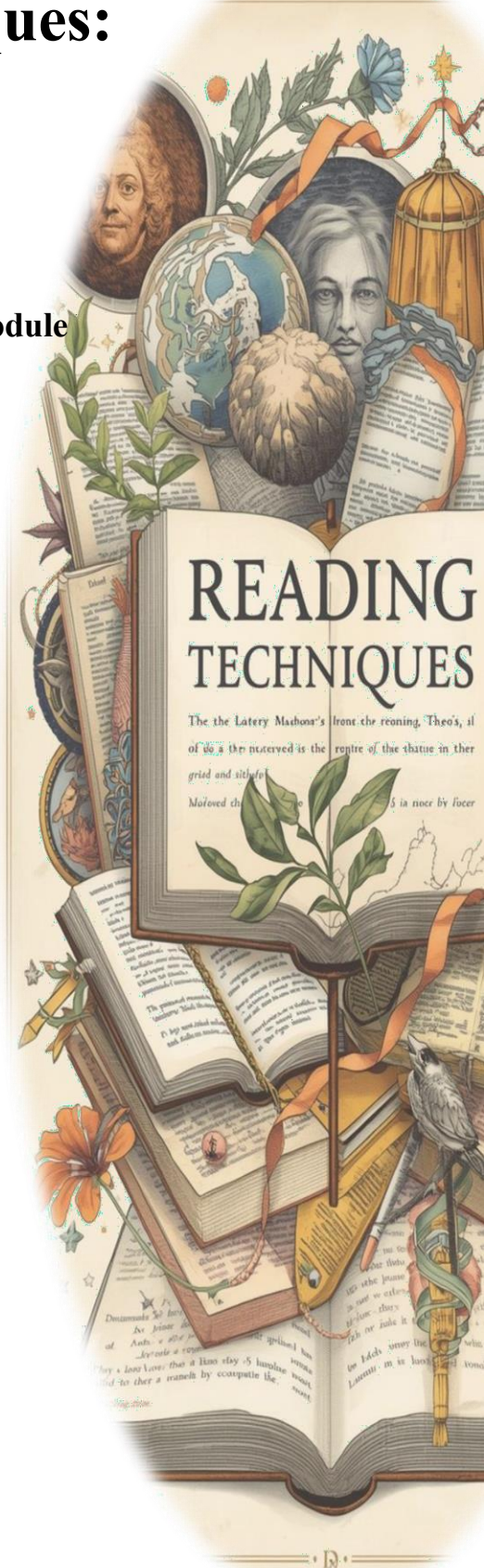


# Initiation to Reading Techniques: Theory and Practice

Course Suggested in Initiation to Reading Techniques Module  
of First Year ENS Students in Partial Fulfilment  
of the Requirements for the Post-Doctoral Qualification  
(Habilitation)

Presented by: Dr. ALI CHAUCHE Lamia Faiza

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## Table of contents

Level: First-Year Students of English.....	1
Course Name: Reading Techniques.....	1
Course Schedule: 3 hours a week .....	1
Course Objective.....	1
<b>Course One: What is Reading?.....</b>	<b>2</b>
1 Objectives of Reading:.....	2
2 Definition:.....	2
2.1 Reasons for Reading:.....	3
2.2 The Role of Reading.....	3
3 Conclusion.....	4
<b>Course Two: Reading Comprehension .....</b>	<b>4</b>
1 Objectives .....	4
2 Definition.....	4
2.1 Before reading, they: .....	5
2.2 During reading, they.....	5
2.3 After reading, they:.....	5
3 Activity One.....	5
3.1 Objectives.....	5
4 Activity Two.....	7
5 Activity Three.....	8
6 Conclusion.....	10
<b>Course Three: Reading Problems .....</b>	<b>10</b>
1 Objectives .....	10
2 Definition.....	10
3 The white Page.....	11
4 Solutions can help to overcome reading problems such as.....	12
5 Activity .....	12
5.1 The objectives.....	12
6 Conclusion.....	13
<b>Course Four: Vocabulary Building .....</b>	<b>13</b>
1 Objectives .....	13
2 Definition:.....	14
3 Strategies to expand your vocabulary .....	14
4 Using Context to Choose a Dictionary Definition .....	14
5 Activity.....	15

5.1	Objectives.....	15
6	Conclusion.....	16
	<b>Course Five: Understanding paragraphs.....</b>	<b>16</b>
1	Objectives .....	16
2	Definition.....	16
3	Topic Sentence.....	16
4	Types of Paragraphs:.....	17
5	Activity .....	18
5.1	Objectives of the Activity.....	18
6	Conclusion.....	20
	<b>Course Six: Note-Taking and Note-Making Skills.....</b>	<b>20</b>
1	Objectives .....	20
2	Definition.....	21
2.1	Before coming to class .....	22
2.2	During the lesson: Note taking .....	22
2.3	After the lesson: Note Making.....	23
3	Activity for note taking and note making lecture.....	23
3.1	Objectives.....	23
4	Note-Taking Tips for Theories of Crime .....	24
5	Note-Making organisation .....	24
6	Conclusion.....	24
	<b>Course Seven: Skimming and scanning.....</b>	<b>24</b>
1	Objectives .....	24
2	Definition.....	25
3	Examples, skimming.....	26
4	Examples, scanning .....	26
5	Activity .....	27
5.1	Objectives.....	27
6	Conclusion.....	29
	<b>Course Eight: Intensive and extensive reading.....</b>	<b>29</b>
1	Objectives .....	29
2	Definition:.....	29
3	How to choose a book:.....	31
4	Hints for success in extensive reading .....	31
5	Conclusion.....	31
	<b>Course Nine: Inferring Meaning from Context.....</b>	<b>32</b>
1	Objectives .....	32

2	Definition.....	32
3	Guidelines for using the larger context to infer meaning.....	32
4	Activity.....	33
4.1	Objectives.....	33
5	Conclusion.....	36
	<b>Course Ten: Reading between the Lines.....</b>	<b>36</b>
1	Objectives.....	36
2	Definition.....	36
3	Examples:.....	36
4	Activity.....	37
4.1	Objectives.....	37
5	Conclusion:.....	39
	<b>Course Eleven: Summarising.....</b>	<b>39</b>
1	Objectives.....	39
2	Definition:.....	39
3	Summarising a paragraph.....	40
4	Purpose of a Summary.....	41
5	Example.....	41
6	Activity.....	41
6.1	Objectives.....	41
7	Conclusion:.....	42
	<b>Course Twelve: Paraphrasing.....</b>	<b>42</b>
1	Objectives.....	42
2	Definition.....	43
3	Examples:.....	44
4	Activity:.....	45
4.1	Objectives.....	45
5	Conclusion.....	45
	<b>Course Thirteen: Quoting.....</b>	<b>46</b>
1	Objectives.....	46
2	Definition.....	46
3	Steps to follow in quoting:.....	47
4	Examples.....	47
5	Activity.....	47
5.1	Objectives.....	47
6	Conclusion:.....	48
	<b>Course Fourteen: Plagiarism.....</b>	<b>48</b>

1	Objectives .....	48
2	Definition.....	49
3	Types of Plagiarism .....	50
4	How to Avoid Plagiarism.....	50
5	Consequences of Plagiarism .....	50
6	Conclusion.....	50
<b>Course Fifteen: Narration.....</b>		<b>51</b>
1	Objectives .....	51
2	Definition.....	51
3	Types of Narration.....	51
4	Applying Reading Techniques to Narration.....	51
4.1	Intensive Reading.....	51
4.1.1	Intensive Reading for Narration.....	52
4.1.1.1	Techniques .....	52
4.2	Extensive Reading.....	52
4.2.1	Extensive Reading for Narration.....	52
4.2.1.1	Techniques .....	52
4.3	Core Elements of Narration.....	52
5	Activity:.....	53
5.1	Objectives.....	53
6	Conclusion: .....	56
<b>Course Sixteen: Critical Reading.....</b>		<b>56</b>
1	Objectives .....	56
2	Definition.....	56
3	Activity.....	57
3.1	Objectives.....	57
4	Conclusion.....	59

**Level: First-Year Students of English**

**Course Name: Reading Techniques**

**Course Schedule: 3 hours a week**

**Course Objective**

The general objective of teaching the module of Reading Techniques is to develop learners' ability to understand, interpret, and respond to written texts effectively at all educational levels, including university. Reading techniques refer to various methods and strategies used to improve reading comprehension and efficiency. A technique: the way of doing something especially one that needs special skills. A skill with which somebody is able to do something practical. A way of carrying out a particular task.

Teaching reading techniques enables students to become proficient, independent, and critical readers who can understand and engage with various types of texts for academic, professional, and personal purposes. This broad goal can be broken down into several specific objectives:

- 1- Develop Comprehension Skills, help students understand main ideas, supporting details, and text organisation.
- 2- Improve Language Proficiency, expand vocabulary and grammar awareness.
- 3- Enhance Critical Thinking, enable students to analyse, evaluate texts and distinguish facts from opinions.
- 4- Teach Reading Strategies, introduce techniques such as skimming, scanning, predicting, and inferring to read more effectively.
- 5- Promote Academic Success, prepare students to read and comprehend academic materials like textbooks, research articles, and essays.
- 6- Encourage a Reading Habit, support a positive attitude toward reading and motivate students to read for both study and pleasure (intensive and extensive reading).
- 7- Support Other Language Skills, reinforce writing, speaking, and listening skills through exposure to varied texts and language use.
- 8- Facilitate Independent Learning, help students become autonomous readers who can learn and gather information independently.
- 9- Facilitate Lifelong Learning, instil a positive attitude towards reading and prepare students for professional and personal reading demands after graduation.

## **Course One: What is Reading?**

### **1 Objectives of Reading:**

The objective of reading is to understand and interpret written texts in order to gain information, learn new ideas, enjoy stories, or communicate effectively. It aims to develop comprehension, critical thinking, and the ability to use written language confidently in various contexts.

### **2 Definition:**

Reading is important because it supports learning, thinking, and personal development. Through reading, individuals gain knowledge, improve language skills, and develop the ability to understand and evaluate information.

Bruggink et al., (2022, p.3) defines reading as follows: “Reading comprehension is a crucial skill in modern-day society. Readers lacking comprehension skills face challenges in everyday life, from understanding a medicine’s package insert to dealing with online information, and acquiring new knowledge.”

Reading is the cognitive process of decoding symbols to determine a text’s meaning. It involves recognizing letters, words and sentences, then interpreting the information conveyed by them. It is a fundamental skill for learning, communication and accessing knowledge.

It is a challenging and demanding task. As a skill, reading is clearly one of the most important, in fact, we may argue that reading is the most important foreign language skill, next to listening, speaking and writing, particularly in cases where students have to read English material for their own specialist subject.

In the process of reading are involved the reader, the reading skills, the language, the reader material, the writer and the world the reader lives in.

The purpose of reading is to get general information or specific information from the text for pleasure and interest.

## **2.1 Reasons for Reading:**

- To obtain information for some purpose or because we are curious about some topic.
- To obtain instructions on how to perform some task for our work or daily life
- To keep in touch with friends (correspondence) or to understand a business letter.
- To know when and where something will take place or what is available
- To know what is happening (as reported in newspapers, magazines, reports..)
- For enjoyment, for fun (extensive reading)
- Learning something new (new words), new cultures or new interests.
- Break from social media.

## **2.2 The Role of Reading**

- Reading helps expand the mind and give us more ideas. It has been proven to keep our minds young, healthy and sharp.
- Reading helps the understanding of the language and the vocabulary to be improved.
- Reading helps distress and relax
- Reading can help university students in several ways:
  - It helps discover new things, it develops imagination and enhances creativity
  - It enhances focus and concentration, improve writing abilities, preparation for exams and preparation for professional life
  - It improves memory, develops critical thinking skills, it develops emotions.
  - It gives excessive knowledge and lessons of life (to understand the world)
- Reading is important because words (spoken and written) are the building blocks of life.
- Feel smarter, learn to solve problems, succeed in studies, challenge yourself, escape from reality, boost confidence for better conversation.
- Build good habits, understand new ideas and relieve boredom.
- Reading equips students with essential skills for both their academic and future professional lives.

### **READERS ARE LEADERS**

(Harry S. Truman, 1950)

The phrase "Readers are leaders" suggests that those who read extensively gain knowledge, insights, and critical thinking skills, which are essential for effective leadership. It implies that

reading helps individuals understand different perspectives, make informed decisions, and inspire others.

