UNIT 2: READING

2.0 Intended Learning Outcome

a. Demonstrate understanding of a wide variety of academic reading texts

2.1. Introduction

Hello, learner! How was your journey to the world of sound and the art of waves? I am sure you enjoyed it and you did pretty well! Listening is a skill you crucially need to win over life's hurdles towards success. As early as now, I congratulate you for successfully finishing the Unit 1!

This time, brace yourself and get ready as we get a round-trip ticket around the world through the best replacement to travel, READING!

Reading means having different skills in order to understand whatever you read and what you do in life. I understand this sounds complicated but reading whether we like it or not, does the task for us in gathering information about the environment you live in and you "want" to discover. It gets you from having known nothing into knowing something.

So, how do you find reading as a tool for you to comprehend the academic world and the world itself?

Aspari (2017) puts it more clearly that reading makes one not only gets information but also combining all you've learned and sharing this knowledge to others. Thus reading skill leads to comprehension and vocabulary building.

We have our unique reasons why we engage to read. One of the reasons is simply to gather information from the resources we visited online or in the library. However, we have to read to make sense of the things around us, develop the mind, land on a good job, and function on today's society.

There is an old saying that words are stronger that an edged sword which made and break nations. True enough, reading helps us get through life and its challenges. The question is, are you now ready to welcome your 'destination' with hope that victory is at hand because of reading? Let's go and hone that reading skills you have.

2.2 Reading Gist.
2.2.1. What is it? How can I read for a gist?

It means the essential idea of what is said and written. So when

you read a text and you see what the writer wants to tell you, I bet you, that is the gist, using your skimming skill.

Gist needn't be just the words. It looks for ideas rapidly without concentrating on the grammar. Gist is looking for the "arrangement", "visuals", and "discrete discourse features" for you to knowledgeable guess.

So when you skim, make sure to look for the content words. Another skill for gist reading is the so-called **scanning**. This is more specific than skimming because you will look for specific details like names or numbers and other information you can easily classify. Go this link for you activity in case reading related to scanning, though there are also skimming activities in this link which you can practice https://www.press.umich.edu/pdf/9780472032068-sample2.pdf . Be ready to present the results of the activities.

2.2.2 Is reading for a gist important?

Go through the following information and tell me if they matter or not.

Reading for a gist is like the first step of toddler to many more steps a child will take.

It is a preparation for you as a reader to see if what you are reading deserves further involvement of your time and skimming and scanning help you with this. Just a reminder that when you skim-scan, do it in your mother tongue — Waray or any other first language you have.

You will notice that in an International English Language Tests (IELTS), there's no need to read the whole text or else you will miss the most important aspect of information. Even in Cambridge English exams like CPE, FCE, PTE, reading for gist is necessary for you to perform better in reading.

Though, I understand this is very challenging.

Is reading for a gist important?

2.2.3 Why is it challenging?

Skimming and scanning are already familiar to us. In fact, these two skills in reading are necessary to both native and foreign language

speakers and learners. What makes it challenging are the biases that we have specially if we are given the text. Some may pay attention to it and others may not.

In universities and colleges, this is a fact that teachers no longer prepare their learners prior to them engaging in reading a text which is an opposite scenario in a "safe classroom environment" where learners are guided to activate their "schematic knowledge" in order to comprehend what they will read. Please read this research paper on the importance of schematic knowledge in reading https://files.eric.ed.gov/fulltext/EJ1080109.pdf .

2.3 How to Read for Main Ideas?

Main ideas are often found:

at the beginning of paragraphs. The first sentence often explains the subject being discussed in the passage.

in the concluding sentences of a paragraph. In this case, main idea becomes either a summary of information or serves as a connection to the succeeding paragraph.

The main idea is not always clearly stated. In many forms, it can be impliedly written or impliedly presented through facts, and so on. Implied ideas can be drawn from various hints which are potential signals to find the main idea, to mention a few, facts, reasons, and even example.

Let's give it a try.

Pick one of your favorite passages which you read in the past then ask the *Who, When, Where, Why, and How* questions, as it can relate to your chosen text.

2.4 How to Read for Details?
2.4.1 What is it?

First, reading for details is what you call a note taking skill. Second, it means connecting these details to the main ideas of the written discourse.

2.4.2 Why do it?

You read for details to get more information/ideas from what you already have identified. This can be the names, figures, facts to support your stand. More importantly, it will help create meaning from the meanings you get.

