

REFERENCE TOOL

For Secondary I to V

INDISPENSABLE STRATEGIES

IDENTIFY
SUMMARIZE

ANNOTATE

MAKE CONNECTIONS

READING

ANTICIPATE

WRITING

ORAL COMMUNICATION

PRIORITIZE
VISUALIZE

EXPLAIN

THINK OUT LOUD

ASK QUESTIONS

MAKE PREDICTIONS

SOFAD

REFERENCE TOOL

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INDISPENSABLE STRATEGIES

SOFAD

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INTRODUCTION

The Importance of Applying Strategies

Reading, writing and oral communication is a complex process. Indeed, it takes us years to develop these skills. Our learning begins at home and continues throughout the course of our education. Yet, how do we succeed in becoming efficient readers, listeners, writers or speakers?

If we had to define the word *efficiency* in a learning context, we could say, “a learner’s ability to meet the expectations to carry out highly productive tasks autonomously in a defined time.”

How can we attain the goal of efficiency with respect to our communication skills? Beyond acquiring basic knowledge, applying appropriate strategies and proper work methods are excellent ways to do so.

This book is a reference tool for all learners of English. It contains clear explanations on useful and essential strategies which will help learners to develop important skills.

It is not enough to know **how** to do something: we also need to know **what**, **why** and **when** to do it. For this purpose, strategies will first be defined (WHAT DO I DO) and then analyzed, explaining WHY, HOW and WHEN it would be wise to apply them.

Furthermore, in order to facilitate learning, we have integrated models of certain strategies, with or without an accompanying video. These models provide relevant examples for carrying out realistic tasks.

Tool Box for Learners of English as a Second Language

Learning English as a second language involves more than learning to read and write. There are a number of things we can do to immerse ourselves in the language and develop our language skills.

Sometimes, learning a second language can be frustrating because what we want to say doesn't always take shape in words as fast as we would like. Moreover, when we are reading or listening to a text in a second language, it can sometimes be discouraging because we don't understand all the words on the first attempt. This is where strategies can be helpful.

The first section of this book is a **Tool Box** offering basic strategies that are useful for learning a second language.

Interconnected Skills

In our everyday lives, we are constantly in communication contexts. These situations can occur simultaneously between the sender and receiver, such as a discussion between two people. There can also be a delay between the transmission and the reception of a message, for example, the difference between the time of writing a newspaper article and that of it being read.

Nevertheless, whatever the communication situation, there is always a sender and a receiver. Depending on the context and the role we play, our actions and perceptions will inevitably differ.

Reading and Listening

When we carry out a reading or listening task, we **receive** a message. We have to process and understand different contents, both involving similar mental processes even though the reception modes are different.

Writing and Speaking

We understand that writing and speaking tasks are related since, in both cases, we **deliver** a message. Therefore, all the preparation and planning are similar.

Consequently, although certain characteristics are specific to each form of communication (oral or writing), in order to limit repetitions and help the learner to grasp the links between the competencies, certain strategies have been grouped together where possible, i.e. reading and listening skills; writing and speaking skills.

The INDISPENSABLE Strategies

Certain strategies that could be described as universal can be applied to every kind of task, whatever the subject area or goal. For this reason, rather than describing each one of them in terms of reading, writing or oral communication, we have created the INDISPENSABLES section. Although other strategies could have been included in that section, the choice was limited to the following:

- **Prepare for a Task**
- **Understand Instructions**
- **Determine Your Objective**
- **Take Notes**
- **Organize Information**
- **Paraphrase**
- **Summarize**

Why these in particular? Many reasons explain this choice but here are a few of them.

Whether you are reading a text in order to answer comprehension questions or identify the content (main ideas, supporting details) or you are summarizing a movie, it is essential to prepare mentally and physically for the task, for example, by putting together the necessary school materials.

