

BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG



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KHÓA LUẬN TỐT NGHIỆP

NGÀNH: TIẾNG ANH

Sinh viên :Trần Thị Thanh Mai

Giảng viên hướng dẫn: ThS. Đặng Thị Vân

HẢI PHÒNG - 2013

BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG

PRE-READING ACTIVITES
FOR THE 1ST YEAR ENGLISH MAJORS
AT HAIPHONG PRIVATE UNIVERSITY

KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY
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TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG

NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

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Tên đề tài: Pre-reading activities for the 1st year English majors at
Haiphong Private University.

NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp (về lý luận, thực tiễn, các số liệu cần tính toán và các bản vẽ).

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2. Các số liệu cần thiết để thiết kế, tính toán.

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3. Địa điểm thực tập tốt nghiệp.

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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

Người hướng dẫn thứ nhất:

Họ và tên:.....

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Người hướng dẫn thứ hai:

Họ và tên:.....

Học hàm, học vị:.....

Cơ quan công tác:.....

Nội dung hướng dẫn:.....

Đề tài tốt nghiệp được giao ngày 25 tháng 03 năm 2013

Yêu cầu phải hoàn thành xong trước ngày 29 tháng 06 năm 2013

Đã nhận nhiệm vụ ĐTTN

Sinh viên

Đã giao nhiệm vụ ĐTTN

Người hướng dẫn

Hải Phòng, ngày tháng.....năm 2013

Hiệu trưởng

GS.TS.NGƯT *Trần Hữu Nghị*

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1. Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp:

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Hải Phòng, ngày ... tháng ... năm 2013

Cán bộ hướng dẫn

(Ký và ghi rõ họ tên)

NHẬN XÉT ĐÁNH GIÁ

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1. Đánh giá chất lượng đề tài tốt nghiệp về các mặt thu thập và phân tích tài liệu, số liệu ban đầu, giá trị lí luận và thực tiễn của đề tài.

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2. Cho điểm của người chấm phản biện :

(Điểm ghi bằng số và chữ)

Ngày..... tháng..... năm 2013

Người chấm phản biện

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HaiPhong, June, 2013

Tran Thi Thanh Mai

PART I. INTRODUCTION

I.1. Rationale of the study

In the recent years, English plays more and more important part in the world. It is geographically the most widely spoken language. It is also the most popular one used in international business, education and travel. When the world is in integrated period, the role of English is surely confirmed.

Vietnam is on the path of developing to integrate with many countries all over the world, so English becomes much more popular and necessary. English studying and teaching are attached special importance in education and training sector and reading skill is one of four important skills in this one. Being good at reading skill, the students can improve their pronunciation, vocabulary, updated information about global hot topics. In addition, their possibilities of thinking, writing, listening as well as speaking is practiced and perfected gradually. Reading is not a difficult skill. However, if the teachers and students do not have appropriate methods, it is not easy to get the best effect.

In regard to the 1st English majors at Haiphong Private University, the studying and applying reading skills are much more essential because it will be the foundation for them to learn reading as well as other English skills easily and effectively. It is the reason why this paper is conducted.

I.2. Aim of the study

As the above rationale, the searching paper is carried out to design pre-reading activities for the 1st year English majors at Haiphong Private University in order to motivate these students to get engaged in reading lessons as well as do brainstorming before starting the class.

I.3. Scope of the study

There are many different material resources and many fields of topic to research when my knowledge, personal experience and time are limited. Therefore, in this graduation paper, I would like to focus on analyzing, categorizing English reading skills and designing pre-reading activities for the 1st year English majors at Haiphong Private University who are considered the beginners in this subject.

I.4. Methods of the study

Survey questionnaires are used as the method to carry out this research. The survey is taken with NA1601, the 1st year English students at Haiphong Private University, to get not only their attitudes, evaluations and difficulties they meet while learning reading 1-2 but also the pre-reading activities they have experienced. Besides, I read and studied text book for English major reading class (Tapestry reading 1 & 2), resources and material books on the Internet. The discussions are also used with the supervisor and colleagues via email and exchanging ideas directly.

I.5. Design of the study

The study consists of 3 parts:

Part I is an introduction with the rationale, aim, scope, methods and design of the study.

Part II is the development with 2 headings:

❖ Theoretical background:

- Reading skill definition
- Classification of reading skills: skimming, scanning, intensive reading and extensive reading.
- Reading activities: pre-reading, while-reading, post-reading activities.

❖ Pre-reading activities

- Learning and teaching Reading skills at HPU
- Major findings
- Pre-reading activities designing

Part III will deal with conclusion

PART II. DEVELOPMENT

II.1 Theoretical background

II.1.1. What is Reading?

The ability to read- taking general comprehension as the example- requires that the readers draw information and expectations that the reader already has. There are many definitions of “reading” based on some different views. Starting with tradition view which concentrated on the printed form of a text and turning to the cognitive view which enhanced the role of background knowledge in addition to what appeared on the printed form. It seems to be that the cognitive view is more reliable because here, the reader rather than the text is the heart of the reading process.

The traditional view

Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation. Learn how readers integrate these facets to make meaning from print. (Diane Henry Leipzig, 2001)

To “making meaning from print”, we have to:

- Identify the words in print – a process called word recognition
- Construct an understanding from them – a process called comprehension.
- Coordinate identifying words and making meaning so that reading is automatic and accurate – an achievement called fluency.

According to Nunan (1991), reading in this view is basically a matter of decoding a series of written symbols into their aural equivalents in the quest for making sense of the text.

Gibson (1965) also characterizes reading behaviour as (a) receiving communication, (b) making discriminative responses to graphic symbols, (c) decoding graphic symbols to speech, and (d) obtaining meaning from printed page.

The cognitive view

Manzo and Manzo – define Reading ‘as the act of simultaneously reading the lines, reading between the lines, and reading beyond the lines.’ The first part of their definition, reading the lines refers to the act of decoding the words in order to construct the author’s basic message. The next part, reading between the lines, refers to the act of making inferences and understanding the author’s implied message. And finally, reading beyond the lines involves the judging of the significance of the author’s message and applying it to other areas of background and knowledge.

Gray (1956) – ‘A good reader understands not only the meaning of the passage, but its related meaning as well which includes all the reader knows that enriches or illuminates the literal meaning. Such knowledge may have acquired through direct experience, through wide reading or through listening to others.’

Reading is also a complex process in that proficient readers give to the text as much as they take. They make meaning from the text by using their own prior knowledge and experiences. Proficient readers are constantly making predictions while reading. They are continuously anticipating what will come next. Their prior knowledge and experiences with texts as well as with the world around them allow them to do this. It is this continuous interaction with the text that allows readers to make sense of what they are reading.

II.1.2. Classification of Reading skills?

It is necessary for the students to be aware of the purpose and goals for reading a particular piece of written text. The important notice for both the teachers and learners is that the purpose of reading related to the types of reading skills. The subjects will attain their goals quickly and efficiently if they apply appropriate reading skills. Kenneth Beare, an ESL trainer and developer, points out that there are 4 main types of reading skills.

- ❖ **Skimming: reading rapidly for the main points.**
- ❖ **Scanning: Reading rapidly to find a specific piece of information.**
- ❖ **Intensive reading: reading a short text for detailed information.**
- ❖ **Extensive reading: reading a longer text, often for pleasure with emphasis on overall meaning.**

Skimming and scanning are two specific speed-reading skills, which enable you to cover a large amount of the text very quickly. These skills are similar in process but different in purpose.

II.1.2.1. Skimming

Speed reading is a good way to absorb a lot of printed information quickly, but sometimes you just need to get the gist of what is being written about, without all the details. In this situation, you can find skimming useful. Skimming is taking the most important information or the main ideas from the page without reading all the words. (The term comes from the act of skimming milk, when the dairy farmer skims the cream — the richest material

— from the top of the milk before it is processed.) Skimming can usually be accomplished at about 1000 words per minute.

Skimming is useful in three different situations:

- Pre-reading: skimming is more thorough than simple previewing and can give a more accurate picture of text to be read later.
- Reviewing: skimming is useful for reviewing text already read.
- Reading: skimming is most often used for quickly reading material that, or any number of reason, does not need more detailed attention.

There are some examples: You skim the newspaper to quickly get the general news of the day, skim the magazine to quickly discover what article you would like to read, skim the business and travel brochures to quickly get informed.

Below are some steps in skimming you should follow to get the best effect.

- 1) Read the title – the shortest possible summary of the text content.
- 2) Read the introduction or lead-in paragraph
- 3) Read the first paragraph completely. The Opening paragraphs often outline what the author plans to prove.
- 4) If there are subheadings, read each one, looking for relationships among them
- 5) Read the first sentence of each remaining paragraph. Note that the main idea of most paragraphs appears in the first sentence. If the author's pattern is to begin with a question or anecdote, you may find the main point in the last sentence.
- 6) Dip into the text looking for:
 - Clue words that answer who, what, when, why, how..

- Proper nouns
- Unusual words, especially if capitalized
- Enumerations
- Qualifying adjectives (best, worst, most, etc.)
- Typographical cues: italics, bold, underlining, asterisks ,etc

7) Read the final paragraph completely because it usually explains why the author's proof is justified. Do not skim them.

Note:

- Needlessly lengthy white papers and convoluted business reports are almost impossible not to skim.

II.1.2.2.Scanning

If skimming is used when readers want to get the gist, scanning skills is applied to locate key or specific information rapidly. It can be the dates, numbers, examples, definitions and so on. In scanning you have a question in your mind and you read a passage only to find the answer, ignore unrelated information. Scanning can be done at 1500 or more words per minute.

Examples of scanning: a bus/ airplane schedule, a conference guide, a graph and so on.

Some Steps for scanning

- 1) Keep in mind at all times what it is you are searching for. If you hold the image of the word or idea clearly in mind, it is likely to appear more clearly than the surrounding words.

