

Reading Comprehension

DEFINITION

BARRET'S
TAXONOMY OF
READING
COMPREHENSION

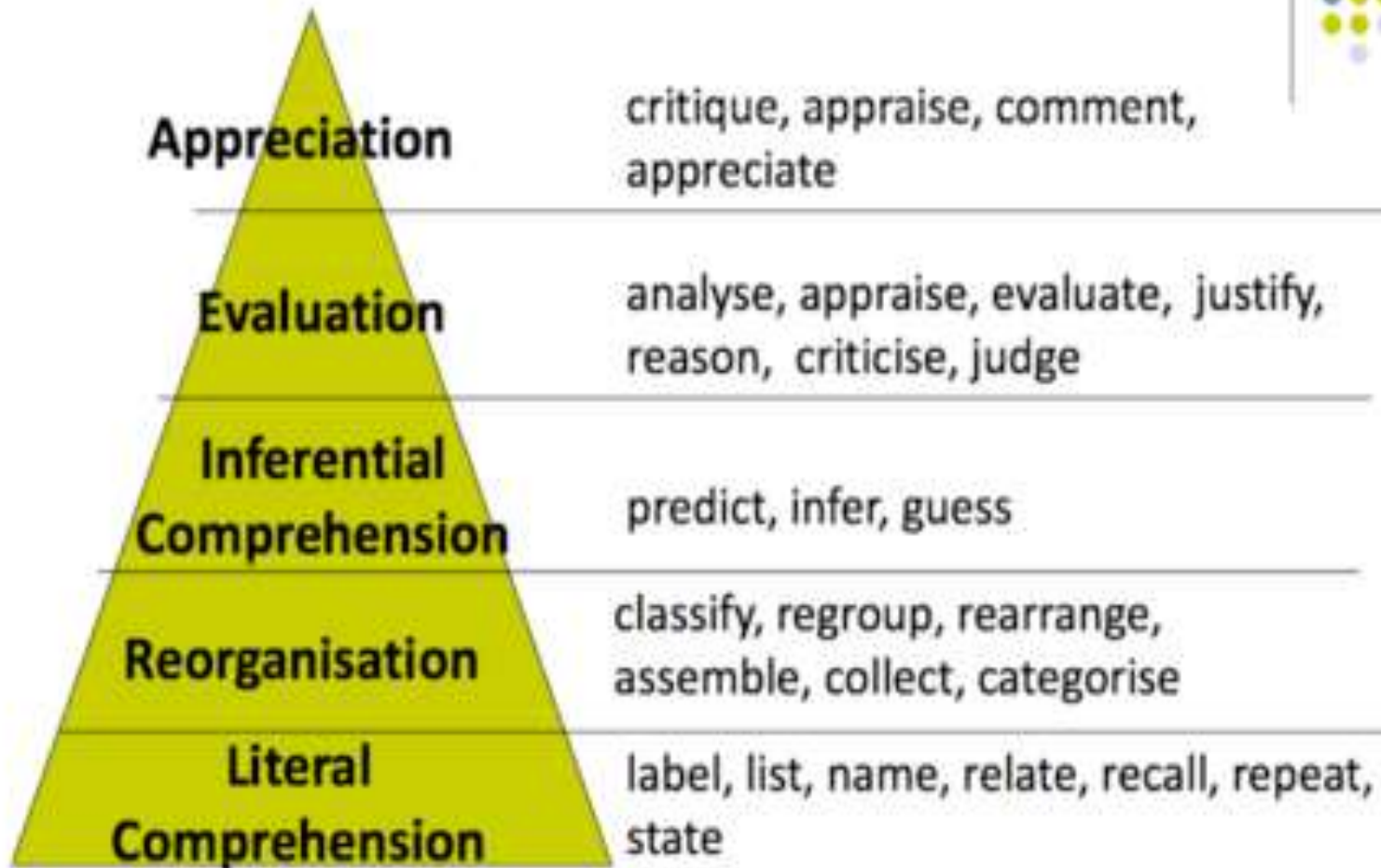
READING
COMPREHENSION

THREE LEVELS
OF
COMPREHENSION

THE QUESTIONING
TECHNIQUE TO
DEVELOP
COMPREHENSION

- Comprehension is the "essence of reading" (Durkin, 1993). It is a complex thinking process that requires the reader to construct meaning from the text.
- **Reading comprehension** is the ability to read text, process it and understand its **meaning**. An individual's ability to **comprehend** text is influenced by their traits and skills, one of which is the ability to make inferences.
- Reading comprehension is the act of understanding what you are reading.
- Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.