In addition, many actions are intertwined in applying strategies, for example:

- How can we answer a question or accomplish a task if we do not understand the instructions?
- How can we successfully carry out a reading, writing or oral communication assignment if we have not determined the steps and the actions to be taken?
- How can we summarize a book, make an interactive oral activity or research information if we have not taken any notes?
- How can we summarize a text or research information if we are not able to organize the information or paraphrase it?

Models: The Instructional Strategy Explained

To illustrate the use of learning strategies in a realistic setting, we have modelled certain strategies, including some on video. All models are based on made-up, but realistic school assignments that will allow the learner to identify and understand the importance of applying strategies.

Using strategies, whether for reading, writing or oral communication, requires taking many steps simultaneously. Therefore, it can be difficult to apply them individually. In addition, many strategies require you to reflect and ask questions before taking notes. In order to clarify these steps, certain models are accompanied by videos.



Models on Video

At portailsofad.com, 14 video tutorials clearly illustrate selected models of strategies, thus allowing the learner to watch them being applied.



An Overview of INDISPENSABLE STRATEGIES

Summary Charts to Find Information Fast

In addition to the table of contents, which lists the sections and pages of the book, three summary charts make it easy to find the main content items at a glance.

To see what each strategy is for

The Strategies at a Glance

STRATEGY	PURPOSE	IS*
Prepare for a Task	Take time to prepare for the assignment, considering the context, the material and the time allowed.	20
Understand Instructions	Read and interpret the meaning of an instruction.	
Determine Your Objective	Ask yourself questions about the activate your prior knowledge of	

To see which strategies are applied in each model

The Models at a Glance

STRATEGIES	MODELS									
	1	2	3	4	5	6	7	8	9	10
Determine Your Objective	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*

The Appendices at a Glance

The appendices at the end of the book are particularly useful for applying the strategies listed below.

APPENDIX	STRATEGIES
1. Activating Prior Knowledge	Determine your objective; predict the content, structure and viewpoint of a text; ask yourself questions; relate the text to your own experiences; identify and explain the effect of a text
2. Planning a Reading or Listening Assignment	Determine your objective

To find out how each appendix may be useful to you

SECTION I

A Tool Box ...

- to review basic strategies that are useful for learning a second language
- to review the main steps in the reading and writing processes

SECTION II

Strategies ...

- to use in all subject areas
- for reading or listening
- for writing or speaking

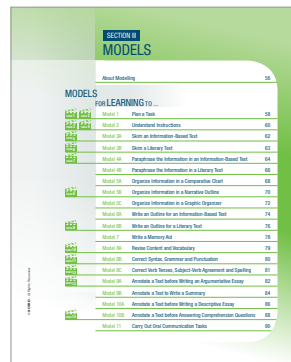
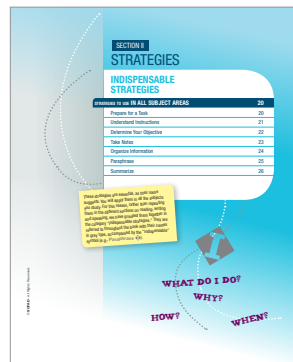
SECTION III

Models ...

- to learn how to apply the strategies
- based on different texts and made-up but realistic assignments

APPENDICES ...

- to help you apply the strategies
- to provide additional information



SECTION I Tool Box

The Tool Box is divided in four parts:

- General Strategies to Develop English Skills
- Speaking Strategies
- Reading and Listening Strategies
- Writing Strategies

Numerous strategies that are useful for learning a second language are offered.



SECTION I

TOOL BOX

1. GENERAL STRATEGIES TO DEVELOP ENGLISH SKILLS 3

1.1 Develop Cultural Understanding 3

1.2 Seek Practice Opportunities 4

1.3 Use a Dictionary 5

1.3.1 Use a Bilingual Dictionary 5

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2.2 Communication Strategies 9

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2.3.3 End a Conversation

3. READING AND LISTENING STRATEGIES

3.1 Break Down Words

3.2 Identify Transition Words

3.3 Identify Cognates

3.4 A Few Definitions

3.5 Scan a Text

WHY?

