

Communication (comprehension)

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Coursebook

- ▶ **Department of English/ Morning**
- ▶ **College of Education**
- ▶ **Salahaddin University – Erbil**
- ▶ **Subject: Communication (Reading Comprehension)**
- ▶ **Course Book – (Stage 1 / First Semester)**
- ▶ **Lecturer's name: Muhammad Abdul-Wahab Aziz**
- ▶ **Academic Year: 2023/2024**

Teacher's academic profile

- ▶ I have been teaching English at Salahaddin University – Erbil since the academic year of 2012-2013, after I finished my postgraduate degree (MEd in TESOL) from the University of Exeter in Exeter / England in the UK. I also hold BA in English language from Salahaddin University – Erbil/ College of Education/ English Department. My research areas of interest include teacher development, critical thinking, teaching grammar communicatively, assessment and curriculum and syllabus design.

Course overview

- Reading is the focused skill
- Learn the reading skills for this module and other modules
- Vocabulary and academic study skills are developed
- Extensive reading is encouraged and improved

Course objectives

- ▶ Develop reading skill / sub-skills
- ▶ Exposure to authentic content
- ▶ A wide range of genres and texts

Students' obligation

- ▶ Attendance in lectures
- ▶ Taking the exams
- ▶ Completing the tasks and assignments

Assessment scheme

► The total grade of 100% is divided as follows:

40 % for the mid-term and the workload

60 % for the final assessment / paper-based examination

40 % for the mid-term and the workload is divided as follows:

- 25 % for the mid-term exam
- 5 % for quizzes (5 quizzes each out of 10)
- 10 % for the assignments/tasks (10 tasks graded on 10) (stories, article, etc.)

► Week 1

- Introduction and orientation to the course syllabus, expectations and student obligations (introducing the course book description)
- Learning and practicing the art of previewing and thinking about the topic
- Cues for finding word meaning/guessing meaning from context
- Tasks/assignments

Learning objectives

- ▶ By the end of this lecture the students will be able to
 - Understand the term *previewing*
 - Apply this skill in reading tasks
 - Understand the term ‘topic’ in reading
 - Identify the topic of reading texts
 - Use *know* and *want to know* chart to better understand the topic
 - Guess the meaning of new words in context

Previewing

Previewing a book or article means scanning it to get a general idea of what it will be about. It allows you to recall what you already know about a topic and what you can expect to learn. Most good readers spend a few minutes previewing before they begin to read academic texts.

► *Pre* means *before*. *View* means *to look at*. Before you read something, it's important to look it over, or preview it. This will help you understand the reading better. When you preview a reading, you:

1) Identify the topic. To do this:

- Read the title.
- look quickly over the reading for the names of people and places.
- look quickly for key words (words that appear several times).
- look at any pictures or charts.

2) Think about what you already know about the topic.

3) Ask yourself questions about the topic.

- Burgmeier, A. (2013). *Inside Reading Intro The Academic Word List in Context*. New York: Oxford University Press.

- Lee, L. & Gundersen, E. (2011). *Select Readings*. New York: Oxford University Press.

Know and Want to Know Chart

Know	Want to know
a. What do you already know about the topic of the paragraph?	b. What do you want to know about the topic of the paragraph?
Add two/three ideas	Add two/three ideas

Learning checkpoint

Indicate whether the following statements are True or False.

1. Most good readers spend a few minutes *previewing* before they begin to read.
2. *Previewing* a book or article means looking it over to get a general idea of what it will be about.
3. It allows you to recall what you already know about a topic, and think about what you are going to learn.

Cues for finding word meaning

Academic texts will have many new words. However, when you read a text, do not stop to look up every unfamiliar word. The definition of a new word is often in the text. Learn to look for cues to its meaning.

Look at these sentences from “Our Solar System”:

- It is one of eight planets that orbit, or circle, the sun.
- The sun is a star, that is, a giant ball of hot gases.
- Terrestrial, or Earthlike, planets have solid, rocky surfaces.
- Astronomers (scientists who study the stars and planets) believe that a long time ago, Mars had rivers and oceans, just like Earth.