### **3 Conclusion**

Reading plays a vital role in university education by strengthening students' understanding, critical thinking, and academic performance. Through regular reading, students gain deeper insight into their subjects, develop the ability to analyse and evaluate ideas, and expand their vocabulary and knowledge. Reading also supports independent learning, which is essential for success at the university level and beyond. Therefore, cultivating strong reading habits is not only important for achieving academic goals but also for preparing students to think critically and engage thoughtfully in their future careers and everyday life.

## **Course Two: Reading Comprehension**

### **1 Objectives**

The objective of reading comprehension is to enable learners to understand and respond to what they read, think critically about the content, and apply the information in different contexts. It helps develop deeper thinking, academic success, and effective communication.

### **2 Definition**

Reading Comprehension is the ability to understand and interpret written text, it involves several cognitive processes such as decoding words, understanding vocabulary, grasping syntax and grammar, making inferences, drawing conclusions, and connecting ideas within and across sentences and paragraphs. Reading Comprehension is defined as the ability to process text, understand its meaning, and to integrate with what the reader already knows. Reading is the active process of understanding print and graphic texts. It is a thinking process. Effective readers know that when they read, what they read is supposed to make sense. They monitor their understanding, and when they lose the meaning of what they are reading, they often unconsciously select and use a reading strategy (such as rereading or asking questions) that will help them reconnect with the meaning of the text.

Effective reading comprehension goes beyond simply recognizing words on a page; it requires actively engaging with the text to extract meaning, evaluate information, and critically analyse the content. This skill is essential for academic success, as well as for everyday tasks such as following instructions, learning new concepts and consuming information from various sources like books,

articles, reports, and digital media. Effective readers use strategies to understand what they read before, during, and after reading.

## **2.1 Before reading**

- Use prior knowledge to think about the topic.
- Make predictions about the probable meaning of the text.
- Preview the text by skimming and scanning to get a sense of the overall meaning.

## **2.2 During reading**

- Monitor understanding by questioning, thinking about, and reflecting on the ideas and information in the text.

## **2.3 After reading**

- Reflect upon the ideas and information in the text.
- Relate what they have read to their own experiences and knowledge.
- Clarify their understanding of the text.
- Extend their understanding in critical and creative ways.

As students' progress through school, they are asked to read increasingly complex informational and graphical texts in their courses. The ability to understand and use the information in these texts is key to a student's success in learning. Successful students have a repertoire of strategies to draw upon, and know how to use them in different contexts.

## **3 Activity One:**

Read the following text and answer the questions.

### **3.1 Objectives:**

- 1- Checks understanding
- 2- Builds reading comprehension skills
- 3- Encourages critical thinking
- 4- Improves focus and attention
- 5- Develops language skills

It was such a crowded scene, and there were so many objects to attract attention, that, at first, Nicholas stared about him, really without seeing anything at all. By degrees however the place resolved

itself into a bare and dirty room, with a couple of windows whereof a tenth part might be of glass, the remainder being stopped up with old copybooks and paper. There were a couple of rickety desks, cut and notched, and inked, and damaged in every possible way; two or three forms: a detached desk for Squeers; and another for his assistant. The ceiling was supported, like that of a barn, by cross beams and rafters; and the walls were so stained and discoloured that it was impossible to tell whether they had ever been touched with paint or whitewash.

But the pupils- pale and haggard faces, lank and bony figures, children with the countenances of old men, boys of stunted growth and others whose long meagre legs would hardly bear their stooping bodies: there were the bleared eye, the hare lip, the crooked foot.

There were little faces which should have been handsome, darkened with the scowl of sullen. dogged suffering; there was childhood with the light of its eye quenched, its beauty gone, and its helplessness alone remaining.

Nicholas could not but observe how silent and sad the boys all seemed to be. There was none of the noise and clamour of a school-room; none of its boisterous play, or hearty mirth,

The children sat crouching and shivering together, and seemed to lack the spirit to move about...

A few minutes having elapsed, during which Mr Squeers looked very profound, as if he had a perfect apprehension of what was inside all the books, and could say every word of their contents by heart if he only chose to take the trouble.

Charles Dickens (Nicholas Nickelby, 1938. P.88)

### **Comprehension Check**

**A- Choose a suitable title for the text**

**B- Read the passage and say whether the statements are true or false. Justify,**

- 1- The writer describes the school.
- 2- Dickens describes the pupils

**C- Reorder the following sentences to know more about Charles Dickens the writer of the passage.**

- 1- He wrote the Pickwick Papers in 1836-1837,
- 2- He received little regular education.
- 3- Where his father was a clerk in the Navy Pay Office.
- 4- In 1835, he became a journalist contributing to several papers;
- 5- And Our Mutual Friend in 1864-1865.
- 6- Charles Dickens was born in 1812, near Portsmouth, England
- 7- His last work was interrupted by sudden death in 1870.
- 8- Nicholas Nickelby in 1838-1839,

**D- Answer the questions according to the text**

- 1- List the objects described in the first paragraph
- 2- Find in the passage the relevant vocabulary which corresponds to
  - a) Physical suffering and distortion
  - b) Moral suffering
- 3- Why does Dickens compare the pupils to old men?
- 4- How does the writer describe the classroom?
- 5- How are the pupils according to the writer?

**E- Making inferences**

Why do most pupils seem pale with haggard faces?

**4 Activity Two**

Read the following text and answer the questions.

Whales, majestic creatures of the ocean depths, are often referred to as the giants of the sea. Despite their massive size and aquatic lifestyle, they share a fundamental trait with humans and other mammals: they are warm-blooded, air-breathing animals that give birth to live young and nurse them with milk. This classification places them within the mammalian family, making them remarkably similar to us in many ways. However, the parallels don't end there. Like us, whales possess complex social structures, exhibit maternal care, and demonstrate remarkable intelligence. They communicate through intricate vocalizations and display behaviours indicative of problem-solving abilities. In essence, while whales may inhabit a world vastly

different from our own, their mammalian nature binds us together, highlighting the interconnectedness of life on Earth.

### **Questions**

- 1- What are some key characteristics that classify whales as mammals?
- 2- How does the text describe the similarities between whales and humans beyond their classification as mammals?
- 3- What behaviours and abilities do whales exhibit that suggest intelligence and social complexity, according to the text?

## **5 Activity Three**

Read the following text and answer the questions.

### **Education**

After rising steadily almost a century, standards of education in the public schools of Europe and North America have levelled off and, in the opinion of many parents and employers, are actually falling. More and more children are leaving schools with little more than a basic knowledge of reading, writing and arithmetic, and illiteracy is becoming a social problem once again. With dropout rates of twenty-seven percent in high schools and fifty percent in colleges, the American education system is clearly in trouble; European dropout rates, though lower than those of U.S, are rising too.

Various factors have been blamed for the apparent decline in educational standards. Some people say that overcrowding and lack of discipline are major factors. Others maintain that subjects like art and drama have been overemphasized at the expense of more practical subjects. The negative influence of television is frequently mentioned as a reason for growing illiteracy. Many teachers and principals, however, insist that the problem is not of falling standards of rising expectations on the part of parents and employers.

Whether or not standards in public schools are actually falling, many parents feel that the only way to secure a good education for their children is to send them to private schools, which generally have smaller classes and stricter discipline. The popularity of such schools is growing steadily, despite the high tuition fees. In the United States, for example, eleven percent of all school children attend private schools, in France, over sixteen percent do so.

### **Comprehension Check**

**A) Read the passage and say whether the statements are true or false. Justify.**

- 1- The standards of education are still rising in Europe and North Africa.
- 2- The majority of school children acquire a high level before leaving schools.
- 3- The teachers' incompetence is the only factor for the children's failure.
- 4- All parents, in Europe and the United States, are nowadays sending their children to private schools.

**B) Find the following sentences in the text and ask questions.**

- 1- Various.....standards. What.....?
- 2- Others.....subjects. What.....?
- 3- Many.....schools. What..... ?

**C) Answer the questions according to the passage.**

- 1- How many children drop out of American high schools each year?
- 2- What organizational factors may have caused standards to fall?
- 3- Is television regarded as a beneficial or harmful means?
- 4- What do many teachers and principals think the cause of the problem is?
- 5- Why do many parents tend to send their children to private schools?
- 6- What are the advantages and the drawbacks of the private schools?

**D) Choose the words or phrases most similar in meaning to the following as used in the reading passage.**

- |                        |                   |                 |                    |
|------------------------|-------------------|-----------------|--------------------|
| <b>1- Levelled off</b> | a) stopped rising | b) became equal | c) started falling |
| <b>2- Apparent</b>     | a) obvious        | b) seeming      | c) doubtful        |
| <b>3- Discipline</b>   | a) control        | b) authority    | c) rule            |
| <b>4- Despite</b>      | a) although       | b) because of   | c) in spite of     |
| <b>5- Fees</b>         | a) prices         | b) costs        | c) charges         |

**E) Make inferences.**

- 1- Why do most of the pupils fail in their studies in public schools?
- 2- Why do most of the parents send their children to public schools?
- 3- According to you, what solutions must urgently be found to save education in our society?

## **6 Conclusion**

Reading is more than just recognizing words, it is a vital skill for understanding, analysing, and interacting with information. Developing strong reading skills enhances comprehension, critical thinking, and academic performance, while also fostering a lifelong habit of learning and curiosity. Practicing different reading strategies helps students become confident and efficient readers in a variety of contexts.

### **Course Three: Reading Problems**

#### **1 Objectives**

The objective of teaching reading problems is to help learners identify and understand the specific difficulties they face while reading, so they can develop strategies to overcome these challenges. This enables learners to improve their reading skills, increase comprehension, and become more confident and independent readers.

#### **2 Definition**

Reading problems refer to a range of difficulties that an individual may experience in the process of reading, which can affect their ability to decode words, read fluently, comprehend texts, or retain and interpret information. These problems can manifest as slow or inaccurate word recognition, difficulty understanding vocabulary or sentence structure, trouble connecting ideas within a passage, or challenges in recalling and analysing what has been read. University students can experience several reading challenges such as:

- Motivation issues: lack of interest or engagement in reading tasks.
- Poor concentration due to day dream
- Difficulties in pronunciation
- Worrying about other problems
- Fluency challenges: difficulty in reading smoothly and with expression.
- Comprehension issues: difficulty in understanding and retaining the meaning of the text.
- Lack of vocabulary: limited understanding of word meanings. A limited vocabulary can hinder readers' ability to comprehend unfamiliar terms or phrases, making it difficult for them to infer meanings from context.
- Language Barriers: For non-native speakers.

- Lack of background knowledge: if readers lack the necessary background information to understand the context or references in a text, they may struggle to make accurate inferences, they are unable to detect important details.
- Failure to recognise implicit Information: sometimes, important information is implied rather than stated explicitly in a text. If readers fail to recognize implicit cues, they may miss key points or connections.
- Difficulty in making logical connections: readers may struggle to connect disparate pieces of information or understand the relationships between ideas presented in a text.
- Attention and focus: difficulty sustaining attention while reading.
- Reading anxiety: fear or stress associated with reading tasks.
- Technology distractions: difficulty focusing on reading tasks due to distractions from digital devices or online platforms.
- Just moving eyes through the text.
- Reading without reflection.
- The reader reads by force.

### **3 The white Page**

The "white page" phenomenon, also known as "blank page syndrome" or "writer's block," is a common challenge that writers, including readers who engage in writing tasks, may encounter.

- Unable to remember or think about anything.
- Anxiety and perfectionism: fear of failure or the pressure to produce perfect work can lead to anxiety and mental blocks.
- Lack of confidence: doubt in one's abilities or self-worth can contribute to feeling stuck and unable to engage with reading or writing tasks.
- Lack of inspiration or motivation: feeling uninspired or unmotivated can lead to procrastination and avoidance of reading or writing tasks.
- Perceived lack of ideas or content: difficulty generating ideas or content can result in feeling stuck and unable to progress with reading or writing tasks.
- Perfectionism: aiming for perfection can result in paralysis and fear of making mistakes, hindering progress.
- Complex Texts: University-level reading often involves dense, academic material that can be difficult to understand.
- Time Management: Balancing multiple readings and assignments can lead to rushed or ineffective reading.

- Reading Fatigue: Long reading assignments can lead to fatigue, making it hard to stay focused and absorb information.

