



Collins

Progress in Reading & Writing Book 2

ชั้นมัธยมศึกษาปีที่ 5

ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551

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Chapter 1

Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to texts

What's it all about?

This chapter teaches you how to select and compare information or ideas from texts. The ability to pick out relevant parts of a text to support your ideas is an important skill.

This chapter will show you how to

- use skimming and scanning skills to locate information in a text
- support your ideas with detail from the text
- find quotations to support your ideas
- select and compare points from different texts
- summarise information from a text.

Use skimming and scanning skills to locate information in a text

Learning objective

- use skimming and scanning techniques.

Skimming and scanning will help you find the information you need to answer questions about a text. *Skimming* means looking at a text quickly to get a general idea of its contents. *Scanning* is running your eyes over a text to look for specific bits of information.

Getting you thinking

Read this extract from a profile of Tiger Woods:

When Tiger won the US Masters in 1997, he was only 21 years old. In winning, he broke lots of records. He won the title by 12 strokes, which was the biggest ever victory at the US Masters. He also became the youngest champion in 61 years.

In 2000, Tiger won the US Open again by an amazing 15 stroke margin. He has won the US Open three times so far. Tiger is the youngest ever player to achieve the number one world ranking.

- 1 First, **skim** the text to find out what it is about. You might say:

The article is about Tiger Woods. It's about his victories on the golf course and all the tournaments he has won.

- 2 Now **scan** the text for the answers to these questions.
 - a) At what age did Tiger Woods first win the US Masters?
 - b) By how many strokes did he win the US Open in 2000?
 - c) How many times has Tiger Woods won the US Open?



How does it work?

To find specific pieces of information, you need to scan the text for key words or information. For example, to answer Activity 2 a) you will need to look for a number and the words 'US Masters'.

Now you try it

It was getting colder. Johnny pulled the fur-lined hood of his parka over his head and walked toward his own cabin with the sound of snow crunching beneath his boots. 'He should be back tomorrow,' he thought, as a star raced across the sky just below the North Star. 'He should be back tomorrow for sure.'

Johnny's grandfather has taken far too much time to check his trap lines in the Alaskan snow. The old man is proud and stubborn, and determined to be as independent as ever. But Johnny is right to worry – his grandfather has caught his foot in his own trap. Wolves, plummeting temperatures and sheer hunger all menace him. Does he have enough wilderness craft, strength and survival instinct to stay alive? Will Johnny find him in time?

The Trap, John Smelcer



Glossary

blurb: a short summary or taster of the story, which appears on the back cover of a book

Check your progress

Some progress

I can find simple pieces of information in the text.

Good progress

I can use skimming and scanning to find the information I need.

Excellent progress

I can write detailed responses to questions on the text as a result of using skimming and scanning techniques.

Apply your skills

4 **Scan** the blurb text and answer the following questions.

- a) What is Johnny wearing?
- b) What has happened to his grandfather?
- c) What three things threaten his grandfather?

Support your ideas with detail from the text

Learning objective

- use details from a text to back up your ideas.

You will often be asked how a text works or how well it does its job. You will need clear evidence from the text to back up your ideas.

Getting you thinking

Look at the leaflet page in the margin. It has been designed to promote Gypsy Wood park to visitors.



1 How have the designers of the leaflet tried to make Gypsy Wood park look like an interesting place to visit?

- With a partner, come up with two examples.
- Find evidence from the text to support each point.

The evidence you use needs to be explained clearly:

The designers make Gypsy Wood park look interesting by drawing our attention towards the words 'Magical Family Fun' at the bottom of the leaflet. The words stand out because they are in capital letters and in red text on a yellow background. This makes them look colourful and fun.

point being made

position

explanation

the effect

Now you try it

Look at the other pages of the leaflet for Gypsy Wood park.

2 How have the designers of the leaflet made the centre look like an attractive place to visit?

Make notes under these headings:

- use of photos and **graphics** (think about what they show, where they are placed and their size)
- use of **fonts** and headings
- choice of words or phrases.