- 2) Anticipate in what form the information is likely to appear: numbers, proper nouns, etc.
- 3) Analyze the organization of the content before starting to scan.
 - If material is familiar or fairly brief, you may be able to scan the entire the text in a single search.
 - If the material is lengthy or difficult, a preliminary skimming may be necessary to determine which part of the text to scan.
 - Let your eyes run rapidly over several lines of print at a time
 - When you find the sentence that has the information you seek, read the entire sentence.

II.1.2.3.Intensive reading

Intensive reading is used on shorter texts in order to *extract specific information*. It includes very close accurate reading for detail. Use intensive reading skills to grasp the details of a specific situation. In this case, it is important that you understand each word, number or fact.

Examples of Intensive Reading

- A bookkeeping report
- An insurance claim
- A contract

On the view point of language teaching, intensive reading is related to further progress in language learning under the teacher's guidance. It provides a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will provide material for developing

greater control of the language and speech and writing. Students will study short stories and extracts from novels, chosen for the standard of difficulty of the language and for the interest they hold for this particular group of students. Intensive reading is generally at a slower speed and requires a higher degree of understanding to develop and refine word study skills, enlarge passive vocabulary, reinforce skills related to sentence structure, increase active vocabulary, distinguish among thesis, fact, supportive and non-supportive details, provide socio-cultural insights.

II.1.2.4.Extensive reading

Extensive reading is used to obtain *a general understanding of a subject* and includes reading longer texts *for pleasure*, as well as *business books*. Use extensive reading skills to improve your general knowledge of business procedures. Do not worry if you understand each word.

Examples of Extensive Reading

- The latest marketing strategy book
- A novel you read before going to bed
- Magazine articles that interest you

On the view point of language teaching, extensive reading develops at the student's own pace according to individual ability. The purpose of extensive reading is to train the students to read directly and fluently in the target language for enjoyment without the aid of the teacher. Where graded texts are available, structures in texts for extensive reading will be already familiar, and new items of vocabulary will be introduced slowly in such a way that their meaning can be deduced from context. The

Student will be encouraged to make intelligent guesses at the meaning of unfamiliar items. Material consists of authentic short stories and plays, or informative or controversial articles from newspapers and magazines. A few adaptations of vocabulary and structure will be made. The style of writing should entail a certain amount of repetition without monotony. Novelties of vocabulary should not coincide with difficulties of structure. It means reading in quantity and in order to gain a general understanding of what is read. It is intended to develop good reading habit, to build up knowledge of vocabulary and structure and to encourage a liking for reading, increase total comprehension, enable students to achieve independence in basic skill development, acquaint the student with relevant socio-cultural material, and encourage recreational reading.

II.1.3. Reading activities:

Among the four language skills, reading is likely to be the most extensively and intensively studied by experts in the field of language teaching. The result of the studies conducted the series of methods and tips to help learner develop their reading's ability. Here are some tips and methods for teachers to teach reading skills. They can be classified in three consecutive stages: before reading, while reading and after reading.

II.1.3.1. Pre-reading activities

Pre-reading activities is conducted to develop, add, delete or modify new insight to text and to activate prior knowledge. Lebauer (1998) stated that pre-reading activities can lighten learners' cognitive burden while reading because prior discussion will have been incorporated. In these activities, some

points are regarded in order to make the process of reading more comprehensible. Chen and Graves (1995-664) define them as “devices for bridging the gap between the text's content and the reader's schemata”

One of the most important pre-reading activities in schematic theorists is **Prediction**. Goodman (1988) stated :“the brain is always anticipating and predicting as it seeks order and significance in sensory inputs” (16). Smith (1994) defines prediction as “*the prior elimination of unlikely alternatives*” (19-20). Predictions, according to him, are questions the readers ask the world and comprehension is receiving the answers. He asserts that it is precisely this that makes skilled readers effective when reading texts that contain familiar subject matter. “Prediction brings potential meaning to texts, reducing ambiguity and eliminating in advance irrelevant alternatives. Thus, we are able to generate comprehensible experience from inert pages of print”.(Smith 1994, 18). For instance, at the beginning of new chapter, the teacher

The second activity recommended is **Previewing**, where students look at titles, headings and read the first few paragraphs and the last paragraph; these activities can help students understand what the text is about by activating their formal and content schemata and making them familiar with the topic before they begin reading in earnest.

Another pre-reading activity is semantic mapping. This is a type of brainstorming where the title/subject is placed as the main idea or the center, then student develop a "mind map" around it. It can be effective either in a group or by oneself. As students make associations, the map becomes a thorough summary of the concepts and vocabulary that they will encounter in the reading. It can also help build schemata and vocabulary that students do not yet possess. Again, it is important to know something about the students

so the selected texts contain the type of material that is likely to be familiar and interesting to them.

In addition to the semantic mapping, **pre-question** is also very useful. It establishes in the student's mind the bone of their work, then reading the text basing on the questions they gave. Often chapters in texts provide organizing questions. Students can also write out a series of questions they expect to be answered when reading:

Examples:

Definition:

What is....? Where does ... fit? What group does ... belong to?

Characteristics:

How would I describe...? What does ... look like? What are its parts?

Examples

What is a good example of ...?

What are similar examples that share attributes but differ in some way?

Experience

What experience have I had with? What can I imagine about ...?

The most popular activities applied in teaching reading skill is **Vocabulary Previews**. Unfamiliar key words need to be taught to students before reading so that new words, background information, and comprehension can improve together. List all words in the assignment that may be important for students to understand. Arrange words to show the relationships to the learning task. Add words students probably already understand to connect relationships between what is known and the unknown.

Share information with students. Verbally quiz them on the information before assigned reading begins.

Last but not least, using **Visual Aids, Quiz and Game** as pre-reading activities is also effective. These activities can activate student's prior knowledge and make them excited and eager to learn.

II.1.3.2. While-reading activities

The activities carried out in during-reading stage consist of taking notes, reacting, predicting, selecting significant information, questioning the writer's position, evaluating, and placing a text within one's own experience. These processes may be the most complex to develop in a classroom setting, the reason being that in English reading classes most attention is often paid to dictionaries, the text, and the teacher. The followings are tips that encourage active reading. Practicing them will help the students be active readers.

1. ***Making predictions***: The students should be taught to be on the watch to predict what is going to happen next in the text to be able to integrate and combine what has come with what is to come.

2. ***Making selections***: Readers who are more proficient read selectively, continually making decisions about their reading.

3. ***Integrating prior knowledge***: The schemata that have been activated in the pre-reading section should be called upon to facilitate comprehension.

4. ***Skipping insignificant parts***: A good reader will concentrate on significant pieces of information while skipping insignificant pieces.

5. ***Re-reading***: Students should be encouraged to become sensitive to the effect of reading on their comprehension.

6. ***Making use of context or guessing***: Students should not be encouraged to define and understand every single unknown word in a text. Instead they should learn to make use of context to guess the meaning of unknown words.

7. ***Breaking words into their component parts***: To keep the process of comprehension ongoing, efficient readers analyze unfamiliar words by break them into their affixes or bases. These parts can help them guess the meaning of a word.

8. ***Reading in chunks***: To ensure reading speed, students should get used to reading groups of words together. This act will also enhance comprehension by focusing on groups of meaning-conveying symbols simultaneously.

9. ***Pausing***: Good readers will pause at certain places while reading a text to absorb and internalize the material being read and sort out information.

10. ***Paraphrasing***: While reading texts, it may be necessary to paraphrase and interpret texts sub-vocally in order to verify what was comprehended.

11. ***Monitoring***: Good readers monitor their understanding to evaluate whether the text, or the reading of it, is meeting their goals.

II.1.3.3. Post-reading activities

Post-reading activities basically depend on the purpose of reading and the type of information extracted from the text. Barnett (1988) states that post-reading exercises first check students' comprehension and then lead students to a deeper analysis of the text. In the real world the purpose of reading is not to memorize an author's point of view or to summarize text content, but rather to see into another mind, or to engage new information with what one already knows. Group discussion will help students focus on

information they did not comprehend, or did comprehend correctly. Accordingly, attention will be focused on processes that lead to comprehension or miscomprehension.

Generally speaking, post-reading can take the form of these various activities:

- (1) discussing the text: written/oral
- (2) summarizing: written/oral
- (3) making questions: written/oral
- (4) answering questions: written/oral
- (5) filling in forms and charts
- (6) writing reading logs
- (7) completing a text,
- (8) listening to or reading other related materials
- (9) role-playing

II.2. Pre-reading activities for the 1st year English majors.

II.2.1. Learning and teaching Reading skill at HAIPHONG PRIVATE UNIVERSITY

II.2.1.1. Context

a. Vision and mission of Haiphong Private University

Highly appreciate dynamism and creativity, knowledge and wisdom, humanity and social responsibility, Haiphong Private University (HAIPHONG PRIVATE UNIVERSITY) always make efforts to offer high-quality learning opportunities with a view to helping students develop comprehensively in terms of intellectualization, physicality and personality. HAIPHONG PRIVATE UNIVERSITY Graduates should understand themselves, take ownership and use knowledge creatively to serve the community and society.

b. Faculty of Foreign Languages

The Faculty of Foreign Languages offers a comprehensive curriculum designed to help students develop not only linguistic but more importantly cultural knowledge and skills needed for this internationalized society. The Faculty now offers 3 foreign languages as English, Chinese and Japanese. The faculty mission is to promote teaching of foreign languages for academic purposes to meet the growing demand for graduates who can demonstrate both content knowledge and high level of language proficiency.

At present, the department has 35 lecturers with high professional qualification, experience, enthusiasm and responsibly. They continually create and update teaching materials, method to increase quality of HAIPHONG PRIVATE UNIVERSITY students after graduating. Besides, the faculty always welcomes the volunteer from Australia, England, the USA, India and so on to help students in learning and practicing English. In addition, international student exchange programs are usually carried out to create favorable learning language condition for language majors. Moreover, English club, festival, contest and other activities are also held regularly in HAIPHONG PRIVATE UNIVERSITY's campus.

c. The English majors student at Faculty of Foreign Languages

There are currently about 120 English major students at HPU. Thirty seven of them are studying in the 1st year at university. Understanding the importance of English to their lives, they all study in a serious and strict manner so as to have a firm foundation for their careers in the future.

d. Situation of learning reading of the 1st English majors at HAIPHONG PRIVATE UNIVERSITY

In the 1st year, Reading subject includes **reading 1** and **reading 2** which are taught by Mrs. Dang Thi Van, Mrs. Nguyen Thi Huyen and Mrs. Nguyen Thi Yen Thoa.

