Appendix U: Sample of the materials used during intervention

Skimming

Skimming is a speed reading technique. Skimming is the process of fast reading to
determine gist or main idea in a text.

1. In order to find the topic of a text read the first paragraph carefully and find the topic
sentence which gives the main idea. The topic sentence briefly indicates what the paragraph
is going to discuss. It is usually the first sentence in the paragraph. Then find the thesis
statement. It states the specific topic of the text and is normally the last sentence in the
introductory paragraph.

2. Quickly identify the main ideas of the text, find the thesis statement. By skimming you
will be able to identify the topic of the article or know about the author’s style. When you
read a newspaper, you will know generally what it is about by reading titles. The first
paragraph is very important, as you go further you leave out unnecessary materials and only
read key words, let your eyes jump ahead, picking up only one or two important words,
phrases, or numbers. Notice italicized, bold face words and phrases. Sometimes the main
idea is not in the first sentence; sometimes it is in the middle or the end of paragraph.

3. Read the first and last paragraph

4. Look at the charts, pictures to know about the general story of the text

5. Do not read every word in the text; there are often nouns like names, dates, numbers or
any other key words that stand out as a key topic of that paragraph.

6. Read the title of the text

7. Read the introduction of the text, this will give you a general idea about the text

8. Read the first sentence or last sentence of every other paragraph

9. Read the materials downwards not in linear horizontal style
Scanning

Scanning is rapidly reading the entire text or large amount of information for special information. You don't need to read or understand every word.

1. You should make some educated guesses
2. Read the question first; underline key words from the question, and then scan the text for those key words that you have underlined, scan the text to find where the answer is using the key words from the question. The answer should be found close to that word
3. Use the clues in the text. Guess which part of text to read and scan for the information for instance, for the question “how much is the population of world?” you should look only for the digit shape answer. If the question is “who is the mayor of “Talesh”? Look for a proper noun in the text.
4. Find place of the information by looking at titles, subtitles, illustration, charts,
5. Have a clue word in your mind, for example, if you are looking for scores the clue is number, try to anticipate what shape your answer will appear and what clues will help you to find it ,if you are looking for a date , quickly read the paragraph looking for that certain date
6. Once you have found the clue (cue) word, start reading carefully the area which is related to it.
7. If you find yourself beginning to read words and paragraphs stop it, and begin to read in scanning pattern
8. State the information you are looking for

Remember: Headings and subheadings provide a road map for quick scanning.
Worksheet for skimming

Prospectus

Absence illness

If your child is absent from school you should telephone the school office on the first day. When he/she returns to school, a written explanation about the nature of the illness must be provided so that school records can be kept up-to-date. All medical and dentist appointment should be made outside school hours unless unavoidable.

Holidays

The board of Government states that annual holiday should not be taken during term time although, at the discretion of the head teacher, pupils may take up to two weeks off school. If possible, this should be avoided as it is important that children do not miss out on their education.

School uniform

It is not compulsory for children to wear school uniform although it is strongly encouraged so that the children feel part of the school community.

Boys

Boys should wear blue shirts (long or short sleeved) with grey trousers and the school jumper. They should wear blue and grey striped school ties at all times.

Girls

Girls should wear grey pinafores with white blouses and the school jumper.

Footwear and accessories

All children should wear black school shoes. At no time must they wear trainers.

Girls may wear studs which must be removed for PE. The school operates a “budget shop” once a team so that parents may purchase second-hand clothing.
Extra –curricular activities

There is a wide range of clubs for all children, according to their age. Reception year children may attend football, ballet and /or swimming. Year 2-7 children may also attend the following clubs: archery, short-tennis, French and homework. Participation in clubs is strongly encouraged.

Question for skimming

1. Is the prospectus aimed at the children or the parents?

2. Would you use this text to find direction to the school?
   a. Find out what time the school opens?
   b. Find out about school uniform?

3. As well as illness, which issue does the 'Absence' section deal with?
4. Does the text give details of the curriculum?
5. True or false? You can find out about school clubs from this text.
6. True or false? This text tells parents about the issues of bullying.
7. Does the prospectus give parents information about school examinations?
8. Does this text tell parents how to purchase second-hand uniform?
9. Does this text tell you about school lunches?
10. True or false? This text gives you the telephone number call! if your child is ill.