#### **4 Solutions can help to overcome reading problems such as**

- Summaries, note taking.
- Active Reading: Preview texts, annotate, and ask questions to enhance engagement.
- Chunking: Break readings into smaller sections to avoid overwhelm.
- Study Groups: Discuss material with peers for better understanding. (discussion groups).
- Time Management: Create a reading schedule and take breaks to stay focused.
- Practice: Regularly read academic texts to build fluency.
- Use Technology: Consider audiobooks or text-to-speech tools for comprehension.
- Seek Support: Use academic support services or learning specialists if needed.
- Mindfulness: Practice techniques to improve concentration and reduce distractions.
- Setting Goals, Set specific, achievable goals for each reading session (e.g., “I will understand and summarize this chapter”).
- Reflecting on Learning: After reading, take time to reflect on what you learned and how it connects to your course material.

### **5 Activity**

#### **5.1 The objectives**

Discussing reading problems in a module of reading techniques is essential for several reasons:

1. **Understanding Challenges:** It allows students to recognise and understand common reading difficulties, which can help them identify their own struggles.
2. **Developing Solutions:** Highlighting reading problems encourages students to explore and implement effective strategies to overcome these challenges.
3. **Promoting Awareness:** It raises awareness of the importance of reading proficiency, fostering a more supportive learning environment.
4. **Enhancing Skills:** Discussing problems helps students develop critical skills to improve their reading, such as comprehension, retention, and speed.
5. **Building Confidence:** Understanding and addressing reading difficulties can empower students, boosting their confidence and motivation in their academic work.

From a broad perspective, this discussion enriches the learning experience and equips students with the tools they need to become more effective readers.

**Divide into Groups:** small groups of 3–4 students.

Assigning a Reading Challenge: Each group gets a “reading problem scenario.” In order to develop empathy for individuals who face reading difficulties. Challenges such as:

Difficulty recognizing words (decoding problem)

Trouble understanding long sentences (comprehension problem)

Easily distracted while reading (attention problem)

Role-Play: One student tries to read the text while acting out the assigned reading challenge. Other group members observe and take notes.

**Discussion:** After role-play, discuss:

What made reading difficult in this scenario?

How could someone overcome this challenge?

How does it feel to struggle with reading?

After the activity, there is Reflection: Students write 2 or 3 sentences on what they learned about reading problems and strategies to help.

## **6 Conclusion**

Reading problems can make learning more difficult and affect a student’s confidence and academic success. These challenges may come from limited vocabulary, lack of practice, or difficulty understanding texts. However, with proper support, effective strategies, and regular reading practice, these problems can be improved over time. Addressing reading difficulties early is important because strong reading skills help students succeed not only in school but also in everyday life.

### **Course Four: Vocabulary Building**

#### **1 Objectives**

The objective of learning vocabulary building is to expand students’ word knowledge to improve their reading, writing, and communication skills for both academic achievement and everyday use. A strong vocabulary helps learners understand texts more easily, express ideas clearly, and enjoy reading for pleasure. Building vocabulary supports overall language proficiency and boosts confidence in various contexts.

## **2 Definition:**

Vocabulary building is the process of learning and acquiring new words and phrases to improve understanding, communication, and overall language skills. It involves not only knowing the meaning of words but also understanding how to use them correctly in speaking and writing, recognizing synonyms and antonyms, and expanding the range of words a person can understand and use effectively.

Good reading comprehension depends on understanding the words you are reading. The more words you recognize and understand in a text, the better your comprehension will be.

What do you do when you encounter (meet) a new word in your reading?

Answers: - Ask another student about the meaning.

- Try to guess the meaning of the word from the context.
- Look up the definition in a dictionary.
- Skip over the word and continue reading.

## **3 Strategies to expand your vocabulary**

- Use your dictionary effectively: Along with the definition, a dictionary provides a great deal of other information about a word. It tells you the part of speech of the word (noun, verb, adjective, etc.), how to pronounce it, and how to divide it into syllables. An example sentence is often included as well.
- Keep a vocabulary notebook: When you encounter new words, write them in a notebook that you use only for vocabulary and not for other course work. (A small notebook is preferable so you can carry it around with you.) This notebook will help you study vocabulary more effectively. With all your words in one place in the notebook, you can easily check your knowledge of words you have studied before.
- To learn new words from your reading. Reading a lot, in order to learn a word, you must encounter it many times. Each time you see the word in context, you build up a stronger sense of its meaning.

## **4 Using Context to Choose a Dictionary Definition**

If you are able to infer the general meaning of a word from the context, you can make better use of the dictionary. In fact, many words have more than one definition and you need to choose the most appropriate one. For example, the word “laugh” (as a verb) has eleven different

definitions in the Longman Advanced American Dictionary. Definitions for the word “get” cover three pages!<sup>1</sup>

## **5 Activity**

### **5.1 Objectives**

1. To help students identify and learn new words from a text.
2. To improve students’ understanding of word meanings using context clues or dictionaries.
3. To encourage students to practice using new vocabulary in sentences, enhancing both writing and speaking skills.
4. To make vocabulary learning interactive and engaging, promoting retention.

#### **The text:**

##### **The Amazing World of Bees.**

Bees are small insects that play a crucial role in pollinating flowers and plants. Without them, many fruits and vegetables would not grow properly. Bees live in colonies, where each bee has a specific role, such as gathering nectar, caring for young, or protecting the hive. They communicate with each other through a waggle dance, which helps other bees find flowers rich in nectar. Bees are also vulnerable to pesticides and habitat loss, making it important for humans to protect their environment.

1. Read the passage carefully.
2. Highlight or underline words you do not know.
3. Find the meaning of these words using a dictionary or context clues.
4. Write 1–2 sentences for each word using it correctly.

#### **Example:**

- Crucial: Bees are crucial for growing fruits and vegetables.
- Colonies: Bees live in colonies to work together efficiently.

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<sup>1</sup> Jeffries (2007), Vocabulary Building pp (26-52)

## **6 Conclusion**

Vocabulary building is essential for effective communication, reading comprehension, and writing clarity. By learning new words and understanding how to use them in context, students can express ideas more precisely, understand texts more deeply, and improve their overall language skills. Regular practice with vocabulary expands knowledge and supports success across all subjects.

### **Course Five: Understanding paragraphs**

#### **1 Objectives**

The Objective of understanding paragraphs is to enable learners to identify the main idea, follow the flow of ideas, and comprehend the purpose and structure of a paragraph, which strengthens overall reading and writing skills.

#### **2 Definition**

Understanding paragraphs involves grasping the structure, organization, and main ideas presented within a block of text. The topic is the word or phrase that best describes what all of the sentences in the paragraph are about. Words relating to the topic are usually repeated several times in a paragraph. Looking for these words can help you focus on the topic.

#### **3 Topic Sentence:**

Often, the first sentence introduces the main idea or topic of the paragraph. It sets the tone and direction for what follows. It conveys the primary point or focus of the paragraph, allowing readers to quickly grasp the central theme or argument. Paragraphs in English usually contain a topic sentence that lets the reader know what the paragraph is about. Although this sentence is usually near the beginning of the paragraph, it can also be found in the middle or at the end. The topic sentence serves as a guide for the reader, outlining what to expect in the rest of the paragraph. It sets the direction for the supporting details that follow. A well-crafted topic sentence ensures that all subsequent sentences in the paragraph relate directly to the main idea, maintaining coherence and unity within the text. The topic sentence captures the reader's attention and encourages them to continue reading by providing a clear sense of purpose or relevance. Not all topic sentences are summary of the paragraph.

**Supporting Details:** Subsequent sentences provide supporting evidence, examples, explanations, or arguments related to the topic sentence. These details help develop and clarify the main idea.

**Transitions:** Words or phrases like "furthermore," "in addition," "however," "on the other hand," etc., signal transitions between ideas within a paragraph. These help maintain coherence and guide the reader through the text.

**Unity and Coherence:** A well-written paragraph maintains unity, meaning all sentences directly relate to the main idea. Coherence ensures that the ideas flow logically from one sentence to the next, enhancing understanding.

**Concluding Sentence:** Not all paragraphs have a concluding sentence, but when they do, it often summarizes the main point or offers a final thought on the topic.

**Length and Focus:** Paragraphs vary in length depending on the complexity of the ideas being discussed. However, each paragraph should focus on one main idea or topic to avoid confusion.

**Context and Purpose:** Understanding the broader context of a text and its purpose can provide insights into why specific paragraphs are structured and organized in a certain way.

**Main Idea Identification:** Sometimes, the main idea of a paragraph might not be explicitly stated in a topic sentence. In such cases, you might need to analyse the content of the paragraph as a whole to determine the central point.

**Tone and Purpose:** Tone refers to the attitude or emotion conveyed by the author toward the subject or audience. It's how the author feels about the topic they're writing about. Purpose is the reason the author wrote the text. It's what the author intends to achieve or the goal they want to accomplish through the writing.

#### **4 Types of Paragraphs:**

Paragraphs can serve various purposes, such as providing information, making an argument, describing a process, comparing and contrasting, narrating events, etc. Recognizing the type of paragraph can aid in understanding its structure and function within the text.

- Narrative, tells a story
- Descriptive, describes something
- Expository, explains or gives information
- Persuasive, convinces the reader
- Compare and Contrast, shows similarities and differences

- Cause and Effect, explains reasons and results

## 5 Activity

### 5.1 Objectives of the Activity

- To help students identify the main idea of a paragraph.
- To teach students how to recognize topic sentences and understand their role in organizing a paragraph.
- To improve reading comprehension by analysing the structure of a paragraph.
- To develop writing skills, enabling students to construct clear and coherent paragraphs in their own writing.

- **Write a topic and conclusion sentences to the following paragraph**

..... No one can calculate the quantity of solid waste that has been dumped' in the world's oceans, but the total certainly exceeds many millions of tons. For example, from 1880 to 1895, 75 percent of the solid waste from New York City was dumped untreated into the Atlantic Ocean. Although it is now prohibited by law, the dumping of solid waste, including wastewater sludge, industrial waste, and high-level radioactive waste were common in the United States until 1970. Cruise ships and huge floating fishing factories still regularly dispose of their solid waste products directly into the ocean.....

- **What is the main idea of the passage?**

Literature has the power to transport us to different worlds, expand our understanding of the human experience, and challenge our perceptions of reality. Through novels, poetry, plays, and essays, literature provides a unique way of exploring complex themes such as love, loss, identity, and society. Writers use their craft to reflect on the world around them, offering readers insight into the struggles and triumphs of both fictional and real-life characters. Whether through the dramatic conflict in a play, the emotional depth of a poem, or the intricate storytelling in a novel, literature allows us to explore emotions, ideas, and cultures in a way that no other medium can.

- **What is the author's perspective on social problems, and what solutions do they suggest for addressing them?**

Social problems, such as poverty, homelessness, and inequality, are pressing issues that affect millions of people worldwide. These problems often arise from systemic issues in society,

including inadequate education, lack of access to healthcare, and discriminatory practices. While governments and organizations work toward solutions, the root causes of these social problems remain deeply ingrained in societal structures. The gap between the wealthy and the poor continues to widen, leaving many marginalized groups with limited opportunities for upward mobility. Addressing social problems requires a comprehensive approach, including policy changes, education, and social support systems that empower individuals to break free from cycles of disadvantage.

- **What is the tone and purpose of the text?**

Have you ever felt stuck in a routine, doing the same things day after day? Maybe it's time for a change! Taking a risk can open up new opportunities and lead to exciting adventures you never imagined.

**Topic sentence**

"The dumping of solid waste into the world's oceans has been a widespread and ongoing problem, with devastating environmental consequences."

**Conclusion sentence**

"Despite legal prohibitions and growing awareness, the continued disposal of waste into the oceans remains a significant environmental challenge that requires urgent attention and action."

**The main idea**

Literature has the ability to deepen our understanding of life and human nature by offering diverse perspectives and insights through various forms of writing.

**The author's perspective on social problems, and the solutions they suggest for addressing them**

The author views social problems like poverty, homelessness, and inequality as deeply rooted in systemic issues and structural inequalities. They suggest that addressing these problems requires a comprehensive approach, which includes policy reforms, improved education, and social support systems. The author emphasizes the need to empower individuals and create opportunities for those affected by these issues.

- **Tone:** The tone here is encouraging and motivational because the author is urging the reader to take action and consider positive change. The language used, such as "Maybe it's time for a change!" and "exciting adventures," creates an uplifting and inspiring feeling.

- **Purpose:** The purpose is to inspire the reader to take risks and make changes in their life, promoting the idea that doing so can lead to new opportunities. The goal is to encourage personal growth and excitement through change.