After learning Reading 1 & 2, the students can develop their reading skills. They can also get the meaning of words or sentences easily, independently from the dictionary. The detail aims of subjects is to help student practice skimming & scanning, guessing the meaning from the context and do journal after each chapter to review the content of reading texts and express their ideas towards the topic in this text.

In regard to the material, the Department of Foreign Languages at Haiphong Private University currently uses 2 textbooks for 2 terms:

-Tapestry Reading 1

Virginia L. Guleff. (2000). Heinle & Heinle Publishers

-Tapestry Reading 2

Virginia L. Guleff. (2000). Heinle & Heinle Publishers

II.2.1.2. Survey questionnaires

e. Participants

The participants of this survey are 37 students from NA1601. They are the 1st year English majors at HPU and have just finished **Reading 1 & 2**.

f. Purpose of survey questionnaire

To look inside the reality of learning and teaching Reading skills at HPU, I conducted a survey within the scope of the study. The major aim of this survey questionnaire is to collect and analyze data regarding the recognition and utilization of learning Reading skill of the 1st year English majors. This part is designed for the following purposes:

- To find out the attitude of students to Reading lesson and materials
- To investigate situation of learning reading lesson as well as applying pre-reading activities in class.

g. Data analysis

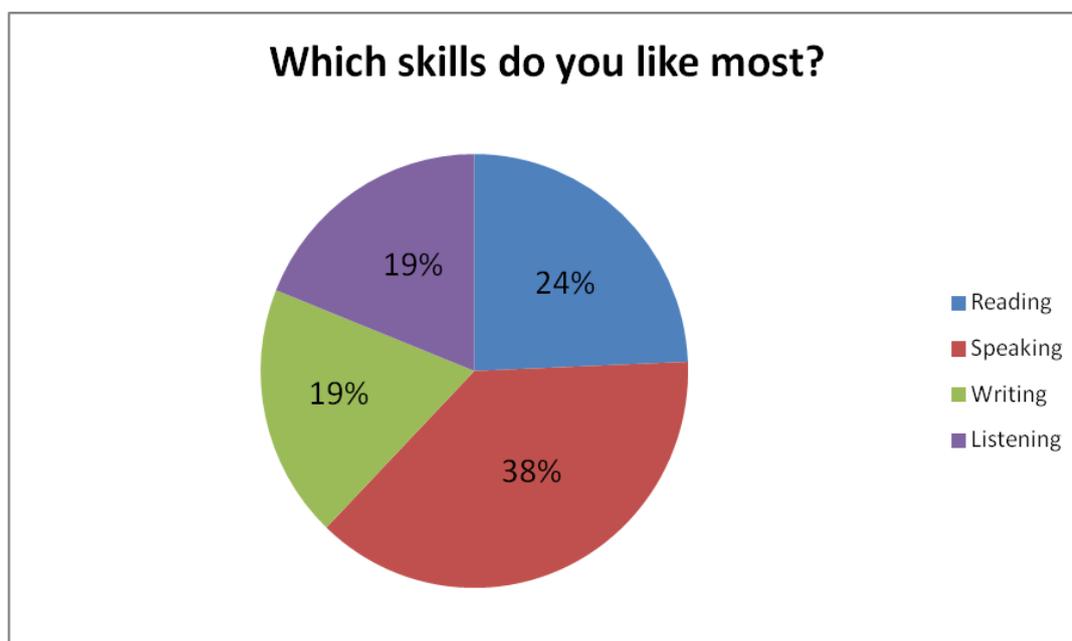
Question 1:



The pie chart above shows the time students at NA1601 have learnt English. It can be seen clearly that almost the students have been learning English for 10 years and 7 years with 17 students and 16 students respectively. Besides, there are 2 students having been learning right from the beginning of primary school and 2 students started only when they attended

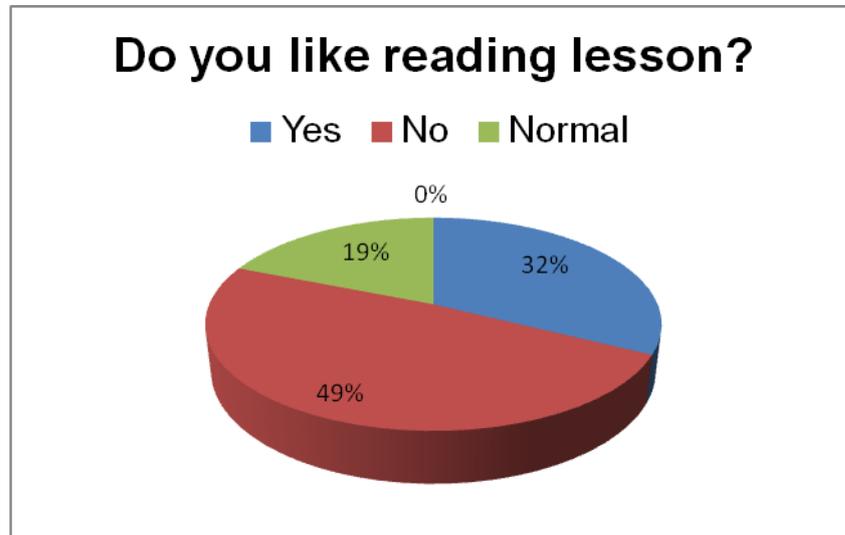
high schools. The difference among the time they have learnt will cause some difficulties for the teacher to choose the methods to teach them.

Question 2



The chart above indicates the English skills that students enjoy most. We can see that Speaking is the most favorable skill among students. It occupies 38%. Some students said that they were very eager for learning speaking because this was the new subject that they had not studied more at high school. Reading ranks as the 2nd interesting skill with 24%. Writing and listening seem to be the least favored subjects with 19%. Students think that listening was the most difficult skill because of the difference in intonation between the foreign and Vietnamese people. It can be explained that they are the 1st year students and English they had concentrated at school were only reading and writing to prepare for the university entrance exam. They didn't have time to learn listening.

