

ENG925R

Reading Express



Objectives

Discuss active reading & vocabulary

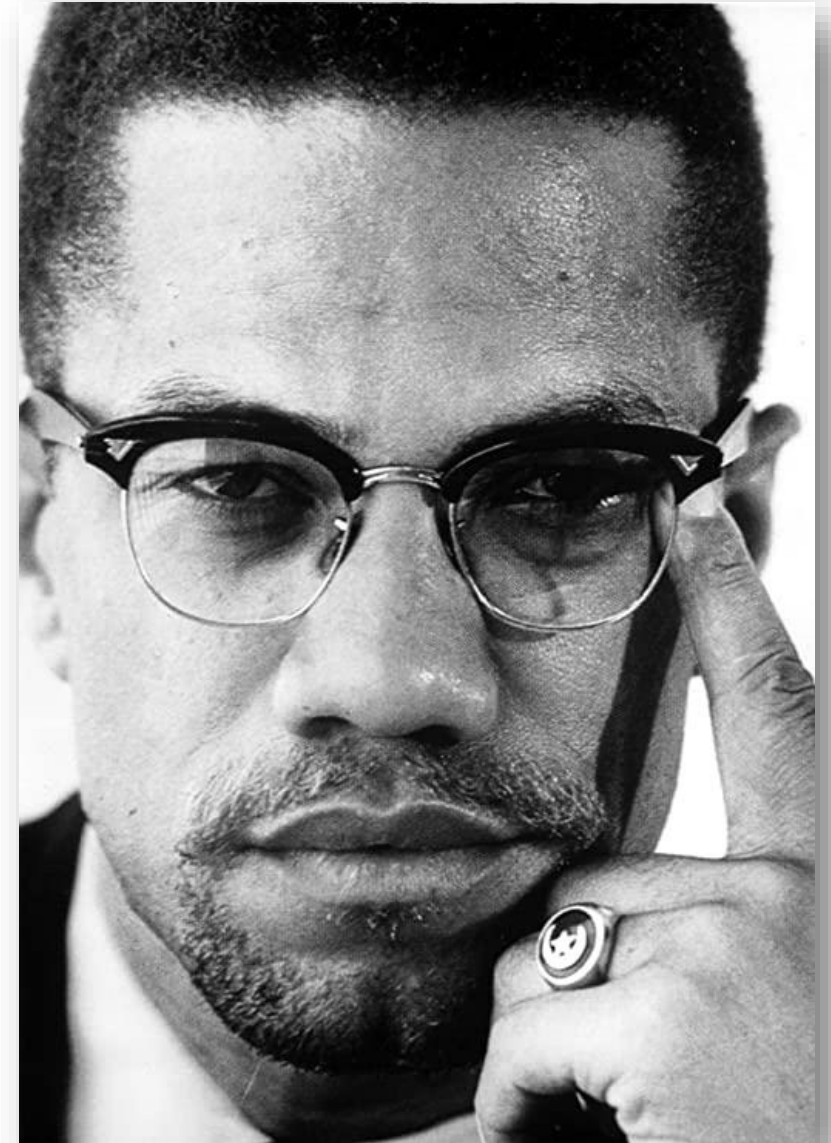
Take Context Clues Test 2

Reading Comprehension

Activity & Discussion

Learning to Read

- If you haven't emailed me your completed Homework, do so now!
- Now, I want you to choose two of the terms you found and type them into the message board with the explanation you came up with.
- We'll briefly discuss them as a class.
- Be sure to think about what works and what needs improvement.
- Let's talk about the Comprehension Questions!



Active Reading, Part 2

Activity & Discussion

What does “Active Reading” mean?

- When you actively read, you have a **goal**.
- We’re going to continue an activity.
- If you don’t have a notebook handy—get it now!



Practice 2

A

- Take out a sheet of paper and tear it in half.
- You have 45 seconds to count the vowels that you see in the list of words on the other column.
- On one of your half sheets of paper, remember and write down as many of the words as you saw.
- How many words did you remember correctly?

