Develop your reading skills

Evaluating your reading skills 2
Thinking about the topic 4
Skimming 5
Scanning 7
Working out the purpose 14
Dealing with unknown words 15
Understanding register 17
Understanding tone 21
Vocabulary building 25

Suggested responses to activities 29
Evaluating your reading skills

Do you read? How do you feel about reading? Do you enjoy it? Do you find it difficult? What do you read?

In most cases, how we feel about something affects how we do it. For example, if we absolutely hate ironing or washing the car, we’ll probably avoid doing it at all costs. We might try to find someone else to do it for us! If we have to do it ourselves, we’ll try to do it as quickly as possible and probably quite half-heartedly. (The end result probably won’t be that great either!)

Activity 1: Reading survey: The truth about my reading

Before you start working on specific skills to improve your reading, think about your feelings towards reading. Be as honest as possible.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes!</th>
<th>Mmm.......... sometimes</th>
<th>Never! There are better things to do!</th>
</tr>
</thead>
<tbody>
<tr>
<td>I make time for reading for pleasure every day.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have library membership which I make use of.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I surf the internet to read things that interest me.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I enjoy reading articles in magazines.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I read the newspaper to keep informed about current topics.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I read before I go to bed at night.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I’d rather read than watch TV.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I spend money on books I like reading.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I tell people about things I’ve enjoyed reading.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Quickly fill in the blank in the following statement with a word (or a few words) that describe what you think of your reading ability:

I am a ____________ reader.

Your responses to the statements in the table and the one in the box above were probably either mostly negative or mostly positive.

<table>
<thead>
<tr>
<th>Negative words you may have used:</th>
<th>Positive words you may have used:</th>
<th>Neutral words you may have wanted to use:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bad</td>
<td>Good</td>
<td>Okay I suppose</td>
</tr>
<tr>
<td>Poor</td>
<td>Quick</td>
<td>Alright</td>
</tr>
<tr>
<td>Slow</td>
<td>Keen</td>
<td>I don’t know</td>
</tr>
<tr>
<td>Lazy</td>
<td>Interested</td>
<td>Not sure</td>
</tr>
<tr>
<td>Useless</td>
<td>Excellent</td>
<td></td>
</tr>
<tr>
<td>Terrible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frustrated</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Remember the ironing analogy? It’s the same with reading. If you hate reading, you’ll try to avoid it as much as possible or you’ll do it badly with poor results: you won’t understand what you’ve read and you won’t learn anything from the experience.

If your answers show that your attitude to reading is negative or neutral, how can you develop a more positive attitude?

If you already have a positive attitude but your reading still needs work, how can you improve your reading?

The first step is to believe that you can grow to enjoy reading and to be a good reader!

The second step you’ve already started: learn how to improve your reading!
Remember these tips:

Talk to people who like reading and ask them questions about what they read, why they read, when they read, how they read—you can learn how to enjoy something from people who enjoy it.

Don’t compare your reading ability to others. Everyone reads differently—we enjoy reading different things, we read at different speeds and we read for different reasons.

Thinking about the topic

The first thing you can start doing to improve your reading is to **PREPARE** for what you’re going to read.

There are **TWO** parts to preparing:

Think about what you’re about to read

Think about:

- **what** you’re going to read
- **who** it is written for
- **why** you’re going to read it.

Sometimes you might start reading without knowing what or why you are reading. Asking yourself a few questions before you read will help you understand more.

Think about the topic

Think about:

- the topic
- what you already know about it
- what sort of things you expect to read.

Thinking about the topic will help you build interest in what you are going to read and improve your understanding of it.
In other words, before you start reading a text ask yourself these six pre-reading questions:

1. What type of text is this?
2. Who is the text written for?
3. Why am I reading this text?
4. What is the topic?
5. What do I already know about the topic?
6. What are some things I expect to read in the text?

To answer these six questions LOOK QUICKLY at the text before you start reading. Look at:

- titles
- headings
- subheadings
- pictures/photographs/diagrams
- captions
- text summaries on the page.

**Skimming**

The six pre-reading questions mean you have to look at the text very quickly to find some information before you start reading it. This is called ‘skim’ reading. Skimming helps your brain prepare for the actual reading of the text because it helps you understand the context (background information/situation) of what you’re about to read.