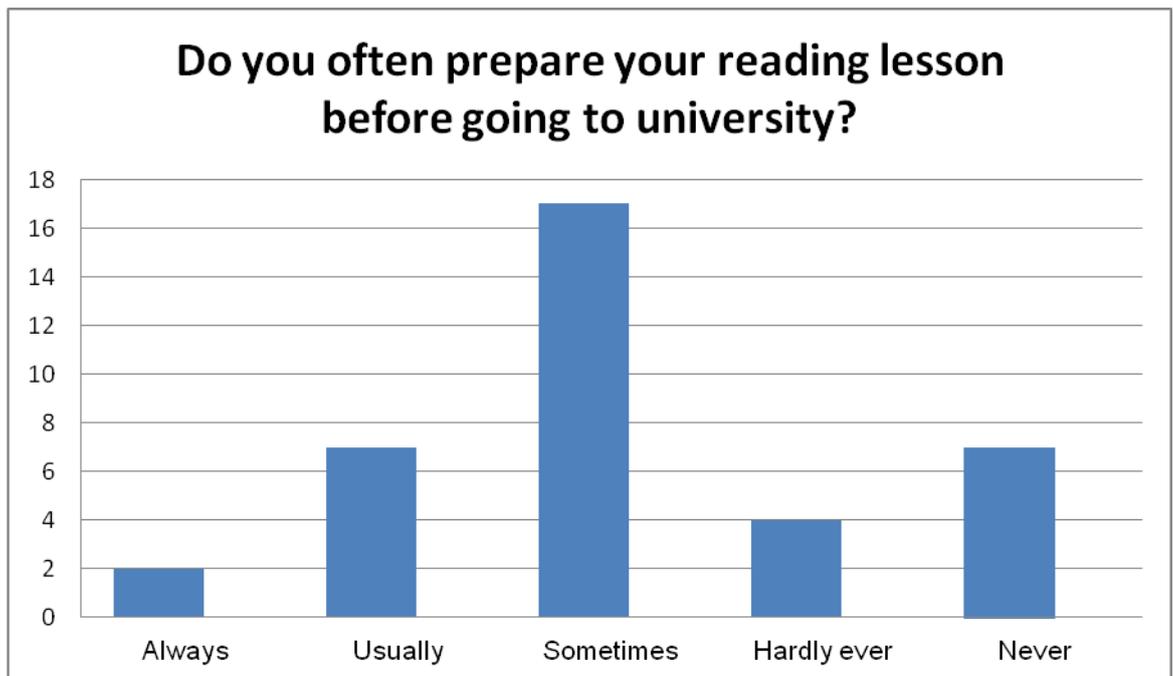
Question 3



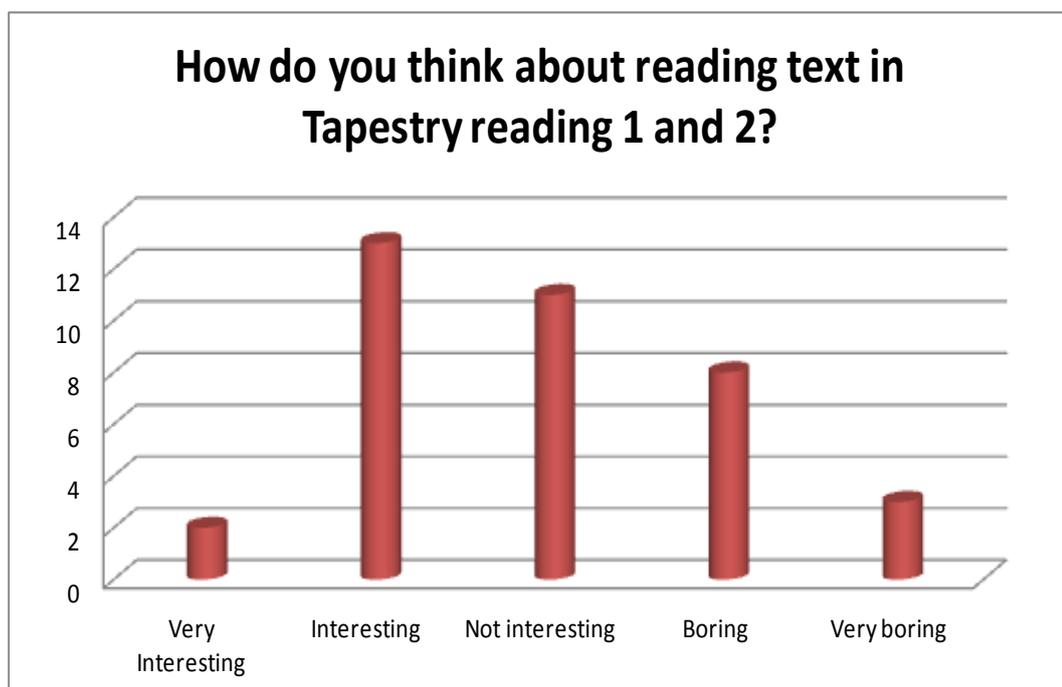
The pie chart above illustrates the interest of students in reading lesson. 32% questioned students said they liked these lessons. Opposite to this figure, there are 19% who find not interesting. The rest is the percentage of students who find it normal, not too interesting, not too boring.

Question 4

It is thought that preparing the lesson before starting class is good for learning. The column chart about illustrate how often the students do this work. The hard working students who are always prepared reading lesson seem to be the least with only 2 students. 17 students sometimes prepare the exercises while 7 ones never do it. There are 7 and 4 students for usually, hardly ever respectively.



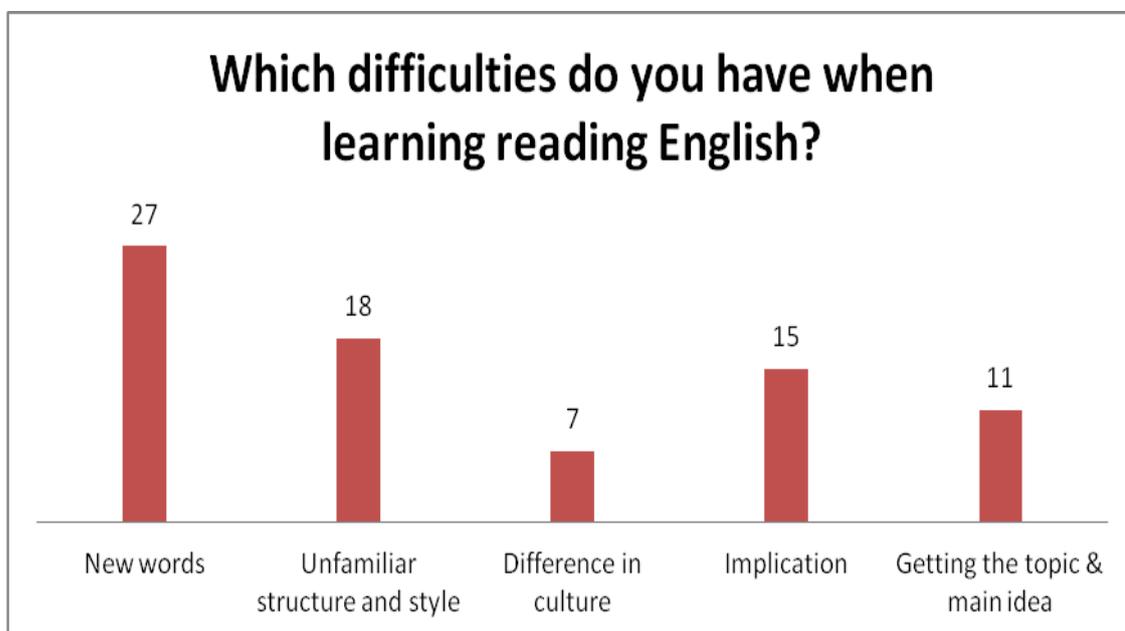
Question 5



According to the result of survey questionnaire, the reading texts in Tapestry reading 1 and 2 are very interesting with 2 students. They are

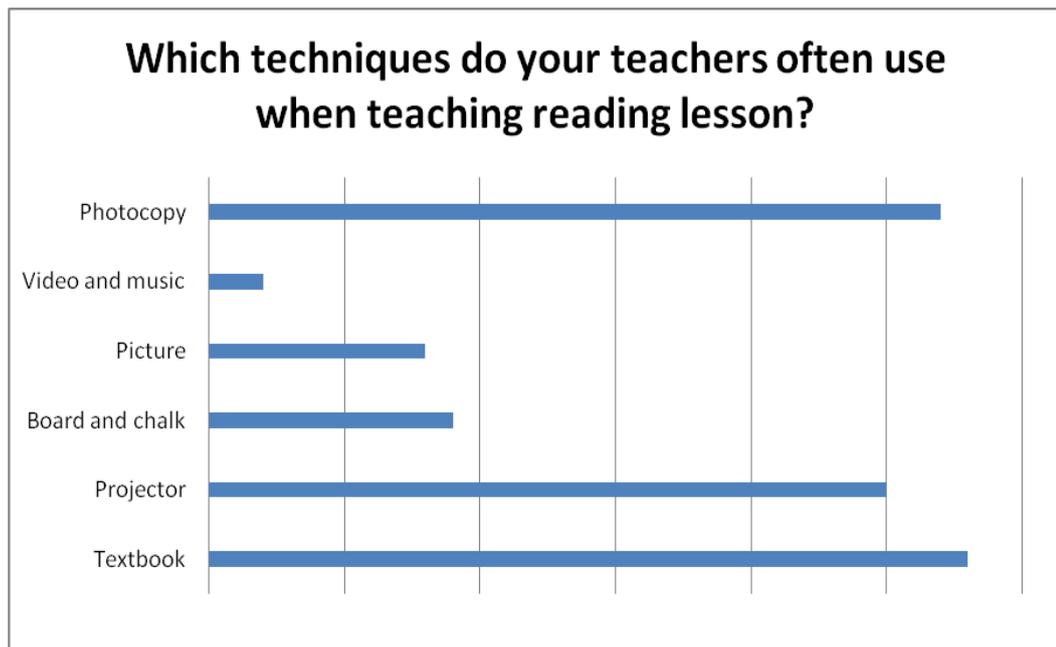
updated and useful to learn skill as well as get information. Other 12 students asked find it interesting. The rest students feel these texts boring and difficult.

Question 6



The chart shows some difficulties students meet in learning reading English. It can be seen clearly that new words is the problem that most students have. At first, if they do not use dictionary, they find very hard to understand the meaning of sentences. Unfamiliar structure and style ranks the second popular difficulty with 18 students meet. Implication is also the challenge with 15 students although the implication in words and sentences is not much in reading 1 and 2. Eleven learners are not good at getting the topic and main idea in reading text whereas the difference in cultures is only problems of 7 students. In short, learning reading ESL (English as a Second Language) is not easy. Each student should try their best to be across the problems in learning.

Question 7



The chart above illustrates some techniques and the frequency the reading teacher used them in reading class. Not surprisingly, textbook is essential in all lessons. It can be seen clearly from the chart that photocopy is the second popular material in reading class because students usually received exercises and reading text in photocopy to practice after finishing lesson in textbook. Projector is also used in almost reading class. Both teachers and students used it to show the content of lesson or the presentation. According to the chart, the role of board and chalk become less important in reading class. Picture, video and music sometimes were used in class because it only illustrates the content or makes fun.

Question 8

Do you like taking part in some activities before starting reading lesson?

Yes
 No

26 in 37 students asked say “Yes”. They want something to warm them up before starting with textbook. They all enjoy participating in pre-reading activities.

Question 9 and 10

<p>Do your teachers organize some pre-reading activities like warming-up, game, quiz and so on at the beginning of reading lesson?</p> <p><input type="checkbox"/>Yes <input type="checkbox"/>No</p> <p>If yes, how often?</p>

What pre-reading activities below do your teachers use when teaching reading?

- | | |
|--|---|
| <input type="checkbox"/> Game and quiz | <input type="checkbox"/> Overview of lesson |
| <input type="checkbox"/> Brainstorming | <input type="checkbox"/> Vocabulary review |
| <input type="checkbox"/> Group discussion | <input type="checkbox"/> Other..... |
| <input type="checkbox"/> Visual-Aids(picture, presentation...) | |

The purpose of question 9 and 10 is to survey the pre-activities applying for the 1st year English major at HPU. The result is that some teachers usually organize pre-reading activity in their class with some activities listed above. The most favorable activity, vocabulary overview, is used in most of lesson with new chapter. The rest is occasionally.

II.2.2. Major findings.

Based on the results of the survey, the aim of the current part is to clarify some major finding which are mainly related to learning reading skills and applying pre-reading activities in class of the 1st year English majors at Haiphong Private University.

Most students in these schools are acquainted with English in primary schools because English was one of the main subjects in every level. However, the time they studied is difference. This causes many difficulties for the teacher at HPU to apply teaching methods which are suitable for all of them. In regard to 4 skills in learning English, the favor among students is also not identical. Most of them like speaking because it is likely to be new subject as they only concentrated on reading and grammar at schools. On the contrary, listening is also not familiar with them, but not many students enjoy this skill. It can be explained that students find hard to follow the intonation and pronunciation of foreigners in the tapes at the early time they study listening. When writing is considered the least favored skill, reading is still favorite one of many students. They commented that reading text gives them many vocabularies, grammar structures as well as knowledge about the world. Moreover, they can learn the ways to summarize or catching the main idea of a text, which is very necessary for them to learn listening.