**Vowels are:
A E I O U**

Dollar bill
Dice
Tricycle
Four-leaf clover
Hand
Six-pack
Seven-Up
Octopus

Cat lives
Bowling pins
Football team
Dozen eggs
Unlucky Friday
Valentine's Day
Quarter hour

Practice 2

B

- Look at the printed list again, reading from top to bottom of each column. How is the list organized? You have 10-15 seconds only.
- Study the list for another 45 seconds and try to commit all the phrases to memory. Then, try to write down all 15 phrases on the other half sheet of paper.
- How many words were you able to remember?

Dollar bill
Dice
Tricycle
Four-leaf clover
Hand
Six-pack
Seven-Up
Octopus

Cat lives
Bowling pins
Football team
Dozen eggs
Unlucky Friday
Valentine's Day
Quarter hour

Now, write how you think the words were ordered (the pattern) and your ideas on what this exercise might tell us about reading in general.

What do you think?



- Having a **goal** in reading is important for comprehension—what are we trying to figure out, what question are we trying to answer.
- Ask your teachers what to **read for**, what questions to **answer**, or supply questions **of your own** in order to make your reading goal-oriented.
- Being aware of our goal (why we are reading), understanding the underlying concept of what we were reading—its **main idea** or **pattern**.
- We knew that **the items had to do with ascending numbers**, and with things generally found in those amounts. Knowing this beforehand made it easier to complete our task.

Practice 3

Read the following passage. Decide what's going on in the passage.

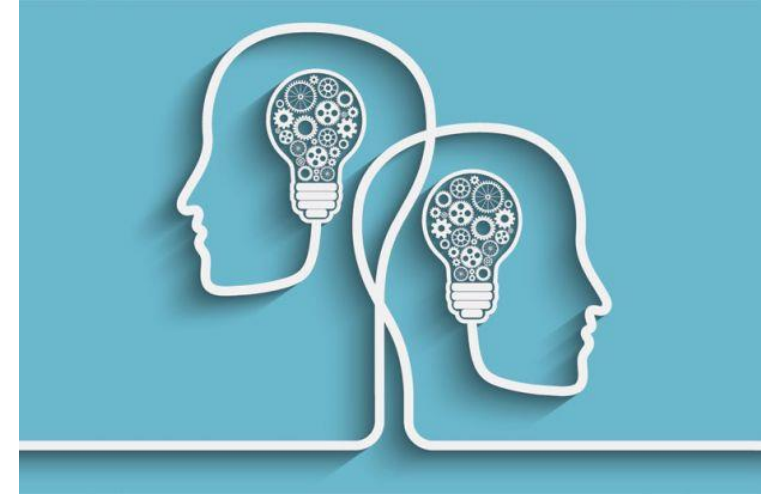
He put down \$10.00 at the window. The woman behind the window gave \$4.00. The person next to him gave him \$3.00, but he gave it back to her. So, when they went inside, she bought him a large bag of popcorn.

What information is given in the text, and what information do you have to infer from your knowledge of how the world works?

What do you have to know about how the world works in order to read the passage?

What do you think?

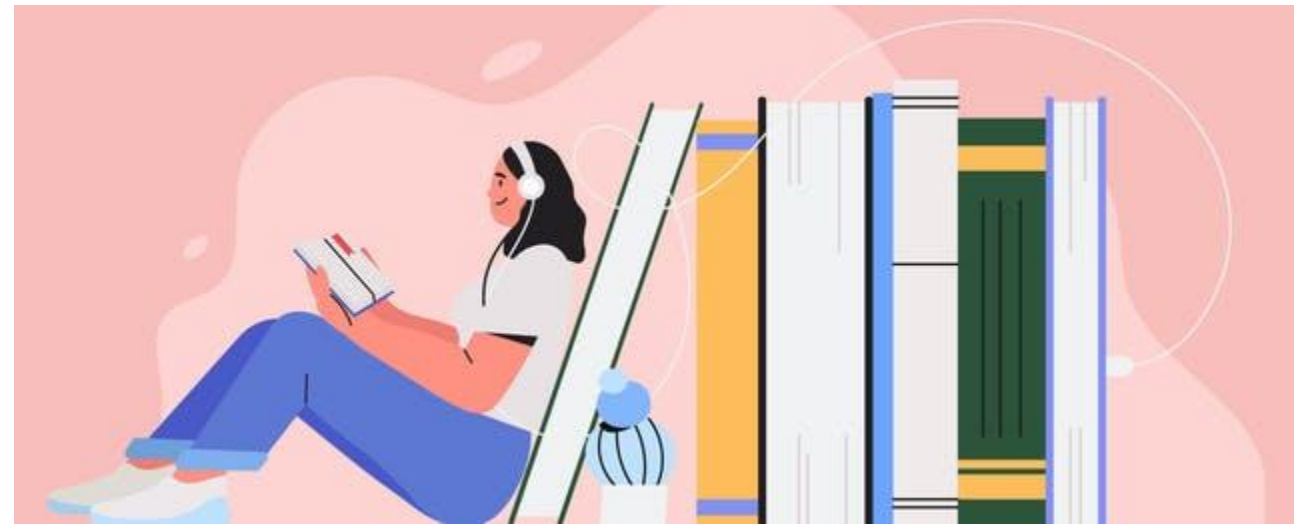
- Reading is an active process.
- We make inferences from what authors imply—we build upon what is given to us in the text.
- The more we know about the world, the better we'll be able to read a variety of texts.