HOW?

TOOL BOX

2. Speaking Strategies

Sometimes, learning a second language can be frustrating because what you want to say doesn't always take shape in words as fast as you would like. Try the following strategies to help you get your message across efficiently.

2.1 USE GESTURES

Use your hands to help show what you're saying.

EXAMPLE: "I love chocolate!"

EXAMPLE: "I was eating a sandwich last night."

Use your head to show you agree or disagree.


Use your body to show your understanding.

Use hand gestures to give directions.

EXAMPLE: "go that way"

SECTION II Strategies

READING or LISTENING ¹		WRITING or SPEAKING ¹	
STRATEGIES FOR ...	PLANNING YOUR READING OR LISTENING	STRATEGIES FOR ...	PLANNING YOUR WRITING OR SPEAKING
	Prepare for a Task ♦ 20		Prepare for a Task ♦ 20
	Understand Instructions ♦ 21		Understand Instructions ♦ 21
	Determine Your Reading or Listening Objective ♦ 22		Determine Your Writing or Speaking Objective ♦ 22
	Skim a Written Text 23		Research Information 42
	Predict the Content, Structure and Viewpoint of an Oral or Written Text 24		Take Notes ♦ 23
			Organize Information ♦ 24
			Create a Semantic Map 43
			Prepare an Outline 44
			Paraphrase ♦ 25
			Summarize ♦ 26
			Write a Memory Aid (oral presentation) 45
			Rehearse an Oral Communication Assignment 46
	UNDERSTANDING AND INTERPRETING AN ORAL OR WRITTEN TEXT		WRITING, REVISING AND EDITING YOUR ORAL OR WRITTEN TEXT
	Overcome Comprehension Problems 47		Overcome Difficulties Related to the Writing Assignment 47
	Take Notes ♦ 23		Write a Rough Draft 48
	Ask Yourself Questions 24		Edit (verifying the content, organization and point of view) 49
	Infer Meaning 25		Proofread (verifying the vocabulary, spelling, syntax and punctuation) 50
	Identify the Content, Organization and Structure of a Text 26		Write the Final Copy 51
	Determine the Writer or Speaker's Point of View 27		
	Organize Information ♦ 24		PUBLIC SPEAKING
	Paraphrase ♦ 25		Overcome Difficulties Related to the Assignment 52
	Summarize ♦ 26		Establish Contact, Maintain the Audience's Interest and Convey a Point of View 53
	Relate the Oral or Written Text to Your Own Experiences 27		
			EVALUATING YOUR METHODS
			Self-Evaluate Your Approach to a Writing or Speaking Assignment 54
	RESPONDING TO AN ORAL OR WRITTEN TEXT		
	Identify and Explain the Effect of an Oral or Written Text 47		
	EVALUATING YOUR METHODS		
	Self-Evaluate Your Approach to a Reading or Listening Assignment 54		

Strategies that appear in **grey type**, accompanied by the  symbol, are the “indispensable strategies.” They can be applied in all subject areas. They are described in their own section but are also included in the lists for reading/listening and writing/speaking.

Strategies (for reading, listening, writing and speaking) are presented in order of the steps to follow when doing an assignment.

The title presents the strategy.

A tab along the edge of the page reminds you which type of strategy it is.

References to the appendices appear wherever appropriate.

Prepare an Outline¹

WHAT DO I DO?

To write an outline, you first have to determine the structure of your communication task. You must organize words and/or ideas.

WHY?

- To pay attention to the time allotted for the assignment.
- To make sure your essay or oral communication is coherent and maintains a common thread.
- To adapt the steps in a writing or oral communication task and explore new concepts if necessary.

HOW?