Notice that the sentences use three cues to present definitions: *or*, *that is*, and parentheses ().

A Read the sentences below. Notice the key words in **bold** and the definitions. Find the cues that signal the definitions and circle them.

1. In ancient times, sailors often used **constellations** (groups of stars that form imaginary pictures and have names) to safely find their way across the ocean.
2. Astronomers have found more than 750 **extrasolar** planets, that is, planets outside of our solar system.
3. A **supernova**, or extremely bright explosion of a star, is a very rare occurrence.
4. The name of our **galaxy** (a group of stars, gas, and dust held together by gravity) is "the Milky Way."

B Write the key word from each sentence in Step A and its definition.

1. _____ :

2. _____ :

3. _____ :

4. _____ :

Guessing meaning from context



The United States Constitution

Winning the war was only the first step in becoming the United States. The Americans had to make some important decisions about their government: Should each of the old colonies be a separate country? Should all the states join to become one big country? Who should govern? Who should make the laws? They did not want a strong central government after their experiences of life under a king. Therefore, for several years, they tried a system with strong state governments and a weak central government, but it was a failure.

Then, in 1787, a group of leaders met to discuss a new system of government. They wanted a republic, that is, a government with an elected leader instead of a king. They wanted a democratic government, in other words, a system based on the idea that all men are equal and that the government should represent all of the nation's citizens. The result was a constitution. The Constitution, which was adopted in 1789, creates the basic framework

for the whole United States government. One of the most important points is the establishment of a federalist system, that is, a system that divides power and responsibility between the states and the federal, or central, government.

These terms describe different types of government. Find them in the reading.

- Republic
- Federalist system
- Democratic government

Does the signals to the meaning and the surrounding words help you guess the meaning of these terms above in the text?

Making a vocabulary notebook

- ▶ A vocabulary notebook is a useful tool for learning new words and phrases
- ▶ It is important to record the definitions of new words to help you remember them.
- ▶ It is also important to record the context of new vocabulary, that is, the words or sentences surrounding the new word(s). A good way to do this is to record this information in two columns.

- ▶ Word in context

The settlers hoped to have brighter future.

definition

People who arrive in a new place and live on the land

Make a new entry for the word *kneel* in this sentence: *The man on the right is kneeling.*

Preamble to the U.S. Constitution

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Using a vocabulary notebook

- ▶ Guessing the meaning of new words and phrases is just the first step in building your vocabulary.
 - ▶ The most important factor in learning new vocabulary is the number of times you think about it, read, hear, or use the word or phrase.
 - ▶ Your vocabulary notebook can help you study new words.
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- A. Enter any new or unfamiliar words or phrases from the readings you do in your vocabulary notebook, including the context.
 - B. Say the words to yourself as you enter them.
 - C. Think of a new sentence for the new word.
 - D. As you read new texts, pay attention to see if these new words appear again. If you notice something new or important in the content, make a note in your vocabulary notebook.

Week three, four

- ▶ Reading skill

Examining graphics and scanning

Vocabulary Skill

Prefixes and suffixes / Latin and Greek words

Academic Success Skills:

highlighting /answering multiple-choice questions/labelling a diagram (AE1 Unit 1)

Objectives

By the end of this week the students will be able to:

- Examine graphics in texts.
- Demonstrate understanding of the reading sub-skill “scanning” and apply it to find specific details in texts.
- Previewing key words
- Understanding prefixes and suffixes
- Understand Latin and Greek words in texts
- Understand and apply highlighting skill
- Understand and answer multiple choice questions and labelling a diagram

Reading skill

Scanning for details

- ▶ When you need to find *specific information* in a text, like the name of a person or a place, or a keyword that is important to the story, you don't have to read every word. Instead, you can *move your eyes quickly over the text* to find the information. This is called *scanning*. Lee and Gundersen, 2011
- ▶ Scanning means quickly passing your eyes over a text to notice specific things.
- ▶ You don't need to reread the whole text that you already read to find specific information. Instead, you scan the text to find the information you need.