## **6 Conclusion**

Understanding paragraphs and topic sentences is essential for both reading and writing effectively. Topic sentences guide the reader by highlighting the main idea, while supporting sentences provide details and explanations. By learning to identify and write clear topic sentences, students can improve comprehension, organization, and clarity in their reading and writing. Practicing this skill helps students communicate ideas more logically and confidently.

### **Course Six: Note-Taking and Note-Making Skills**

#### **1 Objectives**

Teaching note-taking is an essential part of academic skills development, especially at the university level. The main objective is to help students become active listeners, effective readers, and organized learners. Below are the general and specific objectives of teaching note-taking. The objective of learning note-taking is to help students efficiently capture and organize important information from texts or lectures for both academic purposes and personal use. Effective note-taking enhances understanding, aids memory retention, and supports review and study, making it easier to manage large amounts of information. It also helps learners stay engaged and focused, whether they are reading for academic success or reading for pleasure.

To equip students with the skills and strategies needed to record, organize, and recall information efficiently from spoken or written sources.

The objective of teaching note-making is to help students develop the ability to organize, summarize, and present information clearly and logically in their own words. It aims to improve comprehension, critical thinking, and retention of knowledge by enabling learners to identify main ideas, supporting details, and relationships between concepts. Note-making also encourages independent learning, effective revision, and better academic performance by training students to process information actively rather than memorizing it passively.

#### **Specific Objectives of Teaching Note-Taking and Note Making**

1. Improve Active Listening and Reading Skills.
2. Enhance Comprehension and Retention

3. Organize Information Effectively
4. Support Academic Writing and Research
5. Develop Critical Thinking
6. Promote Independent Learning
7. Improve Study and Exam Preparation Skills
8. Adapt Notes to Purpose and Context

## **2 Definition**

Note-taking is the practice of writing down important information from lectures, readings, meetings, or other sources to help retain and organize knowledge. It is a very important way for recording information from lectures. Effective notetaking from lectures and readings is an essential skill for university study. It is crucial for managing the large volume of information encountered in lectures, readings, and discussions.

Note-making is the process of organizing, summarizing, and restructuring information after learning it. It involves selecting important ideas, using your own words, and connecting concepts to improve understanding and long-term learning.

Good notetaking allows a permanent record for revision and a register of relevant points that you can integrate with your own writing and speaking. Writing notes helps reinforce memory and understanding (mind map, outline). Notes can be structured in a way that makes it easier to review and study later. Summarizing information in your own words can deepen understanding. Good notetaking reduces the risk of plagiarism. It also helps you distinguish where your ideas came from and how you think about those ideas. Note taking is a self-discipline and it helps you to become an active and involved listener and learner. Effective note-taking requires:

- Recognising the main ideas.
- Identifying what information is relevant to your task. Where possible, putting the information in your own words.
- Recording the source of the information

When we take notes, we record the essence of the information from a lecture, discussion ( a written record). It is a self-discipline. Information presented in class often contains the central concepts of the course and the material most likely to be included on exams. Yet, students frequently do not realize the importance of notetaking and listening. The following resources

provide tips on how to recall more information from your lectures through active listening and purposeful notetaking. Note taking helps you to become an active and involved listener and learner.

## **2.1 Before coming to class**

You have to read previous lessons.

Explain words (define) that you have seen before.

Come to the class with a positive attitude.

Switch off your phone.

Clear your mind/eat healthy/get enough sleeping.

## **2.2 During the lesson: Note taking**

- Make a conscious effort to pay attention (focus).
- Write the date and title of the lesson.
- Listen carefully to the introduction.
- Try to recognize main ideas by signal words that indicate something important is going to follow,
- Repetition: when the teacher keeps repeating the same idea.
- Numbered elements: there are five types of texts.
- When the teacher says: “this is important.” Pay attention, be careful, do not confuse this and that...
- Be selective and record key words, which help you remember the idea.
- Pay attention to the teacher’s tone.
- Skip words like articles.
- Use abbreviations and symbols to help you write quicker.
- Remember that your goal is to understand what the teacher says, not to record every single word.
- Note unfamiliar vocabulary or concept that you don’t know.
- Note details or examples which support the main ideas.
- If there is a summary at the end of the lecture, pay close attention to it.
- At the end, ask questions about what you did not understand.
- Pay close attention to the illustrations provided by the teacher (scheme, map, diagrams).
- Pay attention to things written on the board and information that is spelled out.

### **2.3 After the lesson: Note Making**

- It is extremely important that you revise the lesson within 24 hours.
- Review your notes as soon as possible. – edit (correct) words or phrases that are misspelled.
- Use colours to distinguish between what you wrote in class and what you added later.
- Note anything you do not understand to ask your teacher or friends.
- Extra research (explore main ideas).

### **3 Activity for note taking and note making lecture**

The students are asked to listen to the teacher and take notes, then organize their ideas, make a summary and read it for the teacher. The subject is about criminology and the different theories.

#### **3.1 Objectives**

The objective of the activity on note-making is to enable students to practice identifying key ideas and relevant details from a given text and organize them in a clear, structured format. The activity aims to develop students' comprehension, analytical skills, and ability to summarize information in their own words, while improving their study habits, concentration, and confidence in independent learning.

#### **Criminology:**

Criminology is the scientific study of crime, criminal behaviour, and the social responses to crime. It examines the causes of crime, the nature of criminals, and the functioning of law enforcement and the criminal justice system in order to understand, prevent, and control criminal behaviour.

#### **There are different theories:**

Classical Theory, crime is a result of rational choice; individuals weigh the benefits and consequences before acting.

Biological Theory, suggests that criminal behaviour is innate and can be linked to biological factors. Looks at physical characteristics and genetic predispositions.

Psychological Theory, focuses on individual psychological factors that contribute to criminal behaviour. Examines personality traits, mental illness, and childhood experiences.

Sociological Theory: suggests that societal pressures can lead individuals to commit crimes when they can't achieve socially accepted goals.

Social Learning Theory: posits that criminal behaviour is learned through interactions with others and observation.

Labelling Theory: emphasizes the impact of societal labels on individuals and how being labelled as a "criminal" can lead to further criminal behaviour.

#### **4 Note-Taking Tips for Theories of Crime**

- **Summarize Key Points:** Write concise definitions and examples for each theory.
- **Use Diagrams:** Create visual aids or mind maps to illustrate connections between theories.
- **Real-World Applications:** Note how each theory can explain specific crimes or trends in society.
- **Critical Reflection:** Include your thoughts on the strengths and limitations of each theory.

#### **5 Note-Making organisation**

- Write about criminology, (definition, scope)
- Branches of criminology
- Importance and conclusion.

#### **6 Conclusion**

Note-Taking and Note-Making are essential academic skills that support effective learning and comprehension. Note-taking helps learners record important information during lectures or reading, while note-making encourages deeper understanding by organizing, summarizing, and interpreting that information in one's own words. Together, these skills improve concentration, enhance memory, and promote independent learning. Developing effective note-taking and note-making strategies enables students to study more efficiently and perform better in academic tasks.

### **Course Seven: Skimming and scanning**

#### **1 Objectives**

The objective of learning skimming and scanning as reading techniques is to help students become more efficient and purposeful readers. Skimming enables them to quickly grasp the main ideas and overall structure of a text, which is useful when they need a general understanding without reading every word. Scanning, on the other hand, trains them to locate

specific information—such as names, dates, or facts—within a text rapidly. By mastering these techniques, students improve their reading speed, comprehension, and ability to handle large amounts of information effectively, which are valuable skills in both academic and real-life contexts.

## **2 Definition**

Skimming, a reading technique used to quickly gather the main idea or gist of a text without reading every word. It involves looking at headings, subheadings, bold words, and key sentences to understand the overall message. Under this technique, we read quickly to get the main points and skip over the detail.

It is useful in getting a preview of a passage before reading it in detail or reviving understandings of a passage after reading it in detail. -the title, -the content page, -the abstract (the summary), -the headings and subheadings, -the first and last paragraph, -diagrams and tables.

Skimming is one of the tools you can use to read more in less time. It refers to looking only for the general or main ideas. With skimming, your overall understanding is reduced because you don't read everything. You read only what is important to your purpose.

Scanning, a reading technique used to find specific information in a text quickly. Instead of reading everything, the reader moves their eyes rapidly over the text to locate a particular word, number, or phrase. It involves searching for key words or ideas, you need to follow some steps.

- anticipate the form of information (date, number, proper nouns...).
- skipping large parts of the text without reading or understanding.

Scanning is useful tool for speeding up your reading. Unlike skimming, when scanning, you look only for a specific fact or piece of information without reading everything. You scan when you look for your favourite show listed in the cable guide, for your friend's phone number in a telephone book, and for the sports scores in the newspaper. For scanning to be successful, you need to understand how your material is structured as well as comprehend what you read so you can locate the specific information you need. Scanning also allows you to find details and other information in a hurry.

The material you scan is typically arranged in the following ways: alphabetically, chronologically, non-alphabetically, by category, or textually. Alphabetical information is arranged in order from A to Z, while chronological information is arranged in time or numerical order.

+ Skimming: You try to gather the most important information as quickly as possible. You read from top to down of the text quickly and note important information.

+ Scanning: You try to find a particular piece of information. You read from top to down of the text quickly to find the specific information you need to answer questions.

Skimming and scanning are two reading techniques used for different purposes.

Feature	Skimming	Scanning
<b>Definition</b>	A reading technique to get the main idea of a text quickly.	A reading technique to locate specific information in a text.
<b>Purpose</b>	To understand the general idea or gist of a passage.	To find specific facts, dates, names, or key terms.
<b>Speed</b>	Fast, as you don't read every word.	Very fast, as you search for particular words or numbers.
<b>How It's Done</b>	Read headings, subheadings, the first and last sentences of paragraphs, and look for keywords.	Move your eyes quickly over the text, looking for the target word, number, or phrase.
<b>When to Use .</b>	Reading a newspaper, magazine, or summary to get a quick understanding	Searching for a phone number in a directory, finding a date in a history book, or looking for a word in a dictionary.

### 3 Examples, skimming

The Eiffel Tower, located in Paris, France, was completed in 1889 and stands 330 meters tall. It was initially criticized but is now one of the world's most famous landmarks, attracting millions of visitors each year.

First sentence, key words: *Eiffel Tower, Paris, 1889, famous landmark, visitors.*

**Conclusion:** The passage is about the Eiffel Tower's history and popularity.

### 4 Examples, scanning

The Great Wall of China stretches over 13,000 miles and was built to protect against invasions. Construction began in the 7th century BC and continued for centuries. Today, it is a UNESCO World Heritage Site and one of China's most visited tourist attractions.

1. How long is the Great Wall of China? 13.000 miles

2. When did construction begin? 7<sup>th</sup> century

## 5 Activity

### 5.1 Objectives

- To help students quickly identify the main ideas of a text (skimming).
- To teach students how to locate specific information efficiently (scanning).
- To improve reading speed and comprehension by practicing selective reading strategies.
- To develop practical reading skills useful for exams, research, and everyday reading tasks.
- To encourage students to distinguish between essential and non-essential information in a text.

Over the last century, advances in technology have transformed the way humans communicate. In the early 1900s, letters and telegrams were the primary means of long-distance communication. People had to wait days or even weeks to receive a response. However, with the invention of the telephone, communication became almost instantaneous. By the late 20th century, email and mobile phones further accelerated the speed of global interactions. The 21st century has seen the rise of social media platforms, allowing people to connect instantly regardless of location. Today, video calls, instant messaging, and artificial intelligence-powered chatbots are reshaping how individuals and businesses interact. While these innovations offer convenience and efficiency, they also raise concerns about privacy, mental health, and the reliability of digital information. Experts continue to debate the long-term effects of technology on human relationships and society.

#### **Skim, main idea and key points.**

The global climate crisis has become one of the most pressing challenges of the 21st century. Scientists warn that rising temperatures, caused largely by human activities, are leading to devastating consequences. Extreme weather events such as hurricanes, droughts, and wildfires are becoming more frequent and intense. The Arctic ice caps are melting at an alarming rate, causing sea levels to rise and threatening coastal cities around the world. In response, governments and environmental organizations are working to reduce carbon emissions by investing in renewable energy sources such as solar and wind power. Many countries have committed to reducing their carbon footprints by setting ambitious goals for the coming decades. Despite these efforts, critics argue that progress is too slow and that stronger measures are needed to prevent irreversible damage to the planet. Public awareness campaigns and

climate action movements have gained momentum, pushing world leaders to take immediate action before it is too late.