- Take notes \leftrightarrow when searching for information.
 - Select and write down the key points to be worked on.
 - Use keywords.
- Organize information \leftrightarrow , put ideas in order and link them with transition words.
 - Plan links and transition words between your ideas.
 - Plan different sections of the essay or oral communication task.
 - Think about a main idea and supporting details per paragraph.
 - Select the areas in the essay or oral communication task to insert sources, citations, and arguments.
- Be sure that your essay or oral communication task has an introduction, body (paragraphs) and a conclusion, depending on the type of text, information-based or literary.
- Keep in mind text types: descriptive, informative/explanatory, argumentative, narrative or discussion.

WHEN?

Before writing a rough draft

1. See Module 6 for examples of how to apply this strategy. **12-77**

WRITING OR SPEAKING

PREPARE AN OUTLINE

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- Each strategy is defined by answering four questions.

If the strategy is applied to a text in the Models section, a footnote indicates which model, or models, to refer to.

SECTION III Models

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Model 5B	Organize Information in a Narrative Outline	70
Model 5C	Organize Information in a Graphic Organizer	72
Model 6A	Write an Outline for an Information-Based Text	74
Model 6B	Write an Outline for a Literary Text	76
Model 7	Write a Memory Aid	78
Model 8A	Revise Content and Vocabulary	79
Model 8B	Correct Syntax, Grammar and Punctuation	80
Model 8C	Correct Verb Tenses, Subject-Verb Agreement and Spelling	81
Model 9A	Annotate a Text before Writing an Argumentative Essay	82
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A pictogram indicates which models are accompanied by a video tutorial.

Each model is designed to help you learn how to apply a specific strategy.

A detailed but simple legend shows how to interpret the models.

SYMBOLS USED IN MODELS	
SYMBOL	EXAMPLE
Highlight words or phrases that you do not understand in yellow.	The lingering effects of World War I (1914–1918) caused economic problems in many countries.
Underline important information that is relevant to your reading objective.	The lingering effects of World War I (1914–1918) caused economic problems in many countries as Europe struggled to pay war debts and reparations.
<i>Take notes on relevant information or paraphrase it.</i>	war debts
Draw a box around linking words or transitions.	Finally, the lungs ensure gas exchanges between the air and blood.
Circle words or phrases that suggest either a subjective (biased) or objective (neutral) point of view.	"It's one more example of how our schools need to be student-centered," Davis (argued).
<i>Note your reactions to the text content in blue type.</i>	That's not a lot.
Place paragraphs between green square brackets.	Finally, the lungs ensure gas exchanges between the air and blood. This supplies the body with all the oxygen it needs to stay active.
Separate sentences with a red slash, /	Finally, the lungs ensure gas exchanges between the air and blood. / This supplies the body with all the oxygen it needs to stay active.
Draw a star ☆ above words you are not sure of.	The air passes through the pharynx and is carried to the lungs by the trachea.
Underline verbs in red	This <u>supplies</u> the body with all the oxygen it needs to <u>stay</u> active.
The thoughts that appear in a cloud represent questions you may ask yourself as you work.*	The word <i>vital</i> is in the original text. I'll find a synonym.

1. Normally, you would not write these thoughts down. The clouds indicate that these are only possible thoughts, not notes you should take.

The blue band contains the main strategy to learn.

Mental processes (thoughts) are distinguished from written notes.

A footnote points to any other strategies applied in the model.

REVISE CONTENT AND VOCABULARY*

MODELLED TASK: Write a 100-word summary of a text on the respiratory system.

MY WRITING OBJECTIVE
I've finished writing my draft. I must edit my text: revise the content, structure and vocabulary.

I must maintain a neutral point of view in my summary: not state my opinion and choose the appropriate words.

The word system is repeated. I'll find a synonym.

The word vital is in the original text. I'll find a synonym.

My text contains only one paragraph. I'll reread it and separate my ideas: function of the system - structures - closing

I'll use transition words to link the sentences.