**Activity 2: Skimming**
You are going to look at a page of text and answer six pre-reading questions on it.

Note: the words in the article have deliberately been blurred so that you don’t read the content. Pre-reading is about looking at all the clues on the page before you read the details of the text.

Tick a), b) or c) for each question, or complete the sentence, then compare your answers to the ones at the end of this section.

There’s no right or wrong for questions 3, 5 and 6.

1 What type of text is this?

☐ a) A news report

☐ b) A film review

☐ c) A film script

2 Who is this text written for?

☐ a) Actors

☐ b) Directors
Scanning

After skimming the text to prepare for it, you are now ready to read the text in detail. Now you can read it slowly and carefully, looking for specific information. You can see whether what you read matches your expectations. This is called scanning.
To scan a text for specific information it helps to understand how texts are constructed. In other words, it helps to know how certain types of information are usually arranged (ordered) in a text or in a paragraph.

Most texts start with a title and sometimes a subtitle. After that, there’s an introduction, one or more body paragraphs and, finally, a conclusion or summary.

**The Introduction**

The introduction tells us what to expect in the rest of the text. It introduces the topic.

**The Body**

The body consists of paragraphs. Each paragraph deals with one aspect of the topic. Paragraphs are linked in a logical way.

**The Conclusion**

The conclusion summarises the topic or gives the writer’s final perspective on it.

---

Activity 3

Here are some types of information that appear in texts. Tick which part of the text you would expect to find each one in.

<table>
<thead>
<tr>
<th></th>
<th>Introduction</th>
<th>Body paragraphs</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>arguments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>examples</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>evidence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>purpose of the text</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>summary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>reasons or explanations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>causes/effects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sequence of events</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>announcement of the topic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>similarities or differences (comparisons)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Now compare your answers to the ones on the next page.
How did you go?

**Activity 4: Scanning**

To understand the different types of information in a text, we have to look at individual sentences. Look at these sample sentences. Tick what type of information each is giving.

1. ‘Spit is a decrepit, pitiful creature, shuffling along with head down and mouth open.’

   □ a. Summary

   □ b. Description

   □ c. Announcement of the topic
2. ‘There are two recent exceptions: Two Hands in 1999 and Chopper in 2000. Both were comedies, in a harsh sort of way.’

3. ‘When he gets out after eight years, Barry Wirth (Sam Worthington) is determined to stay square.’

4. ‘Or, to put it another way, the script works best when it’s ruled by character, probably because Nyst knows the people he’s writing about. When plot becomes more important, the film becomes just another crime movie.’
5. ‘The film is about how hard it is to go straight after being inside—that’s what ‘gettin’ square’ apparently means in prison parlance (although the plot also includes the idea of getting even).’

Compare your answers to the answers given at the end of this topic.

Scanning, therefore, involves looking for different types of information in a text. The next activity gives you more practice scanning.
Activity 5: Scanning

Now read the whole paragraph from the film review about Gettin’ Square and answer the questions. Scan the text to find the answers. Compare your answers to the answers at the end of the section.

GETTN’ SQUARE
Directed by Jonathan Teplitzky
Written by Chris Nyst
Rated M Cinemas everywhere

Despite our origins as a nation of convicts, and the endless obsession with Ned Kelly, we don’t do crime movies that often or that well in Australia. There are two recent exceptions: Two Hands in 1999 and Chopper in 2000. Both were comedies, in a harsh sort of way. The realistic violence was a shock, but what was more distinctive was the way these movies were about working-class criminals—men with big tattoos, bad teeth and worse haircuts who had largely been absent from our screens. We had become used to the idea of criminals as men in suits—these guys wore stubbies and thongs.

1. In what year was the Australian crime film, Two Hands made?

2. What other Australian film does the writer think was a good crime film?

3. Apart from being crime films, what else did the two films mentioned here have in common?

4. What type of criminals were these films about?

5. What two things did the criminals in these Australian films wear that made them different from the usual image of criminals in suits?
Working out the purpose

Working out the purpose of the text is an important way to help you understand texts better. While skimming and scanning a text, ask yourself ‘Why was this text written?’

Possible reasons include to:

- describe
- inform
- explain
- instruct
- persuade
- entertain
- argue a point.