Scanning worksheet

<table>
<thead>
<tr>
<th>Channel 1</th>
<th>Channel 2</th>
<th>Channel 3</th>
<th>Channel 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>19.00 The Show</td>
<td>19.00 The country</td>
<td>19.00 Top Gear</td>
<td>19.00 World News</td>
</tr>
<tr>
<td>The Show team reviews the stories from across the country</td>
<td>A couple from London want to escape the suburbs for countryside living</td>
<td>The team sets out to test Mercedes</td>
<td>The latest news</td>
</tr>
<tr>
<td>19.30 Sherlock</td>
<td>19.30 Spring watch</td>
<td>19.30 Born to be</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Program</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>20.00</td>
<td>20.27 BBC News</td>
<td>The latest national and international news stories from the BBC, followed by the weather.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and Regional News</td>
<td>We meet the amateur naturalist who has turned his garden into a lizard empire.</td>
<td></td>
</tr>
<tr>
<td>20.30</td>
<td>In with the Flynns</td>
<td>Liam and Caroline work extra shifts, but who is looking after the kids?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>20.30 Springwatch Unsprung</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kate Humble, Chris Packham and Iolo Williams answer audience questions.</td>
<td></td>
</tr>
<tr>
<td>21.00</td>
<td>The Apprentice</td>
<td>Lord Sugar instructs the teams to build junk collection businesses.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>21.00 Wonderland Film that climbs aboard with four families as they take to the road.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>21.00 Cannabis: What’s the Harm? Exploring the world of organized crime UK.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>21.00 Hidcote: A Garden for All Seasons: the most influential English garden of the 20th century.</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Program 1</td>
<td>Program 2</td>
<td>Program 3</td>
</tr>
<tr>
<td>------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>22.00</td>
<td>BBC News at Ten</td>
<td>The Apprentice: You’re Fired</td>
<td>Kill Bill: Vol 2</td>
</tr>
<tr>
<td></td>
<td>Latest national and international news, with reports from BBC correspondents worldwide.</td>
<td>This week’s task of making money from rubbish ended with someone being dumped.</td>
<td>The assassin, The Bride, concludes her ruthless quest for revenge against her nemesis.</td>
</tr>
<tr>
<td></td>
<td>22.00 Nurse Jackie</td>
<td>After breaking up with Eddie, Jackie tries to reconnect with her family.</td>
<td></td>
</tr>
</tbody>
</table>

1. If you miss the news at 19.00, when can you next catch the news?
2. If you’re interested in gardening, what program might you look out for?
3. When, and on which channel, can you see the news?
4. On which channel, can you settle down to watch a film?
5. What time, and on which channel, would you catch Nurse Jackie?
Summarization

Summaries are a brief explanation of a story or piece of writing. You will need to include only the main idea and supporting facts. You can include some other things, but do not rewrite the story.

**Do the following steps to help you to summarize a paragraph:**
1. Read the paragraph carefully
2. Find the main ideas in each text. Underline the keywords in the text.
3. Find the important details necessary for supporting main ideas.
4. Delete unnecessary information.
5. Take note of important points as you read the paragraph. Use a mind map.
6. Write a summary with your own words.
7. A summary should be less than original piece (paragraph) usually one third and contain important points and written with your own words.
8. Do not put in (use) your opinion of the issue or topic discussed in the original piece.

**Summarization practice**

One night I could not go to sleep. It was 11:30 PM and I was still awake. I tried closing my eyes, but that didn't work. I tried to lie on my stomach. That didn't work either. I tried to count to 1000. That only made me think more. Finally, I got up and got a glass of water. That made me feel better. I went back to bed and fell asleep.
**What is the best summary of this story?**

a. He could not go to sleep. He got a drink of water. He tried to count to 1000. He finally went to sleep.

b. He could not go to sleep. He tried many things to help him go to sleep. He got a drink of water. Finally, he went back to bed and went to sleep.

c. He went back to bed and went to sleep. He tried to count to 1000. One night he could not go to sleep.

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Anni and Stanly woke up early in the morning. They went to have breakfast, but their mother was not up yet. So they went to their parents' room and they were still in bed. "Hey, mom, wake up. We are going to be late for kindergarten," said Stanly. Mom said, there is no kindergarten today. It is a holiday, it is snowing. They ran to the window. It was snowing so hard that they could not even see their dad's car. "Yes!" they both shouted together. Then they went to their room and went back to sleep.

**What is the best summary of this passage?**

a. Mom was still in bed. The kids woke her up. They were excited it was a snowy day. They got ready for school.

b. The kids got up. They woke their mom up. They found out it was a snow day. They went back to bed.

c. The kids went to bed. The kids got up. They woke their mom up. They found out it was a snow day.

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It was late afternoon when the dogs were let out of their kennels. They played outside and searched for their toys. They played with a ball and chased rabbits. After about an hour they began to get hungry. They barked and barked until Tom came out and fed them. Their food was delicious and they ate it all up. After that, they slept in the yard in the sunshine. The sun was warm on their fur. They had an afternoon together.
What is the best summary of this story?

a. The dogs played all afternoon. They slept in the yard. Then they went back to their kennels.

b. The dogs liked to bark and play. They played in the sun. They got out of their kennels. They had a nice afternoon together.

c. The played together. They ate some food. They slept in the sun. They had a nice afternoon.