Let me direct you this example https://novaonline.nvcc.edu/eli/eng005nm/reading1.htm

2.4.3 Outlining. How do you do it?

The next thing you can do in outlining is to take notes at the moment of reading. Its goal is the same as that of mind mapping: to show the relationship of one piece of information to another. Some people prefer it as a notetaking method because it seems more orderly to them.

Check this format.

I. Main point
   A. Major point supporting I.
      1. Detail supporting A.
      2. Detail supporting A.
         a. Minor detail supporting 2.
         b. Minor detail supporting 2.
   B. Major point supporting I.
II. Main Point

2.5 Inferred and Implied Meaning

2.5.1 What is it?

Have you been at some point in the past when you just simply looked at your teacher with a confused face because the one you read seemed not to give you any story at all? It was an inferential gap. You're not alone. I had one, too.

Way back when your teacher asked you "inference questions" it meant reading between the lines so you could infer. Because inference is your ability to conclude based from what it is in the text and your prior experience/knowledge. Look for clues and relate these to your experience.

2.5.2 How is it done?

Here are a handy reminders for you to remember for you to infer: (1) Make sure, clues support your answers, (2) Clues must be connected to what you already know, (3) Not only one correct answer is available but there are many possible correct answers, (4) Identify the reasons why you come up with such inference by pointing what clues and information brought to that conclusion. It's time for exercise, just a click here https://cpb-us-e2.wpmucdn.com/blogs.henrico.k12.va.us/dist/a/1546/files/2012/05

/Inference-Updated.pdf .

2.5.3 What is to infer and to predict?

To predict asks what happens next. To infer asks "what the author meant."

To predict is the what. To infer is the why.

2.6 Writer's Opinion, Attitudes and Purpose

2.6.1 Writer's Opinion. What is it?

Tone sets the attitude of the author to the topic articulated in words and details. Tone can be subjective or objective. The first is inclined in using "feelings, opinions, experiences, senses" which makes it "personal, biased, emotional, and informal" while the latter sticks to what is factual so it means the opposite idea.

2.6.2 Writer's Purpose. What is it?

It is the reason why the author puts into writing his/her ideas/thoughts with the main idea expressed. The author's purpose could be either to (1) inform —giving information, (2) entertain — appealing to imagination or senses, (3) persuade — convincing readers to have same standpoint that of the author and/or proving/arguing a point.

But an author can have other purposes written aside from what are mentioned above.

Let's have an exercise on this link https://www.mdc.edu/kendall/collegeprep/documents2/author's%20purposerev818.pdf

Targeted Reading Practice Test A

Directions: Find 4 members to form a group of five. Once your group (5 members) is formed, visit this link https://takeielts.britishcouncil.org/take-ielts/prepare/free-ielts-practice-tests/reading-academic/section-1 . Discuss with your members. No need to answer the questions in this link instead use and fill in the READING MATRIX based from the information in the reading text (click the link above).

Prepare powerpoint presentation which your group leader shall use in the online presentation (if internet connection warrants).

READING MATRIX

Course: GE E6 International English Language
Course Learning Outcome: Create a reading matrix
Intended Learning Outcome: Demonstrate understandiqwdng of a wide variety of academic reading texts
--- Complete the information below --------------------

Group Leader: _____

Group Members

          1. _____

          2. _____

          3. _____

          4. _____

Course/Year & Section: _____

Item/Content	Gist	Main Ideas (MI)	Inferred Meaning	Implied Meaning	Writer's Section
1		MI_1			Opinion:
2		MI_2			Attitudes:
3		MI_3			Purpose:

Note: You may add a row in case your entries are longer than the default number of rows. Kindly retain the format of the file from size, style, sequence and table.

2.3 References

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Academic Writing. *Expression Opinion & attitude. University of Wollongong Australia.*
https://documents.uow.edu.au/content/groups/public/@web/@stsv/@ld/documents/doc/uow195604.pdf

Author's Purpose.

https://www.mdc.edu/kendall/collegeprep/documents2/author's%20purp oserev818.pdf

TPR. Reading Comprehension Practice Test 1. https://www.testprepreview.com/modules/reading1.htm

IELTS. Academic Reading – section 1 practice test/ https://takeielts.britishcouncil.org/take-ielts/prepare/free-ielts-practice-tests/reading-academic/section-1

2.4 Acknowledgment

The images, tables, figures and information contained in this module were

taken from the references cited above.