

MODUL BASIC READING

(PBI 163)

Materi 12

Preview

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Preview

1. **Introduction**

This module becomes a part of Basic Reading Subject in English Education Department. Preview is the twelfth topics being discussed of this subject. It discusses how to get an idea of what it is about without actually reading the main body of text. The module starts with the explanation of the essence of Preview in reading activities. After that, the module gives some tips, practices as well as the explanation so the student can study by themselves. The last part are strategies of how you applied preview through reading a text. In the end, students are expected to be able to applied this technique to comprehend the text that they read.

This module can be used as reference for the students who would like to learn about preview. The students may practice to use it from reading paragraph so that make students easier to understand the text.

1. **Basic Competence**

Understanding Preview technique to comprehend the text

1. **Kemampuan Akhir yang Diharapkan**

* The students will be able to identify the title of a text
* The students will be able to identify the author odf a text.
* The students will be able to make meaning from first paragraph of a text.
* The students will be able to make meaning from the last paragraph of a text.

1. **Learning Activities 1**

**Preview**

Would you watch a movie without seeing the trailer before you head to the cinemas? Sure, why not. I like to be surprised. However, often a trailer will give you a good hint what the movie is about and whether it’s worth watching or not. It’s also fun to watch. The same applies to previewing material. You skim a text to have quick look, see if you like it, but also get a quick understanding about the main ideas.

**Previewing** is one of the three basic **speed-reading techniques** and allows to extract essential information from reading material before digging into details. Previewing a text means to get an idea of what we are going to find in a particular text or in other words it is a skill of learning about a text before reading it. It saves time, gets a sense of what the text is about and gives us a kind of overview. This simple skill includes seeing what we can learn from the head notes or other introductory material, skimming to get an idea of the content and taking a look at how the text is organized. It saves a lot of time for us as after previewing a text, we can set a purpose or evaluate whether the text meets our purpose or not.

In our daily life we use the skill of previewing while reading many materials. Let’s take an example, when we receive a letter, we normally look first at the return address or the stamp to find out where it came from and who sent it. This is previewing. Then we use to make some guesses about what it will be about. When we read a newspaper or a magazine, we normally look at the headlines and the pictures to get some idea of what the articles are about in order to decide which ones are according to our interests or which ones we will read. We can preview all kinds of texts, pleasure reading books, different articles from magazines, tests or textbook assignments.

### Benefits

When students effectively preview a text, they start the reading process with a great deal of information already processed, such that the content of the text is placed effectively in a context that informs its meaning and significance. Students who preview text are immediately able to adjust their reading process according to the difficulty, importance, form, and genre of what they are reading, and they are able to place text content within an existing cognitive frame.

Through the act of previewing, students are able to make connections before they even begin to read, and they are able to adjust their interpretation of the text based on its tone and credibility. As a result, students read text more fluently, and with greater engagement and understanding.

### Content Area Adaptations

Previewing text is important whenever students read, and should become a habit of the reading process. Students should be taught to preview genre-specific elements in their various classes, and to use these elements effectively in their learning and reading. For example, headings and subheadings may be critical in reading a science textbook, while identifying the author and the form may be critical in reading poetry.

Students reading a novel should read chapter titles, look at pictures, and read the summary on the back, while students reading an academic article should note the format, carefully read the abstract and discussion, and closely examine any graphs. Teachers in each subject area should explicitly teach the genres to which students are exposed, and help them to identify elements and processes that will aid them in effectively previewing text.

**Why Use It?**

According to research, previewing a text can improve comprehension (Graves, Cooke, & LaBerge, 1983, cited in Paris et al., 1991). Previewing a text helps readers prepare for what they are about to read and set a purpose for reading.

The **genre** determines the reader’s methods for previewing:

* Readers preview nonfiction to find out what they know about the subject and what they want to find out. It also helps them understand how an author has organized information.
* Readers preview biography to determine something about the person in the biography, the time period, and some possible places and events in the life of the person.
* Readers preview fiction to determine characters, setting, and plot. They also preview to make predictions about story’s problems and solutions.