BARRETT'S TAXONOMY of Comprehension Skills



Three Levels of Comprehension



Literal

Interpretative

Applied

BACK

The Literal Level

The **literal level** focuses on reading the passages, hearing the words or viewing the images. It involves identifying the important and essential information. With guidance, students can distinguish between the important and less important ideas.

Facts and details

Rote learning and memorization

Surface understanding only

Question: What did the author say?

Example: Where did Henry's family go on vacation?

The Interpretive Level

At the **interpretive level**, the focus shifts to reading between the lines, looking

at what is implied by the material under study. It requires students to combine

pieces of information in order to make inferences about the author's intent and message.

Drawing inferences

Tapping into prior knowledge / experience

Attaching new learning to old information

Making logical leaps and educated guesses

Reading between the lines to determine what is **meant** by what is **stated**.

Question: What was meant by what was said?



The Applied Level

Understandings at the literal and interpretive levels are combined, reorganized and restructured at the **applied level** to express opinions, draw new insights and develop fresh ideas.

Critical reading and analysis

Analyzing

Synthesizing

Applying

Question: How would the author's message apply to other situations given what you memorized and understood at the other two levels?

Example: If Henry's friend Tom was the one playing the guitar, do you think Henry would have rolled his eyes? Why or why not?



READING BEYOND THE
LINES

READING BETWEEN
THE LINES

READING THE LINES

BACK

The Questioning Techniques to Develop Comprehension

Closed Questions

Open Questions

Yes/No Questions

Retelling Question

Wait-Time

Positive Reinforcements

BACK

Closed questions are the kind of questions that require a short response that can be found in the text, for example: *What happened first in the story?* Or, *What is a reptile?* Many comprehension tests use closed questions, and readers need to know how to find the information in the book with which to answer the questions.

BACK

Open questions require more in-depth answers. Often the answer is not explicitly stated in the text. Some open questions require the reader to use her or his own ideas plus the information in the book to draw a conclusion about the topic. Other open questions require the reader to voice an opinion. Still others may require the reader to apply what she or he has read to a different situation. Open questions can often begin with words such as *why, how, explain, and what if.*

Examples of open questions are:

How would you describe the setting of the story?

How are reptiles different from amphibians? o What would happen if the boy got his wish?

Do you think the boy will ever get his wish?

Yes/no questions are closed questions that effectively cut off the discussion by setting up the child to answer with a yes or a no. Examples of this type of question are: *Did you like the story?* Or, *Is a snake a reptile?*

If yes/no questions are asked, they should always be followed up with a clarification question, such as: *Why?* Or, *How do you know?* The tutor should look for ways to avoid yes/no questions and try to extend the discussion with different types of question such as:

How do you feel about this story? Or, *What makes a snake a reptile?*

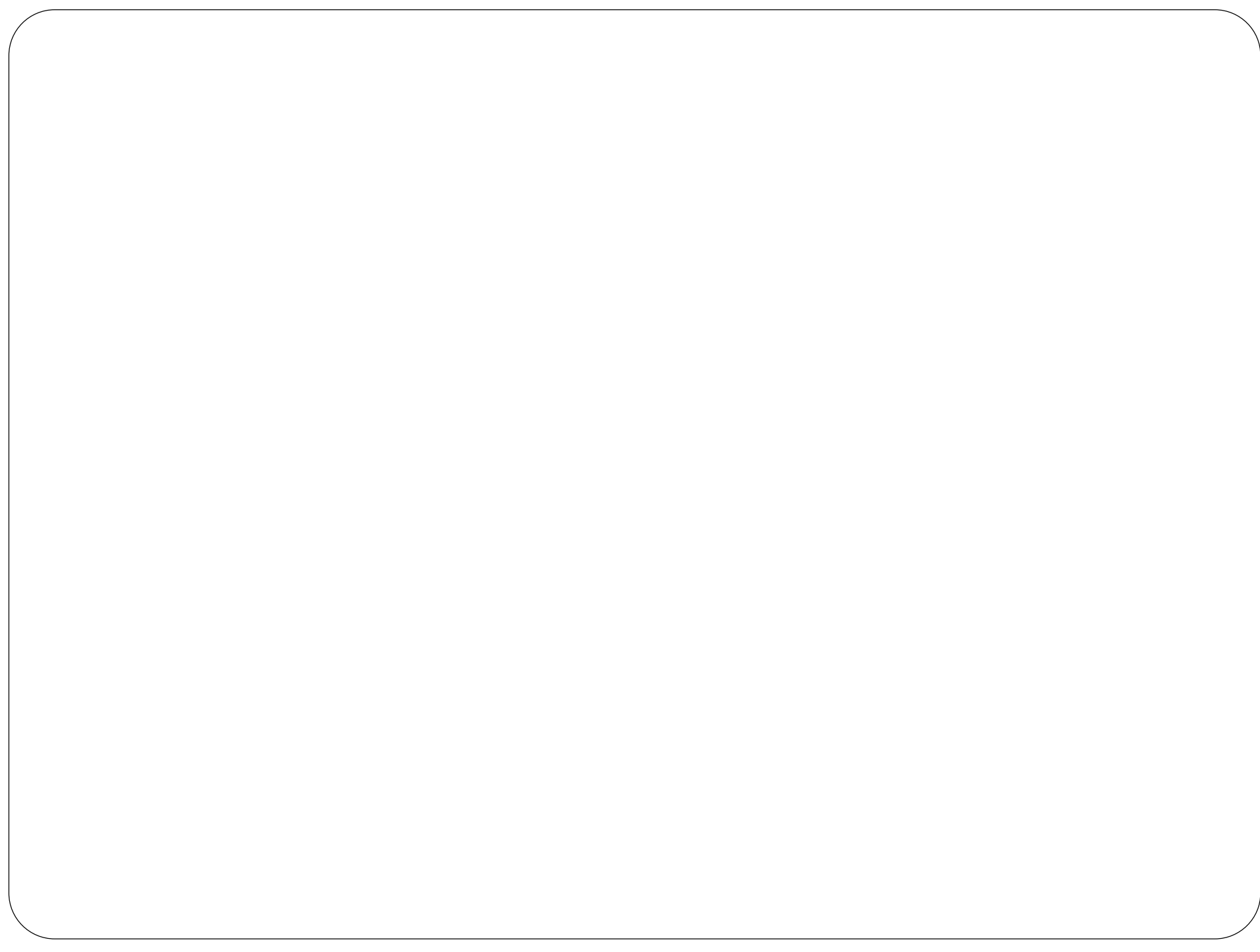
Retelling questions have the child retell stories she or he has read. A prompt that gets the retelling started could be: *Tell me what happened in the story.* If the child needs more prompting, other prompts could be: *What was this story about? Who was in the story?* Sometimes a child may stop during the retelling. Prompt with questions such as: *Then what happened? Or, What did [character] do then?* When having the child retell nonfiction books, ask her or him to tell what the book was about (for example, reptiles) and to tell some facts she or he has learned

BACK

Wait-time is the amount of time that elapses between asking a question and either getting an answer from the child or providing more prompts. For closed questions, allow at least 3 seconds for the child to think and respond. For more complex questions, allow 10 or more seconds before rephrasing the question or providing hints to help the child.

