

# ENG925R

## Reading Express



### *Objectives*

Compare summaries

Discuss relationships & summarizing (part 2)

Take Relationships & Summarizing Test 2

# Summaries

Activity & Discussion

# Summaries!

- Get out your summaries you worked on for homework to discuss with your partner.
- Send the summaries to each other and do some quick peer review. As you read, ask yourself:
  - What is the main idea?
  - What are the major details?
- Next, type the main idea and the main ideas in an email and send it to your partner and me!

SUMMARY



# Relationships

Activity & Discussion

# Relationships

Authors often use **transition words** to *show relationships* and make their ideas clear. So far, we've discussed two:

- Relationships that involve **addition**
- Relationships that involve **time**

Now, we're going to talk about three more:

- Relationships that involve **illustration**
- Relationships that involve **comparison and contrast**
- Relationships that involve **cause and effect**

Illustration words **show the author will provide an example.**

*Illustration Words*

(for) example

(for) instance

such as

including

specifically

to be specific

(as an) illustration  
to illustrate

one

once

My grandmother doesn't hear well anymore. **For example**, whenever I say, "Hi, Granny," she answers, "Fine, just fine."

A cat's curiosity can get it into ridiculous situations. **Once**, a neighbor's car got its head stuck in the garbage disposal.

*Illustration Words*

(for) example

(for) instance

such as

including

specifically

to be specific

(as an) illustration

to illustrate

one

once

Animals were once tried for crimes. \_\_\_\_\_, in 1740 a cow convicted of witchcraft was hanged by the neck until dead.

When a couple divorces, the partners often experience a wide range of emotions, \_\_\_\_\_ anger, regret, depression, and relief.

Some soap opera fans take the shows too seriously. There are viewers, \_\_\_\_\_, who actually send threats to soap opera “villains.”

# Comparison words signal **similarities**.

## *Comparison Words*

(just) as

(just) like

alike

same

both

equal(ly)

resemble

likewise

in like fashion

in like manner

similar(ly)

similarity

in a similar fashion

in a similar manner

(in) the same way

(in) common

Moviemakers with a big hit tend to repeat the winning idea in their next film, **just like** authors who use a successful plot over and over.

The printing press greatly changed the way people learned news and ideas. **In a similar manner**, the Internet has revolutionized the way in which people obtain information.



## *Comparison Words*

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in a similar fashion

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(in) the same way

(in) common

\_\_\_\_\_ an athlete in training, the mind of a reader grows stronger with practice.

The Amish people farm their land \_\_\_\_\_ their 18<sup>th</sup>-century ancestors did, without benefit of gasoline-powered tractors or other modern equipment.

Spicy foods make me very thirsty. Believe it or not, ice cream affects me \_\_\_\_\_ .

# Contrast words signal **differences**.

## *Contrast Words*

but

yet

however

although

nevertheless

still

instead (of)

in contrast

on the other hand

(on the) contrary

converse(ly)

opposite

even though

as opposed to

in spite of

despite

rather than

difference

different(ly)

differ (from)

unlike

while

People used to think that getting chilled would lead to catching a cold. **However**, getting chilled has nothing to do with getting sick.

Skunks are unpopular creatures, **yet** they eat lots of mice and bugs and don't spray unless threatened.

### *Contrast Words*

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\_\_\_\_\_ going up a ladder is easy, looking down from the top can be difficult.

Paula was not satisfied with her paper \_\_\_\_\_ the fact that she had already written five drafts.

We use seventeen muscles to smile. \_\_\_\_\_, we have to use forty-three muscles to frown.

Cause and Effect words signals the author is **explaining why something happened OR the result of something happening.**

*Cause and Effect Words*

therefore	so	owing to	because (of)
thus	(as a) result	effect	reason
(as a) consequence	results in	cause	explanation
consequently	leads (led) to	if . . . then	accordingly
due to	since	affect	depend(s) on

My sister became a vegetarian **because** she doesn't want to eat anything that had a parent.