Glossary

graphics: drawings or images, often made on a computer

fonts: styles of types or letters used

...a must for all animal & train lovers

Gypsy Wood is an enchanting outdoor attraction for the whole family and is situated in the foothills of Snowdonia, North Wales. Set in 20 acres of natural beauty, discover one of Wales's best kept outdoor secrets.

Enjoy the park's magical fantasy land - explore the wood and find the fairies, make a wish and you may even be lucky enough to see the resident Fairy Godmother.

"Absolutely fantastic! Children's paradise and adults' too!"

"A wonderful time for all ages! The children have been enchanted!"

Find the Fairies!
Zip Slide!
Miniature Railway!
Animals to meet!
Wetland Walk!
Café & Gift Shop!

Open Easter until mid September
10.30am - 5pm

By ROAD:
 Take the A487 out of Caernarfon to the village of Bontnewydd. At the roundabout take the 1st left towards Llanberis. Gypsy Wood is 400 yards on the left.

By TRAIN:
08457 48 49 50

By BUS:
08705 80 80 80

Gypsy Wood
 From Porthmadog and Pwllheli

Gypsy Wood · Bontnewydd
 Caernarfon · Gwynedd · LL55 2YA
info@gypsywood.co.uk
01286 673133

Sorry, NO DOGS - (Guide Dogs Excepted)
Disabled Access
 Statement available online

LOO OF THE YEAR
Awards
2011
 Visitor Attraction
 Category Winner
 for Wales

www.gypsywood.co.uk

Apply your skills

- 3 Now write up your ideas. You can use this frame to help you:

One way the designers have made the centre look attractive is by _____.

The leaflet also tells you lots about _____.

Short, sharp verbs like _____ are effective because they are clear and simple.

Another effective feature is _____.

Check your progress

Some progress

I can find one example of what the designer has done.

Good progress

I can choose several details from a leaflet and begin to comment on them.

Excellent progress

I can select appropriate details from a leaflet and comment on them fully.

Find quotations to support your ideas

Learning objective

- back up your ideas by choosing quotations from the text.

When you are writing about a text, you need to find words and phrases that prove your point. These are called *quotations*.

Getting you thinking

Read this introductory text on a charity website.

768 million people – roughly one in ten of the world's population – have no choice but to get water from wherever they can, whether it's a dirty pond or an expensive water **vendor**.

Without access to safe water for drinking, cooking and cleaning, people are more likely to suffer from water-related diseases. These can be fatal, killing around 2,000 children a day.



Top tip

It is best to choose a short quotation from the text.

- What **viewpoint** is presented in this text? Note down the exact words or phrases that tell you this.

Glossary

vendor: seller

viewpoint: someone's view or attitude towards something

How does it work?

Here is one student's response:

The writer believes that **the lack of healthy drinking water is causing a large number of unnecessary deaths**. For example, he says that water-related diseases are '**killing around 2,000 children a day**'.

the writer's viewpoint

direct quotation from the text to support the point

Now you try it

Look at the extract from an RSPCA charity brochure.

- 2 How does the writer want us to feel? Find short quotations from the text to support your idea.

Some cruel people still throw animals away as if they were rubbish

Dear Friend,

I hope that, like me, you care about animals. If so, the thought of puppies and kittens being thrown away like so much rubbish will make you **distressed** and angry. Yet it happens all the time. If we're lucky and reach them in time, the RSPCA will care for these innocent victims until we can find them loving new homes.

Take Harvey, who's a very affectionate black and white puppy. Yet at just eight weeks old he was **callously** abandoned. One cold night someone stuffed him into a **holdall** with his five brothers and sisters, and left them outside a pub on a busy road. They could have easily died.



Glossary

distressed: upset

callously: without feeling

holdall: a large rectangular bag with a shoulder strap

Apply your skills

- 3 Look back at the text.