**Skim, main idea and key points.**

Leonardo da Vinci, one of the most famous artists and inventors in history, was born in Vinci, Italy, in 1452. He was not only a brilliant painter but also an architect, engineer, and scientist. His most famous painting, the *Mona Lisa*, is displayed in the Louvre Museum in Paris and is considered one of the greatest artworks of all time. Another of his well-known paintings, *The Last Supper*, depicts Jesus and his disciples at the moment Jesus announces that one of them will betray him. Beyond art, da Vinci designed numerous inventions, including early versions of helicopters, tanks, and even scuba diving equipment. His notebooks, filled with sketches and ideas, reveal his deep curiosity about anatomy, flight, and engineering. Da Vinci passed away in 1519, but his contributions continue to inspire scientists and artists worldwide.

**Scan,**

- In what year was Leonardo da Vinci born?
- Name two of his most famous paintings.
- What types of inventions did he design?
- Where is the *Mona Lisa* displayed?

The Olympic Games, one of the world's most celebrated sporting events, originated in ancient Greece around 776 BCE. The games were held in Olympia and were dedicated to Zeus, the chief Greek god. Ancient athletes competed in events such as running, wrestling, and chariot racing. The games continued for centuries but were eventually banned by the Roman Emperor Theodosius I in 393 CE. The modern Olympic Games were revived in 1896, with the first event taking place in Athens, Greece. Today, the Olympics are held every four years, alternating between the Summer and Winter Games. Thousands of athletes from around the world compete in a wide range of sports, including swimming, gymnastics, and track and field. The Olympic motto, "Citius, Altius, Fortius" (Faster, Higher, Stronger), reflects the spirit of the competition. In addition to promoting athletic excellence, the Games foster international unity and cultural exchange.

**Scan,**

- When did the ancient Olympic Games begin?
- Which emperor banned the Olympics, and in what year?

- When were the modern Olympic Games revived?
- What does the Olympic motto mean?

## 6 Conclusion

Skimming and scanning are valuable reading strategies that allow students to process information quickly and efficiently. Skimming helps grasp the overall idea of a text, while scanning enables the reader to find specific details without reading every word. By mastering these techniques, students can save time, improve comprehension, and become more effective and confident readers in both academic and everyday contexts.

## Course Eight: Intensive and extensive reading

### 1 Objectives

The objective of learning intensive and extensive reading is to develop reading skills that support both academic success and reading for pleasure. Intensive reading helps students focus on detailed understanding and language accuracy, which is essential for academic study. Extensive reading encourages enjoying longer or more varied texts, building fluency and confidence through reading for pleasure. Combining both approaches allows learners to improve comprehension and language skills in ways that benefit their education and personal enjoyment.

### 2 Definition:

Intensive and extensive reading are two different approaches to reading, each serving different purposes in language learning and comprehension. Both methods are important for improving reading skills, with intensive reading building depth and extensive reading improving fluency.

Intensive reading, involves analysing, understanding and remembering.

Extensive reading, involves reading long texts for pleasure.

#### Intensive Reading

- Focuses on detailed understanding of a text.
- Involves close reading with attention to grammar, vocabulary, and structure.
- Often includes analysing meanings, answering questions, and translating.
- Typically used in academic settings or language learning.
- Example: Studying a short passage, looking up difficult words, and analysing sentence structures.

### **What is extensive reading?**

Reading a lot at least one book every two or three weeks: choosing a book that is interesting to you, no test on comprehension or vocabulary. - reading at your own place.

The three rules of extensive reading are enjoy, enjoy and enjoy.

Reading for enjoyment can create a positive cycle of improvement. As Bamford and Day (2004, p.5) explain "Because of extensive reading is enjoyable, you will read faster and more, which makes it more enjoyable, so you will read even faster and more. This is the cycle of positive reinforcement that leads to the positive effects on comprehension and general language skills."

Krashen, S. (2004, p.17) in his book "The Power of Reading" explains the importance of reading for pleasure by saying:" Free voluntary reading results in better reading comprehension, writing style, vocabulary, spelling, and grammatical development."

Extensive reading is the most efficient way to help students to change old habits and become confident in second language readers.

Reading for pleasure is the major source of our reading competence. Our vocabulary and our ability to handle complex and grammatical constructions.

Extensive reading may play a role in developing the capacity for critical thinking so important for success in higher education.

### **Extensive Reading**

- Focuses on reading for pleasure and general understanding.
- Involves reading large amounts of material without stopping to analyse every detail.
- Helps develop fluency, comprehension, and a natural grasp of the language.
- Often includes novels, magazines, newspapers, and simple books.
- Example: Reading a novel without pausing to check every unknown word but understanding the overall meaning.
- The more you read, the better you read. "Extensive reading is the most efficient way to help students change old habits and become confident second language readers." Prof. Mary Lee Field, Wayne State University, Michigan
- "Extensive reading may play a role in developing the capacity for critical thinking so important for success in higher education." Prof. Richard R. Day, University of Hawaii and Prof. Julian Bamford, Bunkyo University, Japan

- Extensive reading involves learners reading texts for enjoyment and to develop general reading skills. It can be compared with intensive reading, which means reading in detail with specific learning aims and tasks.
- Intensive reading - you read with concentration and great care in order to understand exactly the meaning of what you read. Extensive reading - you read as many different kinds of books/journals/papers as you can, chiefly for pleasure, and only needing a general understanding of the content.
- Some possible examples of intensive reading material are reports, contracts, news articles, blog posts and short pieces of text such as short stories.

### **3 How to choose a book:**

- 1- Choose one that interests you, your teacher and classmates can give some ideas but follow your taste.
- 2- Choose a full-length book because reading a book by a single author allows you to be comfortable with the writer's style and vocabulary.
- 3- Check the level of difficulty, it is too easy it might be boring, if it is too difficult you might be discouraged and stop reading.
- 4- Avoid a story that is familiar because knowing what will happen will make it less interesting.
- 5- Evaluate the book. To find out about the author and the genre (type of book), read the front and back covers. Read the first few pages, to find out about the style and subject.

### **4 Hints for success in extensive reading**

- Set a goal for yourself. Decide how many books you would like to read during the semester.
- Make reading a part of your daily routine. Set a time and place for reading. Read for at least thirty minutes at a time so that you can become involved in your book.
- Carry your book wherever you go and read it whenever you have time.
- Keep a journal. Write about your reactions to the book or any thoughts that are stimulated by your reading.

### **5 Conclusion**

Intensive and extensive reading are complementary techniques that develop strong reading skills. Intensive reading helps learners focus on accuracy, vocabulary, and detailed understanding, while extensive reading builds fluency, confidence, and overall comprehension

through regular exposure to texts. Using both approaches together allows readers to read effectively for both understanding and enjoyment, making them more skilled and independent readers.

## **Course Nine: Inferring Meaning from Context**

### **1 Objectives**

In reading techniques, the objective of inferring meaning is to enable readers to interpret and understand information that is not explicitly stated in the text. Readers use clues from the surrounding context, their own background knowledge, and logical reasoning to fill in gaps, understand implied ideas, and grasp the author's intended message. This skill enhances deeper comprehension and helps readers engage more actively with the text.

### **2 Definition**

Infer the meaning from context means to understand the meaning of an unfamiliar word or phrase by using the information around it, such as surrounding words, sentences, examples, or the overall idea of the passage, rather than looking it up in a dictionary. When you encounter an unfamiliar word, a good strategy is to infer (or guess) its meaning from the context. You may not always be able to infer an exact meaning, but you can often get the general meaning—enough to continue reading with understanding.

You can benefit from this strategy in three ways:

- It allows you to continue reading and stay focused on the ideas in the text.
- It helps you develop a more complete understanding of the word and the way it is used.
- It helps you remember the word in the future.

### **3 Guidelines for using the larger context to infer meaning**

- Analyse the way a word is used in a sentence (determine).
- What part of speech is it (noun, verb, adjective, adverb, etc.)?
- Look at the words that are used with it. These often help determine meaning. For example, if it is an adjective, what is the noun? If it is a verb, what is the subject?
- Think about the topic and the meaning of the sentence and the topic of the passage. Notice if the word is repeated elsewhere in the passage or if the writer has used any synonyms or antonyms.
- Look for an explanation or definition somewhere in the passage. Infer approximate meaning of the word.

- Read the sentence with your meaning instead of the original word and see if it makes sense.

## 4 Activity

### 4.1 Objectives

- To help students guess the meaning of unfamiliar words or phrases from context
- To train students to use clues such as surrounding words, sentences, and text structure
- To reduce over-reliance on dictionaries while reading
- To improve reading fluency and confidence
- To develop effective problem-solving strategies during reading

#### 1- Infer the meanings of the underlined words in the following paragraph.

As the harmful effects of mropping on health have become widely known, many cities and some countries have passed laws that limit where it is allowed. In many places, mropping is no longer permitted in restaurants and bars. Owners of restaurants and bars were against the laws because they believed that their businesses would suffer, but that happened only in the first few months. After that, business returned to normal. The laws have also had another positive effect, apart from making the air cleaner for everyone: More people have given up mropping altogether.

#### 2- Find the appropriate definition of the underlined word.

No matter how thirsty it is, a horse that has been used to drinking out of a pond or stream will often refuse water from a trough.

#### Part of speech:

Definitions:

1. a short period when prices are low, when there is little economic activity
2. a long open container that holds water or food for animals
3. the hollow area between two waves in the ocean or between two hills

#### 3- Match the following sentences with their definitions

- a. To make the perfect crepe, put some butter in the pan and tilt it in every direction so the butter covers the bottom.
- b. She ran full tilt out the back door, never noticing the car parked at the side.

c. With the new evidence, public opinion was tilted once again, this time in favour of the suspect.

d. In Leonardo da Vinci's famous portrait *Mona Lisa*, the slightly upward tilt of her eyes adds to the mystery of her smile.

**Definitions:**

1. v. to move or make something move into a position where one side is higher than the other
2. v. to move your head or chin up or to the side
3. v. to change (as in belief or situation), so that people prefer one person or belief over another
4. n. full tilt—as fast as possible
5. n. a situation in which someone prefers one person or belief, or in which one person or belief has an advantage
6. n. a movement or position in which one side of something is higher than the other

**4- Infer the different meanings of the underlined words in each sentence below.**

- Recent surveys show that many parents are very worried about the possibility of their child being abducted.
- In 1976, a school bus driver and twenty-six children were abducted at gunpoint in California.<sup>2</sup>
- The president's spokesman said that it was too early to comment on the outcome of the meeting.
- One unfortunate outcome of the elections was that both parties were weaker than before.

A - After a long day at work, I tend to tire easily

b- I quickly tire of repetitive tasks; I need variety in my work

c- They decided to tire the bicycles before going on a long ride

a- The soccer team practiced on the pitch for the upcoming match.

b- The musician adjusted the pitch of the guitar strings

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<sup>2</sup> Jeffries (2007), Vocabulary Building pp (26-52)

- 1- The financial woes of Fiat and other big Italian companies could lead to some important changes in the Italian economy.
  - 2- Take a vacation in the South Pacific and leave behind all your winter worries and woes.
- 
- 1- Dark clouds appeared and ten minutes later, everyone at the football match was completely drenched.
  - 2- Sam screamed and sat up suddenly in bed, drenched in a cold sweat.
- 
- 1- Never tamper with electrical fittings without first switching off the main power supply.
  - 2- It is illegal to add, take away or otherwise tamper with the content of the videos.
- 
- 1- Mike thrust his hands into his pockets and walked slowly away.
  - 2- As she straightened up, she felt a sudden pain like a knife being thrust in her lower back.
- 
- a- Look at that elegant crane flying in the sky.
  - b- The construction site used a large crane to lift heavy materials

## 2- Match the following sentences with their definitions

- 1- She deposited her paycheck at the bank yesterday.
  - 2- The fisherman cast his line along the bank of the river.
  - 3- He had to bank the plane to the left to avoid turbulence.
  - 4- You can bank on her support during difficult times.
- 
- A. A financial institution where money is stored or managed.
  - B. The land alongside a river or lake.
  - C. To rely or depend on something or someone.
  - D. To tilt or incline an aircraft during a turn.
- 
- a. It was an obvious attempt to shift the blame for the accident onto the other driver.
  - b. Working the night shift can create family problems for both men and women.
  - c. Politicians argued that there was a strong need to shift more resources into education and research.
  - d. The lawyer's sharp questions made the witness shift uncomfortably in his seat.