**If** the weather gets too humid, **then** the wooden doors in our house swell up and begin to stick.

*Cause and Effect Words*

therefore

thus

(as a) consequence

consequently

due to

so

(as a) result

results in

leads (led) to

since

owing to

effect

cause

if . . . then

affect

because (of)

reason

explanation

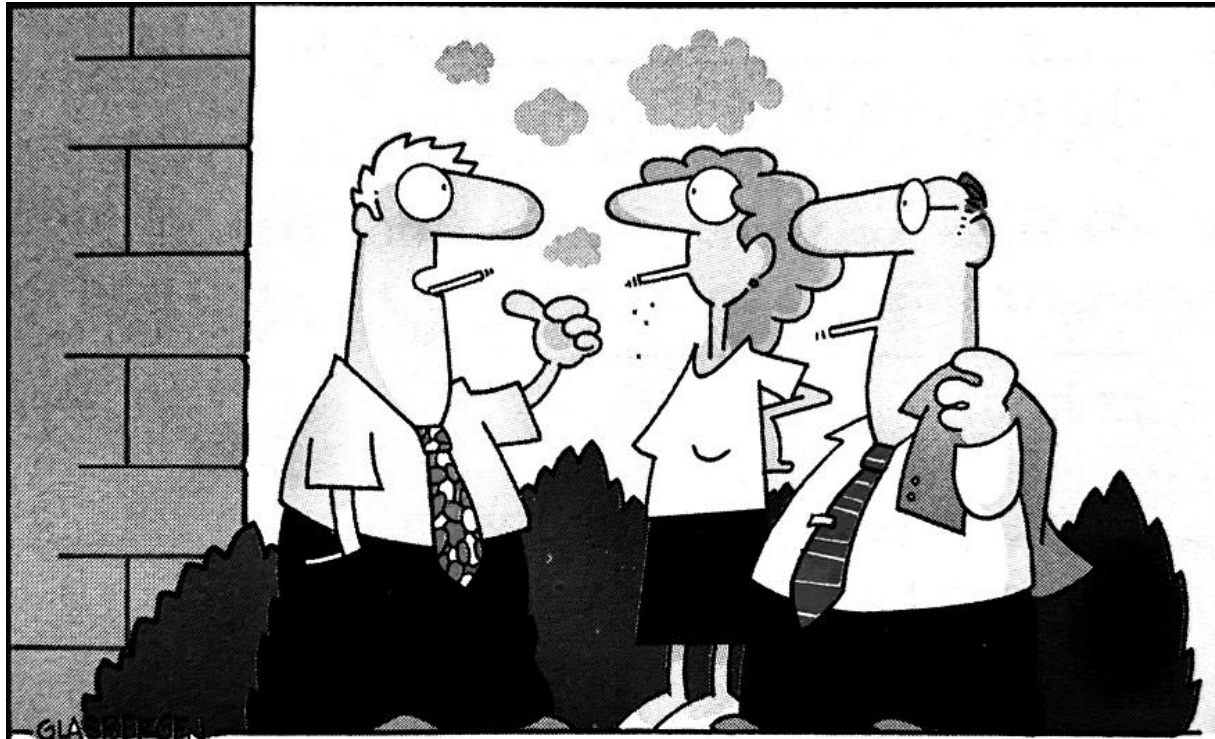
accordingly

depend(s) on

\_\_\_\_\_ property taxes in the city have gone sky-high, many corporations are moving to the suburbs.

My family is full of great Italian cooks, \_\_\_\_\_ canned ravioli tastes like cardboard to me.

\_\_\_\_\_ car dealers have a monthly quota of cars to sell, they are more likely to offer good deals near the end of the month.



"Smoking may kill me. On the other hand, the non-smokers are inside working themselves to death."

Decide if the cartoons are showing illustration, comparison, contrast, or cause and effect statements.