### How To Use It

When readers preview a text before they read, they first ask themselves whether the text is fiction or nonfiction.

* If the text is fiction or biography, readers look at the title, chapter headings, introductory notes, and illustrations for a better understanding of the content and possible settings or events.
* If the text is nonfiction, readers look at text features and illustrations (and their captions) to determine subject matter and to recall prior knowledge, to decide what they know about the subject. Previewing also helps readers figure out what they don’t know and what they want to find out.

**How to Preview?**

Whatever your purpose is for reading a particular piece of writing, you should have three objectives to meet as you read: to identify the author’s most important points, to recognize how they fit together, and to note how you respond to them. There are some suggestions;

**Consider your purpose:**

• Are you looking for information, main ideas, complete comprehension, or detailed analysis?

• How will you use this text?

**Get an overview of the context, purpose, and content of the reading:**

* What does the title mean?
* What can you discover about the "when," "where," and "for whom" of the written text?
* What does background or summary information provided by the author or editor predict the text will do?
* What chapter or unit does the text fit into?

**Scan the text:**

* Does there seem to be a clear introduction and conclusion? Where?
* Are the body sections marked? What does each seem to be about? What claims does the author make at the beginnings and endings of sections?
* Are there key words that are repeated or put in bold or italics?
* What kinds of development and detail do you notice? Does the text include statistics, tables, and pictures or is it primarily prose? Do names of authors or characters get repeated frequently?

### Previewing key sentences

Reading the first sentence of a paragraph often delivers a quick snapshot of the paragraph’s main idea. How does it work? A common writing tip is to reserve one paragraph for each idea. Another one is to place the most relevant information first. Hence, an ideal paragraph bears the key information in the first sentence and introduces further details in the following ones. Alternatively, the last sentence could include a summary that actually carries the main idea.

### Scan for name and numbers

Most texts have names or numbers, which relate to facts, people or places. It’s not important to get all the facts in the right order while previewing. Its also useful to know where and when a story takes place, who is involved and what the main fact is about.

To start scanning move your index finger across the page either in zigzag or serpentine style. You may quickly recall the name or number a few times. Then read the full text picking up all other details to complete the image. The assignment offers some exercises.

**TIPS**

Previewing text helps to engage and develop the background knowledge for students of all ages. It aids students in making predictions about the text and can pique their interest, thereby increasing their motivation to read. In addition, previewing allows students to focus their reading on key information. Previewing may provide clues about the text structure, preparing the reader to mentally organize the new information. After previewing, the student is ready to better comprehend the text. This is particularly true for students who have limited literacy skills.

Previewing a text should not give away too much of the content of the text. Students should be reading purposefully, so there should be some “mystery” about what is in the text. The Iowa Core placed increased emphasis on having student engage with complex text and to learn how to attack difficult text through close and repeated readings. Dr. Timothy Shanahan offers some perspective in his blog, [Shanahan on Literacy](http://www.shanahanonliteracy.com/2012/03/part-2-practical-guidance-on-pre.html).

When previewing text with a small group or with the whole class, a teacher can be alerted to misconceptions students may hold, and be able to address those prior to reading.

A preview may vary based on the type of text. A preview of a narrative text might include looking at the cover and title, reading the “teaser” on the back book cover, looking at pictures, and/or noticing chapter names. A preview of an expository text could also include attention to text features such as headings and subheadings, maps and charts, picture captions, and featured vocabulary.

Subject matter may dictate the contents of a preview. A preview of a science text might focus on tables or charts that will be key to understanding the text, while a preview of a history text might include noting the author and how the author’s perspective might affect the point of view of the text.

Previewing text may be combined with other pre-reading activities, such as questioning, predicting, or Talk-alouds.

Preview so you can get a main idea of the reading. This will help you plan ahead with your reading and will prepare your brain to better understand and remember what you’re reading.

* Spend about 5-10 minutes familiarizing yourself with the reading assignment
* Pay attention to these elements: title and intro; subheadings; diagrams, pictures, and charts; any summary, questions, or review at the end of the chapter
* Plan ahead for reading: what are the main ideas, how long will it take, what might you need to note for a test or paper?