Positive reinforcement should be used to reward the child for correct behavior and to encourage more participation. Nonverbal reinforcement can include facial expressions such as smiling, body language such as nodding, and eye contact. Verbal reinforcement involves using oral feedback such as: *Well done!* Or, *That's a good answer.*

Thank you for viewing this!

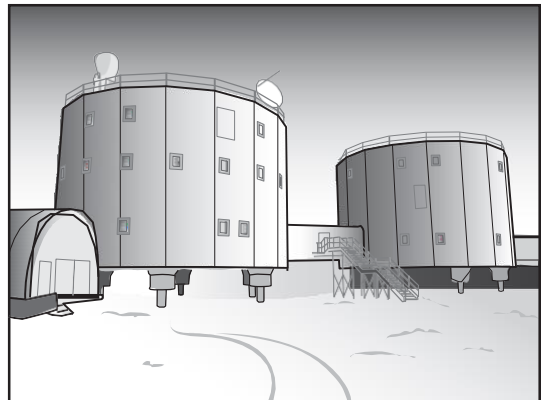


Read the article about Dr Sarah Hilton, a researcher working in Antarctica, and then answer the following questions.

Antarctic space research

Nobody knows what it's like to live on Mars, but the scientist Dr Sarah Hilton does have some idea. She's spending a year at the Concordia research base in Antarctica, where the special conditions found there are helping her learn about what life on Mars might be like for future astronauts.

The region has an average temperature of minus 50 °C. The sun vanishes completely for four months in winter, with temperatures dropping to minus 80 °C. The base is so far from civilization that it's the only place on Earth where you get the same feeling of remoteness that astronaut's experience. In fact, it takes longer to get to Antarctica than to the International Space Station 400 kilometers above us!



Sarah is part of a team of 13 scientists who are living and working at the base. During summer, Concordia is home to up to 60 visiting scientists. But in winter, a crew of only 10 is left to run the base, so everyone has several roles: the chef is also a fireman; the plumber is trained as a medical assistant.

When asked why she applied, Sarah says: 'I've always been fascinated by Antarctica. I'd already experienced working in constant daylight at the North Pole, which had a negative effect on my body's ability to tell day from night. But sleeping in 24-hour darkness in Antarctica is totally different. Also, you immediately notice the flat landscape and strong winds here.' Sarah's main job is monitoring the effects of these conditions on health, as previous studies found that people working in Antarctica share many physical challenges with those working in space. Results on Earth can give clues about possible problems astronauts might face.

Sarah has discovered that although the freezing cold and lack of sunlight make conditions very uncomfortable, she was surprised to find that living with strangers is harder than anything else. Her team is of mixed experience and cultural background, including a French scientist, an Italian physicist and some Spanish astronomers. Although English is used when discussing research, there is a multicultural atmosphere, with Spanish being the most common language used in social situations.

Sarah started off trying to make friends with everyone because like being in space, communicating with people back home can be difficult. She soon realised, however, that having just a few close friends has made her feel more positive, and has also enabled her to focus more on work. She produces research which predicts how people might perform on future missions to the Moon, Mars and beyond. One study that Sarah hopes will be useful is to measure people's eyesight during their visit, as, just like the conditions in space, everyone at the base has only artificial light for many months.

Considering this difficult environment, everyday life at the base is well-managed, with the team kept occupied. While most prefer reading books, or using the games consoles provided, Sarah enjoys taking photos to record her trip when she isn't working. The food at the base is good, even if most of it is preserved – for example, vegetables and meat come in tins. Sarah admits to missing things like salad, although she made sure she brought plenty of chocolate, her favourite treat, with her on the trip. Team members' personal items are important, and Sarah regrets not having her favourite shampoo, which she wasn't allowed to bring with her. This is because the base in Antarctica reuses its water through the same special recycling system that is used on the International Space Station, and it can't cope with the chemicals found in many washing products.

And Sarah's future? She says, 'I'd love to go to Mars if I could, but I don't think it's very likely!'

1 What is the coldest the weather can get where Sarah is working?

.....
...

