

MASTER IELTS READING

Sessions 2 & 3: Introduction to Reading Sub-skills

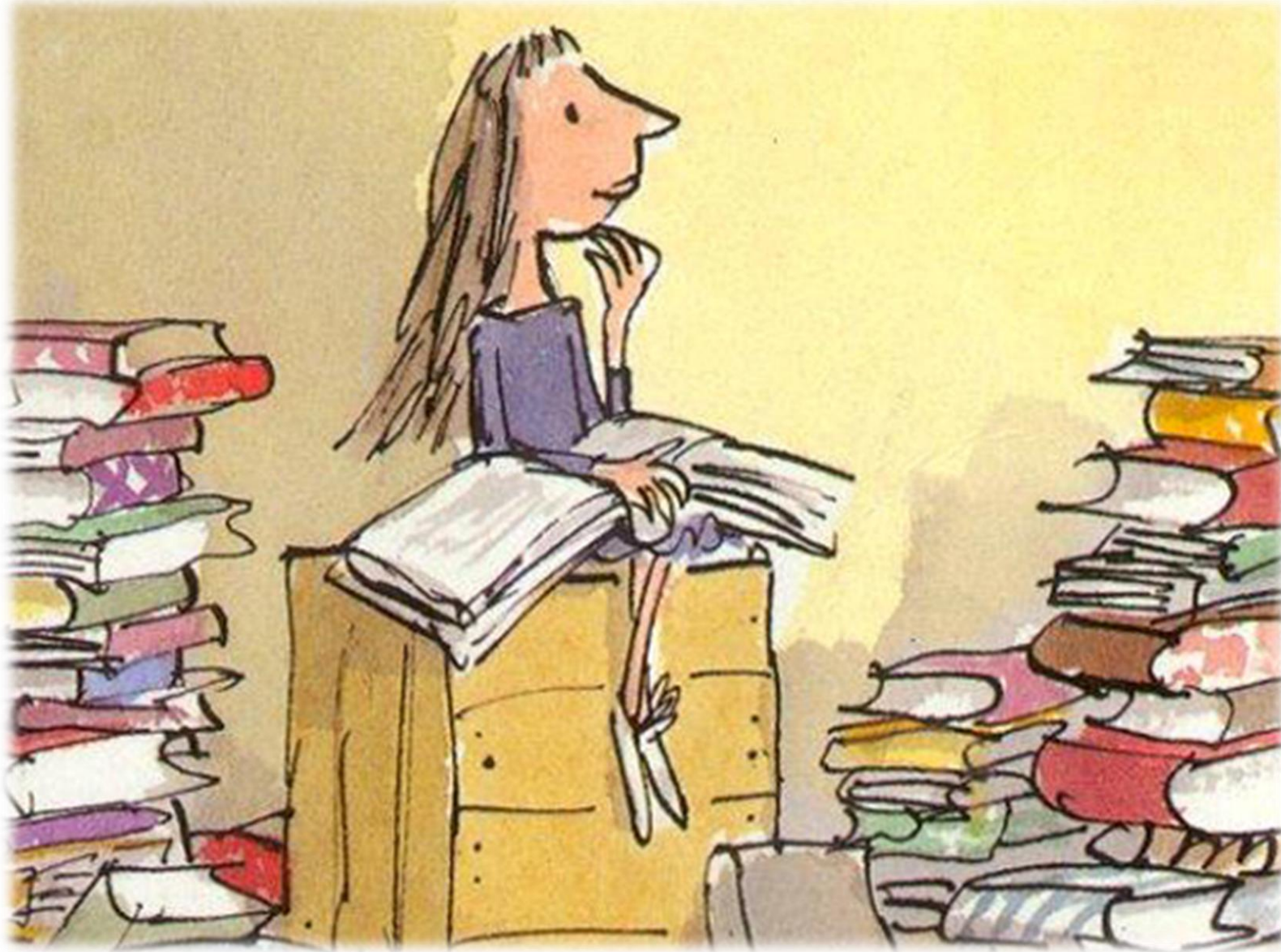
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- Extensive reading
- Intensive reading
- Guessing the meaning
(word parts vs. context)
- Skimming
- Scanning
 - Choosing the right keywords

Extensive Reading



- Reading a part of the text for maximum possible understanding.
- If there are any new words, try to guess the meaning from the context.

Intensive Reading: Example



The teacher disemboweled the poor student.

Baekeland's invention, although treated with disdain in its early years, went on to enjoy an unparalleled popularity that lasted throughout the first half of the twentieth century.

- Reading a part of the text to find out about its topic or main idea.
- You can usually ignore any unknown words safely.
- First, read the topic sentences (*for the moment, the first sentence of each paragraph*); If they discuss more than one idea, read quickly through the paragraph to see which idea is being repeated more frequently.

The text is mainly about

- A. where Martin Luther King and Malcolm X lived***
- B. what Martin Luther King and Malcolm X believed***
- C. the similarities between Martin Luther King and Malcolm X***

Source: ieltsforfree.com

During the past century, as the United States of America has wrestled with the problem of inequality between blacks and whites, two names remain paramount in the struggle – Martin Luther King and Malcolm X.

Although there were some surface similarities, as both started their own movements, organised rallies and gave many speeches both in America and abroad, their approaches and beliefs were radically different. King believed in peace, encouraging only a ‘passive resistance’ with the eventual aim of black and white people integrating and living together peacefully. While King tried to unite the races through peace, Malcolm X, on the other hand, adopted a more direct, aggressive approach. Unlike King, he did not support the idea of integration but separatism, encouraging his listeners to recognise the suffering whites had caused blacks and to live apart in their own communities.