Read actively not passively. Doing so will help you understand the material and remember it later.

* Monitor your attention and understanding regularly so you can ensure you know the concepts in each section.
* Underline key words or phrases, and write notes in the margin. Use highlighters sparingly. These actions help you if you need to revisit or find something in the text.
* If possible, take notes on important concepts while you read or once you’ve finished reading. Condensing the material into a “study-able” package will make it easier to review later.
* Break up your reading assignment into manageable sections. Tackle them one at a time.
* Take a short break if you’re getting easily distracted or unable to focus.

Recall and quiz yourself so you can remember the information. We forget much of what we read within minutes unless we do something to actively recall it immediately.

* Turn the heading or first sentence into a question and answer it after you’ve finished reading the section.
* Close the book after a paragraph or section and see if you can explain aloud the concepts and information in your own words.
* Ask yourself questions as you read and answer them with the information from the text (this is good practice for exams).

**The Thing That You Need to Remember**

It is common for students to dive into an academic text and begin reading in a hurry, which is often counterproductive. When reading for academic purposes, it is preferable to read with certain goals in mind. This will enable you to place your focus on the proper elements of the reading and to avoid wasting time on elements which aren’t important for your purposes. Your professors and TAs may read with their research goals in mind.

As a student, your primary purposes in reading are shaped by the course you’re taking and/or the papers you’re writing. Spend a few minutes previewing a text before starting to read, in order to orient yourself toward what is important for you in this reading. Here is a basic method which can be applied to many texts. Not every question will be relevant for all texts, and you may find additional questions to ask yourself.

1. Read the **title**—don’t skip over it! Titles are chosen to orient the reader and should give a sense of the central concepts in the text.
2. Think about the **subject matter**: Have you read about this topic before? Where and when? What do you already know about it, or what might you guess? Is it linked in some way to your personal experience? Do you already have opinions about some aspect of this topic?
3. **Who** wrote this text? What information do you have about this **author**? Does any information about the author appear anywhere on the title page or elsewhere in the text? If the author is an historical figure, what do you already know about him or her?
4. **Where** was this text originally **published**? What type of publication is this, and where does it fit into this field of study? Who would be the **audience** for this kind of writing? What would the audience expect to find in it?
5. **When**was this text originally published? What is the **significance** of this time period in this field of study? Is the text historical? Current? Or is it possibly outdated? What were the major events or theoretical trends around the time the text was written or published?
6. Read the **chapter titles** or the **headings** that break up the chapter or article. What seems to be the general progression of ideas here?
7. **Why** has your professor assigned this text? Where does it fit into the course as a whole? What kinds of **facts and ideas** are you expected to **retain** from this reading?

**PREVIEWING ACTIVITIES**

Before reading a text, it’s important to establish prior knowledge, build background knowledge, motivate the reader, and set an explicit purpose for reading. Therefore, many of the activities and discussions that one might reserve as a follow-up to reading a text are often more effective in the front end, prior to reading. Here are some ideas for how to do this:

**Establish prior knowledge:**

* Ask students to do a **timed quick-sketch,** in which they draw as many associated thoughts, ideas, topics, etc. as possible (alternately they many write instead of draw, or be given the option to do either.)
* **Anticipation guides:** the teacher creates a written list of statements about important information from the text to be read. Students agree or disagree with each, and then may discuss the statements or individually respond to them. After reading students adjust or modify their responses.
* **Plus-Minus-Interesting (P-M-I):** This is a good technique when working with potentially controversial topics. The teacher presents a statement from the text or a main idea. Students react to the statement in groups by listing pluses, minuses, and interesting thoughts related to the statement. Students can review and revise their lists after reading.
* **KWL charts:** Ask the group and scribe their responses: “What do you know?” “What do you want to know?” and after reading, “What did you learn?” Make sure to revisit any false concepts students may have about the topic.
* **Brainstorming:** Place students in pairs or small groups and have them brainstorm ideas around a prompt or question related to the topic of the text. Share with the whole class.
* **Picture this:** Show a picture depicting a topic related to the text. Ask students to make predictions about the picture. You may want to assign different questions or question stems (i.e. what, who, when, how, etc.) to each pair or group of students and have them make up their own question regarding the picture, which they then try to answer. Not only does it get the students thinking about the topic, in addition when the picture is closely related to the text, students become interested in whether or not their predictions turn out to be true.