Think about the film review of ‘Gettin’ Square’ you studied in the skimming and scanning activities.

What do you think the writer’s purpose was? Why did he or she write the review?

Probably to inform us about the film and possibly to persuade us that it is either a good film or a bad film.

In the conclusion (summary), the writer states:

Or, to put it another way, the script works best when it’s ruled by character, probably because Nyst knows the people he’s writing about. When plot becomes more important, the film becomes just another crime movie.

The writer thinks the characters in the film are interesting but that the plot is the same as in many other crime films. The writer partly recommends the film—the film has its good and bad points.
Dealing with unknown words

Activity 6: Unknown words

What do you do when you’re reading something and you don’t understand the meaning of some of the words?

Circle what you do.

Do you give up reading that part of the text? YES/NO/SOMETIMES

Do you use a dictionary? YES/NO/SOMETIMES

Do you ask someone to help you? YES/NO/SOMETIMES

Do you try to work out what the word means? YES/NO/SOMETIMES

If you answered YES to the last question, you’ve already got a great reading technique!

The most basic way of improving your reading is to build your vocabulary. But even readers with a wide vocabulary sometimes see words they don’t understand. Learning to guess the meaning of these words is the most useful technique in building your vocabulary and improving your reading because you’re THINKING!

To guess the meaning of words you need to look for clues that help you find the meaning.

The following steps can help you guess the meaning of unknown words.

1 Work out the word class

Is the word a verb, a noun, an adjective or an adverb?

extceptions

eg There are two recent exceptions.

exceptions = noun
Note: There is an activity at the end of this section (see Vocabulary building) on identifying word class. Do it now if you feel it will help you understand this part.

2 Look at the other words near it

What do the other words tell us about it?

eg There are two recent exceptions.

3 Connect the word to a word you know already

Is there any relation between this word and a word that is familiar to you?

eg There are two recent exceptions.

Exceptions is similar to ‘except’ meaning ‘apart from’ or ‘not including’.

Activity 7: Dictionary practice

Read the following paragraph and follow the steps above to work out the meaning of:

- obsession
- distinctive

Do not use a dictionary. Use the example (*realistic) in the table to help you.

Despite our origins as a nation of convicts, and the endless obsession with Ned Kelly, we don’t do crime movies that often or that well in Australia. There are two recent exceptions: Two Hands in 1999 and Chopper in 2000. Both were comedies, in a harsh sort of way. The *realistic violence was a shock, but what was more distinctive was the way these movies
were about working-class criminals—men with big tattoos, bad teeth and worse haircuts who had largely been absent from our screens. We had become used to the idea of criminals as men in suits—these guys wore stubbies and thongs.

<table>
<thead>
<tr>
<th>Unknown Word</th>
<th>Work out the word class</th>
<th>Look at the other words near it. What do the other words tell us about it?</th>
<th>Connect the word to a word you know already</th>
<th>Meaning (in your own words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>realistic</td>
<td>adjective</td>
<td>...comedies in a <a href="#">harsh</a> sort of way……realistic violence …. shock violence in the film is harsh and shocking</td>
<td>realistic—looks like it comes from ‘real’</td>
<td>almost real, like real life</td>
</tr>
<tr>
<td>obsession</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>distinctive</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Compare your answers to the ones suggested at the end of this topic.*

**Understanding register**

‘I can’t understand what I’m reading because the type of English used is very ‘high’!’

Does this sound familiar?

If something is written in very ‘high’ or formal English, it can be difficult to understand.

The ‘type of English’ something is written in is called register.

*Register* is the style of the writing and the type of vocabulary used.

The register of a text depends on who it is written for. Register can be:

- formal
The register of a medical journal article for doctors would probably be **formal**. A note to a colleague at work would probably be **informal**. If you write an email to a friend the register is probably **colloquial** and might even use slang.

There is no right or wrong register. The register fits the situation and the audience—who it has been written for. For example, using slang is probably fine when you’re writing to friends, but you wouldn’t use slang in a job application letter.

Whether you realise it or not, you are probably already an expert at recognising different types or styles of language—different registers.

Being able to identify register is a useful reading skill. It helps you understand:

- who something is written for (the audience) and
- its purpose.

---

**Activity 8: Register**

Read the following extracts from different types of texts.