For this step in editing, I'll annotate in green. The next set of annotations will be in red. For the last review, I'll use a blue pen to distinguish what I've worked on and what I still need to do.

The human respiratory system

[The respiratory system are **vital** for bring oxygen **all** to several cells so that they function properly. **And** evacuate waste gases from the system. **The** human respiratory system consist of the nasal cavity that moistens and warms and purifies the air. **This** and the **larynx** air will pass trough the pharynx and be carry **Finally** to the lungs by the tracheas. **The** lungs will ensure gas exchanges between the air and blood. This supplies the body with all the oxygen it needs to stay active.]

I revise the content... Oops! It's not several cells; it's ALL the cells. I forgot to mention the larynx. There's just ONE trachea.

1 Modelled Strategies: determine your objective, edit (verifying the content, organization and point of view), proofread (verifying the vocabulary)

Certain models are accompanied by a video tutorial to show you exactly how to apply the strategy as you think about the text and annotate it.

Notes on a yellow background provide additional explanations about the process or strategy covered in the model.

A tab reminds you of the model number.

Appendices

The appendices guide you through the learning process (*before, during and after* stages) and provide useful information for completing your assignments (reading, listening, writing or speaking).

Steps in the Learning Process

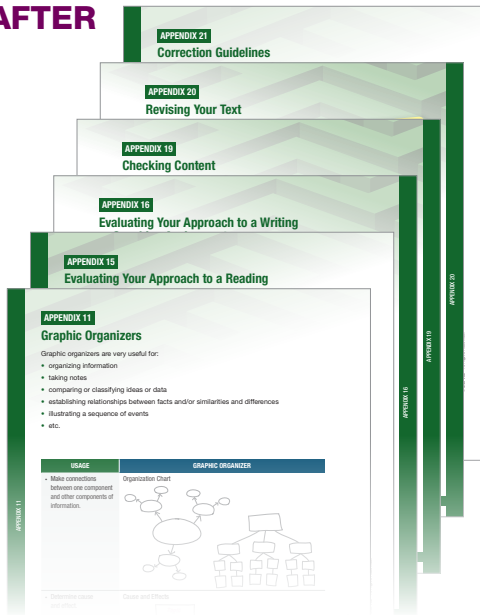
BEFORE



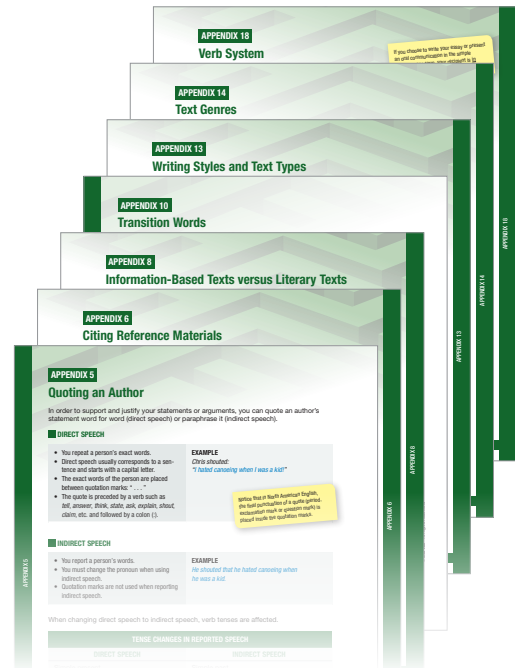
DURING



AFTER



Useful Information









Lexicon

A lexicon is provided to help learners of English as a second language.