**Build background:**

* **Pictorial input chart:** Students love this strategy because they watch carefully as clues as to the identity of the picture are slowly revealed. Post a large piece of butcher paper on the wall, on which you have previously lightly drawn in pencil the outline of the figure you’ll be drawing in marker in front of the class (you may want to use an overhead projector to trace prior to the day of the lesson.) Group the information you’ll be discussing regarding the background knowledge necessary to understand the new topic. As you trace around the outline of the shape (i.e. the figure of a conquistador if you’re studying the conquest of the Americas), discuss important background information. (For example, as you draw the head, discuss factors motivating the Spanish and Aztecs and how they were different. As you draw the arms discuss how the difference in weapons between the two groups. You can also use this as an opportunity to activate prior knowledge by asking anticipatory questions about each sub-topic.)
* **Gear them up with a movie, pictures, or realia.** (If it’s a movie and the vocabulary is much too advanced, turn the volume just low enough for you to hear or off, and use simple sentence structure and your target vocabulary to narrate the video.)
* **Use graphic organizers, such as Venn Diagrams, Brainstorming Webs, Structured Overviews**
* **Simulation games:** Have a small mini-skit or simulation around the topic of the text. Placing students in roles related to the topic is a powerful way to build background around the topic.
* **Field trips and films:** “Virtual” field trips, in which the teachers asks students to close their eyes and imagine the scene as the teachers describes it, or showing a picture, taping a drawn figure or photo of a student(s) inside the photo, and relating the events of the “field trip” is a low-budget way to travel.
* **Experiments:** In addition to the traditional science experiments (which are excellent for building background), experiments in which we explore, for example, the range of human reactions to a particular stimulus (i.e. when someone calls someone unflattering names) can be a good way to build background ideas and vocabulary prior to reading a text, particularly for social studies themes.
* **Preview guides:** This guide directs students to pre-read titles, headings, subheadings, descriptions of related figures, and summaries. Students can preview and make predictions about content in pairs, followed by a whole-group discussion.

**Preview vocabulary**

With ELL students, it’s crucial to go through the reading selection or text and determine which are the key vocabulary words. Pre-teach these words and reading comprehension (and student confidence and enthusiasm) will improve dramatically. Listed below are some ideas for how to do so.