- For each one, try to identify the register. Put a tick next to your answer.
- Then decide who you think the audience would be.
- Write a short description of who you think the text was written for.
- Compare your answers to the ones given at the end of this section.

1. Heart disease is Western society’s number-one killer. It accounts for one-third of all deaths in America and well over half the deaths among middle-age men. Heart disease was relatively rare in America at the turn of the century, but it has risen dramatically since then, with a slight downturn since 1960. Heart disease is often viewed as a disease of modern living, spurred on by the habits and the stress of industrialized society.
2.

TENANT’S RIGHT TO QUIET ENJOYMENT

The landlord agrees:

1.1 that the tenant will have quiet enjoyment of the residential premises without interruption by the landlord or any person claiming by, through or under the landlord or having superior title to that of the landlord; and

1.2 that the landlord or the landlord’s agent will not interfere, or cause or permit any interference, with the reasonable peace, comfort or privacy of the tenant in using the premises.

3.

Wanna grab a bite 2 eat? Or R U still at work?
‘What time is this guy coming?’ his mum asked. They were tidying the house and listening to *Exodus* by Bob Marley.

‘In about ten minutes. You’re going to get changed aren’t you?’

‘Why?’

‘Because you look a wreck, and he’s going to take us to Planet Hollywood for lunch.’ Will didn’t know that last bit yet, because Marcus hadn’t told him, but he wouldn’t mind.

She looked at him. ‘Why does it bother you what I wear?’

‘Planet Hollywood.’

‘What about it?’

‘You don’t want to look like an old bag there. In case one of them sees you.’

‘In case one of who sees me?’

‘Bruce Willis or one of them.’

‘Marcus, they won’t be there, you know.’

‘They’re there all the time. Unless they’re working. And even then they try to make films in London so they can go for lunch.’

Fiona laughed and laughed. ‘Who told you that?’
A kid at his school called Sam Lovell had told him that. Now Marcus thought about it, Sam told him some other things that turned out not to be true: that Michael Jackson and Janet Jackson were the same person, and that Mr Harrison the French teacher had been in the Beatles.

Register

☐ a. formal

☐ b. informal

☐ c. colloquial

Audience

______________________________________________________________________________

Understanding tone

Read this extract.

1.

Son: ‘I got in at 2am.’  
Father, not looking up from his newspaper, and not really interested in what the son has to say:  
‘Oh, did you?’

Now read this one:

2.

Son: ‘I got in at 2am.’  
Father throwing his newspaper down, angry with his son:  
‘Oh, did you?’
Think about the difference between 1 and 2.

Are the words different?

Are the words spoken in a different way?

That’s right! The words are spoken in a different way. In the first example the father is disinterested. In the second example, the father is angry. There’s a difference in attitude or in the way the words are spoken. In other words, there’s a difference in the father’s tone of voice. Just as we try to recognise tone of voice in spoken language, understanding tone in written texts is also important.

To become better readers, it helps to be able to recognise the tone of what we’re reading.

Another way of looking at it is to think about tone as the feeling or emotion the writer has towards the reader, the people, the places or the events in the text.

Use your dictionary to look up the meaning of the words in the following list you don’t know.

Some examples of words to describe tone are:

- Happy
- Sad
- Angry
- Nostalgic
- Serious
- Humorous
- Critical
- Sarcastic
- Business-like
- Conversational

The tone of a piece of writing is sometimes easy to identify, but at other times it is very complex and subtle and takes time to work out.
Activity 9: Tone

For these two extracts, choose the tone you think each is written in.

1.

Marcus couldn’t believe it. Dead. A dead duck. OK, he’d been *trying* to hit it on the head with a piece of sandwich, but he *tried* to do all sorts of things, and none of them had ever happened before. He’d *tried* to get the highest score on the Stargazer machine in the kebab shop on Hornsey Road—nothing. He’d tried to read Nicky’s thoughts by staring at the back of his head every maths lesson for a week—nothing. It really annoyed him that the only thing he’d ever achieved through trying was something he hadn’t really wanted to do that much in the first place. And anyway, since when did hitting a bird with a sandwich ever kill it? Kids must spend half their lives throwing things at the ducks in Regent’s Park. How come he managed to pick a duck that pathetic?