- a) Fill in a table like the one below with words from the extract that describe
- how animals are mistreated
 - the help the RSPCA gives them.

How animals are mistreated	The help the RSPCA gives them
'thrown away like so much rubbish'	

- b) Write a paragraph explaining how the brochure makes the RSPCA's work sound good and worth supporting. Use the words that you have included in your table.

Check your progress

Some progress

I can sometimes use quotations from a text.

Good progress

I can find quotations to support my ideas.

Excellent progress

I am able to explain the quotations I have chosen.

Select and compare points from different texts

Learning objective

- identify viewpoints and compare texts.

If you are trying to find out something, you will probably need to read several different texts on the same topic. To find the information you need, it is important to look for similarities and differences in what these texts say.

Getting you thinking

Read the following two reviews of a recent pop album.

Glossary

dedicated: very attached to and supportive of something/someone

Worth waiting for

★★★★★

It's been almost five years since Lady Gaga's fantastic debut album *The Fame* was released. To date it has sold over 12 million copies and contains some of her best-known songs, including 'Just Dance' and 'Poker Face' – huge hits all over the world.

Since then, Lady Gaga has enjoyed a series of sell-out tours and popular albums like *The Fame Monster* and *Born This Way*. Her original fashions and spectacular shows have made her a global superstar.

Her fans (known as 'Little Monsters') are extremely **dedicated** to her and they won't be disappointed by her latest album, *Artpop*, which features some great, catchy new tracks such as 'Applause'. The Little Monsters are sure to make it just as successful as her earlier albums.

Too soon ★

Lady Gaga's worldwide success is a complete mystery to real music fans like me. We find her incredibly irritating and think her songs are as boring as grey wallpaper. How on earth did *The Fame* sell 12 million copies?

Her outrageous tours mean we have to put up with seeing her prancing around a stage in stupid outfits with ridiculous-looking dancers. Just think of that time when she wore a dress made entirely out of raw meat!

Unfortunately, we now have to put up with a new album from her. It is called *Artpop* and will no doubt be a massive hit even though songs like 'Applause' and 'Swine' have her usual silly lyrics and corny tunes. Let's hope and pray this is the last record she releases!

- 1 What does each writer think about Lady Gaga's album *Artpop*? Find at least one example from the text in each case to support what you say.

How does it work?

When you are looking for information, you need to make sure it is **relevant**.

- You can get the **gist** of what each writer thinks about *Artpop* by **skimming** the text (you might notice the headlines, star rating and emotional words such as 'silly lyrics').
- When you are **scanning** a text for particular pieces of information, you only need to look for information related to what you are looking for (ignore any details that are not about the new album).

Now you try it

Both reviewers use **adjectives** to show what they think of Lady Gaga and her music in general.

- 2 Copy and complete this table, adding any adjectives that show the writer's opinion. If you can, write a word/phrase that is similar in meaning in brackets after each one.

Review A: positive adjectives used	Review B: negative adjectives used
fantastic (marvellous)	irritating (gets on people's nerves)

Glossary

adjectives: words that describe something or someone





Here are two reviews of the James Bond film *Skyfall*.

A

The twenty-third James Bond film, *Skyfall*, is very exciting with plenty of action and motorbike, car and even train chases, and a really clever story, too. The main villain, played by Javier Bardem, is really evil but he has a reason to hate Bond and 'M', played by the brilliant Judi Dench.

It was filmed in different parts of the world and the locations are amazing. There is even a scene in a casino, which involves huge lizards fighting each other!

Daniel Craig is as cool as always, of course, and he's a great actor.

There's no doubt this is one of the best Bond films ever. It is no surprise that since it opened it has made over 1 billion dollars worldwide. If you haven't seen it yet, make sure you do.

B

The new James Bond film, *Skyfall*, is a big disappointment. The locations might be stunning, but the action is boring – the same old car chases, for example.