2 How many members of staff remain to manage the base after the summer?

.....
...

3 Which job does the cook at the base also do?

.....
...

4 What environmental factor meant that Sarah had difficulty sleeping in a previous job?

.....
...

5 What is the biggest challenge that Sarah has to deal with at the base?

.....
...

6 Which language do the scientists speak when they are not working?

.....
...

7 What has helped to make Sarah's life at the base easier?

.....
...

8 What does Sarah like doing while at the base?

.....
...

9 What particular food does Sarah wish she could eat while at the base?

.....
...

10 In what ways is life similar for people in Antarctica and astronauts in space? Give **four** details.

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Exercise 1

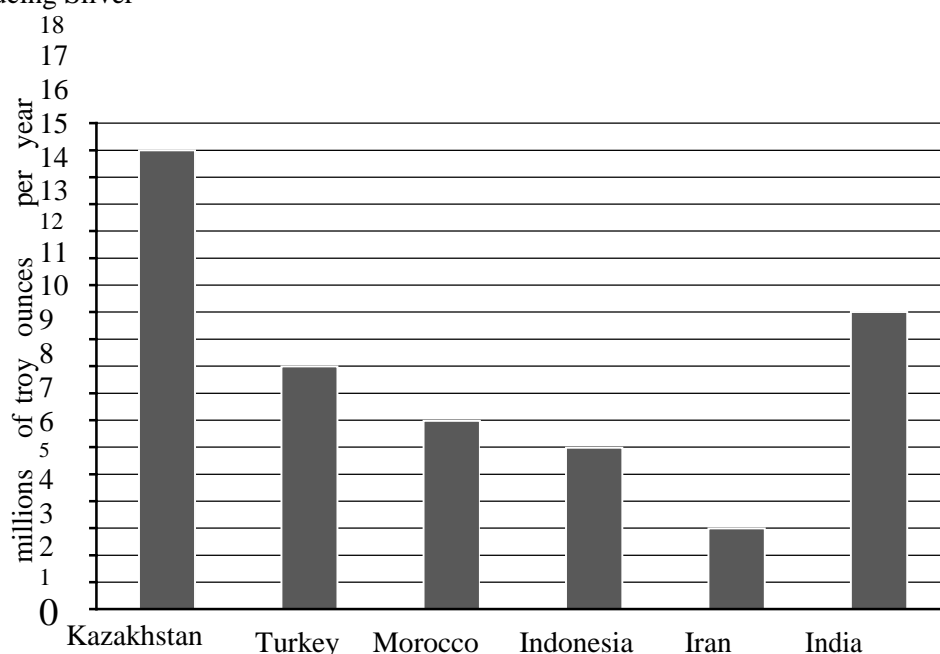
Read the following article about silver, and then answer the questions.

SILVER

Silver has been regarded as something precious for thousands of years. There is evidence that it was highly prized in ancient times, and was used for making plates for rich people. By 700 BCE, it was used to make coins. The production of silver grew over the centuries, but when Europeans first went to America, silver began to be used in many new and different ways.

Discoveries of silver across the world and new technologies meant that the mining of silver continued to grow rapidly everywhere. The weight of silver is measured in troy ounces. By the 19th century, nearly 120 million troy ounces were being produced annually. Now, more than 5000 years after ancient cultures first began to mine this precious metal, an average of 671 million troy ounces is mined every year.

Countries Producing Silver



In earlier times, silver was thought to have magical properties and it was considered to be useful in keeping bad spirits away. Nowadays, most people think of silver in relation to jewellery. The fact is, however, that silver has many more uses than just looking decorative. It is probably only now that we are discovering all the possible ways in which silver can be used.

People have known about the anti-bacterial properties of silver for a long time. The ancient Phoenicians kept water, wine and vinegar in silver vessels to ensure freshness. It is only recently, however, that scientists have discovered how silver works. Quite simply, silver destroys the ability of bacteria to form the chemical bonds which are essential to their survival. When bacteria and silver come into contact, the bacterial cells fall apart. Today, there are bandages and ointments that use silver as an active ingredient. Silver promotes the growth of new cells, which in turn increases the rate of healing. This makes silver especially valuable for treating burns and wounds.