* **It’s All in the Hand.** You’ll be amazed at how well students remember the words when you add some gestures. As you go over each word, explain it and make up a gesture using their hands, faces, and/or heads. Every few words return and repeat all the ones up to that point. They’ll remember a list of 10 words in no time.
* **Puppet Quizzes:** (Good for early production students) Give students a list of vocabulary words with the definitions included. Go over the words and definitions as a whole class to make sure everyone understands them. Then give time to study and provide each student with a puppet. One puppet quizzes the other on a word. They then switch. Since the puppet’s the one on the spot, it’s less intimidating to be wrong, and who cares if the puppet has poor pronunciation.
* **Fictionary:** Students work in groups of four to six (students can be paired up within the group if desired.) The teacher presents a word from the vocabulary list. Each student or pair of students invents a possible definition for the word on small pre-cut pieces of paper. The student “reader” collects the definitions and is also given the correct definition on a paper of the same size and shape. The “reader” reads all the definitions and members or pairs of members in the group choose the most likely correct definition. The teacher then reads a sentence containing the target word. Students decide whether to keep the original chosen definition or whether to change their choice. The reader reads the correct definition. Students with the correct answer are given a point. Students whose incorrect definition was chose by other members of the group are also given a point. (This technique is particularly powerful when working with the meaning behind roots, suffixes, and prefixes. Students’ knowledge of the meaning of these various building blocks of language can aid them in constructing and choosing correct definitions.)
* **Who Needs Paper?** This is a quick way to learn or review vocabulary, and it’s kinesthetic—great for some of your right-brain dominant students. As you say each vocabulary work, ask students to draw something representing its meaning in the air with their fingers (other options: pair students and have one read the word to the other, who then “draws” it on the back of his or her partner. Ask students to close their eyes and draw with their fingers on their forearms, alternating arms between words.) If you’re working with categorical or process words, have students draw something that represents the idea or category in question. To encourage divergent thinking, students can draw as many different representations of the idea within a designated time limit as possible.
* **We Drew That:** This is great for teaching the target vocabulary while reinforcing adjectives at the same time. Students work in groups of four or so. Each starts with a piece of paper. Tell the students to draw a piece of the final object or organism in question (i.e. Draw the head of a raccoon or Draw the long, pointed, rounded, blue turret of the castle.) The student then passes the paper to next person in the group, who meanwhile passes his or her paper to the next, and so on in a pre-determined order. Each student will end up with a paper, but not the one each had started drawing with. Give the next command (i.e. Draw the large, furry, brown trunk of the raccoon’s body.) Continue until the drawing is completed. (With younger students it may be more successful to have one student from each team come to the board and draw, rotating one teammate at a time, until the drawing is completed.)
* **You’ll Remember What You Teach:** Hand out a list of 10-12 vocabulary words. Have students check off any words they already know. Then have them share those words with a partner, who in turn shares his or hers. As a pair they are responsible for both to know the meaning of all of the words that each knows. Have the pair join another group and repeat this process until all students have shared what they collectively know. In pairs, they can then look up any words that no one was familiar with.
* **Let Me Organize My Thinking:** Provide two or more category names (i.e. animal and plant: noun, verb, adjective, and adverb: things and actions: space and terrestrial, etc.). Ask students to cut up the list of words and place them in a pile or inside of a paper bag. Students, working in pairs or small groups, draw the “cards” and place them under the category to which each belongs.
* **Let’s Have a Chat:** After having introduced the words with some of the other methods listed on these pages, pair up students and ask them to have a discussion. The first student talks for one minute, including as many words from the vocabulary list as possible. (The sentences must make sense.) While that student talks, the partner checks off each word as it’s used. Then switch and time the other partner for one minute while his or her partner checks off words. (This technique works best when students are paired by similar language proficiencies.)
* **That’s Absurd:** Pre-teach the list of words, perhaps using some of the methods in this section. Students, working in pairs or small groups, try to create the most ridiculous story using a pre-assigned number of vocabulary words (i.e. 8 of the 10). The usage must be syntactically correct. The class can vote on the winning entry.
* **He Said, She Said:** Students sit in a circle with five or six members. The first student names a vocabulary word and gives its definition, or correctly uses the word in a sentence. The next student repeats what the first student said, adding another word with its meaning or sentence. The third student repeats what the first and second had said and adds yet another word with the definition or sentence, and so the game continues.
* **Bingo:** Ask students to make their own cards.
  + Students can cut up the list of vocabulary words and put them in the squares in whichever order they choose. The instructor gives a synonym or definition for the word, and the students cover the appropriate square on their cards.
  + Students can draw something for each word on the list wherever they’d like on the card. Then when the caller reads the word, the students cover the picture.
* **Rodin’s Realia:** Give students clay. Have each sculpt a different vocabulary word. Make a large diorama, map, etc. Have each student label and describe the item she’s contributed. This is particularly good for geographical terms and 3-dimensional geometry, but it’s great for nouns and verbs in general and can be used with concrete and abstract words. (If you choose to have students present and explain their sculptures to the class, classmates can take notes by making quick sketches, labeling their drawings of each sculpture.)
* **Flannel Boards:** Cut up flannel in shapes to represent the vocabulary words. Then have students select and place them on the flannel board as you say them. You can also study prepositions by asking them to place one piece in relation to another (i.e. put the barn next to the horse).
* **Concentration:** Xerox pictures from the story, or use pictures from magazines, a photo library, or your clip art package. Past them on cards. Make another card with the written label for each picture. Lay them all face down on the table or floor. Each player turns over two cards, trying to match the label with the picture. Each time a match is made, the player keeps the match and is given an extra turn. Continue play until all cards are removed from the playing area. The player with the most cards at the end of the game wins.

