

## UPPER-INTERMEDIATE (B1+) READING

TYPE OF READING / SUB-SKILLS	STRATEGIES	TYPES OF TEXTS AND TOPICS	LEARNER OUTCOMES
1. Identify main ideas and supporting details	1.1. Identify the relationships between general and specific ideas in a reading text 1.2. Read the text carefully in order to create concept of text-maps 1.3. Read the text to take notes of key	Longer more-complex semi-authentic /authentic texts <input type="checkbox"/> descriptive, <input type="checkbox"/> informative, <input type="checkbox"/> discursive, <input type="checkbox"/> literary texts (e.g. academic websites, newspapers, magazines, reports, novels, articles, short stories, online stories) Academic-like texts involving mostly concrete and some abstract concepts	<input type="checkbox"/> Identify the intended audience of a text <input type="checkbox"/> Understand the purpose of text <input type="checkbox"/> Understand the tone of the writer <input type="checkbox"/> Recognize lines of arguments and conclusions which are clearly / less clearly signalled <input type="checkbox"/> Scan through a text to recognize its organizational features and conceptualize it <input type="checkbox"/> Skim a text quickly to identify main idea <input type="checkbox"/> Identify the reasons, examples, details, or facts in a reading text that support the author's main idea <input type="checkbox"/> Identify differences between fact and opinion <input type="checkbox"/> Make inferences based on register, phonology, grammar, collocations, and contextual clues to guess meaning of unknown words <input type="checkbox"/> Understand meaning relations: synonyms, antonyms, cause and effect relations <input type="checkbox"/> Interpret graphs and charts to support comprehension of the text
2. Locate specific information	2.1. Practice strategies for skimming and scanning: prediction (pre, while, post), locating important info, discard irrelevant info 2.2. Follow the organisation of the text		
3. Recognise lines of argument and conclusions which are clearly and less clearly signalled' instead	3.1. Use experience and the information from the text to draw conclusions, make connections, predictions, and form opinions 3.2. Understand the function of key transition indicators in a reading text (e.g., "however," "by contrast," "in conclusion") 3.3. Follow text coherence 3.4. Distinguish fact from opinion		
4. Make inferences based on information not clearly signalled in the reading text	4.1. Deduce meaning from context 4.2. Evaluate the writer's ideas and draw conclusions (more concrete than abstract) 4.3. Use context clues, syntax, and structural analysis (e.g., affixes, prefixes, roots) to determine the meaning of unknown words 4.4. Identify the writer's belief, attitude and tone through the writer's selection of words, transitions and sentence structure		

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	<p>4.5. Understand the purpose of texts by carefully analysing word choice, sentence structure and transitions</p> <p>4.6. Pay attention to the vocabulary used by the writer to convey the message</p> <p>4.7. Identify the audience by paying attention to the concerns/problems raised by the writer</p> <p>4.8. Increase word knowledge using dictionary where appropriate to understand meaning, register, phonology, grammar and collocations</p>		
5. Interpret graphs and charts	<p>5.1. Read the information in graphs and charts carefully</p> <p>5.2. Construct images in the form of graphic organizers based on descriptions and text structures</p>		
6. Summarize a text	<p>6.1. Determine main idea</p> <p>6.2. Locate and interpret subtly stated details</p> <p>6.3. Use main ideas and supporting details to summarize what has been read</p>		
7. Evaluate strengths and difficulties in reading	<p>7.1. Use study strategies such as note-taking and outlining to better understand texts</p> <p>7.2. Evaluate the effectiveness of the strategies used</p>		