Another key use for silver is in the millions of water purifiers that are sold each year. Silver prevents bacteria from building up in filters so that they can work effectively. Research has shown that silver,

together with oxygen, cleans water. This means that other chemicals, such as chlorine, do not have to be used. Silver is therefore starting to be added to water purification systems in hospitals, community water systems and swimming pools. Scientists hope that silver will be able to be used in helping to produce clean drinking water in countries where water-borne illness is a problem. Current research shows that this use of silver is an exciting development for the global water supply.

In the past, silver was often used to decorate places of worship, and many people saw it when they went to pray. Today, there is probably much more silver around us, but we do not necessarily see it. For example, every time you travel in a motor vehicle you are surrounded by pieces of silver. Every electrical action in a modern car is activated with silver-coated contacts. Basic functions such as starting the engine and opening power windows all need a special switch that has a silver covering. Another important feature for our driving safety is the silver-ceramic lines fitted into the rear window. The heat created by these lines clears the rear window of mist and ice so that we can see clearly out of it.

Silver is just as valuable today as it has been throughout human history.

Answer the questions

1. When did silver start to be used for more things than plates and coins?

.....[1]

2. How long ago was silver first mined?

.....[1]

3. According to the chart, which are the highest and lowest silver-producing countries, and how much silver does each of these countries produce per year?

Highest: **Amount:**

Lowest: **Amount:**[2]

4. What do most people today associate silver with?

.....[1]

5. How does silver destroy bacteria?

.....[1]

6. Why is silver useful in treating skin injuries?

.....[1]

7. What does silver help to do in water purifiers? Give two details.

.....
.....[2]

8. What health problem might silver prevent in some countries?

.....[1]

9. How are electrical actions in cars started?


.....[1]

10. Why is silver used in the rear window of a car?

.....[1]

11. What was silver used for in the past? Give four details.

.....
.....
.....
.....[4]

 Cambridge Assessment International Education		
GRADE: 9	SUBJECT: ESL	DATE: 14 April,2020
WORKSHEET NUMBER: 3	WORKSHEET TOPIC : UNIT 1	
INSTRUCTION (IF ANY):Do the task in your notebook	Watch Video:	

Steps to access the e-course books

Click on the

link <https://global.oup.com/education/secondary/evaluate/cambridge/?region=international>




Sign up(top right hand side)

Click on Cambridge IGCSE English(3rd from top)

Go to the book “English as a second language for Cambridge IGCSE student book (2nd row, 1st from left)

Click the link below the book and go to Unit 1 pg 9

Do Reading Comprehension based on passage Operation Jungle.

 Cambridge Assessment International Education		
GRADE: 9	SUBJECT: ESL	DATE: 21 April,2020
WORKSHEET NUMBER: 4	WORKSHEET TOPIC : UNIT 1	
INSTRUCTION (IF ANY):Do the task in your notebook	Watch Video:	

Steps to access the e-course books

Click on the

link <https://global.oup.com/education/secondary/evaluate/cambridge/?region=international>

Sign up(top right hand side)

Click on Cambridge IGCSE English(3rd from top)



Go to the book “English as a second language for Cambridge IGCSE student book(2nd row,1st from left)

Click the link below the book and go to Unit 1 pg 7

Do Reading passage based on James Dyson Q 1-6(Pg 8)

Also do the next exercise based on a video clip on James Dyson Q 1-6(Pg 8)

Please submit your work on time so that we can have an online session based on the same unit on **Friday 24.04.20 at 11 AM.**

 Cambridge Assessment International Education		
GRADE: 9	SUBJECT: ESL	DATE: 28 April,2020
WORKSHEET NUMBER: 5	WORKSHEET TOPIC : UNIT 1	
INSTRUCTION (IF ANY):Do the task in your notebook	Watch Video: https://youtube.com/watch?v=l-Q5Hm6uypE	

Steps to access the e-course books

Click on the

link <https://global.oup.com/education/secondary/evaluate/cambridge/?region=international>

Sign up(top right hand side)

Click on Cambridge IGCSE English (3rd from top)

Go to the book “English as a second language for Cambridge IGCSE student book(2nd row,1st from left)

Do Reading passage based on James Dyson Q 1-6(Pg 8)

Also do the next exercise based on a video clip on James Dyson Q 1-6(Pg. 8)

Answer the question:

What is the learning outcome of the video?