**Preview Strategy**

**Previewing Textbook Reading**

When you preview a reading assignment you become familiar with its contents and goals before you start to read. This helps to make the reading an easier, faster, and more effective learning experience.

**BASIC PREVIEW**

1. Read and think about the title.
2. Start turning the pages and read and think about each of the bold-face headings.
3. When you reach the end of the chapter, write down what these headings told you are purposes and goals for this chapter. Then start actively reading it.

Notice that this quick overview of the chapter provides a framework for understanding the purposes and goals of the chapter. This should help you understand the reading better than if you had just started at the first word.

**EXPANDED PREVIEW**

1. Read the title
2. Read the introduction.
3. Read each boldface heading and read and underline or highlight the first sentence under each heading (This first sentence often provides the main idea for the section.)
4. Look at all of the pictures, including graphs and charts, and read their captions.
5. Read the conclusion.
6. Read the comprehension questions at the end of the chapter to find out what the authors consider most important in the chapter.
7. Now that you have a good idea of your purposes and learning goals for the chapter, you should write down what you learned about the purposes and goals of this chapter before you start actively reading it.

**PREVIEW STRATEGY —**

**PREVIEWING ESSAYS AND ARTICLES**

1. **First, preview the reading by**

* looking at the title of the selection and noting any sub-headings
* reading any lead-ins—these are usually italicized
* skimming the first and last paragraphs
* looking at any accompanying graphics and captions
* reading biographical information about the author
* noticing the location of original publication

1. **Then, think about and write down**

* what the title and subheadings reveal about the content of the article or essay
* what the lead-ins reveal about the content
* how the first and last paragraphs may set up and wrap up the focus or thesis
* what the graphics may reveal about the content
* what the biography of the author and the original audience may reveal
* about the author’s purposes and possible biases

1. **You may then consolidate your previewing focus if you write down answers to the following questions before beginning to read:**

* What do you already know about this topic?
* List three things you would be interested in learning about this topic.
* What do you think is the purpose of this reading?
* What learning goal(s) can you set for yourself as you read this?
* Have you already noticed words which you do not recognize? How will you deal with unfamiliar vocabulary? Will you try to understand words first in the context of the sentence? Will you look them up in a dictionary or the glossary?

Your Instructor may ask you to record the answers to these questions for all your

readings during the semester in a dedicated notebook or post them on online

discussion boards or learning blogs.

**PREVIEW STRATEGY —**

**IDENTIFYING KNOWLEDGE, BIASES, AND GOALS**

1. Basic preview strategy: Preview the assignment by looking at clues to its content by reading and thinking about the following

* Title
* All boldface headings
* Graphic aids and captions

1. Expanded preview strategy.

In shorter readings, also read:

* the first paragraph and last paragraph.

In longer text-book assignments, also read

• the introduction,

• the first sentence after every boldface heading,

• the conclusion,

• study questions and topics listed at the end of the chapter.

1. Then, write down the answers to the following questions

**K** What do I already know about the subject of this reading?

**B** What are my biases? Can I put them aside and really hear what the author thinks? (Biases are strongly held points-of-view or opinions you may have about a subject. If you don’t acknowledge them and put them aside as you read, you may find it hard to understand differing opinions expressed by the authors in your assignments.)

**G** What are my goals for learning as I read this? In other words, what should I learn by reading this assignment?

**BEFORE YOUR READ IT, KBG IT!**

Use this chart to help you organize your prereading:

|  |  |  |
| --- | --- | --- |
| **K** | Prior **Knowledge** | What do I already know? |
| **B** | Interfering **Biases** | What are my biases? |
| **G** | Goals for **Learning** | What do I want to learn? |

**PREVIEW STRATEGY —**

**SETTING UP AN OUTLINE FOR READING**

This activity creates a framework which provides focus for purposeful, goal-oriented

reading.