Many pre-reading activities are applied in reading lessons at HPU, which makes many students enjoy this lesson. The most favorable activity, vocabulary review, is used in most lessons. Besides, brainstorming, discussion, quiz and game as well as overview of lesson are also used regularly. The students appreciate reading lessons with these activities because their thoughts are active. They can take more initiative in learning the reading text.

This survey will be the foundation for the next part, which provides some suggested pre-reading activities to help the 1st year English majors at Haiphong Private University have the basic steps to familiarize with the content of reading text in *Tapestry reading 1 and 2*.

II.2.3.Pre-reading activity's organizing.

The amount of interaction before reading is diverse, but we can classify it into 4 types:

- a. **Cold reading (No Pre-reading instruction).** In this type, student's first experience with the text is independent. Student is responsible for monitoring understanding and using appropriate strategies.
- b. **Limited Pre-reading Instruction.** It means teacher considers the text and reader to carefully plan brief pre-reading activities that support students so they may grapple with the text.
- c. **Lengthy pre-reading instruction** means teacher provides extensive pre-reading activities that allow student to do some thinking on their own but also rely on the teacher's provided information
- d. **Over-scaffolded Pre-reading Instruction** means teacher does all of the work. Students have no reason to read the text.

No matter what interaction before reading the teacher choose, they have to balance the lesson time to help student gain the most effective result. It is supposed that not all pre-reading lessons have to take place before reading. There is a possibility of stopping along the way during the reading to look forward. Thus "pre-reading" could take place after a considerable amount of reading has already been accomplished.

The following pre-reading are organized basing on the content of Tapestry Reading 1 and 2. It can be the reference for teachers as well as students to apply pre-reading in the 1st year studying English major at HPU.

Pre-reading activities for the 1st year English majors at HPU

Tapestry Reading 1

Chapter 1: College life: Difficult Dreams

Chapter 2: Water: Our Most Important Resource

Chapter 3: Healthy Habits

Chapter 4: Only one Earth

Chapter 5: Trains, Planes and Automobiles

Chapter 6: A World of Fast Food

Chapter 7: Love and Marriage

Chapter 8: Telling Stories

Chapter 9: Buyer Beware

Chapter 10: Space is the Place

Tapestry Reading 2

Chapter 1: The Cycle of Life

Chapter 2: Jobs, Occupations, and Careers

Chapter 3: The Spirit of Competition

Chapter 4: Lawmakers and Lawbreakers

Chapter 5: Beyond Science

Chapter 6: War and Conflict

Chapter 7: Language, Literacy and Education

Chapter 8: On the Move

Chapter 9: Cultural Perspectives

Chapter 10: American Lives

Chapter 1: COLLEGE LIFE: DIFFICULT DREAMS

The difference in college life and school life?

a. Tick in the appropriate column

The characteristics	College	School
1. Your instructors are now called "professors" instead of "teachers."		
2. The teacher usually check your notebook		
3. You can pick what time your classes start.		
4. You get to do <i>real</i> science experiments.		
5. Campus-sponsored events happen much later at night		
6. Your student ID gets you a discount		
7. You can fail or pass a class depending on how you do on one exam/assignment/etc.		
8. You have more freedom to choose the topics on things like research papers.		
9. You'll learn how to write a 4-page paper from a 10-line poem.		
10. You can have class outside.		
11. You'll attend classes with other students who <i>want</i> , instead of <i>have</i> to be there.		
12. You can receive a scholarship if you have good studying result		
13. You have to do all the homework		
14. You can stay out all night without anyone caring.		
15. You can join in volunteer group		

b. What are acceptable in college life, but unacceptable in school life? And vice versa?

Chapter 2: WATER:

OUR MOST IMPORTANT RESOURCE

I. Reading 1: Water facts

What do you know about water facts? Use your own knowledge to check these sentences. What is true? What is false? There is only one mistake in false sentence.



1. Water is made up of two elements, hydrogen and oxygen. Its chemical formula is H₂O
2. The existence of water is not essential for life on Earth.
3. Water covers around 70% of the Earth's surface
4. Ocean tides are caused by the rotation of the Earth and the gravitational pull of the Moon and Sun acting on ocean water.
5. The longest river in the world is the Amazon River
6. Pure water has no smell and no taste
7. There are 4 major oceans in the world: Pacific Ocean, Atlantic Ocean, Arctic Ocean, Southern Ocean
8. You can find water from the cactus
9. Of all the earth's water, 97% is salt water found in rivers and seas.
10. It takes 2.500 gallon of water to produce a pound of coffee

(<http://www.sciencekids.co.nz/sciencefacts/water.html>)

Chapter 3: HEALTHY HABITS

I. Which habits are good for your health? Which are bad for your health? Write G (good) and B (bad) in the following habits.

1. Eating fast food
2. Getting up early
3. Nose/ mouth picking
4. Beer drinking
5. Becoming an “owl” at night
6. Exercise in the morning
7. Smoking
8. Wearing high hill shoes
9. Fruit and vegetable eating
10. Skipping breakfast
11. Nail biting
12. Drinking a glass of water in the morning
13. Ignoring sex life
14. Drinking cold water in the summer
15. Sleeping 4 hours a day
16. Noisy eating
17. Swimming regularly
18. Sleeping in your make up

II. Work in group of four. List 5 good habits and 5 bad habits. Explain why they are good? Why they are bad?

III. Connect the home remedy to the disease

1. Cough
2. Bad Cold
3. Toothache
4. Sunburn
5. Insomnia
6. Headache
7. Itchy skin

- a. Drinking lemon salt tea or honey
- b. Practice acupressure
- c. Covering them with the leaves of aloe
- d. Add some cornstarch in water and take a bath with it
- e. Eating chicken soup or decoction made from ginger, lemon or garlic and water.
- f. Having a nice hot bath

Glossary:

- *Acupressure* (n) a form of medical treatment, originally from Japan, in which pressure is applied to particular parts of the body using the fingers.
- *Aloe* (n) a tropical plant with thick leaves with sharp points that contain a lot of water
- *Decoction* (n) the act of extracting the flavor or essence of by boiling
- *Insomnia* (n) the condition of being unable to sleep.
- *Cornstarch* (n) cornflour



Aloe



Cornstarch

Chapter 4: ONLY ONE EARTH

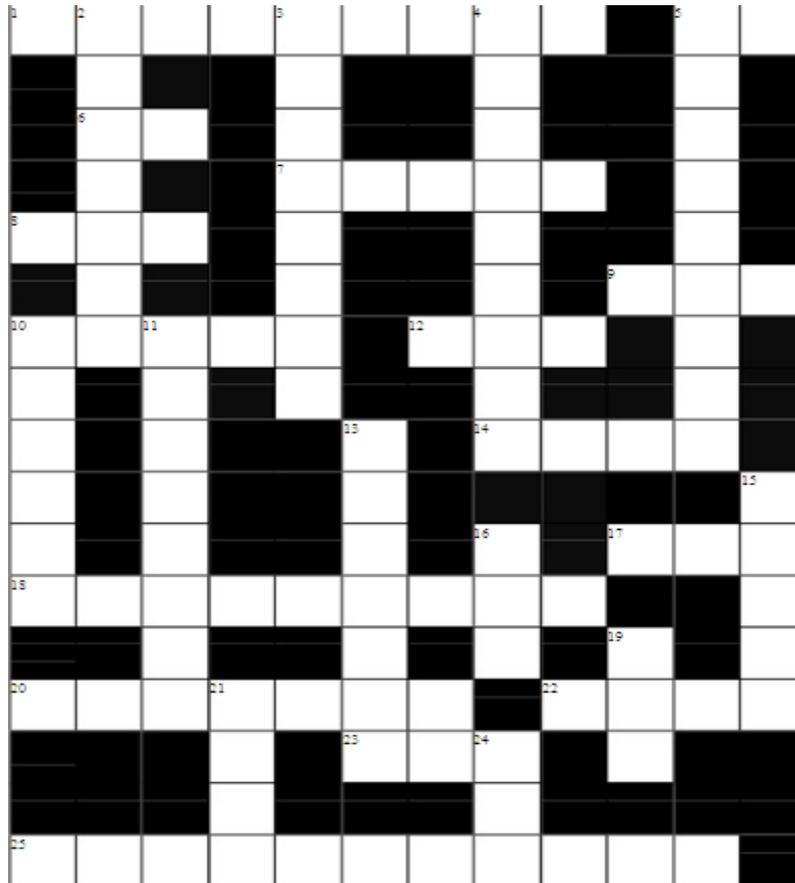
Reading 1: Give a Man a Fish

Match the word from column A to its definition in column B
(Vocabulary Check, page 62)

A	B
<ol style="list-style-type: none">1. Control2. Dim3. Engine4. Estimate5. Fault6. Frozen7. Give up8. Ignore9. Illegal10. Market11. Nets12. Satellite13. Threaten14. Ton15. Wasteful	<ol style="list-style-type: none">a. Make something less brightb. Stopc. an electronic device used for communicating by radio, TV or providing informationd. not savinge. a particular area where you can buy or sell somethingf. manageg. not allowed by the lawh. kept at a very low temperature in order to preservei. judge something without having the exact detailj. pay no attentionk. say that you will cause trouble, hurt somebody if you do not get what you wantl. a unit for measuring weightm. a type of material used for a particular purpose, such as catching fish or covering sthn. the responsibility for something wrong that has happenedo. the part of a vehicle that produces power to make the vehicle move.

Chapter 5: TRAINS, PLANES, AND AUTOMOBILES

I. Transportation Crossword Puzzle



Across

1. A big yellow vehicle that carries children daily
5. Not stop, but ___ ___.
6. The abbreviation for Railroad
7. Paddlewheel boats travel up and down the Mississippi_____.
8. Low clouds that touch the ground are called ___.
9. This lubricant is used in engines and in cooking
10. Windows in a car are made of _____.
12. To help you find your way on a trip, you can use a_____.
14. The opposite of “go”
17. An automobile is also called a _____
18. Police cars, ambulances and fire trucks use their sirens in an_____.
20. The man “went in to” (another word for it) the building.
22. 5,280 feet equals one _____
23. Right Of Way (abbreviated)
25. You final _____. On a trip, it’s where you’re going.