- ▶ Think about what to scan for in order to find specific information.

To find

scan the text for...

Names

capital letters

Dates

numbers and capital letters

Statistics

numbers and symbols

Lists

a set of words separated by commas

Specific words

capital letters, letter combinations, words in *italic* or **bold**

Reading skill

- ▶ Examining graphics in texts

Handout from Academic Encounters 1 Unit 3

Suffixes

- ▶ A suffix is a letter or 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*.
 - The researcher finished the experiment in one month.
 - The tests were experimental, 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.

Noun	adjective	noun	adjective
Cheer	cheerful	education	educational
Joy	joyful	nation	national

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

Noun	adjective	noun	adjective
Biology	biological	finance	financial

- ▶ Many nouns and verbs can be changed into adjectives by adding suffixes such as *-ful*, *-able*, and *-ous*. Some words are both nouns and adjectives. Look at these examples:

Noun and / or verb

adjective

Truth (n)

truthful

Prevent (v)

preventable

Love (n, v)

lovable

Mountain (n)

mountainous

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 *in-* or *un-*. You need to learn these words or use a dictionary to help you.

- | | | | |
|-------------|-------------|---------|-----------|
| ▶ Informal | not formal | unable | not able |
| ▶ Invisible | not visible | unusual | not usual |

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

- | | |
|------------|------------|
| ▶ Immature | not mature |
| ▶ Impolite | not polite |

Words from Latin and Greek

- ▶ Remember that many words come from Latin or Greek.
- ▶ Below is some word parts from Greek and Latin and their meanings.

Astro-	star	-graph	write, written	photo-	light
Bio-	life	-logy	study	-scope	observe, see
Geo-	earth, rock	-meter	measure	tele-	far, distant

Reading Skill

► Finding Supporting Details

- Writers usually provide details and examples to support their ideas and opinions.
- Details give more information about what the author wants to explain.
- Finding These supporting details will help you understand the writer's ideas.

Reading Skill

Finding Supporting Details Example

Main Idea

- ▶ Yesim and Min-ho are members of Generation Z. They are sometimes called “digital natives” because they have grown up with the Internet, mobile phones, and social media since they were children. In fact, many have never seen a VCR or a telephone with a dial. Members of Gen-Z are people born between the mid-1990 and the early 2000s. They are also sometimes called Generation C, where the C stands for content, community, or creative.

Supporting
details

Reading Skill

Understanding the Author's Purpose

- ▶ Authors write texts for different reasons.
 - Some texts are supposed to teach or give information about a topic
 - Others are supposed to entertain the reader, or make them feel happy, sad, or even scared.
 - Some texts are supposed to persuade or make readers agree with something that the author believes
 - Often an author combines two or more of these purposes in one text.

Type of Text	Main Purpose
News articles Travel guides	Inform
Short Stories Novels	Entertain
Advertisements Commercials	Persuade

Academic Success Skills/ Sentence Completion Questions

► Skills required

- We use scanning to find particular information
- Choosing the right word
- understanding both the statements and the passage

► Strategies

- Decide what type of information and word you need for each gap based on the statements given. Do we need names/ numbers/ dates, etc? and we need to know what type of word form we need for each gap based on the grammar of the statement. Do we need noun/verb/adjective or adverb?
- Locate the place in the text that has the information to choose the appropriate word(s)
- Check the sentences after completing them to see if they are correct according to both grammar and meaning.
- Answers come in the same order as the questions

- Source/ www.IELTSLIZ.com

Vocabulary Skill

Understanding Word Roots

Select Readings p.67

- ▶ Many English words are made from roots (parts of words) from Greek and Latin. Learning these roots can help you guess the meaning of new words when you read.

Root	Meaning	Examples
Urb	City	Urban, suburban
Com	Together	Community, communicate
Agri	Farming	Agriculture, agribusiness