These men were different not only in their approaches to the problem, but also in the religious convictions that motivated them. Martin Luther King’s philosophy of peace and positive reasoning was influenced by Christianity. He was active in the Church and was the leader of the Christian Leadership Conference. Malcolm X started many Muslim groups which practised a violent form of defence against any white oppression, real or imagined.

Despite their very different perspectives, there is one more similarity between these two men, both were assassinated. Malcolm X was shot in 1965 at a rally in Harlem, victim of former supporters who had taken his doctrine of violence to heart. On 4 April 1968 King was shot as he was organising a demonstration in Memphis, but little is known of his assassin.

In the current racial climate of America, it could be said that both men succeeded, at least to a degree. There are still racial tensions, but not to the same degree. Whether Malcolm X would have approved or King would be satisfied today is another question.

- Looking for specific ideas and words in a certain part of the text.
- Before you begin scanning, you must first know:
 - a. **Where to look** → topic sentences and skimming
 - b. **What to look for** → keywords

How to Scan



- Look for specific ideas and words in a certain part of the text.
- Have a clear purpose/question in mind.
→ keywords/key concepts
- Try to anticipate how the keyword will appear (different forms, paraphrased form, synonyms,...).
- Focus on topic sentences (*page 12 of the course pamphlet*); If you notice a keyword there, then scan the paragraph for more keywords.
- Go from right to left & left to right.
- Search systematically: do not skip through the text UNLESS you are really good at reading and are sure of your scanning abilities.

Keywords are words you choose from a question and scan for in the passage to locate the answer. The location of the answer is where you can find two or three keywords together in one or two consecutive sentences.

Keywords

- Never choose words that appear in the title of the passage or appear frequently in the passage or its topic sentences.
- Always try to choose at least 3-4 keywords from each question.
- Types of keywords:
 - **Numbers**
 - **Proper Nouns (Names)**
 - **Verbs and Nouns**
 - **Adjectives and Adverbs**
- Keywords may appear in the passage in various forms:
 - **identical:** move → move
 - **different form:** move → movement
 - **synonym:** move → transfer/migrate/...
 - **rephrased or example:**
 - move → He no longer lived there/...but he now lives in Kirkland, WA.
 - clothes → T-shirt | disease → malaria

Exercise: Read the topic sentences and then find the location of each answer in the passage:

The increasing self-reliance of many elderly people is probably linked to a massive increase in the use of simple home medical aids. For instance, the use of raised toilet seats has more than doubled since the start of the study, and the use of bath seats has grown by more than 50%. These developments also bring some health benefits, according to a report from the MacArthur Foundations research group on successful ageing. The group found that those elderly people who were able to retain a sense of independence were more likely to stay healthy in old age.

Maintaining a level of daily physical activity may help mental functioning, says Carl Cotman, a neuroscientist at the University of California at Irvine. He found that rats that exercise on a treadmill have raised levels of brain-derived neurotrophic factor coursing through their brains. Cotman believes this hormone, which keeps neurons functioning, may prevent the brains of active humans from deteriorating.

As part of the same study, Teresa Seeman, a social epidemiologist at the University of Southern California in Los Angeles, found a connection between self-esteem and stress in people over 70. In laboratory simulations of challenging activities such as driving, those who felt in control of their lives pumped out lower levels of stress hormones such as cortisol. Chronically high levels of these hormones have been linked to heart disease.

But independence can have drawbacks. Seeman found that elderly people who felt emotionally isolated maintained higher levels of stress hormones even when asleep. The research suggests that older people fare best when they feel independent but know they can get help when they need it.

1. Home medical aids
2. Regular amounts of exercise
3. Feelings of control over life
4. Feelings of loneliness

Keywords vs. Significant Words



- Negating words
- A specific number (the whole or a proportion of..)
- Positive and negative connotation
- Reference to time
- Modals like must, should, have to (degrees of obligation, certainty)
- Adverbs of frequency e.g. sometimes, always
- Words such as most, some, all

How to Tackle the Reading Test



- It's not testing whether students can read over 2,700 words, but whether they can answer 40 questions in 60 minutes.
- Spend 20 minutes on each of the 3 passages.
- Use the right reading skills for the right purpose to find the right answers.

Plan of attack 1: C1-C2



1. **Questions Overview:** ~2 minutes to skim the questions
2. **Text Overview:** 2-3 minutes to skim the passage
3. **Analysis:** what does the question want you to do? Proper strategy? Keywords?
4. **Locate:** scan and locate the answer
5. **Check:** choose the correct/most probably correct answer
6. **Review:** Check all answers. Go back to any difficult questions you left behind. Leave no blanks

Plan of attack 1: B2



1. **Text Overview:** 2-3 minutes to skim the passage or just the topic sentences
2. **Analysis:** What does the question want you to do? Proper strategy? Keywords?
3. **Locate:** Scan and locate the answer
4. **Check:** Choose the correct/most probably correct answer
5. **Review:** Check all answers. Go back to any difficult questions you left behind. Leave no blanks

Reading Task Types



1. Matching headings to sections/paragraphs (P)
2. Identifying the topic of the passage
3. Identifying information (T/F/NG) (P)
4. Identifying writer's views & claims (Y/N/NG) (P)
5. Short-answer question (P)
6. Multiple choice (P: types 1 & 2)
7. Sentence completion (P)
8. Diagram/Notes/Summary/Table/Flow Chart completion
9. Matching information
10. Matching statements
11. Matching sentence endings
12. Classifying
13. Locating information

(P) = progressive