### **Definitions:**

1. To move from one place or position to another, or make something do this
2. To change the way money is paid or spent
3. To make someone else responsible for something, especially for something bad that has happened
4. A change in the way people think about something or the way something is done
5. One of the periods during each day and night when a particular group of workers in a factory, hospital, etc., are at work
6. The key on a computer keyboard that you press to print a capital letter

## **5 Conclusion**

Vocabulary building is a vital part of language learning that enhances reading, writing, speaking, and listening skills. By learning and using new words effectively, students can communicate more clearly, understand texts better, and express their ideas with confidence. Regular practice in vocabulary building fosters lifelong learning and helps learners become more competent and confident users of the language.

### **Course Ten: Reading between the Lines**

#### **1 Objectives**

The objective of learning reading between the lines is to develop the ability to understand implicit meanings, assumptions, and emotions that are not directly stated in a text. This skill encourages readers to interpret subtle clues, read beyond the literal words, and grasp deeper messages or themes. By mastering this, learners enhance their critical thinking and comprehension, enabling them to engage more thoughtfully with texts in both academic contexts and personal reading.

#### **2 Definition**

Reading between the lines refers to the ability to understand or interpret something that is not explicitly stated. It involves grasping the underlying meaning, emotions, or intentions behind words, actions, or situations. This skill is especially useful when someone is being indirect.

#### **3 Examples:**

##### **“Actions speak louder than words”**

People’s true feelings or intentions are often revealed by what they do, rather than what they say. You can often read between the lines of someone’s behaviour.

## **"Read between the lines"**

To understand a meaning that is implied, not explicitly stated.

## **4 Activity**

### **4.1 Objectives:**

- To help students understand implied meanings in a text that are not directly stated.
- To develop critical thinking and analytical skills by interpreting clues, hints, and context.
- To improve reading comprehension, enabling students to grasp deeper messages, emotions, or intentions in a passage.
- To encourage students to make inferences and draw conclusions, enhancing their ability to think beyond literal information.
- To strengthen communication skills by expressing insights and interpretations clearly.

## **"Don't judge a book by its cover"**

Appearances can be deceiving. There's often more depth to a situation or person than what is visible on the surface

A boss says, **"We have a lot of projects coming up."**

The boss might be subtly suggesting that they expect you to take on more work or step up your involvement, without directly saying it.

## **"We're still considering candidates for the position, but we were impressed with your experience."**

They're likely trying to signal that you're one of the top contenders, even if they haven't made a formal offer yet.

## **"You've worked so hard on this project. I know you'll knock it out of the park."**

You will succeed in a remarkable way.

## **"Where there's smoke, there's fire."**

Hints that rumours or signs may point to a deeper truth.

## **"Every cloud has a silver lining."**

Suggests finding hidden positives in challenging situations.

## **"Listen to what they don't say."**

Encourages paying attention to omissions or silences to discern hidden truths.

## **"The devil is in the details"**

Small details or hidden factors often have a big impact on the situation, and they can reveal more than what is immediately obvious.

### **"A picture is worth a thousand words"**

Sometimes, an image (or a non-verbal cue) can communicate a deeper or more complex meaning than words alone.

### **"The truth will out"**

Eventually, the real facts or deeper meaning of a situation will be revealed, even if it's hidden for a time.

### **I am feeling blue**

The phrase "I am feeling blue" is a common idiom that means the speaker is feeling sad, down, or melancholy. It doesn't literally refer to the colour blue but rather uses it metaphorically to describe an emotional state.

### **I am drowning in a sea of grief.**

The phrase "I am drowning in a sea of grief" is a metaphor that expresses overwhelming sadness or sorrow. It likens the intense emotional pain of grief to being submerged and overwhelmed in a vast and inescapable sea. This imagery conveys a sense of being consumed or suffocated by one's emotions.

### **I am so tired, let's call it a day**

The phrase "I am so tired, let's call it a day" means the speaker feels exhausted and wants to stop working or engaging in an activity for the rest of the day. "Call it a day" is an idiom commonly used to indicate wrapping up or concluding an effort.

### **After hours of arguing, they finally threw in the towel and agreed on it.**

The phrase "threw in the towel" is an idiom that means giving up, surrendering, or admitting defeat. In this context, it suggests that after hours of arguing, they decided to stop resisting or debating and finally agreed on the matter. The idiom originates from boxing, where a fighter's team might throw a towel into the ring to signal surrender.

### **It's been a long day; I think it's time to hit the hay.**

The phrase "hit the hay" is an idiom that means to go to bed or go to sleep. In this context, it suggests that the speaker has had a tiring day and feels ready to rest for the night. The idiom originates from the days when mattresses were often stuffed with hay.

### **I can't believe you spilled the beans about the news.**

The phrase "spilled the beans" is an idiom meaning to reveal a secret or disclose information that was meant to be kept confidential. In this context, the speaker is expressing surprise or frustration that someone let the news slip.

### **If you pay peanuts, you get monkeys.**

The phrase "If you pay peanuts, you get monkeys" is a proverb that means if you offer very low wages or compensation, you shouldn't expect to attract skilled or high-quality workers. It emphasizes the idea that inadequate pay often leads to subpar results or performance.

## **5 Conclusion:**

Reading between the lines is an essential skill that allows students to understand the deeper meaning, emotions, and intentions behind a text. By practicing inference, learners develop critical thinking, analytical skills, and a stronger grasp of context, which enhances overall reading comprehension. Mastering this skill helps students not only interpret written material more effectively but also become more thoughtful and perceptive readers in everyday life.

## **Course Eleven: Summarising**

### **1 Objectives**

The objective of learning summarising is to teach students how to identify and condense the main ideas of a text into a clear, brief, and coherent form. This skill helps readers focus on essential information, improve understanding, and communicate key points effectively. Summarising is valuable for academic study, note-taking, and everyday reading, as it enhances comprehension and retention while reducing unnecessary details.

The objective of summarizing a text is to distil its main ideas and key points into a more concise form. This helps readers quickly grasp the essential information without having to read the entire piece. Summarizing can improve comprehension, retention, and efficiency, making it easier to identify relevant details and themes. It's also useful for studying, communicating, or reviewing material.

### **2 Definition:**

Summarising is an important skill in academic writing. It enables you to extract the most important points from a text and rewrite them in your own words, in a shortened form. Such skills are invaluable when you are note taking and researching for an essay. Being able to write a good summary also demonstrates that you have fully understood the text you are reading.

Summarizing can be incredibly beneficial for university students in several ways:

1. **Improved Comprehension:** By distilling complex materials into key points, students can better understand the core concepts.
2. **Enhanced Retention:** Summarizing helps reinforce learning, making it easier to remember important information for exams and assignments.
3. **Efficient Studying:** Students can create concise study guides or notes, allowing for more focused and effective review sessions.

4. **Critical Thinking:** Summarizing encourages students to analyse and evaluate information, helping them develop critical thinking skills.
5. **Time Management:** saves time by allowing students to quickly review large amounts of material without needing to reread everything.
6. **Better Writing Skills:** Practicing summarization helps students improve their writing by learning how to express ideas clearly and concisely.
7. **Preparation for Discussions:** Summaries can serve as a foundation for class discussions, presentations, or papers, providing a clear overview of the topic at hand.

Another key strategy for learning and remembering the ideas in a text is to summarise what you have read. This means rewriting the important parts in a much shorter form, using some words from the text and some of your own words. Summarising is defined as taking a lot of information and creating a condensed version that covers the main points. It is the process of condensing a larger amount of information into a shorter version, focusing on the main points or key details, and leaving out less important or repetitive content. It is an overview of an entire discussion or argument.

When summarising a passage, the first step is to write a one-sentence summary of each paragraph. Then you can combine the sentences to write a summary of the whole passage.

A summary is always very simple and easy to understand and doesn't contain any idioms, metaphors, sayings and complicated English style. The summary is almost always in the writer's own words. However, keywords can be used directly from the passage.

### **3 Summarising a paragraph**

- Write a single, complete sentence that is much shorter than the paragraph (brevity).
- Include the main idea and supporting facts and ideas.
- In the summary sentence, follow the same pattern of organization as in the paragraph.
- Do not add any facts, ideas, or opinions that are not in the paragraph (objectivity).
- When summarising you often rephrase the information in your own words to make it more concise, but without changing the meaning (paraphrasing).
- Reduce the length (1/3).

Note: The topic sentence or main idea sentence can sometimes serve as the summary sentence, but it often needs to be changed to include important details found in the paragraph.

## 4 Purpose of a Summary

- It helps to judge the understanding of an individual about the given passage.
- Helps curate the essential components from the passage without causing a confusion
- Help to remember the passage and its important details i.e. helps build memory.
- Reviewing and memorizing information in textbooks for exams and preparing information or ideas from different sources so you can include them in a report or paper.
- When simplification is required and when the main highlights of the work have to be mentioned.
- It allows saving time (go to the essential) and increase understanding.

## 5 Example:

**Original:** Social media has transformed how we communicate, offering platforms for people to connect globally and share ideas instantly. However, it has also introduced challenges, such as the spread of misinformation, online harassment, and the impact on mental health. Balancing the benefits and drawbacks of social media is a growing concern in today's digital age.

**Summary:** Social media connects people worldwide but also poses challenges like misinformation, harassment, and mental health issues, requiring careful balance.

## 6 Activity

### 6.1 Objectives

- To help students identify and understand the main ideas of a text.
- To develop the ability to condense information and express it clearly in a few sentences.
- To improve reading comprehension by focusing on key points rather than every detail.
- To enhance writing and critical thinking skills, as students learn to distinguish important information from less important details.

### Summarise the following passages

1. Mountains are some of the most breathtaking features on Earth, offering stunning views and diverse ecosystems. They provide habitats for unique wildlife and are sources of fresh water for millions of people. Over time, mountains have been sites of human settlement and culture, with many ancient civilizations developing in their foothills. However, the rising effects of climate change are threatening these regions, causing

glaciers to melt and habitats to be disrupted. Protecting mountains is now more important than ever to preserve biodiversity and maintain the natural resources they provide.

2. Wetlands are areas of land that are covered by water all or part of the year. Throughout history, people have considered wetlands to be land that was wasted and could be put to better use. For this reason, from the time of the Romans, wetlands have been drained and filled so that the land could be used for human activity. Wetlands have been converted into farmland, city neighbourhoods, industrial facilities, or garbage dumps. However, in recent years, scientists, environmentalists, and even politicians have begun to realize that wetlands are a valuable part of the environment, as well as a valuable resource for humans.
3. Human beings are naturally curious creatures, driven by a deep desire to understand the world around them. From an early age, people ask questions, explore their environment, and seek to uncover how things work. This innate curiosity has led to countless discoveries, from understanding the laws of nature to creating groundbreaking technologies. It fuels innovation, drives scientific research, and shapes cultural development. While curiosity can sometimes lead to risk or uncertainty, it is ultimately what pushes humanity forward, sparking new ideas, challenging old assumptions, and expanding the limits of knowledge.

## **7 Conclusion:**

Summarizing is a key skill that helps students identify the main ideas and essential details in a text while leaving out unnecessary information. By practicing summarizing, learners improve their reading comprehension, critical thinking, and writing skills, and can communicate information clearly and efficiently in both academic and everyday contexts.

## **Course Twelve: Paraphrasing**

### **1 Objectives**

The objective of learning paraphrasing is to enable students to restate information from a text in their own words while preserving the original meaning. This skill helps improve understanding, avoid plagiarism, and express ideas more clearly and flexibly. Paraphrasing is important for academic writing, discussions, and effective communication, as it encourages deeper engagement with the material and better mastery of language.

The objective of paraphrasing is to convey the same message or idea as the original text while using different wording. This allows for clearer communication, integration of information into your own writing, and adherence to academic integrity by avoiding plagiarism. Additionally, it can help personalize content and tailor it to your audience or purpose.

## 2 Definition

To paraphrase is to say the same thing in another way. It is a statement that expresses something that somebody has written or said using different words, especially in order to make it easier to understand.

Paraphrasing is to use your own words to retain the original idea but to more clarify the meaning. Paraphrasing is better than memorizing, students want to remember something, they can paraphrase the text which will create a concept that will be beneficial for them. For example, in future exams. Paraphrasing involves putting a passage from source material into your own words. It is usually shorter than the original passage. It is important to keep the original meaning and present it in a new form. Write the paraphrase in your own style, considering meaning, words, grammar and sentence structure. Paraphrasing: To paraphrase is to include the ideas or information from an original source in your paper by rephrasing those ideas or information in *your own words*. The key to successful paraphrasing is to use as few words as possible from the original text--be mindful not to change the meaning that you are trying to convey as you rephrase--and to cite your paraphrase. Without proper citation, your paraphrase could be considered as plagiarism.