LEXICON	
A	
Abbreviate	abrégé
According to	selon
Accuracy	exactitude
Achievement	réalisation
Activate prior knowledge	activer ses connaissances
Against	contre
Alter	changer, modifier, varier
Allocated time	temps alloué
Allow	permettre
Already	déjà
Arise	survenir
Assignment	tâche
At times	parfois
Audience	auditoire
B	
Be on the lookout for	être à l'affût de
Before	avant
Behavior	comportement
Brainstorm	avoir une tempête d'idées, faire du remue-ménages
C	
Carry out	effectuer, exécuter
Character	personnage
Cite	citer
Claim	prétendre
Clue	indice
Come in handy	s'avérer utile
Come to mind	venir à l'esprit
Common thread	fil conducteur
Component	élément
Cons	désavantages
Correlation	corrélation (lien)
Credible	vraisemblable
Critical thinking skills	aptitudes de réflexion critique
Critically look at	poser un regard critique
D	
Daily life	vie quotidienne
Dash	tiret
Deadline	
Deadline	échéance
Deceive	
Deceive	amener quelqu'un à faire quelque chose par la ruse
Drive (noun)	
Drive (noun)	motivation
E	
Efficient	efficace
Emphasize	mettre l'accent sur
Enable	permettre
Entertain	divertir
Essay	composition
Even though	bien que
Excerpt	extrait
F	
Feather	plume
Footnote	note de bas de page
For	pour
G	
Gather	réunir, regrouper
Get to grips with	s'approprier
Get	obtenir, comprendre, saisir
Get through	parvenir à, franchir
Greeting	formule de politesse, salutation
Graphic organizer	schéma, organisateur graphique
Guideline	directive
H	
Handwritten	écrit à la main
Have to	devoir (obligation)
Highlight	surligne
I	
Improve	améliorer
Informed choice	choix éclairé
In the margins	en marge
In order to	afin de
Irrelevant	sans rapport, hors de propos
Issue	sujet, enjeu, problème

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Symbols and Pictograms

-  Information-based text
-  Literary text
-  Page reference in *Indispensable Strategies*
-  Reference to an appendix at the end of *Indispensable Strategies*
-  One of the **indispensable** strategies
-  Video reference

The Strategies at a Glance

STRATEGY	PURPOSE	IS ¹
Prepare for a Task	Take time to prepare for the assignment, considering the context, the material and the time allowed.	20
Understand Instructions	Read and interpret the meaning of a question, a request or an instruction.	21
Determine Your Objective	Ask yourself questions about the task to carry out and activate your prior knowledge of the topic.	22
Take Notes	Understand, select and write information in a way to reuse it for a specific purpose.	23
Organize Information	Combine the information and organize it graphically.	24
Paraphrase	Rewrite or retell the essential information that you have read, seen or heard in your own words.	25
Summarize	Find the main ideas of a text, combine the information and rewrite or retell it in fewer words.	26
Skim a Written Text	Without reading the text in detail, look for visual clues that can give you information about the text and its content.	28
Predict the Content, Structure and Viewpoint of an Oral Text	Guess the content, structure and viewpoint of an oral text based on your knowledge of the topic and your understanding of texts you have read or listened to before.	30
Overcome Comprehension Problems (reading, listening)	Identify a comprehension problem, find the cause and learn different ways to deal with it.	31
Ask Yourself Questions	Based on your existing knowledge, think of questions you may have about the text (oral or written), the author and the steps to take to complete your assignment.	32
Infer Meaning	Read between the lines, using explicit and implicit information to interpret what the text implies and deduce new information.	33
Identify the Content, Organization and Structure of a Text	Put the text (oral or written) in context, find the main theme and recognize the form of content (a narrative, a description, an explanation or an argument).	34
Determine the Writer or Speaker's Point of View	Recognize the writer or speaker and his or her voice, determine the relationship with readers or listeners, and identify the orientation given to his or her words.	36