Another problem is that there aren't enough gadgets. Usually Bond has lots of cool tools, but this time all he has is a gun that no one else can fire. Big deal!

Daniel Craig is still great as Bond, but the plot is difficult to follow and the main villain isn't very scary.

If you miss this film, you won't regret it.

Compare these two reviews, summing up what each reviewer thought.

You **are not** being asked what happened in the film, or who was in it. You **are** being asked what the opinions of the reviewers are. You need to find evidence of each writer's viewpoint.

- 3 Draw up a table like the one below. Find quotations from the reviews that show each writer's opinion on the different aspects of the film.

	Text A	Text B
plot and characters		
acting		
locations		
anything else		'aren't enough gadgets'

Apply your skills

- 4 Now write a comparison of the two reviews. You can use this structure to help you.

Both reviewers think that Daniel Craig

_____.

However, they disagree about lots of other things. For example, reviewer A thinks that

_____.

But reviewer B feels that _____.

Reviewer B also says that _____.

This is different from reviewer A, who believes _____.

Check your progress

Some progress

I can understand the main points of the texts.

Good progress

I can compare the main points of difference between two texts.

Excellent progress

I can select similarities and differences between two texts.

Summarise information from a text

Learning objective

- select relevant points from a text and group them together logically.

When you summarise a text, you need to select key points and write them out briefly so that they make sense in order.

Getting you thinking

Read this magazine article.

Scary monsters

I was sitting outside yesterday when a wasp kept pestering me. I swatted the wasp with my newspaper. Now I could sit in peace and enjoy the sunshine. I didn't feel sorry for the wasp; he asked for it, didn't he?

But then I heard about the terrifying Zombie Wasp. Yes, that's right – a zombie. Remember that scene from *Alien*? The one where the alien bursts out of someone's stomach? That is what zombie wasps do to ladybirds, caterpillars and other creatures. A female wasp injects its egg into the body of another insect, like a ladybird. The **larva** hatches from the egg and eats the ladybird's insides. Then it bursts out through the **abdomen**. Venom from the mother wasp **paralyses** the ladybird. The ladybird twitches but can't move.

The problem is that each relatively harmless little insect has a cousin that is terrifying. Like the Zombie Wasp. Or the Bullet Ant. This isn't just any old ant but one that makes you feel like you've been shot when it stings you! Then there's the Giant Centipede, which can catch bats in its jaws. Nasty!

All of this has made me think twice about attacking the little insects that wander or fly into my house. After all, they might ask one of their relatives to pop round!



Glossary

larva: an insect just after it has hatched

abdomen: the middle section of the body

paralyses: makes something or someone unable to move

- 1 Try to sum up what this article is about in one sentence.

Now you try it

1.5

You have been asked to write a summary of this article in no more than 100 words, focusing on

- insects the writer has heard about, and why they are so frightening
- how the writer has changed his behaviour towards insects.

- 2 Use the bullet points as headings, and make some simple notes under each one. These will form the basis of two paragraphs. Make sure you do not include unnecessary information. (For example, do you need to mention the film *Alien*?) Your notes may look like this:

Insects – why scary?

- ant – sting like gun shot

- 3 Complete this first paragraph dealing with the writer's thoughts.

The writer mentions several insects: for example, the _____. This insect is frightening because _____.

Try to use your own words if you can (you won't be able to change technical terms like 'larva').



Check your progress

Some progress

I can write a paragraph that includes some points from the text.

Good progress

I can sum up the main points from a text.

Excellent progress

I can sum up a text using my own words, within a given word count.

Apply your skills

- 4 Now write out the second paragraph, summarising how the writer has changed his behaviour towards insects.

As you write, check that

- you have only included the information needed
- you don't go over 100 words.

Check your progress

Some progress

- ☐ I can pick out basic information from a text.
- ☐ I can find the main points of a text.
- ☐ I can discuss the main points of a text.
- ☐ I can make notes for a summary.