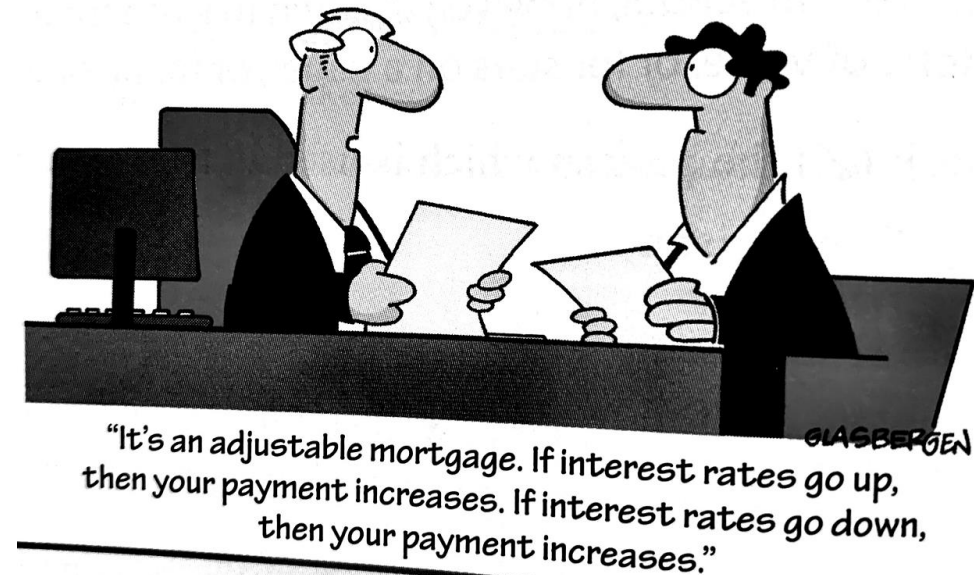


"I do share my deepest emotions with you. For instance, I am hungry and tired. Those are both deep emotions."



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Decide if the cartoons are showing illustration, comparison, contrast, or cause and effect statements.



# Exam Vocabulary

The words “infer” or “imply” may be on the final exam.

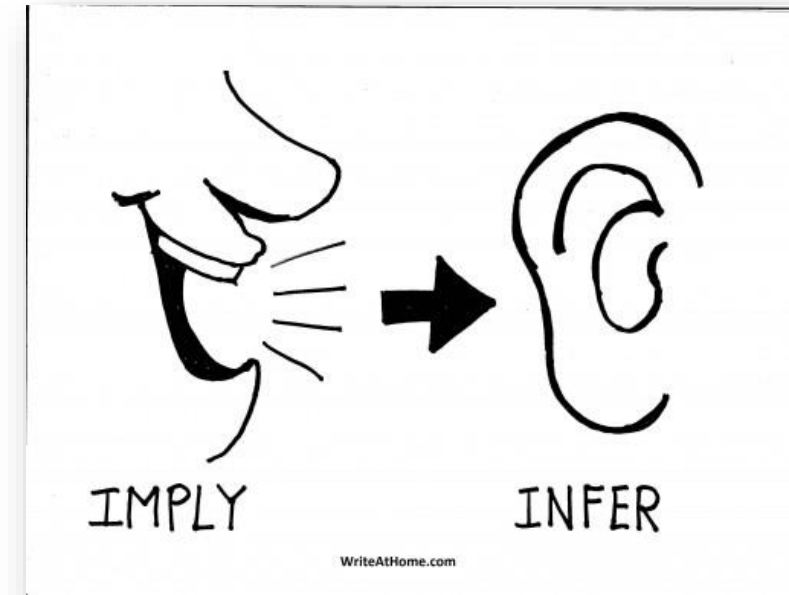
What do these words mean?



# Imply & Infer

Imply and infer are opposites, like a throw (imply) and a catch (infer).

- To imply is to **hint** at something, but to infer is to make an **educated guess**.
  - The speaker does the implying, and the listener does the inferring.
- To imply is to **suggest something without saying it**.
  - For example, if you hand your friend a stack of napkins during dinner, you **imply** that she has food on her face. She will quickly wipe her face, which means she has **inferred** what you're suggesting (without you actually saying it)!



# Imply & Infer

If someone is eating something, and they make a face like this:



What are they telling you (implying)?