1. For a clearer idea of how and why to use each strategy, refer to the page indicated in this column.

STRATEGY	PURPOSE	IS
Relate the Oral or Written Text to Your Own Experiences	Search your knowledge, your own experiences, and events you have observed to find connections between them and the text.	37
Research Information	Consult different sources (print, digital, audio, etc.) in order to explore your ideas, a topic or an issue.	42
Create a Semantic Map	Make a list of words and expressions related to the topic or the theme in order to use them while writing an essay or preparing a speaking assignment.	43
Prepare an Outline	Plan your text, determine the structure, organize your ideas.	44
Overcome Difficulties Related to a Writing Assignment	Overcome writer's block or your lack of inspiration: find the cause and learn different ways to deal with it.	47
Overcome Difficulties related to a Speaking Assignment	Overcome stress that causes memory lapses or speaking too fast: find the cause and learn different ways to deal with it.	52
Write a Rough Draft	Transform your ideas and the structure of your outline into sentences.	48
Edit (verifying the content, organization and point of view)	Reread and revise your text for clarity and coherence in order to modify and reorganize it as needed.	49
Proofread (verifying the vocabulary, spelling, syntax and punctuation)	Reread and correct your text, while asking yourself how to improve it at the level of words and sentences.	50
Write the Final Copy	Write the final copy of your text, making sure there are no errors or omissions.	51
Write a Memory Aid (for an oral presentation)	Make notes to remember the key points of your presentation.	45
Rehearse an Oral Communication Assignment	Practise giving your oral presentation.	46
Establish Contact, Maintain the Audience's Interest and Convey a Point of View	Be on the lookout for reactions from the audience. Arouse their interest and, if needed, clarify your message while giving a structured, coherent oral presentation adapted to the audience.	53
Identify and Explain the Effect of an Oral or Written text	Look critically at the effects that the text has on you (your feelings, thoughts, values, etc.).	38
Self-Evaluate Your Approach to an Assignment (reading, listening, writing, speaking)	Critically analyze the approach you took to an assignment: your attitude, the strategies you used, your achievement of the objective, etc.	39 and 54

The Models at a Glance

STRATEGIES	MODELS									
	1	2	3 A	3 B	4 A	4 B	5 A	5 B	5 C	
Determine Your Objective	•	•	•	•	•	•	•	•	•	
Understand Instructions		•								
Take Notes	•	•			•	•	•	•	•	
Organize Information							•	•	•	
Paraphrase					•	•	•	•	•	
Skim a Written Text			•	•						
Overcome Comprehension Problems					•	•	•	•	•	
Ask Yourself Questions		•			•	•	•	•	•	
Infer Meaning										
Identify the Content, Organization and Structure of a Text					•	•	•	•	•	
Determine the Writer or Speaker's Point of View										
Relate the Text to Your Own Experiences										
Create a Semantic Map										
Prepare an Outline										
Edit										
Proofread										
Write a Memory Aid										
Identify and Explain the Effect of a Written Text										

MODEL	BASED ON ...
1	Various invented assignments
2	Questions from different subject areas
3A	Expository text I : <i>Greenhouse Gases</i>
3B	Front and back covers of L : <i>The Penelopiad</i>
4A	Expository text I : <i>What Was the Great Depression and Why Did it Start in the USA?</i>
4B	Narrative text L : <i>Memories From an Old Chap</i>
5A	Two informational texts I : <i>John Lennon's Violent Death</i>
5B	Tale L : <i>The Fox and the Crow</i>
5C	Expository text I : <i>The Human Respiratory System</i>

	STRATEGIES	MODELS										
		6 A	6 B	7	8 A	8 B	8 C	9 A	9 B	10 A	10 B	11
	Determine Your Objective	•	•	•	•	•	•	•	•	•	•	•
	Understand Instructions											
	Take Notes							•	•	•	•	
	Organize Information											
	Paraphrase							•	•	•	•	•
	Skim a Written Text								•	•	•	
	Overcome Comprehension Problems							•	•	•	•	•
	Ask Yourself Questions							•	•	•	•	•
	Infer Meaning									•	•	•
	Identify the Content, Organization and Structure of a Text							•	•	•	•	
	Determine the Writer or Speaker's Point of View							•				
	Relate the Text to Your Own Experiences							•			•	•
	Create a Semantic Map		•									
	Prepare an Outline	•	•									
	Edit				•							
	Proofread				•	•	•					
	Write a Memory Aid			•								
	Identify and Explain the Effect of a Written Text							•			•	•