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Guessing meaning from the context

A word isn’t an isolated unit in a sentence. It is always closely related to the words in the same sentence, even to words in the preceding and following sentences. These words are context clues, for they will help you to discover the meaning of an unfamiliar word. Use grammar and punctuation clues which point to the relationships among the various parts of the sentence. Be content with a general idea about the unfamiliar word; the exact definition or synonym is not always necessary.

Examples: 1. It had been raining hard through the night so the ground was saturated.

What does 'saturated' mean?

It had been raining which means the ground must be wet. It was raining 'hard' so this means the ground is probably very wet. \( Saturated = \text{completely wet} \)

2. He picked up a heavy encyclopedia from the book shelf.

Although the word “encyclopedia” may be strange to you, you will not hesitate to say that it must be a very thick book. Why? Because the words “heavy” and “bookshelf” can lead you to make such a guess.

3. He was riding on a pulka, a sled pulled by reindeer. “Pulka” may be a new word to you, but you understand the meaning perfectly, for the phrase that follows gives you a clear definition of the word.
Remember to: Read the sentence carefully and understand the question. Think about the whole paragraph, how is the word related to the paragraph and the sentence? Is it a noun, verb, adverb or an adjective? Draw a mind map around the unknown word think about the whole atmosphere of the text, underline the keywords

1. **Explanation and description:**

   Explanation and description can also lead you to the meaning of a word. Look at the following sentence:

   **Walrus** is also a sea animal. It has **two long teeth**, like the **ivory tusks** of an **elephant**.

2. **Synonyms and antonyms:**

   Synonyms and antonyms are also important clues for guessing. A synonym is a word or phrase that means the same or is very similar to another word. Signals of synonyms in the text: means, called, be verbs, *that is*, *also known as*, *or*, *is referred to as*, *sometimes called*, *is/are known as*, *by [ ] is meant*, *similar to*, *can be defined as*, commas (,) or dashes (--) and synonyms. Bear in mind that the synonym may appear before or after these signals.

   Look at the following sentences:

   **Unlike** his brother, who was quite **friendly and lovable**, Stephen was quite **standoffish**. **Kingfishers** are a group of small to medium-sized brightly colored birds.

3. **Comparison and contrast:**

   Comparison and contrast can also shed light on the meaning of a new word. Look at the following sentences:

   The child is **as fragile as** chinaware.
   My friend is **diligent, but** her brother does not like working at all.
   **Even though** I studied for hours, I **flunked** the test.
   My last apartment was really small, **but** my new one is quite **spacious**.

4. **Consequence and result, cause and effect:**

   Consequence and result, cause and effect are also very important clues. Look at the following sentences:

   All the houses in the city **collapsed during** the **earthquake**.
   He was **disrespectful** towards other members. That’s why he was sent off and **penalized**.
The door was _ajar_, _so_ the dog got out of the house.

5. _Examples:_
Examples can inform the reader about unknown words. They can illustrate the meaning of
the word that they refer to. Signals of examples in the text: for example, (e.g), for instance,
such as, including, like, as an example, cases of, instances of, type of,
The _Lehigh malware_ is _an example_ of a _computer virus._
_Trojan_ is an example of computer virus.
Networks allow users to share _high-tech gaskets such as iPods, tablets, etc._
The _baboon_ like other apes, is a very social animal.

6. _Antonyms and contrast:_
Antonyms are words that mean the opposite of other words. Antonyms can refer to the
opposed idea of an unknown word in the sentence or paragraph. Signals of antonyms in the
text: however, but, yet, in/by contrast, although, on the other hand, despite, while, in spite
of, even though, unlike, nevertheless.

The glass might absorb so much acoustic energy that it will _shatter_; the other glasses
remain _unaffected_.
To keep healthy, people need to be _active_. If they remain _stagnant_, it could result in loss of
vitality and health.
It kept me _dry and warm_ _even though_ I was _soaked_, and all of the moisture on my body
passed right through.
He _loved_ her so much for being so kind to him. _By contrast_, he _abhorred_ her mother

7. _Prefixes and suffixes:_
Examples: _dis-_ (meaning not): disrespect
_less_ (meaning without): _Moneyless_

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**Practice test for guessing meaning**

Instructions: Read each sentence. Use the clues in the sentence to pick the best meaning for
each underlined word.