The tone of this passage is:

- □ Happy
- □ Sad
- □ Angry
- □ Nostalgic
- □ Serious
- □ Humorous
- □ Critical
- □ Sarcastic
- □ Business-like
- □ Conversational
2.

Research groups such as the Worldwatch Institute, in Washington D.C., tell us that we have fewer than 10 years to turn things around or ‘civilization as we know it will cease to exist.’ The simple truth is that we are the last generation on Earth that can save the planet.

Use your dictionary to look up the meaning of the words in the list you don’t know.

The tone of this passage is:

☐ Happy
☐ Sad
☐ Angry
☐ Nostalgic
☐ Serious
☐ Humorous
☐ Critical
☐ Sarcastic
☐ Business-like
☐ Conversational

Compare your answers to the answers given at the end of this topic.
Journal activity: Thinking about my reading

Improving your reading begins with doing some reading for enjoyment in your own time.

Reading doesn’t have to be a chore! There are hundreds of things to read that are light and easy to understand and that have something in them that interests you.

Look at this list of possible sources of reading material you could choose from:

- Popular magazines such as *New Idea* or *Wheels*.
- Contemporary novels that are light and easy reading.
- Internet websites on news, current affairs, sport, music, entertainment etc.
- Newspapers such as *The Sydney Morning Herald*, *The Daily Telegraph* or local newspapers in your area.
- Specialist magazines on different subjects such as motoring, computers or health.
- Non-fiction books on various topics such as cooking, photography, travel, etc.

Choose something you enjoy reading and write about it in your journal.

After you have chosen your reading material, write the one you chose and the answers to these questions in your journal:

- Why do you enjoy reading it?
- What do you get out of reading it?
- How often do you read it?
- How did you discover it?

Vocabulary building

Can you now tell the difference between each of the following word classes?

- Noun
- Verb
- Adjective
- Adverb
Read this sentence and the explanation to help you.

The police took the chilling threats seriously.

- **Nouns** name things, people, places (police; threats).
- **Adjectives** describe nouns. (What kind of threats? Chilling threats!)
- **Verbs** say what is done (took).
- **Adverbs** say how the verb is done. (Took how? Took seriously)

Now do the following activity to practise building your vocabulary.
Activity 10: Vocabulary building

Fill in the spaces with the other forms of the word. We have used the word *expect* as an example to help you.

<table>
<thead>
<tr>
<th>NOUN</th>
<th>ADJECTIVE</th>
<th>VERB</th>
<th>ADVERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>expectation</td>
<td></td>
<td></td>
<td>expectantly</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td>understand</td>
</tr>
<tr>
<td>2.</td>
<td>argument</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>threat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>original</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td>seriously</td>
</tr>
<tr>
<td>6.</td>
<td>assistance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td>explain</td>
</tr>
<tr>
<td>8.</td>
<td>critical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td>persuasively</td>
</tr>
<tr>
<td>10.</td>
<td>reality</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Compare your answers to the answers at the end of this topic.*
Check your progress

Tick the things you think you’ve learnt and achieved. I have:

☐ used pre-reading strategies to improve my reading
☐ understood when and how to ‘scan’ and ‘skim’ a text for different types of information
☐ learnt why and how to work out the purpose of a reading text
☐ learnt what to do about words I don’t understand in a text
☐ understood the importance of identifying the register and tone of a text
☐ learnt to improve my vocabulary by working out the different classes of a word
☐ become more motivated about reading in my own time to improve my reading
☐ completed a journal entry about something I enjoy reading
☐ completed all four tasks in Assignment 1.

Go back to the things in the section you couldn’t tick. Read through the information again. Do the activities again if necessary. Talk to a teacher about the things you couldn’t tick.
Suggested responses to activities

Activity 2

1. What type of text is this?
   b) a film review

2. Who is this text written for?
   c) the general public

3. Why am I reading this text?
   Possible answers:
   • as part of my OTEN English studies
   • as part of my work on Section 2 of this module
   • to learn how to improve my reading skills

   Is your answer similar to any of these?

4. What is the topic?
   c) the new film, ‘Gettin’ Square’

5. What do I already know about the topic?
   Possible answers include:
   • what type of film it is
   • that it’s Australian

   Is your answer similar to any of these? Maybe you don’t know anything at all about the topic. That’s okay!