Cambridge Assessment
International Education



GRADE: 9	SUBJECT: ESL	DATE: 07 May,2020
WORKSHEET NUMBER: 6	WORKSHEET TOPIC : Form Filling	
INSTRUCTION (IF ANY):Paste the worksheet in your notebook	Watch Video:	

Read the text and fill the form

Robert Baines is a British teenager who grew up in a town called Bournemouth in the UK. He and his family now live in Southampton. His address is 47 Powerscroft Road, SO2 8DB Southampton. Robert attended Parkway School until he was sixteen, but is now at Hampshire Sixth Form College. He is in his last year at college, and it is time for him to start applying to university. Robert has always wanted to be a translator, and he is very keen to live abroad while he is studying. He is fluent in French and German but now wants to learn Italian as well. He wants to study in Milan as there are some interesting courses there. He has also discovered that it is much cheaper to study there than in the UK. He likes the look of the modern languages and civilisations course but thinks that the three-year degree course in modern foreign languages and culture would be a better option. Living in Italy will give him the opportunity to visit other European countries more easily, and this will help him to understand the cultures of those countries.

Robert's parents think that his plan is a sensible one, and although Robert looked into getting a grant, his parents have said they'll cover the cost of the course because the fees are not too expensive. They are very glad that Robert will not have to finish university with debts which will take many years to pay off. Robert has already contacted someone from his school who is studying at Milan University. Robert has given her his email – rhbaines@bt.internet.com – and is hoping that she will write back soon.

Robert knows that competition for places is very strong and that he will have to present himself really well when he applies. He was pleased with his GCSE results: he got 2 grade A*s and 6 grade As. He is predicted to get grade As in his A Level English, French and German. In order to get some translating experience, Robert has done some volunteer work at the weekends, translating documents for French-speaking refugees. He has really enjoyed this work and hopes that it will prove to the university how serious he is about becoming a translator.

Robert's parents keep telling him not to get too excited until he is actually accepted by the university, but he cannot help it. He is especially enthusiastic about the fact that the university has its own accommodation. All first-year students are guaranteed accommodation, and the pictures of the housing options look really good. Robert thinks that though living in a student flat would be good for his independence, he prefers the idea of staying in a hall of residence because 400 students are accommodated in each of the three blocks.

Robert does have one concern about going to study abroad, and that is about managing money. He knows that he is not very good at budgeting, and he does not want to get himself into debt and then have to ask his parents for more money. However, he has been told that the university has an excellent student union where students can go for advice on all sorts of issues, including personal finance.

Robert has sent off for the Milan University application form, and he now has to complete it.

Imagine you are Robert. Fill in the application form, using the information above.

Milan University Application Form

Section A: Personal details

Full name:

Address:

Email:

Current school or college:

Qualifications and grades achieved:

Section B:

Who will pay your fees?

Title of course applied for:

All languages spoken: (please circle) Italian German French English

Reasons for wanting to attend this university:

.....




.....

Do you know anyone who has attended the university? YES/NO (please delete)

Accommodation preference:




Section C: Further information

In the space below, write **one** sentence of between 12 and 20 words, giving details of any further information/experience that would support your application.