1. Please _nullify_ our agreement; I am not interested anymore.
2. Her mother said: “I forbid you to go to the store – it is raining outside”
   a. dread          b. hope          c. not allow

3. The glass plate shattered when it hit the floor and broke into a thousand pieces.
   a. break into pieces  b. bounced  c. made a loud noise

4. The class assembled in front of the flag pole to say the national anthem.
   a. gathered          b. dispersed    c. climbed       d. spoke

5. The lighthouse keeper dozed off when he should have been watching the light.
   a. bulldozer        b. jumped       c. drove         d. napped

6. The bridge swayed back and forth in the wind.
   a. rose            b. flew          c. moved         d. bridged

7. The girl’s hypothesis was that someone was watching her, but she couldn’t prove it yet.
   a. working theory   b. conclusion   c. mystery

8. Even though a storm had just come through, the lake was strangely very placid that afternoon.
   a. wild            b. rough         c. calm          d. wet
Inference

To infer: find clues in the text, evaluate them, and based on the situation make prediction. Remember, an inference is something that is not explicitly stated in the passage.

Look at the photo. What is he feeling?
Who is this and why are they shaking hands?

In order to infer unsaid and between the lines thoughts of the writers, you are suggested to go through following:

1. Look at pictures, titles, subtitles walk through them and try to predict what will go on in the text, try to infer by putting clues together. Reread the text to understand it better, decide which parts of the text are the central ideas proposed by the author?
2. Recognize pronoun’s antecedent, underline (mark) the pronoun and its antecedent
3. Understand the relationships between the characters, and events of the text
4. Think about the personalities, actions and motivations of characters, why are they doing things in a particular way
5. Make predictions about text and confirm or contradict your predictions as you go ahead
6. Remember to support your inferences with evidence which is in the text
7. Use context clues to figure out the meanings of unknown words
8. Understand the grammatical role of unknown words
9. Understand the author’s point of view
10. Relate the text to events in your own lives
11. Construct conclusions based from the facts in the text
Example:
Read each passage and then respond to the questions. Each question will ask you to make a logical inference based on textual details.

Every day after work Saman took his muddy shoes off on the steps of the front door. Susan would have a fit if the shoes made it so far as the doormat. He then took off his dusty uniform and threw them into a plastic bag; Susan left a new dustbin bag tied to the porch railing for her husband every morning. On his way in the house, he dropped the plastic bag off at the washing machine and went straight up the steps to the bathroom as he was ordered by Susan. He would eat lunch with Susan after he was "fit to be seen," as she had often mentioned.

What kind of job does Saman work?
Saman’s job requires him to get dirty. Such as: ditch digger, miner, laborer, etc. We know this because Sama’s clothes are muddy and dirty everyday

Describe Susan: She is a very clean and organized person
What in the text supports your description? She requires Saman to follow a cleaning course of action and she checks him
Practice test for inference

What can you "infer" by reading the passages below?

Passage A
"I do not like the idea of having all those boys out there watching me, judging me...I just don't like it when I'm surrounded by so many people. I wish I just could hide somewhere," murmured Sara.

1. Sara can be a mean girl
2. Sara can be somewhat repressed
3. Sara is probably a shy and introvert person

Passage B
The students had never seen so many fish, crabs, and shrimp before. They looked around at the huge tanks and could see hundreds of sea creatures completely surrounding them. They never thought they could feel like they were completely underwater, yet still be completely dry.

Where were the students?

1. the ocean
2. an aquarium
3. a pool
4. a park

Passage C
Ali and his father had been looking forward to their trip for months. Ali’s father did not take much food with him. When they started catching fish they were quickly approached by a forest trooper. She asked Ali’s father if they had license for fishing. He reached into his things and suddenly got a terrified look on his face. Ali was sad that day as he ate lunch.

Why didn’t they take much food with them on the trip?

1. They were planning on eating the fish they caught.
2. They didn't have any food at their house.
3. They didn't want to eat too much.
4. They don't like to eat fish.
Passage D

She had always wanted to serve her people, but this looked like madness. She was supposed to fight a war in a foreign country, helping to defend people whom she didn't even know. Emily had a strong sense of patriotism, but she was concerned about the bombs, death, and carnage that could await her in Iraq. She reflected whether she would ever see her family again.

What conclusions can you draw about how Emily is feeling about going to war?

1. She feels proud of her country
2. She is interested in the challenge of being in the army
3. She is afraid of going into war
4. She regrets joining the army

Passage E

Today we were late for our football game. Dad pulled the car over two times to look at the map he had printed off the Internet. He even made me go into a store to see if we could get some help in there. When we finally got to the field, the boys on my team were almost finished warming up.

Which of these conclusions can the reader draw based on the passage?

1. The boy and his dad got lost on the way to the football field.
2. The boy and his dad had car trouble on the way to the field.
3. The coach was happy when the boy showed up late.
4. The boy was not an important player on his team.