6. What are some things I expect to read in the text?
   Possible answers include:
   • about the making of the film
   • about the actors in it
• what the film is about
• where it was shot
• where it is showing, etc.

Is your answer similar to any of these?

Activity 4

1. ‘Spit is a decrepit, pitiful creature, shuffling along with head down and mouth open.’

b. description

2. ‘There are two recent exceptions: Two Hands in 1999 and Chopper in 2000. Both were comedies, in a harsh sort of way.’

d. comparison (similarities and differences)

3. ‘When he gets out after eight years, Barry Wirth (Sam Worthington) is determined to stay square.’

e. sequence of events

4. ‘Or, to put it another way, the script works best when it’s ruled by character, probably because Nyst knows the people he’s writing about. When plot becomes more important, the film becomes just another crime movie.’

a. summary

5. ‘The film is about how hard it is to go straight after being inside—that’s what ‘gettin’ square’ apparently means in prison parlance (although the plot also includes the idea of getting even).’

c. announcement of the topic

Activity 5

1 In what year was the Australian crime film, Two Hands made?

In 1999.

2 What other Australian film does the writer think was a good crime film?

Chopper.

3 Apart from being crime films, what else do the two films mentioned here have in common?
They’re both Australian films and they are both comedies.

4. What type of criminals are these films about?

Ordinary, working-class criminals (who had not been portrayed in Australian films before).

5. What two things did the criminals in these Australian films wear that made them different from the usual image of criminals in suits?

Stubbies (shorts) and thongs (beach sandals).

**Activity 7**

<table>
<thead>
<tr>
<th>Unknown Word</th>
<th>Work out the word class</th>
<th>Look at the other words near it. What do the other words tell us about it?</th>
<th>Connect the word to a word you know already</th>
<th>Meaning (in your own words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>realistic</td>
<td>adjective</td>
<td>...comedies in a harsh sort of way...</td>
<td>realistic—looks like it comes from ‘real’</td>
<td>almost real, like real life</td>
</tr>
<tr>
<td>obsession</td>
<td>noun</td>
<td>…endless something that goes on and on</td>
<td>obsess—when someone can’t stop talking about someone or something all the time!</td>
<td>Something you can’t stop doing or thinking about</td>
</tr>
<tr>
<td>distinctive</td>
<td>adjective</td>
<td>…more distinctive….way these movies were about working-class criminals something more important?</td>
<td>distinct—when something stands out</td>
<td>unique</td>
</tr>
</tbody>
</table>

**Activity 8**

formal—an academic explanation for students studying a health-related topic

formal—instructions or rules to be followed by someone signing a lease on a house or apartment
colloquial—a text message (SMS or email perhaps) to a friend
informal—people who read modern/contemporary novels

**Activity 9**

1. Humorous

2. Serious

**Activity 10**

<table>
<thead>
<tr>
<th>NOUN</th>
<th>ADJECTIVE</th>
<th>VERB</th>
<th>ADVERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>expectation</td>
<td></td>
<td>expect</td>
<td>expectantly</td>
</tr>
<tr>
<td>1. understanding</td>
<td>understanding</td>
<td>understand</td>
<td>understandably</td>
</tr>
<tr>
<td>2. argument</td>
<td>argumentative</td>
<td>argue</td>
<td>argumentatively</td>
</tr>
<tr>
<td>3. threat</td>
<td>threatening</td>
<td>threaten</td>
<td>threateningly</td>
</tr>
<tr>
<td>4. origin</td>
<td>original</td>
<td>originate</td>
<td>originally</td>
</tr>
<tr>
<td>5. seriousness</td>
<td>serious</td>
<td></td>
<td>seriously</td>
</tr>
<tr>
<td>6. assistance</td>
<td></td>
<td>assist</td>
<td></td>
</tr>
<tr>
<td>7. explanation</td>
<td>explanatory</td>
<td>explain</td>
<td></td>
</tr>
<tr>
<td>8. criticism</td>
<td>critical</td>
<td>criticise</td>
<td>critically</td>
</tr>
<tr>
<td>9. persuasion</td>
<td>persuasive</td>
<td>persuade</td>
<td>persuasively</td>
</tr>
<tr>
<td>10. reality</td>
<td>realistic</td>
<td>realise</td>
<td>realistically</td>
</tr>
</tbody>
</table>