

*In the Name of God,
the Omniscient, the Omnipotent*

STEPS TO **FLEXIBLE READING**

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To Our Families,
For Their Patience and Support

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Reyhaneh Ghadirzadeh
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Scope and Sequence

Reading

Language Tips

Chapter 1 (I)

The Jones
Family

- Subject
- Subject Pronouns
- Verb *To Be* I: Simple Present Forms (negatives, questions, short answers)
- Object
- Object Pronouns
- English Sentences

Chapter 1 (II)

Rita Anderson

- Verb *To Be* II: Simple Past Forms (negatives, questions, short answers)
- Demonstratives: *This, That, These, Those*
- *There is/There was, There are/There were*

Chapter 1 (III)

Patricia

- *Possessive Adjectives, Possessive Pronouns*
- Question Words
- Imperatives
- Conjunctions

Scope and Sequence

	<i>Reading</i>	<i>Language Tips</i>
Chapter 2	Delicious Cherries	<ul style="list-style-type: none">• Nouns and Verbs• Articles (<i>a / an</i>)• Suffixes : Noun-making, Verb-making• Simple Present Tense

Chapter 3	The Bowl of Soup	<ul style="list-style-type: none">• Adjectives and Adverbs• Adverbs of Frequency• Article (<i>the</i>)• Suffixes: Adjective- making, Adverb-making• Simple Past Tense
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Chapter 4	Catching a Cold	<ul style="list-style-type: none">• Prepositions• Phrasal Verbs• Present Continuous Tense
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Chapter 5	England or Australia?	<ul style="list-style-type: none">• Reading Style: Scanning• Reflexive Pronouns• Words with More Than One Meaning• Past Continuous Tense
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Stop & Check I: Review of Chapters 2, 3, 4,& 5

Chapter 6	Who Cooks? Man or Woman?	<ul style="list-style-type: none">• Both/ Either/ Neither• Prefixes• Present Perfect Tense
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Scope and Sequence

Reading

Language Tips

Chapter 7

Hair Loss

- Using the Context
- Some/ Any
- Units of Quantity
- Future Tense (I)

Chapter 8

Impact of
Email on
Society

- Compound Nouns
- Much, Many, A lot of
- Future Tense (II)
- Comparative Adjectives

Chapter 9

It's Not Just a
Bird

- Reading Style: Skimming
- A Few/ A Little
- Modals
- Synonyms and Antonyms
- Superlative Adjectives

Stop & Check: Review of Chapters 6, 7, 8, & 9

Introduction

It is not a myth that successful language learners are dedicated readers. Reading is a path along which we can develop our language independently of the classroom. In this light, it is reasonable to invest class time in becoming more effective readers in English.

When reading, there is an interaction between our schematic and linguistic knowledge to predict the content (both related to the topic and the language itself). This is why reading is considered as an interactive process: what we encounter in a text (i.e., words, phrases, sentences, illustrations, etc.) interacts with what we already know about the topic or even the organization of various text genres.

In classroom L2 reading, a unit of reading is usually divided into three phases, namely pre-reading, while-reading, and post-reading tasks. These tasks and activities are designed to help readers develop both their micro skills (linguistic knowledge) and macro skills (reading strategies and styles). *Steps to Flexible Reading* concentrates on the language part of the reading process (that is morpho-syntactic knowledge). It, however, does not ignore - and actually paves the way for - effective use of reading styles and strategies.

Effective readers know how to select and use a reading style that is consistent with their purpose for reading. There are three important reading styles readers should learn to use, namely study reading, skimming, and scanning. Knowing when and how to use these three reading styles will make us a *flexible reader* hence the rationale to move along "*Steps to Flexible Reading*".