Down

2. A group of people riding to work together every day.
3. A bridge over another roadway is also called an _____
4. A road under a bridge is also called an _____.
5. Cars need this fuel to run.
10. When people come home, many park their cars in a_____
11. Not paying attention when driving can cause an _____.
13. A tractor Trailer is also called an 18-_____.
15. You can do it to a golf ball, or a car.
16. _____ (frozen water) makes roads very slick in winter
19. Planes fly in the _____.
21. North, South. _____, and west.
24. It takes longer to stop on _____ roads than dry ones

www.deldot.gov/information/community.../crossword_puzzle.pdf

Chapter 6: A WORLD OF FAST FOOD

- I. There are many famous fast food restaurant chains in the world. Look at these symbols and tell their names.



1



2



3



4



5



6



7



8



9



10



11

II. Reading 2: Old McDonald's

Match the word from column A to its definition in column B
(Vocabulay Check, page 109)

A	B
1. Abandon	a. a person, an object, an event that represents a more general quality or situation
2. Arch	
3. Corporation	b. an expert in history
4. Drive-thru window	c. an event that marks an important stage
	d. a curved structure
5. Historian	e. a person who lives in a particular place or who has their home there
6. Landmark	
7. Register	f. a large business company
8. Resident	g. service that allows customer to purchase products without leaving their car
9. symbol	
	h. record name on an official list
	i. leave one place with no intention of returning

III. Discussion

1. What are the advantages and disadvantages of fast food?

Advantages	Disadvantages

Chapter 7: LOVE AND MARRIAGE

I. Arrange these stages in Vietnamese marriage customs in the correct order.



- a. This is the time that the two families get to know each other more intimately. The couple has not formally received the blessing of the bride's parents at this point.
- b. the bride's family now announces their decision of whether or not to give their daughter's hand in marriage. This is a formal announcement made to the groom's family.
- c. The groom's family pays a visit to the bride's family to ask for the marriage to be accepted. This is a brief, but formal meeting between the two families. As a symbol of his sincerity, the groom must present the bride with **betel leaves and betel nuts** during this initial meeting. These items represent a bond of marriage that cannot be broken.
- d. This represents the time when the wedding rituals are performed before ancestral altars. The couple officially become husband and wife at this point.
- e. If the bride's parents consent to the marriage, then this stage is when the family announces what things are necessary for the bride to have at the wedding and to appoint a date and time when the groom's family may bring them gifts.
- f. This is when the groom's family presents the bride's family with the wedding plans. The bride's family then decides whether or not they accept the plans, and will give their daughter's hand in marriage.

*The traditional wedding customs
research by PXX*

Chapter 8: TELLING STORIES

Reading 1. Myths and Mythology

Match the word from column A to its definition in column B
(Vocabulay Check, page 142)

A	B
<ol style="list-style-type: none"> 1. Anthropology 2. Archaeology 3. Blacksmith 4. Complicated 5. Disciplines 6. Fairy tales 7. Foundation 8. Psychology 9. Seeds 10. Supernatural 11. Myths 	<ol style="list-style-type: none"> a. made of many different things or parts that are connected b. a story about magic c. that cannot be explained by the laws of science and that seems to involve gods or magic d. a principle, an idea or a fact that sth is based on and that it grows from e. a story from ancient times, especially one that was told to explain natural events or to describe the early history of a people f. the study of cultures of the past, and of periods of history by examining the remains of buildings and objects found in the ground g. the study of the human race, especially of its origins, development, customs and beliefs h. the scientific study of the mind and how it influences behavior i. the small hard part produced by a plant, from which a new plant can grow j. a person whose job is to make and repair things made of iron k. the practice of training people to obey rules and orders and punishing them if they do not

Chapter 9: BUYER BEWARE

I. Quiz: Are You Addicted to Shopping?

1. How often are you at the mall?

- a) Umm... practically every day.
- b) Only when you absolutely *need* something.
- c) Once every few weeks or if you have a free afternoon.

2. What's your favorite store to shop in?

- a) Macy's. They have EVERYTHING.
- b) Forever 21. Cute stuff, totally cheap.
- c) Target. What? They have cute clothes.

3. Do you have any credit cards, or do you use either of your parent's credit cards?

- a) Yeah, right. You used to you use your parent's, but then they stopped letting you. You're not sure why...
- b) No. You really don't see the need for them.
- c) Sometimes your mom will let you use hers. You're going to get one when you're 18.

4. If someone handed you \$1,000, what would you do with it?

- a) You'd probably run around the mall like crazy buying everything you see. What? Free money!
- b) You'd drive straight to the bank and plop it into savings.

- c) Head to the Apple store. You've needed a new iPod for, like, a year.

5. If you had to pick one part-time job to have, you'd be:

- a) A waitress — you've heard the tips are awesome.
- b) Working at your favorite store. Hello, discount!
- c) Working at an animal shelter. You want to feel like you're helping out

6. You just got asked on a date(!). What nervous thought won't stop going through your mind?

- a) "What are you supposed to wear?!?"
- b) "Should you kiss him?!"
- c) "What are you going to talk about???"

7. Think about your closet. What's in there?

- a) All of the latest trends and lots of labels.
- b) Your closet is used more for storage than clothes...
- c) A few expensive items, a few cheap ones. It's a mix.

Result:

If most of your answer is a. You are “the biggest shopaholic ever”

Let's just say you pretty much shop every day. If you need a new dress to go out or a cute shirt to wear to school, you hit up the mall instead of your closet. You just can't get enough of your favorite stores, and you love that feeling of wearing something brand new. It's great that you've got awesome style, but try to tone it down a little bit. You *don't* want credit card debt, trust us.

If most of your answer is b. You are “Not Even Close”

Shopping is *so* not your thing. In fact, there are like a million other things you'd rather spend your Saturday afternoon doing than strolling through the mall. You just don't get what's so fun about trying on clothes that you might not even end up buying. It's great that you don't spend your money on material things, but shopping can be fun when you go with friends. It's not a chore. Swear.

If most of your answer is c. You are “Shopping Pro”

Okay, so maybe you shop a lot, but you do it the *right* way. You can spot a good find on a sale rack from a mile away and you're an expert bargain-hunter. But at the same time, you know when it's worth it to spend the big bucks on an item you *really* want. Keep it up and you'll be the most stylish fashionista to walk the hallways!

(Jessica Booth, *Are You Addicted to Shopping?*, www.teen.com, on January 2, 2012)

II. How do you think about shopping online? What are the advantages and disadvantages?

Advantages	Disadvantage
-	-
-	-

Chapter 10: SPACE IS THE PLACE

Solar System Vocabulary

Complete the activity

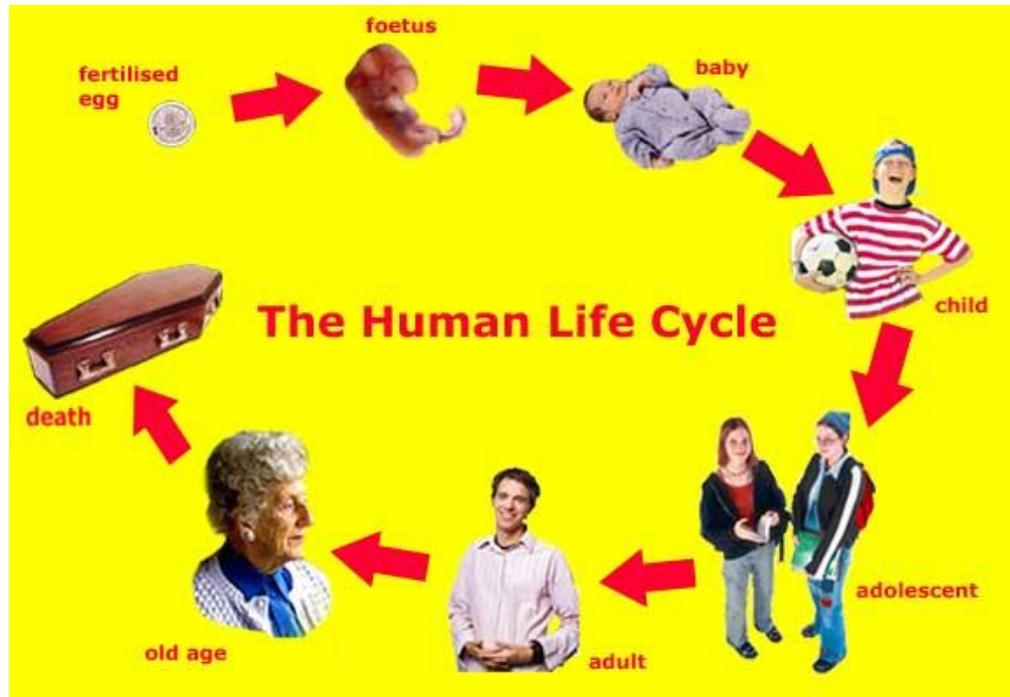
Sun	Mercury	Venus	Earth	Moon
Mars	Saturn	Neptune	Asteroid	Crater
Jupiter	Uranus	Pluto		

1. _____ A medium-sized rocky object orbiting the Sun.
2. _____ The closest planet to the Sun and the eighth largest.
3. _____ This planet is more than twice as massive as all the other planets combined.
4. _____ The largest object in the solar system.
5. _____ This planet probably got this name due to its red color and is sometimes referred to as the Red Planet.
6. _____ The only planet whose English name does not derive from Greek/Roman mythology.
7. _____ The smallest planet and farthest from the Sun.
8. _____ This planet's blue color is the result of absorption of red light by methane in the upper atmosphere.
9. _____ A bowl-shaped depression formed by the impact of a meteoroid.
10. _____ The second largest planet with many rings.
11. _____ It is the brightest object in the sky except for the Sun and the Moon.
12. _____ Named after the Roman god of the sea.
13. _____ The only natural satellite of Earth.