The Takeaway

During the school year, when you are reading your biology textbook, technical articles, or any other difficult and/or unfamiliar material, make sure that you

- Preview the text for clues to aid your understanding,
- Ask the teacher what to read for, especially if you're having or know you will have trouble, and come up with questions of your own, and
- Draw upon what you know; know that you must take an active part in understanding the text.



Vocabulary, Part 2

Discussion & Activity

Vocabulary in Context



- What does the word “context” mean?
- Using context clues when you come across words you don’t know does a few things:
 - Saves time when you’re reading. (And definitely if you’re taking an exam and the clock is ticking!)
 - After you figure out the meaning of the same word more than once through context, it may become a part of your regular vocabulary.
 - You will get a better sense of what the word means (and if there are different meanings) than if you just jump to a dictionary.

Vocabulary in Context



There are four common types of context clues. We've talked about:

1. Examples (items that help define the unknown word)
2. Synonyms (a word that means the same or almost the same as the unknown word)

Now, let's talk about the other two!

Vocabulary in Context



3. Antonyms (a word that means the opposite of another word)

Many people have pointed out the harmful effects that a working mother may have on the family, yet there are many salutary effects as well.

What do you think the word **salutary** means, based on the antonym “harmful”?

- a. Well-known
- b. Beneficial
- c. Hurtful

Vocabulary in Context



Let's practice with antonyms! (Don't say the answer!)

Trying to control everything your teens do can impede their growth. To advance their development, allow them to make some decisions on their own.

What do you think the word **impede** means, based on the antonym "advance"?

- a. Block
- b. Predict
- c. Improve

Vocabulary in Context



Let's practice with antonyms! (Don't say the answer!)

During the training, emergency workers must respond to simulated emergencies in preparation for dealing with real ones.

What do you think the word **simulated** means, based on the antonym "real"?

- a. Made-up
- b. Mild
- c. Actual

Vocabulary in Context



4. General sense of the sentence or passage (this is useful when the other three methods don't work—here you have to think about information that's given with the word)

A hilarious video of a dog playing the piano and “singing” went viral almost immediately, with millions of people viewing it on the Internet.

What do you think the word **viral** means, based on the other information in the sentence?

- a. Unpopular
- b. Spreading quickly
- c. Making money

Vocabulary in Context



Let's practice with general information! (Don't say the answer!)

Despite the proximity of Ron's house to his sister's, he rarely sees her.

Proximity means

- a. Similarity
- b. Nearness
- c. Superiority

Vocabulary in Context



Let's practice with general information! (Don't say the answer!)

The car wash we organized to raise funds was a fiasco, it rained all day.

Fiasco means

- a. Great financial success
- b. Welcome surprise
- c. Complete disaster

Context Clues Test 2

You have the remainder of this class to take the test. You must email it to me by 4:30 pm.

Homework

- **Complete** Context Clues Test 2. Email the test to me by 4:30 pm at readingexpressfysp@gmail.com.
- **Read** “College’s Priceless Value” by Frank Brunni and answer the Vocabulary & Comprehension Questions. Email the completed assignment to me by 1 pm on Thursday.
- The reading can be found here:
<https://openlab.citytech.cuny.edu/groups/eng925r-fysp-reading-express-summer-2020/files/>