You can make an educated guess (infer) that they don't like it!

# Summarizing (part 1)

Activity & Discussion

# Writing a Summary

- A summary is a short retelling of a longer written passage, containing the author's most important ideas.
- Summarizing helps improve both your reading and writing skills. To summarize, you must read a passage closely, finding the main ideas and supporting ideas.
- Then you must briefly write down those ideas in a few sentences or a paragraph.

SUMMARY



# Summarize This!

- In a moment, I will show you a paragraph.
- Read it and create a graphic organizer that has the main idea and major supporting details.
- When you're finished, write a brief summary.
- You'll have 15 minutes.

SUMMARY



<sup>1</sup>Thousands of years ago, ancient Greeks firmly believed that many illnesses, from colds to migraines, were caused by too much blood in the body. <sup>2</sup>Because they didn't realize that blood constantly circulated through the body, they felt that blood could become stagnant and rot inside people. <sup>3</sup>As a result, Greek physicians regularly prescribed "bloodletting," a procedure that involved cutting patients and draining blood from them—sometimes more than a quart! <sup>4</sup>Often, patients who had been only slightly ill with a little head cold became deathly ill from blood loss. <sup>5</sup>Meanwhile, as recently as 120 years ago, many doctors prescribed what was known as the "Rest Cure" for female patients who complained of sadness or lack of energy. <sup>6</sup>This "cure" involved confining the patient to bed for months at a time and strictly forbidding any creative activity. <sup>7</sup>Doctors believed that pastimes of painting or writing or playing music were much too intense for even a healthy woman. <sup>8</sup>Therefore, tired or disturbed women should certainly avoid creative activities. <sup>9</sup>Additionally, little to no social interaction was allowed since it was felt that the distraction of friends and loved ones would further exhaust a patient. <sup>10</sup>The result of this "cure" was that moderately depressed women often became terribly depressed at best, and suicidal at worst. <sup>11</sup>From ancient Greek medicine to near-modern medicine, sometimes the treatment has been more dangerous than the illness!

# Peer Review

- Email your partner a picture of your summaries.
- Read the summaries and see if you agree on:
  - The main idea
  - The major supporting details



# Practice Final Exam

Although students did well overall, I noted a few things on your practice test:

- Some students assumed the main idea was in the first few sentences of the article about wearing masks.
  - Instead, it was when the author asked the question: “What have we learned from [using condoms, wearing helmets] that could also apply to wearing masks?”
- In the second article (about telling children the truth), it was clear that some students only read the article once because they didn’t look at the context clues about vocabulary or understood the questions/possible answers asked to show reading comprehension.
- For both sections, read each article slowly and more than once! Take notes!
  - For the main idea, keep it short and simple. If it’s very long, the chances are that it’s not the main idea. Decide what the topic is, and if the two don’t match, that’s another hint!
  - For the vocabulary and reading comprehension, don’t just decide on the answer that seems right at first glance. Check each option. Read the paragraph the word or idea comes from.





# Final Exam

- Tomorrow, we'll meet at 1:00 and discuss the exam details.
- I will not email you the exam until you show up via Zoom!
- Everyone has done very well during the last two weeks—you've shown up, done homework, completed tests, and now are ready for the Final Exam.



# Final Chat

If you need to talk with me after class about anything, email me, and we can talk about the practice test score or anything you need to discuss.

YOU ARE READY FOR THIS!



# Homework

- **Complete** Relationships & Summarizing Test 2. Email the test to me by 4:30 pm today at [readingexpressfysp@gmail.com](mailto:readingexpressfysp@gmail.com).
- **Practice** working on context clues by figuring out the definitions on the two documents I'll be sending you shortly.
- **Reread one more** of our Homework Reading Assignments and create a **graphic organizer** and **summarize** the article. You CANNOT resend a previous assignment!
  - Be sure to include the title and the author, the main idea, and the major supporting details in the summary, as well as use transition words when needed.
  - Email the completed assignment to me by 1 pm on **Tuesday**.



# Relationships & Summarizing Test 2

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