Look at your textbook. Many authors provide an outline of the chapter—usually the

boldface chapter section headings—on the first page of each chapter. Sometimes it is in

the form of a bulleted list.

**Complete the following:**

1. Before beginning to read, make a formal outline of the chapter using the headings in

the basic outline at the start of the chapter, or if there is none, to go through the

chapter and make and outline using the boldface headings.

* These boldface headings are topic headings. Some may be larger than others. These would be general headings for the main sections of the text give them a Roman Numeral. Smaller print headings following it each get a capital letter starting with an “A.”
* Note if there is color-coding (or variable sizing) of headings in your textbook.This makes the outlining even easier. Work with your classmates to determine which color or size earns a roman numeral, which a capital letter.
* Skip several lines under each heading to leave room for main ideas and major supporting details.
* An outline can look like this one based on a sections of a chapter in The American Promise by James L. Roark, et al., 4th ed. Boston: Bedford/St. Martin’s, 2009.

**CHAPTER TITLE: “FROM NEW ERA TO GREAT DEPRESSION**

**1920-1932”**

**THE ROARING TWENTIES**

1. **Prohibition**

1.

2.

1. **The New Woman**

1.

2.

3.

1. **The New Negro**

1.

2.

1. Mass Culture
2. The Lost Generation

This particular chapter has five major sections, each with from 3-6 subsections under it. The blank numbering and skipped spaces are examples of where you can fill in major ideas and supporting details as you read.

2. As you read, fill in the outline with the important major ideas and supporting details.

3. Follow-up: When you are done with your reading, your instructor may give specific

instructions about confirming how well you focus on major ideas as you read. You may

be asked to do one or more of the following:

* Turn in your outline to have it checked.
* Take a quiz in which you can use your outline.
* Compare and contrast your outline with a group of fellow students and perhaps design the “best” outline using ideas from each of your outlines.
* Post your outlines to a discussion board online and see how it compares/contrasts to others in your course.

**Practice 1**

**Dogfighting Video Game Deserves to Die**

By Carla Hall

*Los Angeles Times* – Opinion Page

My colleague Jon Healey, in his post, "Technology: Should Google censor a dogfighting game?," argues that Kage Games' KG Dogfighting video game, available through Google's Android Marketplace, may be distasteful but that it shouldn't be censored. Even though dogfighting is a felony in all 50 states.

I completely agree that it's the company's 1stAmendment right to sell the game -- and the buyers' right to buy it – despite the game itself being despicable. There are plenty of despicable video games out there. And I believe critics couldn't sue the company claiming it promotes crime.

But I don't see anything wrong with lobbying Google to stop selling it -- and, at the same time, lobbying the company to stop making the game, as Healey suggests. As for this statement from Kage -- "What makes the Google Android platform special is that it gives the freedom and responsibility to the individual users to decide what to put on their phones as opposed to the phone carriers and app stores making value judgments on our behalf" -- talk about palaver.

Companies make value judgments and taste decisions all the time about what they will and won't sell. *The Los Angeles Times* won't run ads for sex toys. The broadcast networks won't

let TV show characters use curse words or crude slang. Maybe they should let viewers and parents of young viewers decide for themselves what they will or will not watch. Nope; they're deciding for you.

Google's Android Marketplace is not a university of higher learning where professors and students should be free to express their thoughts and ruminate on anything they choose. It's just a commercial conduit to a bunch of games and apps for sale. And if enough consumers are annoyed by what's being sold and can marshal enough pressure on Google to get it to stop selling something, I say go for it.

**Previewing Step: Your Observations:**

1. Who is the author?
2. What is the Title of the Chapter?
3. What pictures are in the chapter?
4. What is the structure of the chapter? What does the first paragraph tell you?
5. What does the last paragraph tell you?

**THE PRINCESS DIARIES  
Meg Cabot  
Harper Collins  
Young Adult  
ISBN: 0380814021  
304 pages**  
As the hilariously funny tale called The Princess Diaries begins, Mia Thermopolis is just a regular high school freshman at Albert Einstein High School. Well, as regular as you can be when you live in a loft in downtown New York with your flighty artist Mom. And as regular as you can be when your best friend is Lilly, a punky and spunky militant who produces her own TV show.  
  