MODEL	BASED ON ...
6A	Diagram based on an expository text I : <i>The Human Respiratory System</i>
6B	Invented assignment
7	Expository text I : <i>The Human Respiratory System</i>
8A 8B 8C	Expository text I : <i>The Human Respiratory System</i>
9A 9B	Argumentative text I : <i>Early School Start Times Unhealthy for Students</i>
10A 10B	Narrative Text L : <i>My Life</i>
11	Tale L : <i>The Fox and the Crow</i>

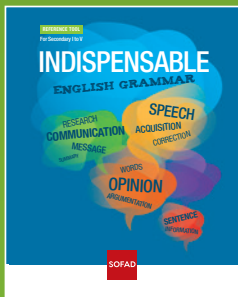
The Appendices at a Glance

The appendices at the end of the book are particularly useful for applying the strategies listed below.

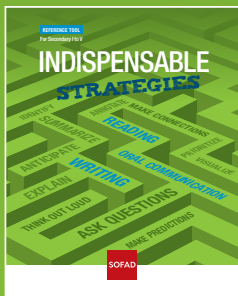
APPENDIX	STRATEGIES
1. Activating Prior Knowledge	Determine your objective; predict the content, structure and viewpoint of a text; ask yourself questions; relate the text to your own experiences; identify and explain the effect of a text
2. Planning a Reading or Listening Assignment	Determine your objective
3. Planning a Writing or Speaking Assignment	Determine your objective
4. Managing Time	Determine your objective
5. Quoting an Author	Research information
6. Citing Reference Materials	Research information
7. Keywords in Instructions	Understand instructions
8. Information-Based Texts versus Literary Texts	Take notes; infer meaning; identify the content, organization and structure of a text; write a rough draft
9. Tips on Taking Notes	Take notes, ask yourself questions, research information
10. Transition Words	Overcome comprehension problems, prepare an outline, write a rough draft
11. Graphic Organizers	Organize information, research information
12. Reading Notecard (narrative text)	Organize information
13. Writing Styles and Text Types	Skim a written text; predict the content, structure and viewpoint of a text; identify the content, organization and structure of a text; prepare an outline; write a rough draft
14. Text Genres	Skim a written text; predict the content, structure and viewpoint of a text; identify the content, organization and structure of a text; prepare an outline; write a rough draft
15. Evaluating Your Approach to a Reading or Listening Assignment	Self-evaluate your approach to a reading or listening assignment
16. Evaluating Your Approach to a Writing or Speaking Assignment	Self-evaluate your approach to a writing or speaking assignment
17. Text Outlines	Prepare an outline
18. Verb System	Write a rough draft
19. Checking Content	Edit (verifying the content, organization and point of view)
20. Revising Your Text	Proofread (verifying the vocabulary, spelling, syntax and punctuation)
21. Correction Guidelines	Proofread (verifying the vocabulary, spelling, syntax and punctuation)

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reading, listening,
and speaking skills.

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INDISPENSABLE STRATEGIES

This book is a reference tool for all learners of English. Moreover, it contains a Tool Box specifically designed for learners of English as a second language.

This reference tool offers clear explanations on useful and essential strategies which will help learners to develop important skills.

Strategies are first defined (WHAT DO I DO) and then analyzed, explaining WHY, HOW and WHEN it would be wise to apply them.

Models of certain strategies are integrated, including some on video. The models provide relevant examples for carrying out realistic tasks.

Video tutorials are available on portailsofad.com.

CONTENTS

SECTION I Tool Box

SECTION II Strategies

- Indispensable Strategies
- Reading or Listening Strategies
- Writing or Speaking Strategies

SECTION III Models

Appendices

Lexicon

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