 Cambridge Assessment International Education		
GRADE: 9	SUBJECT: ESL	DATE: 21 May,2020
WORKSHEET NUMBER: 7	WORKSHEET TOPIC : Descriptive words	
INSTRUCTION (IF ANY):Do the task in your notebook	Watch Video:	

**During Covid-19, you all are taking virtual lessons from your teachers.
Describe your experience.
Remember to Show,(Not tell!)**




**Word limit: 150-200 words.
Do not count one letter words.**

 Cambridge Assessment International Education		
GRADE: 9	SUBJECT: ESL	DATE: 28 May,2020
WORKSHEET NUMBER: 8	WORKSHEET TOPIC : Pronouns	
INSTRUCTION (IF ANY): Take a print of the task and paste it in your notebook.	Watch Video:	




Make a PPT explaining the difference between Relative Pronouns and Reflexive Pronouns.

You must keep the following points in mind while preparing this PPT:

- 6 slides (Max.)**
- Definition of both the pronouns**
- usage with at least 3 examples**




 Cambridge Assessment International Education		
GRADE: 9	SUBJECT: ESL	DATE: 24th June,2020
WORKSHEET NUMBER: 9	WORKSHEET TOPIC : Unit 1	
INSTRUCTION (IF ANY): Take a print of the task and paste it in your notebook.	Watch Video:	

Read the reading comprehension on Page 11 and answer the question from 1-6.




 Cambridge Assessment International Education		
GRADE: 9	SUBJECT: ESL	DATE: 26th June,2020
WORKSHEET NUMBER: 10	WORKSHEET TOPIC : Unit 1	
INSTRUCTION (IF ANY): Take a print of the task and paste it in your notebook.	Watch Video: www.youtube.com/ watch?v=r9mvRRwu5Gw	

1) Listen to Track 1.5 page 18 and answer the questions 1-6

2) Watch [www.youtube.com/ watch?v=r9mvRRwu5Gw](http://www.youtube.com/watch?v=r9mvRRwu5Gw)(page 18) and answer Questions 1-6




 Cambridge Assessment International Education		
GRADE: 9	SUBJECT: ESL	DATE: 03th July, 2020
WORKSHEET NUMBER: 11	WORKSHEET TOPIC : Unit 2	
INSTRUCTION (IF ANY): Take a print of the task and paste it in your notebook.	Watch Video: www.youtube.com/watch?v=L4rg3E_bWeM	

- 1. Watch the YouTube link given on Page 30 and do Q 1-6.**
- 2. Listen to the track 2.2 and do the comprehension questions on Page 31.**

 Cambridge Assessment International Education		
GRADE: 9	SUBJECT: ESL	DATE: 08 th July, 2020
WORKSHEET NUMBER: 12	WORKSHEET TOPIC : Unit 2	
INSTRUCTION (IF ANY):	Watch Video:	

Recently, you visited a book fair which was quite awesome. Write a letter to your friend telling him/her about the same.

Word limit: 150 words.




 Cambridge Assessment International Education		
GRADE: 9	SUBJECT: ESL	DATE: 15 th July, 2020
WORKSHEET NUMBER: 13	WORKSHEET TOPIC : Unit 2	
INSTRUCTION (IF ANY):	Watch Video:	

Recipe Writing

You have learnt to make Cabbage and Apricot Crumble.


Write its recipe in your recipe book.

Ensure that you do not miss out any ingredient.

 Cambridge Assessment International Education		
GRADE: 9	SUBJECT: ESL	DATE: 07 th Aug,2020
WORKSHEET NUMBER: 14	WORKSHEET TOPIC : Unit 5:Listening	
INSTRUCTION (IF ANY):	Watch Video:	

Unit 5
Chapter 1

Listen to the track 5.1 and do the comprehension questions associated with it.
Also, ensure that the Letter writing correction (UT2) is done.

 Cambridge Assessment International Education		
GRADE: 9	SUBJECT: ESL	DATE: 19 th Aug,2020
WORKSHEET NUMBER: 16	WORKSHEET TOPIC : Unit 5:Writing	
INSTRUCTION (IF ANY):	Watch Video:	

Page 57 of the course book:

Building your vocab QUESTIONS 1-10

Reading Comprehension QUESTIONS 1-6