(http://homeschooling.about.com/od/freeprintables/ss/solarsysprint_2.htm)

Chapter 1: THE CYCLE OF LIFE

- I. *Look at the picture of the cycle of human life and answer the questions*



According to the picture:

- 1) How many stages are there in the human life cycle?
- 2) Which stage are you in?
- 3) Which stage in human life do you like?
- 4) List at least 3 important events in each stage you have experienced.
- 5) Group some words and phrases below in the correct stages.

Marriage
Learning to walk
First love
First job
Retirement
Eighteenth birthday
Primary school
From boy to man

Having children
University
Named
Driving license
Cemetery
High school
Grandson
Having career peak

Chapter 2:

JOBS, OCCUPATIONS, AND CAREERS

I. Discussion

1. Which jobs are in high demand in your country?
2. What kind of job would you like to have in the future?
3. What are the duties and responsibilities of this job?
4. Why does that job appeal to you?

II. Matching the statements in Column A with their corresponding occupations in Column B.

A	B
a. He/she manages a restaurant or hotel	1. Salesperson
b. This person writes and edits newspapers	2. Supervisor
c. This person paints buildings and houses	3. Translator
d. He / she plays some instruments	4. Manager
e. He or she fixes cars, buses, etc	5. Cashier
f. He or she repairs things at home	6. Journalist –
g. This person sells cars, clothes, shoes, etc	Reporter
h. His / her job is to supervise people	7. Waitress
i. He or she takes care of elderly people	8. Repairperson
j. He/she translates from one language to another one	9. Waiter
k. This person uses a cash register at his/her work	10. Painter
l. He services food at the restaurant	11. Health care aide
m. She services food at the restaurant	12. Musician
n. This person is a doctor for animals	13. Veterinarian
o. He or she gives haircuts and shaves	14. Mechanic
	15. Barber

Chapter 3: THE SPIRIT OF COMPETITION

Reading 4: Rules of the Game

*Match the word from column A to its definition in column B
(Vocabulay Check, page 55)*

A	B
1. benevolently	a. smile broadly
2. bound	b. characterized by or expressing goodwill or kindly feelings
3. desperately	c. a sharp, angry, or witty reply
4. detour (v)	d. the customary code of polite behaviour in society or among members of a particular profession or group
5. diminish	e. make or become less
6. etiquette	f. excessive pride in one's own appearance or achievements
7. gracious	g. with the intention of preventing
8. grin (v)	h. a long, narrow cut or opening
9. hiss	i. throw with great force
10. humility	k. someone who competes with or opposes another in a game
11. hurl	l. the quality of having a modest
12. jade	m. courteous, kind especially towards someone of lower social status
13. leap	n. in a way that shows the absence of hope
14. lest	o. jump or move quickly
15. murmur	p. a hard, typically green stone used for ornaments
16. opponent	q. a low continuous background noise
17. retort	r. sound like that caused by the movement of dry leaves or paper
18. rustle	s. make a sharp sibilant sound as of the letter <i>s</i>
19. slit	<i>t.</i> form the boundary of; enclose
20. vanity	<i>u.</i> take a long or roundabout route

Chapter 4:

LAWMAKERS AND LAWBREAKERS

Match the legal words to their definitions

Part 1:

1	2
a. Judge b. Plaintiff c. Defendant d. Lawyer e. Witness f. Jury g. Case h. trail	1. person who makes a legal complaint against another 2. person who represents people in court 3. people who listen to a case and decide who is innocent or guilty 4. process in which court decides a legal matter 5. person in charge of court and take decisions 6. person who has seen a crime and can describe what happened 7. legal issue that has to be decided in court 8. person accused of wrongdoing

1- 2- 3- 4- 5- 6- 7- 8-

Part 2:

A	B
1. charge 2. sue 3. testify 4. swear 5. claim 6. evidence 7. parole	a. to take legal action against someone b. permission for someone to leave prison c. to make a very serious promise d. officially accuse someone of crime e. to say something is true even if it hasn't been proven f. to make a formal statement about what is true g. facts or objects that are meant to prove that something is true

1- 2- 3- 4- 5- 6- 7-

Chapter 5: BEYOND SCIENCE

I. Discussion: What is a UFO? Do you believe in UFOs? Why or why not?

II. Reading 2: Visitors in the Trees

Match the word to its definition (Vocabulary Check, page 79)

Words	Definition
1. accusation	a. thinly
2. antenna	b. rising or falling sharply
3. awestruck	c. a raised level surface on which people or things can stand
4. cockpit	d. the force that attracts a body towards the centre of the earth
5. commotion	e. the device used to send or receive wave
6. era	f. violent motion or noisy disturbance
7. gadget	g. a dress incorporating trousers and a sleeved top in one piece
8. goggles	h. a conclusion that someone has done something illegal or wrong
9. gravity	i. a long and distinct period of history
10. grind	k. close-fitting glasses with side shields, for protecting the eyes from glare, dust, water
11. hallucination	l. in a particular point of view
12. intravenous	m. a small mechanical device or tool
13. jerk (v)	n. move or cause to move with a quick, sharp, sudden movement
14. nauseous	o. surprising or frightening
15. platform	p. uncertain, not real
16. slanted	q. an experience involving the perception of something not present
17. sparsely	r. existing in a vein or blood
18. steep	s. affected with nausea, sickening
19. vague	t. crush
20. jumpsuit	v. a compartment for the pilot, and sometimes also the crew, in an aircraft or spacecraft.

Chapter 6: WAR AND CONFLICT

Reading 2: Childtimes

Match the word in column A to its definition in column B (Vocabulary Check, page 102)

A	B
	a. make a formal gesture of respect or polite recognition when arriving
	b. having or expressing devotion to and vigorous support for one's country
1. Armband	c. a period when all lights must be turned out to prevent them being seen by the enemy
2. Assembly	d. a group of people gathered together in one place for a common purpose
3. Baggy	e. a strong cotton or wool fabric of a dull brownish-yellow colour, used especially in military clothing
4. Blackouts	f. hang loosely
5. Dangle	g. loose and hanging in folds
6. Fade	h. a person responsible for the supervision of a particular place or activity or for enforcing the regulations associated with it
7. Khaki	i. a band worn around a person's upper arm to hold up a shirtsleeve
8. Patriotic	j. keep watch over an area by regularly walking or travelling around it
9. Patrol (v)	k. a device that makes a loud prolonged signal or warning sound
10. Ration (v)	l. allow each person to have only a fixed amount of, limit
11. Salute (v)	m. a man's head covering consisting of a long length of material wound around a cap or the head
12. Siren	n. gradually grow faint and disappear
13. Turban	
14. warden	

Chapter 7:

LANGUAGE, LITERACY AND EDUCATION

For each country listed below, write the corresponding language.

Country	Language
Vietnam	
Japan	
China	
Portugal	
Hungary	
Italy	
Russia	
Korea	
Germany	
England	
France	
Spain	
Denmark	
Turkey	
Poland	
Thailand	
Philippines	

Chapter 8: ON THE MOVE

Have a quick look at the article above and match these titles in a box with 8 paragraphs (in 6 minutes)

- o. Economic Growth:
- b. Population Imbalance:
- c. New Avenues in Education and Career:
- d. Financial Burden:
- e. Distribution of Population:
- f. Cultural Exchange:
- g. Unfair Distribution of National Wealth:
- h. Transfer of Diseases:

Pros and Cons of Immigration

Pros of Immigration

1. Immigration leads to exchange of cultural values. It results in an exchange of knowledge and expertise between two nations. It serves as an opportunity to interact with people of other countries. It gives a platform for people from diverse backgrounds to come together and share their views.

2. Immigration brings in new opportunities for people of different countries. It exposes people of a nation to the atmosphere of another country that may be very different from one's motherland. It results in exchange and sharing of knowledge between nations. This opens doors to many new fields of education and career opportunities.

3. Immigration results in an open global market. It gives a global perspective to the social and economic growth of society, thus widening the scope for development. With new opportunities in career and education, comes economic growth. Supporters of immigration believe that it has the potential of bringing about global prosperity.

4. In some cases, immigration may result in a fairer distribution of population. Migration of people from an overpopulated country to a scarcely populated one balances population density. Some countries face a dearth of resources due to their rising population, while others are blessed with ample resources but have a very thin population. Migration from a thickly populated nation to a thinly populated one can prove to be a blessing for both countries.

Cons of Immigration

5. Crowding, that is, increase in the population density in certain regions, is one of the basic disadvantages of immigration. Migration of people from one country to another leads to crowding in one nation as opposed to deserting of another. It implies an excessive use of the resources of one nation that may lead to imbalance of natural resources.

6. Immigrants may bring with them, diseases that prevailed in their country. Disease-causing agents may transfer from one country to another through immigrants, thus leading to spread of diseases. To reduce the risk of transfer of diseases, many countries have started carrying out screening of immigrants on their arrival in the country. Reportedly, AIDS was transferred to the United States in 1969 through one infected immigrant from Haiti.

7. Those opposing immigration argue that the jobs available in the country and the nation's wealth are its property and that allowing immigration implies the distribution of this property among the non-natives. Immigration implies the distribution of a nation's wealth to those who do not have a right on it.

8. The costs incurred in the provision of resources such as education and health facilities to the immigrants are a burden on the nation that hosts immigrants in large numbers. Some say that the economic growth brought about by immigration is nullified by the costs that the nation's government has to bear in providing the immigrants with the resources.

(Manali Oak, Pros and Cons of Immigration, <http://www.buzzle.com>, on 12/09/2011)

Chapter 9: CULTURAL PERSPECTIVES

Look at these pictures about hand gestures and guess the meaning of it by matching to the suitable interpretation.



