasal verbs

- A **phrasal verb** is a *verb + a particle*.
- Some examples of particles are ***in, out, up, over, by, down, and away***.
- When a particle is added to a verb, it often creates a new meaning.



Example:

- I want to **watch** the game on TV tonight. (**watch = look at**)
- **Watch out** for ice on the stairs! (**watch out = be careful**)

Many phrasal verbs have more than one meaning.

Example:

- He **picked up** the book and started to read. (**lifted**)
- Beth **picked up** her friend in her new red car. (**gave a ride to**)
- The wind **picked up** in the afternoon. (**increased**)

Some phrasal verbs are **separable**. They can be separated by objects.

Example:

- He **picked up** the book.
- He **picked** the book **up**.
- Yolanda **threw away** her old shoes.
- Yolanda **threw** her old shoes **away**.

Some phrasal verbs are **inseparable**. They cannot be separated by objects.

Example:

- Ollie **fell down** the stairs. (correct)
- Ollie **fell** the stairs **down**. (incorrect)
  
- Eva **stopped by** my house yesterday. (correct)

**LESSON 04:**  
**Reading & Vocabulary Skills - PART 04**

## Part 01

**Reading Skill:** Identifying the author's purpose (intention, reason, point)

- The **purpose** of a text is the reason why the author writes it.
- For example, the purpose of a newspaper article is *to inform* or give the reader information about something.
- The purpose of a letter to the newspaper is usually *to express an opinion* about something.
- As you read, look at the words the author uses and ask yourself questions to help you identify the purpose.

Here are some questions you can ask yourself as you read:

- Is the author trying to give me information about something?
- Is the author expressing his or her opinion about something?
- Is the author telling me a personal story?
- Is the author trying to make me interested or excited about something?
- Is the author trying to make me laugh?
- Is the author trying to scare me?

Identifying the author's purpose can help you better understand the text you are reading.

### **EXTRA:**

**GRAMMAR:** Infinitives of purpose

- An **infinitive** is *to+the base form* of a verb.
- We sometimes use infinitive to show the purpose of an action.
- **We call these the infinitive of purpose.**
- An **infinitive of purpose** is usually separated from the main verb in a sentence.
- **Infinitive of purpose can be used with most action verbs.**

Example:

- **Follow** (main verb) these steps **to use** an ATM (infinitive of purpose).
- **Push** (main verb) the button **to send** (infinitive of purpose) your order.
- The manager **lowered** prices **to increase** (infinitive of purpose) sales.

Sometimes an infinitive of purpose comes before the main verb.

Example:

- **To use** an ATM, follow these steps

Not all infinitives are infinitives of purpose.

- *An infinitive of purpose* has the same meaning as 'in order to'.
- If you insert the phrase '*in order to*', it will help you figure out if an infinitive is one that shows purpose.

Example:

*Infinitive of purpose :*

- He called me **to apologize**.
- He called me **in order to apologize**. (same meaning)

*Not an Infinitive of purpose:*

- He called me and said that he wanted **to apologize**.
- He called me and said that he wanted **in order to apologize**. (not the same meaning and incorrect)

## **Part 02**

### **Reading Skill:** Summarizing

- When you **summarize**, you briefly retell or describe the main ideas or events of a story or an article.
- Summarizing is a way to check your comprehension and make sure you understand what you have read.

Here are some tips for summarizing.

- Take notes about the main ideas and important details as you read.
- Put your ideas together into sentences or a paragraph
- If you have trouble summarizing, go back and reread the parts that you didn't understand.
- If the text is long, you can stop and summarize parts of it at a time.

Here is a summary of the beginning of *Nasreddin Hodja and Candle*.

*Nasreddin Hodja and Candle is Turkish folktale (fable) about a bargain (deal or agreement) that the Hodja makes with his friends. They are all discussing the cold weather when the Hodja says cold weather doesn't bother him.*

#### **TIP:**

When you summarize, you don't have to use the same tense as the original text. For example, if the story is in the past, you can write the summary in the present.

#### **EXTRA**

### **Vocabulary Skill:** Connotations (nuances)

A **connotation** is an impression or feeling that a word gives a person in addition to its literal meaning.

Example:

- The candle's **glow** (flame) was orange and yellow.
- The candle's **light** (lumière) was orange and yellow.

**Light** and **glow** mean similar things. A writer might choose to use *glow* instead of *light* because glow gives the reader a stronger impression. It gives the connotation of warmth coming from the light and a feeling of being comfortable.

Sometimes a dictionary can help you figure out the connotation of a word.

Understanding connotations gives you a better understanding of what you read. It can also make your writing more descriptive and interesting.