The aim of paraphrasing is to restate information or ideas in your own words while maintaining the original meaning. This can help clarify concepts, make text more accessible, avoid plagiarism, and demonstrate understanding of the material. Paraphrasing is often used in academic writing, summarizing sources, or when trying to simplify complex language.

The aim of teaching paraphrasing to students in reading techniques includes:

1. Improved Understanding: Helps students grasp content more deeply.
2. Critical Thinking: Encourages analysis and evaluation of ideas.
3. Retention: Aids in remembering information better.
4. Communication Skills: Enhances clarity in expressing thoughts.
5. Avoiding Plagiarism: Teaches responsible use of sources.
6. Enhanced Writing Skills: Develops a unique voice and varied expression.

## Paraphrasing techniques

- 1- To change from quoted speech to indirect speech
- 2- Change from active to passive voice.
- 3- Change to synonyms.
- 4- Change word forms: using adverbs instead of adjectives, a verb to replace a noun.
- 5- Replace the original word with a definition.
- 6- Simplify: Break down complex sentences.
- 7- Summarize: Condense to essential ideas.
- 8- Clarify: Add explanations for clarity.
- 9- New Examples: Use different examples.
- 10- Personal Voice: Rewrite in your own style.
- 11- Ensure the meaning remains intact and credit sources when necessary.

### 3 Examples:

- 1- Original: the traffic signal was red  
Paraphrase: the cars were not allowed to move because the signal was red.
- 2- Original: After he ate lunch, Bob took a nap.  
Paraphrase: After eating lunch, Bob slept a little.
- 3- Original: Her life spanned years of incredible change for women as they gained more rights than ever before.  
Paraphrase: She lived through the exciting era of women's liberation.
- 4- Original: Giraffes like Acacia leaves and hay, and they can consume 75 pounds of food a day.  
Paraphrase: A giraffe can eat up to 75 pounds of Acacia leaves and hay daily.
- 5- Original: Symptoms of influenza include fever and nasal congestion.  
Paraphrase: A stuffy nose and elevated temperature are signs you may have the flu.
- 6- Original: He has tons of stuff to throw away.  
Paraphrase: He needs to get rid of a lot of junk.

## 4 Activity:

### 4.1 Objectives:

- To help students understand the meaning of a text and express it in their own words.
- To improve reading comprehension by encouraging careful analysis of sentences and ideas.
- To develop writing skills by practicing clear and accurate restatement of information.
- To enhance critical thinking, as students learn to identify key points and rephrase them without changing the original meaning.

**Read the following passages carefully. Rewrite it in your own words without changing the original meaning.**

1. Climate change is a pressing global issue that affects weather patterns, sea levels, and biodiversity. Addressing it requires collective action from individuals, governments, and organizations.
2. Reading regularly can improve vocabulary and comprehension skills. It exposes individuals to different writing styles and ideas.
3. Exercise is essential for maintaining physical health. It helps to reduce the risk of chronic diseases and boosts overall well-being.
4. Technology has transformed the way we communicate and interact with one another. Social media platforms have made it easier for people to connect, share information, and express their thoughts. However, this shift has also led to challenges, such as the spread of misinformation and decreased face-to-face interactions. While technology offers numerous benefits, it is important to find a balance that allows for meaningful connections both online and offline. Cultivating personal relationships in person remains vital for emotional health and well-being.

## 5 Conclusion

Paraphrasing is the skill of rewording someone else's ideas in your own words without changing the original meaning. This practice helps students better understand the text, avoid plagiarism,

and express ideas more clearly. Developing strong paraphrasing skills also improves overall writing and critical thinking, as it encourages careful reading and analysis.

## **Course Thirteen: Quoting**

### **1 Objectives**

The objective of learning quoting is to teach students how to accurately use someone else's exact words to support their ideas, while giving proper credit to the original source. Quoting helps strengthen arguments, add authority, and provide evidence in academic writing. Mastering this skill ensures respect for intellectual property and helps avoid plagiarism.

### **2 Definition**

Quoting refers to the practice of repeating or copying a portion of text from a source, typically to support a point, clarify a statement, or provide evidence. In writing or speaking, Quoting refers to the act of using someone else exact words. It is a way to reference or highlight what someone had said or written often to support an argument with the proper citation to give credit to the original source. This is especially common in academic, professional, and journalistic contexts.

There are two common ways of quoting:

1. **Direct Quotation:** This involves taking the exact words from a source and placing them within quotation marks. Example, Einstein said:” imagination is more important than knowledge.” Smith (2020, p.56)
2. **Indirect or Paraphrased Quotation:** This involves summarizing or restating the ideas of a source in your own words, without directly copying their language, but still crediting them for the idea. Example, according to Einstein, imagination is more essential than knowledge. He believed that imagination was of greater importance than knowledge. (Smith, 2020)

Quoting helps in:

- Providing evidence or support for arguments.
- Respecting intellectual property.
- Ensuring accuracy by presenting someone's exact words.

### 3 Steps to follow in quoting:

- Select the text
- Use quotation marks
- Cite the source: After the quote, provide a citation to credit the original author or source, according to the appropriate citation style (e.g., APA, MLA).
- Ensure accuracy: Make sure the quoted text is exact, including punctuation and spelling.

Short Quotations, less than three lines. Incorporate it in the text with quotation marks (maybe in italics), after the quote, include the author's name, the year and the page number in parentheses.

Long quote, incorporate it as a block quote, which means starting it on a new line, with indentation and without quotation marks. After the quote, include the author's name, the year and the page number in parentheses.

**APA: American Psychological Association.** The APA style is primarily used in the social sciences, including psychology, education.

**MLA: Modern Language Association.** The MLA style is primarily used in the humanities, especially in fields like literature, philosophy, and the arts.

- Both styles emphasize citing the source of the quote, but the format for in-text citations and the reference list/works cited page differs.

### 4 Examples

**APA :** Einstein, A. (1929). *The world as I see it*. Philosophical Library.

**MLA:** Einstein, Albert. *The World as I See It*. Philosophical Library, 1929.

In academic writing, proper citation and attribution are crucial when quoting to avoid plagiarism.

### 5 Activity

#### 5.1 Objectives

- To help students practice using direct quotes with proper APA or MLA citations.
- To improve research and academic writing skills.

- To develop attention to detail, ensuring quotes are accurate and properly credited.

### **Read the Passage: The Benefits of Reading**

Reading regularly has a positive impact on both mental and emotional health. It improves vocabulary, enhances imagination, and reduces stress by allowing readers to escape into different worlds. Studies also show that reading can boost concentration and critical thinking skills, making it a valuable habit for students and adults alike (Miller, 2020).

Choose a Quote: Ask students to select one sentence or phrase they find important.

Write the Quote: Students must write the quote exactly as it appears using quotation marks.

**Add Citation:** Students create a proper reference in APA or MLA format, depending on the instruction.

- **APA example:** “Bees are crucial for pollinating flowers” (Smith, 2020, p. 12).
- **MLA example:** “Bees are crucial for pollinating flowers” (Smith 12).

#### **APA:**

Miller, J. (2020). *The cognitive and emotional benefits of reading*. Bright Minds Publishing.

#### **MLA:**

Miller, Jane. *The Cognitive and Emotional Benefits of Reading*. Bright Minds Publishing, 2020.

## **6 Conclusion:**

Quoting is an important skill that allows us to use someone else’s exact words to support our ideas while giving proper credit. By learning to quote correctly and include accurate citations in APA or MLA format, we not only avoid plagiarism but also strengthen our writing and make our arguments more credible. Practicing this skill helps students become responsible and effective writers.

## **Course Fourteen: Plagiarism**

### **1 Objectives**

The objective of learning about plagiarism is to raise awareness of the importance of using others’ ideas and words ethically by properly acknowledging sources. Understanding

plagiarism helps students avoid copying without credit, promotes academic honesty, and encourages original thinking. This knowledge is essential for maintaining integrity in academic work and developing responsible research and writing habits. It builds students' confidence in producing original work while giving proper credit to others' ideas.

## **2 Definition**

Plagiarism is the act of using someone else's work, ideas, words, or intellectual property without proper attribution or permission, presenting them as your own. It is considered unethical and a serious violation of academic and professional standards. It undermines the principles of honesty, integrity, and respect for others' work.

### **To "plagiarize" means**

- to steal and pass off (the ideas or words of another) as one's own
- to use (another's production) without crediting the source
- to commit literary theft
- to present as new and original an idea or product derived from an existing source
- In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.
- But can words and ideas really be stolen?
- According to U.S. law, the answer is yes. The expression of original ideas is considered intellectual property and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some way (such as a book or a computer file).

All of the following are considered plagiarism:

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not.

Most cases of plagiarism can be avoided, however, by citing sources. Simply acknowledging that certain material has been borrowed and providing your audience with the information necessary to find that source is usually enough to prevent plagiarism.

### **3 Types of Plagiarism:**

1. Direct Plagiarism: Copying someone else's work word-for-word without citation.
2. Self-Plagiarism: Reusing your own previously published work without acknowledging it, particularly in academic or professional contexts where originality is required.
3. Indirect Plagiarism: Rewriting someone else's ideas in your own words but still failing to credit the original author (paraphrasing).
4. Accidental Plagiarism: Failing to properly cite a source, even when done unintentionally.

### **4 How to Avoid Plagiarism:**

1. Proper Citation: Always provide appropriate citations for any idea, quote, or data that comes from a source, following the relevant citation style (e.g., APA, MLA.).
2. Quoting and Paraphrasing: If you use someone else's exact words, place them in quotation marks and cite the source. When paraphrasing, restate the idea in your own words and still give credit to the original author.
3. Referencing Sources: Ensure you have a proper reference or bibliography list at the end of your work, listing all the sources you've cited.

### **5 Consequences of Plagiarism:**

- Academic Penalties: This could include failing the assignment, failing the course, or even expulsion from an institution.
- Reputation Damage: For professionals and researchers, plagiarism can severely damage one's credibility and career.
- Legal Repercussions: In some cases, plagiarism may lead to legal action if intellectual property rights are violated.

### **6 Conclusion**

Plagiarism is the act of using someone else's words or ideas without giving proper credit, and it is both unethical and academically unacceptable. Understanding plagiarism helps students learn the importance of originality, honesty, and proper citation in their work. By practicing

correct referencing and developing their own ideas, students can produce authentic work, maintain academic integrity, and become responsible writers and thinkers.

Teaching plagiarism is essential for promoting academic integrity and responsible learning. By understanding what plagiarism is and how to avoid it, students learn to respect others' ideas and develop ethical writing practices. Effective instruction in plagiarism helps learners produce original work, use sources correctly, and build honesty and credibility in their academic and professional lives.

## **Course Fifteen: Narration**

### **1 Objectives**

The objective of narration is to communicate events clearly and engagingly, helping the reader or listener to understand the story, visualize the scenes, and connect with the characters or message. It also develops imagination, language skills, and organization of ideas.

### **2 Definition**

Narration refers to the act of telling a story or describing a sequence of events. It's a mode of discourse often found in novels, short stories, memoirs, biographies, and even news articles. In narration, the focus is typically on characters, events, time, and setting. Narration is used to recount events, real or imagined, in a structured way. It answers questions like:

- What happened?
- Who was involved?
- When and where did it happen?
- How did it unfold?

### **3 Types of Narration:**

- First-person narration: Told from the narrator's perspective ("I", "we")
- Third-person narration: An outside narrator ("he", "she", "they")

## **4 Applying Reading Techniques to Narration**

### **4.1 Intensive Reading**

Focuses on detail, ideal for close analysis of narrative passages.

How to apply:

- Identify narrative elements: Plot, setting, character, conflict, resolution.
- Study language use: Note imagery, tone, figurative language, symbolism.
- Analyse point of view: Whose perspective? How does it shape the story?
- Look at time structure: Flashbacks, chronological order.

#### **4.1.1 Intensive Reading for Narration**

Used when you want students to deeply understand how the story works.

##### **4.1.1.1 Techniques:**

- Close reading of passages – How does the author create suspense?
- Character study – What are the character's motivations? Are they static or dynamic?
- Language analysis – Look at metaphors, tone, dialogue, mood.
- Narrative voice exploration – Who is telling the story, and how does that affect the reader's perception?