Good progress

- ☐ I can identify the key pieces of information in a text.
- ☐ I can select relevant pieces of information from a range of texts.
- ☐ I can support my ideas with detail from the text.
- ☐ I can refer to the text itself by picking out quotations.
- ☐ I can use summary notes and turn them into paragraphs.

Excellent progress

- ☐ I can select the most relevant pieces of information in a text.
- ☐ I can read across several texts and pick out the most relevant points.
- ☐ I am able to select short, relevant and meaningful quotations.
- ☐ I can make good and accurate points about a text and support them with a quotation and my own explanation.
- ☐ I can summarise, using my own words and staying within the word count.

ใบประกันคุณภาพสื่อการเรียนรู้รายวิชาเพิ่มเติม

หนังสือเรียน รายวิชาเพิ่มเติม ภาษาอังกฤษ (ทักษะอ่าน-เขียน) Progress in Reading & Writing Book 2 ชั้นมัธยมศึกษาปีที่ 5 กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ เล่มนี้ บริษัท แม็คเอ็ดดูเคชั่น จำกัด เป็นผู้จัดพิมพ์ เผยแพร่และจำหน่าย โดยได้จัดทำคำอธิบายรายวิชาเพิ่มเติมที่มีทั้งผลการเรียนรู้ สาระการเรียนรู้เพิ่มเติม และองค์ประกอบสำคัญอื่นที่สำนักพิมพ์จัดทำขึ้น เพื่อให้สถานศึกษาได้เทียบเคียงกับหลักสูตรของสถานศึกษาและพิจารณาเลือกใช้หนังสือนี้ประกอบการจัดการเรียนรู้ ให้สอดคล้องกับหลักสูตรสถานศึกษาของตนได้ตามความเหมาะสม

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3. นางสุดา ไบรัมย์

บรรณาธิการ นางสาวพิรุณ ติลภัท

บริษัท แม็คเอ็ดดูเคชั่น จำกัด ขอรับรองว่าผู้เรียบเรียง ผู้ตรวจ และบรรณาธิการดังกล่าว เป็นผู้ที่มีความรู้ความสามารถในการจัดทำหนังสือนี้ให้มีความถูกต้อง และมีคุณภาพในการจัดการเรียนรู้ตามวัตถุประสงค์ของรายวิชาเพิ่มเติมที่กำหนด

หากผู้ใช้หนังสือหรือสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานพบว่าหนังสือเล่มนี้มีข้อบกพร่อง เนื้อหาไม่ถูกต้อง เกิดผลเสียต่อการเรียนรู้ ส่งผลกระทบทั้งด้านคุณธรรม จริยธรรม และความมั่นคงของชาติ เมื่อสำนักพิมพ์ได้ทราบแล้ว สำนักพิมพ์ยินดีต่อการจำหน่ายทันทีและเรียกเก็บหนังสือที่จำหน่ายทั้งหมดเพื่อแก้ไขให้ถูกต้อง ตลอดจนชดเชยค่าเสียหายที่เกิดขึ้นจริงให้กับผู้ที่ได้รับความเสียหายนั้น ทั้งนี้ ให้เป็นไปตามพระราชบัญญัติคุ้มครองผู้บริโภค พ.ศ. 2522 และพระราชบัญญัติคุ้มครองผู้บริโภค (ฉบับที่ 2) พ.ศ. 2541 รวมทั้งยินยอมให้สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานถอดถอนรายการหนังสือนี้ออกจากบัญชีกำหนดสื่อการเรียนรู้สำหรับเลือกใช้ในสถานศึกษาไปก่อน จนกว่าจะได้รับแจ้งว่ามีการแก้ไขแล้ว พร้อมทั้งการแจ้งประชาสัมพันธ์ให้สถานศึกษาทราบ

(ลงชื่อ).....ผู้รับรอง
(นายคมพิชญ์ พนาสุภณ)

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