As readers can guess from the title, this book takes the form of a diary, written by Mia. Over the pan of a month, she relates her daily woes and embarrassments in heart breaking detail. As with most teenaged girls, Mia thinks she is hopeless, looks-wise. She's tall --- 5’9" --- and klutzy, and not so gifted in the chest department.  
  
Then there is school. One of Mia’s biggest problems is the fact she is flunking Algebra and, to make matters worse, her Mom has begun dating her teacher. Gross.  
  
In the boy department, the cutest one in school has the locker next to hers, but doesn't even know Mia exists, even as his snooty girlfriend Lana, a popular cheerleader, torments her. And to top it off, Mia is developing some sort of weird crush on Michael, Lilly’s computer nerd brother.  
  
Then one day, Mia finds out she is a princess. Okay, I know that doesn’t sound bad to most girls, but Mia hates the idea instantly. How does this fairy tale come true? Her father is ruler of the principality of Genovia and since Mia is his only child, she is next in line to the throne. Her dad sends in the big guns to convince Mia that being a princess is what she is meant to do: her formidable grandmother comes to New York to give Mia "Princess Lessons". And as the word spreads around Albert Einstein High School that Mia is royalty, her life just gets crazier.  
  
The ending of The Princess Diaries is a twisty one and will leave you astonish for more stories of Mia and the rest of her friends.  
  
Reviewed by Jennifer Abbots

1. Who wrote the princess diaries?
2. Mia Thermapelis
3. Jennifer Abbots
4. Meg Cabot
5. Albert Einstein
6. What is the communicative purpose of the text?
7. To criticise an art work, event for a public audience
8. To entertain the reader
9. To describe the story of the princess diaries
10. To present many different aspects of an issues
11. Which one is true based on the text above…
12. The Princess Diaries was written by Jennifer Abbots
13. Mia was a student in Albert Einstein High School
14. The Ending of The Princess Diaries is amazing
15. Mia was avoided by her friends
16. "Her father is ruler of the principality of Genovia ..." paragraph (5) The underlined word refers to ....
17. Lily
18. Lana
19. Mia
20. Mia’s teacher
21. Who is the reviewer of the novel?
22. Meg Cabot
23. Albert Einstein
24. Mia Thermapolis
25. Jennifer Abbots
    1. Umpan Balik dan Tindak Lanjut

Please match your answers above with answer key of formative test 1 which is located in the end of the module. Measure your topic mastery of learning activity 1 with formula given below:

Level of mastery= (total of right answers: 5) x 100%

Vey good = 90-100%

Good = 80 - 89%

Fair = 70 – 79%

Poor = 0 – 69 %

If level of mastery of the topic is more than 80%, you can continue to learning activity 2 . If level of mastery is less than 80% you need to re-do learning activity 1 especially from you have not understood part.

1. **Kegiatan Belajar 2**
   1. Uraian dan contoh

text

* 1. Latihan

text

* 1. Rangkuman

text

* 1. Tes Formatif

text

* 1. Umpan Balik dan Tindak Lanjut

text

1. **Kegiatan Belajar 3**
   1. Uraian dan contoh

text

* 1. Latihan

text

* 1. Rangkuman

text

* 1. Tes Formatif

text

* 1. Umpan Balik dan Tindak Lanjut

text

1. **Kunci Jawaban**
   1. Tes formatif 1

1. A

2. A

3. B

4. C

5. D

* 1. Tes formatif 2

text

* 1. Tes formatif 3

text

**Daftar Pustaka**

<file:///C:/Users/Bahrul/Downloads/ccbd8ca962b80445df1f7f38c57759f0-original%20(1).pdf>

<https://courses.lumenlearning.com/vccs-enf102-17fa/chapter/text-previewing/>

<https://www.speedreadingtechniques.org/previewing-methods>

<http://advice.writing.utoronto.ca/researching/preview/>