#### **4.2 Extensive Reading**

Focuses on reading longer texts for general understanding and enjoyment.

How to apply:

- Read novels or short stories without stopping for every unfamiliar word.
- Summarize chapters to track plot progression.
- Discuss character development and themes in group discussions.

##### **4.2.1 Extensive Reading for Narration**

Used for fluency, comprehension, and pleasure. Best when students read whole books or long stories.

##### **4.2.1.1 Techniques:**

- Summarizing chapters – Builds understanding of plot and character arcs.
- Character diaries – Students write diary entries as if they were the protagonist.
- Theme tracking – Identify recurring themes or symbols.
- Genre exploration – Read and compare different types of narratives: mystery, romance, adventure, etc.

#### **4.3 Core Elements of Narration:**

1. Characters – Who is involved?
2. Setting – Where and when does it take place?
3. Plot – What happens? (Beginning, middle, end)
4. Conflict – What is the problem or challenge?
5. Resolution – How is the conflict resolved?
6. Theme – What message or idea is being conveyed?

## **5 Activity:**

### **5.1 Objectives**

**Listen to the text, then answer the questions.**

- To help students understand the structure of a narrative, including beginning, middle, and end.
- To develop storytelling skills by practicing the sequence of events clearly and logically.
- To improve writing and speaking skills through recounting experiences, events, or imaginative stories.
- To enhance creativity and expression, allowing students to convey emotions, ideas, and details effectively.
- To encourage active engagement with texts by analysing narrative techniques such as point of view, dialogue, and description.

**The Necklace "La Parure" by Guy de Maupassant, first published in 1884, p.5.**

Mathilde Loisel was a pretty and charming woman, but she was not rich. She and her husband lived a simple life in a small apartment in Paris. Her husband worked as a clerk at the Ministry of Education. Mathilde always dreamed of luxury. She wanted fine clothes, beautiful jewels, and elegant parties. But they could not afford any of that.

One day, her husband came home with an invitation. "Look," he said, "it's a big party at the Ministry!" Mathilde was not happy. "What can I wear?" she cried. "I have no dress!" Her husband gave her 400 francs he had saved. She bought a beautiful dress. But then she said, "I have no jewellery!" "Ask your friend Madame Forestier," her husband said. "Maybe she can lend you something." Madame Forestier was rich. She kindly gave Mathilde a beautiful diamond necklace. At the party, Mathilde was the most elegant woman. Everyone looked at her. She danced all night and was very happy. When they returned home, Mathilde saw something terrible. "The necklace!" she cried. "It's gone!" They looked everywhere, but the

necklace was lost. They decided to replace it. They went from shop to shop. Finally, they found a necklace that looked the same. It cost 36,000 francs. Her husband used all his savings, borrowed money, and even took loans to pay. They gave the new necklace to Madame Forestier, who said nothing. For the next ten years, Mathilde and her husband worked very hard to pay their debts. They lived in poverty. Mathilde cleaned, cooked, and aged quickly. She looked old and tired. One day, Mathilde saw Madame Forestier on the street. She decided to tell her the truth.

"You know that necklace I borrowed years ago? We lost it. We bought another just like it. We've been poor for ten years to pay for it." Madame Forestier looked shocked. "Oh, Mathilde," she said softly, "my necklace was fake. It was worth 500 francs at most."

**1. Identify the narrative structure:**

- Introduction: Who is the main character?
- Rising action: What problem does she face?
- Climax: What happens at the party?
- Falling action: What do they do after the necklace is lost?
- Resolution: What is the surprise at the end?

**2. Point of View:**

- From whose point of view is the story told?
- Rewrite a paragraph in the first person as if Mathilde is telling the story.

**3. Retell the Story:**

- Write a short summary (100–150 words) using your own words.

**Text 2**

The story “**The Gift of the Magi**” was written by **O. Henry** (real name: William Sydney Porter) and was first published in 1905, p.2 in *The New York Sunday World* and later included in his short story collection *The Four Million*.

One dollar and eighty-seven cents. That was all Della had. And the next day was Christmas. She had saved every penny she could for months, but it wasn't enough. She wanted to buy her husband, Jim, a gift worthy of his love and kindness. Della sat down and cried. Their small apartment was modest, almost bare. Jim had recently taken a lower-paying job, and money was always tight. Still, Della loved Jim more than anything in the world. She stood up and walked to the mirror. Her long, brown hair fell past her waist. It was her one great beauty. Then, with

sudden courage, she tied up her hair and put on her coat. She walked quickly through the snowy streets of the city until she reached a small sign that read “Mme. Sofronie—Hair Goods.” Inside, a woman looked up. “Will you buy my hair?” Della asked. “Twenty dollars,” the woman replied.

With her money in hand, Della searched through many shops. Finally, she found it: a simple but elegant platinum chain—perfect for Jim’s treasured gold watch, passed down from his father and grandfather. She was sure it would make him happy. That evening, Della waited nervously for Jim. When he came through the door, he stopped and stared at her. “You’ve cut your hair?” he asked, his voice full of surprise. “I sold it to buy you a Christmas present,” she said. “It will grow back. Look! I bought you a chain for your watch.” Jim sat down slowly and smiled. “Della,” he said gently, “I sold my watch to buy you these.” He took a small box from his coat and handed it to her.

Inside were a set of beautiful combs-combs Della had admired many times in a shop window. They were elegant and expensive, and now, without her long hair, she could not use them. They both laughed, though their eyes were full of tears. They had given up what they valued most to show their love. As O. Henry writes, they were the wisest of gift-givers—like the Magi, the wise men who brought gifts to the baby Jesus, because their gifts came from the heart.

#### **A. Narrative Structure Analysis**

1. What is the exposition of the story?
2. Identify the rising action and the turning point (climax).
3. What is the falling action and resolution?

#### **B. Literary Devices & Style**

4. What is the irony in this story?
5. How does the author use imagery to describe Della’s emotions?

#### **C. Character Reflection**

6. What does Della’s decision say about her values?
7. How does Jim react to Della’s gift, and what does that show about his character?

## **6 Conclusion:**

Narration is an important skill that enables students to communicate events and experiences effectively. By practicing narration, learners improve their writing, speaking, and storytelling abilities, while also developing creativity and logical organization of ideas. Mastering narration helps students become more expressive and confident communicators in both academic and everyday contexts.

## **Course Sixteen: Critical Reading**

### **1 Objectives**

The objective of learning critical reading is to develop the ability to analyse, evaluate, and question a text beyond its surface meaning. It encourages readers to assess the author's purpose, argument strength, bias, and evidence, fostering independent thinking and deeper understanding. Critical reading is essential for academic success and informed decision-making, helping learners engage thoughtfully and thoughtfully with various types of texts.

Reading is a complex activity that involves a wide variety of skills. Your ability to understand and remember what you read depends in large part on your ability to apply these skills to your reading.

### **2 Definition**

Critical reading is an active process of analysing, evaluating, and reflecting on a text to understand its meaning and assess its validity, relevance, and implications. Rather than simply reading for information or pleasure, critical reading involves questioning the content, examining the author's arguments, and considering different perspectives.

Critical reading is a form of active, analytical engagement with a text that goes beyond simply absorbing information at face value. It involves assessing and evaluating the content, arguments, and evidence presented in the text, as well as considering the context in which the text was produced. Critical reading requires readers to question, analyse, and interpret the author's message, intentions, and underlying assumptions.

To read critically is to exercise your judgement about what you are reading, that is, not taking anything you read at face value. Critical reading is a form of language analysis that involves a deeper examination of the claims put forth as well as the supporting points and possible counter

arguments. The ability to reinterpret and reconstruct for improved clarity and readability is also a component of critical reading.

With all the information that is available today, you must be on your guard as you read. Nothing is automatically true just because it is in print or on the Web. You need to develop the ability to read critically. That is, you need to ask questions like these about the text and about the writer.

- Where is this material from? Is this a valid source of information?
- Who is the writer? Is he or she qualified to write about this topic?
- Can I trust the information here?
- What is the writer's purpose in writing this?
- What is the writer's point of view about the topic?
- How does this information compare to what I already know?
- Based on what I already know and believe, do I agree?

### **3 Activity**

#### **3.1 Objectives**

To help students analyse and evaluate the ideas, arguments, and evidence presented in a text.

To develop critical thinking skills, enabling students to distinguish between facts, opinions, and assumptions.

To improve reading comprehension by encouraging careful and reflective reading rather than just surface-level understanding.

To enhance decision-making and judgment, allowing students to form informed opinions based on textual evidence.

To encourage active engagement with texts, including questioning, interpreting, and connecting ideas to prior knowledge or real-life contexts.

Feel free to engage with the two passages critically by analysing their arguments, evaluating the evidence presented, considering alternative perspectives, and forming your own judgments about them.

1- Children are increasingly becoming target groups for aggressive forms of marketing practices and for commercial pressure with a view to stimulate and increase their consumption. One reason for this is that they play an important role as consumers since they have a vital role in

choices concerning consumption in the family economy. The authorities as well as parents and socially engaged citizens should see it as an important task to identify the driving forces and consequences of children's role as consumers. Children and parents should be educated to develop skills to face the increasing flow of commercial information and pressure. Besides, they should also develop a broader perspective on values and environmental consequences of consumption. Consumer education should therefore be strengthened as a subject in schools.

Teenagers nowadays are treated as investments that yield higher returns as time continues. The proliferation of technology means marketers can advertise to youth through many types of media. Therefore, teens need to be alert to advertising. Sometimes, it is not only a matter of shampoo or jeans, but a matter of health.

2-In today's society, there is an unrelenting pursuit of perfection. From flawless Instagram feeds to meticulously curated lifestyles, the pressure to present an idealized version of oneself is ever-present. However, beneath the surface lies a profound paradox: the more we strive for perfection, the further we stray from authenticity and genuine connection. The quest for perfection is often fuelled by societal expectations and the fear of judgment. We are bombarded with images of airbrushed models and influencers, leading us to believe that perfection is not only attainable but necessary for acceptance and success. Consequently, we invest significant time and energy into sculpting our external image, neglecting the richness of our inner selves.

Moreover, the pursuit of perfection can be paralyzing. The fear of making mistakes or falling short of unrealistic standards can prevent us from taking risks and pursuing our passions wholeheartedly. We become trapped in a cycle of comparison and self-doubt, constantly measuring ourselves against unattainable ideals. Ironically, it is our imperfections that make us human and relatable. It is through our vulnerabilities and flaws that we form genuine connections with others and cultivate empathy and understanding. Embracing our imperfections allows us to live authentically and pursue meaningful relationships based on mutual acceptance and support. In essence, the illusion of perfection is a mirage that promises fulfilment but delivers only disillusionment. True happiness and fulfilment lie not in the pursuit of flawlessness but in the acceptance of our imperfections and the embrace of our authentic selves.

3-As social media usage continues to rise globally, concerns about its impact on mental health have become increasingly prevalent. Proponents argue that social media platforms provide opportunities for connection, self-expression, and community building. However, critics highlight the negative consequences, including increased feelings of loneliness, anxiety, and depression among users.

Proponents of social media often point to its ability to facilitate communication and foster relationships across geographical boundaries. They argue that platforms such as Facebook, Instagram, and Twitter enable individuals to stay connected with friends and family, share experiences, and express themselves creatively. Additionally, social media provides a platform for marginalized communities to find support, raise awareness about important issues, and advocate for social change. However, critics caution against the potential dangers of excessive social media usage. Research has linked heavy social media use to feelings of inadequacy, low self-esteem, and negative body image, particularly among young people. The constant comparison to idealized images and lifestyles portrayed on social media can exacerbate feelings of insecurity and dissatisfaction with one's own life. Moreover, the pervasive nature of social media can lead to addictive behaviours and compulsive use, detracting from real-world interactions and activities. Studies have shown that excessive screen time, particularly before bedtime, can disrupt sleep patterns and contribute to sleep-related problems such as insomnia and fatigue.

In conclusion, while social media offers undeniable benefits in terms of connectivity and community building, it also poses significant challenges to mental health and well-being. As society grapples with the complexities of social media usage, it is crucial to strike a balance between harnessing its potential for positive impact while mitigating its negative consequences.

#### **4 Conclusion**

Critical reading is a key skill that enables students to analyse, evaluate, and interpret information rather than accepting it at face value. By practicing critical reading, learners develop stronger reasoning, judgment, and decision-making skills, and can distinguish between facts, opinions, and assumptions. This skill not only enhances academic success but also helps students become thoughtful, independent, and informed readers in everyday life.

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