1. The Dog Call



2. Thumbs Up



3. Clenched Fist



4. Finger Crossed



5. Pointing fingers

- a. In most American and European cultures, it means good or things are going according to your plans or something you approve of.
- b. It indicates something bad or someone has failed.
- c. It is considered as a sign of wishing for good luck or fortune. In some cultures, people make it before telling a lie, as it believed to countervail the evil that comes of the lie.
- d. It means “to stop” in America and British country. If the fingers are pushing down, it will indicate for the person to sit down or settle. In Malaysia, it would mean that one is trying to get someone’s attention like a waiter or asking for permission to speak.
- e. This movement is mostly seen carried out by a tempting woman to her man. However, do not use this seductive hand gesture in Philippines. This is because this is one of the worst form gesture used only for dogs. You can be arrested or punished if using it here. In Singapore, it is indication of death.



6.Okay



7. Stop



8. The Corona



9.The Fig



10.Thumb Down

- f. Generally, this means that everything is good, well or O.K. In Australia, it means zero and in Germany it may mean a job well done. In Turkey, it means one is a homosexual.
- g. It considers a gesture to single out an individual from a crowd. This aggressive signal is not liked by many, as no one likes to be singled out.
- h. It is considered as the symbol of the devil in many cultures. It is also widely used by rock stars in as a positive hand gesture. In Mediterranean, it means “cuckold”, that is, your wife is cheating on you.
- i. It indicates good luck and fertility and a way to ward off the evil eye. However, it is considered a gesture that mimics the female vulva in Italian. If this gesture is carried out by a person of Asian origin, it roughly translates as “screw you”.
- j. It means one is trying to pick up a fight or trying to warn the opposite person to back off. In Asian countries, it is a sign to express one’s attempt.

Chapter 10: AMERICAN LIVES

Match the word in column A to its definition in column B (Vocabulary Check, page 177)

A	B
<ol style="list-style-type: none"> 1. Abruptly 2. Agile 3. Atop 4. Blur 5. Choreographer 6. Chrysanthemum 7. Compassionate 8. Dispel 9. Dose 10. Drool 11. Glorify 12. Intense 13. Liquidize 14. Massive 15. Notorious 16. Stuntman 17. Superb 18. versatile 	<ol style="list-style-type: none"> a. able to move quickly and easily b. able to adapt or be adapted to many different functions or activities c. exceptionally large, over d. on the top of e. a quantity of a medicine or drug taken or recommended to be taken at a particular time f. drop saliva uncontrollably from the mouth g. of extreme force, degree, or strength h. feeling or showing sympathy and concern for others i. famous or well known, typically for some bad quality or deed j. make (a doubt, feeling, or belief) disappear k. praise and worship l. compose the sequence of steps and moves for (a ballet or other performance of dance m. a person employed to take an actor's place in performing dangerous scene. n. a thing that cannot be seen or heard clearly o. very good; excellent p. sudden and unexpected q. a plant of the daisy family with brightly coloured ornamental flowers, existing in many cultivated varieties r. convert into a liquid

PART III. CONCLUSION

In short, my graduation paper is carried out in order to help the 1st year English major student at HAIPHONG PRIVATE UNIVERSITY (HPU) in learning reading skills as well as reading subjects. Basing on the teaching and learning English situation of the students as well as their expectation in teaching's techniques, I have suggested some specific pre-reading activities which can be the reference for the teacher and student in these subjects.

Part II. Development is the main content of this study. The theoretical background has been introduced in II.1 with the definition of reading from many authors' points of view as well as the classification of reading skills and reading activities. The chapter II.2 has drawn an overview of teaching and learning reading skills at HPU. The survey questionnaire has been conducted to find out the situation and expectation of students towards effective learning reading at the 1st year of university. A series of chart, graph or table data analysis has provided situation, reasons and evidences (statistics) which made the study more practical and persuasive. Last but not least, the chapter II.3 is the pre-reading activities designed based on the content of reading 1 & 2's materials.

Due to limitation of time, this study just focuses on the 1st year English major. I hope that there will be more and more studies about these skills, not only pre-reading but also while-reading and post-reading activities. Although I have tried my best, shortcomings cannot be avoided in this paper. I would like to receive the sympathy and advice from all of you.

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ANSWER KEY

Tapestry reading 1

Chapter 2:

I. Reading I. Water facts

1. T
2. F - The existence of water is essential for life on Earth.
3. T
4. T
5. F- The longest river in the world is the Nile River
6. T
7. F- There are 5 major oceans in the world: Pacific Ocean, Atlantic Ocean, Arctic Ocean, Southern Ocean and *Indian Ocean*.
8. T
9. F. Of all the earth's water, 97% is salt water found in oceans and seas.
10. T

Chapter 3:

III. Connect the home remedy to the disease

1-a; 2-e; 4-c ; 5-f ; 6- b; 7-d

Chapter 4

Reading 1: Give a Man a Fish

1-f	2-a	3-o	4-i	5-n
6-h	7-b	8-j	9-g	10-e
11-m	12-c	13-k	14-l	15-d

Chapter 5

II. Transportation Crossword Puzzle

Across:

1. Schoolbus 5.Go 6.RR 7.River
8.Fog 9. Oil 10. Glass 12.Map
14.Stop 17.Car 18.Emergency 20Entered
22.Mile 23.ROW 25.Destination

Down:

2. Carpool 3. Overpass 4.Underpass 5.Gasoline
10.Garage 11.Accident 13. Wheeler 15.Drive
16.Ice 19.Air 21. East 24.Wet

Chapter 6

*I. There are many famous fast food restaurant chains in the world.
Look at these symbols and their names.*

2. Red Rooster 2. Burger King 3.Pizza Hut
4. TCBY (The Country's Best Yogurt) 5. McDonald's
6. KFC (Kentucky Fried Chicken) 7. Lotteria
8. Johnny Rockets 9. Subway
10. Jollibee 11. Starbucks

II. Reading 2: Old McDonald's

- 1-i 2-d 3-f 4-g 5-b 6-c 7-h
8-e 9-a

Chapter 7

Arrange these stages in Vietnamese marriage customs in the correct order

1-c 2-a 3-f 4-b 5-e 6-d

Chapter 8

I. Reading 1. Myths and Mythology

1-g 2-f 3-j 4-a 5-k 6-b
7-d 8-h 9-i 10-c 11-e

Chapter 10

1- Asteroid 2- Mercury 3-Jupiter 4-Sun
5-Mars 6-Earth 7- Pluto 8-Uranus
9-Crater 10-Saturn 11-Venus 12-Venus
13- Moon

Tapestry reading 2

Chapter 2

1-g 2-h 3-j 4-a 5-k 6-b 7-m 8-f
9-l 10-c 11-i 12-d 13-n 14-e 15-o

Chapter 3

2- b 2- t 3-n 4-u 5-e 6-d 7- m
8- a 9-s 10-l 11-i 12-p 13-o 14-g
15-q 16-k 17-c 18-r 19-h 20- f

Chapter 4:

Part I:

1-b 2-d 3-f 4-h

5-a 6-e 7-g 8-c

Part II:

1-d 2-a 3-f 4-c 5-e 6-g 7-b

Chapter 5:

I. UFO – (Unidentified Flying Object)

any unexplained moving object observed in the sky, especially ones assumed by some observers to be of extraterrestrial origin.

II. Reading 2

1- h 2-e 3-o 4-v 5-f 6-i 7-m
8- k 9-d 10-t 11-q 12-r 13-n 14-s
15- c 16-l 17-a 18-b 19-p 20-g

Chapter 6

1- i 2-d 3-g 4-c 5-f 6-n 7-e
8- b 9-j 10-l 11-a 12-k 13-m 14-h

Chapter 7

Country	Language
Vietnam	Vietnamese
Japan	Japanese
China	Chinese
Portugal	Portuguese
Hungary	Hungarian
Italy	Italian
Russia	Russian

Korea	Korean
Germany	German
England	English
France	French
Spain	Spanish
Denmark	Danish
Turkey	Turkish
Poland	Polish
Thailand	Thai
Philippines	Filipino

Chapter 8

1- f 2-c 3-a 4-e 5-b 6-h
7-g 8d

Chapter 9

1- e 2-a 3-j 4-c 5-g
2- 6-f7-d 8-h 9-i 10-b

Chapter 10

1- p 2-a 3-d 4-n 5-l 6-q 7-h 8-j
9-e 10-f 11-k 12-g 13-r 14-c 15-i 16-m
17- o 18-b

Survey questionnaires

Dear NA1601,

I am Tran Thi Thanh Mai, the last year English major at HAIPHONG PRIVATE UNIVERSITY. This survey questionnaire aims to find out your attitude and your expectation toward pre-reading activities applying for the 1st year English majors at HAIPHONG PRIVATE UNIVERSITY. Your answers will be very useful and necessary for my graduation paper entitle "Pre-reading activities for the 1st year English majors at Haiphong Private University". Thank you for your co-operation!

Please complete this survey by ticking (✓) and answering these questions

1. How long have you been learning English?.....

2. Which skill do you like most?

Reading

Speaking

Writing

Listening

3. Do you like reading lesson?

Yes

Normal

No

If No, why?

.....

4. Do you often prepare your English reading lesson before going to university?

Always

Hardly ever

Usually

Never

Sometimes

5. How do you think about reading text in Tapestry reading 1 and 2?

Very interesting

Interesting

Not interesting

Boring

Very boring

Why?.....

.....

.....

6. Which difficulties do you have when learning reading English?

New words

Unfamiliar grammar structure and style

The difference in culture

Implication in word and sentence

Getting the topic and main ideas

Other.....

.....

7. Which techniques do your teachers often use when teaching reading lesson?

Textbook

Board and chalk

Power point and projector

Picture

Game

Photocopy

Video and music

Other.....

Pair and work group

.....

8. Do you like taking part in some activities before starting reading lesson?

Yes

No

9. Do your teachers organize some pre-reading activities like warming-up, game, quiz and so on at the beginning of reading lesson?

Yes

No

If yes, how often?

10. What pre-reading activities below do your teachers use when teaching reading?

Game and quiz

Overview of lesson

Brainstorming

Vocabulary review

Group discussion

Visual-Aids(picture,

Other.....

presentation...)

.....

Wishing you success in your exams and have a memorable summer vacation!