



4

*Reading strategies*



*Getting Started in TTO*



How often have you heard your teachers or your parents tell you that you should read more? "Reading is good for you! It helps improve (*verbeteren*) your vocabulary!" Does this sound familiar?

I know what you're thinking: reading takes time and you'd rather (*liever*) be doing other things that can be done quickly and that are more active.

Well, reading can be active! Like reading jokes, comments in online gaming, comics or interesting pieces of information which you can then pass on to your friends. Reading is environmentally friendly, uses little energy and you can travel round the world without getting out of your chair!

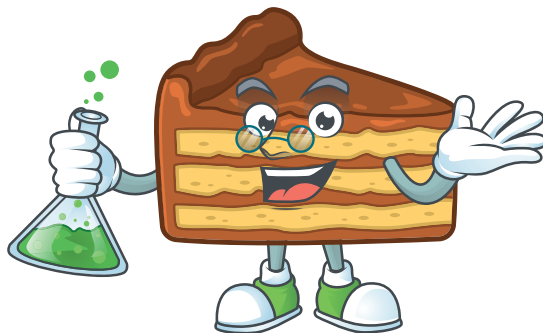


# Task 1

Here are some jokes. Match the first lines of the jokes with their 'punch lines' (clou).



- 1 I've been reading a book about anti-gravity,



- 2 Why did the student eat his homework?



- 3 What do you call an alligator in a vest?

Because the teacher said it was a piece of cake!

An Investigator.

I just can't put it down!

Do you get them? They're not very difficult to understand and they make you smile, don't they? When you go home this afternoon, you can tell them to your family and friends!

# B

## Understanding a text

In TTO you will have to read many different texts, for instance for subjects like biology, geography and history. At primary school, you already learned some reading strategies (*leesstrategieën*): steps you can take in order to read and understand a text. You can use these reading strategies in TTO as well.

In this unit we're going to remind you of what these steps are and give you some practice exercises. The steps are shown on the card your teacher will give you (see below). This card is useful when you start reading a text, especially in the beginning.

### Reading Strategies



#### Before reading

1

##### Think about how and why you will read the text

- Choose the type of reading that fits your reading aim: reading in detail, reading in less detail or skimming and scanning

2

##### Read the text in less detail

- Look at the headings, pictures, captions etc to find the main subject of the text

3

##### Think about what you already know about the subject

- What have you read, seen or heard about the subject before?
- Have you experienced anything that has to do with the subject?

#### While reading

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##### Read the text

- Think about what you already know
- Do you come across new words? Use the help card New Words Strategies
- Do you come across keywords / words in bold? See if you understand them
- After reading a small part, try to summarise it for yourself

#### After reading

5

##### Check if you have achieved your reading aims

- Make bullet points on what you have read
- Check whether you have understood the aims of the text
- If there is a summary, check if you understand it







**STEP**  
**1**

**Before reading – Think about how and why you will read the text**

Do you ever read a magazine? Do you read all the articles in detail? Or do you read some parts quickly and skip the rest? You probably read quickly and skip what you don't want to read.

There are many ways to read a text: reading a magazine is very different to reading texts in your schoolbooks.

Before you start reading, it is important to think how and why you are reading the text:

- a** **Skimming and scanning:** you do this if you want to search for specific information in the text. For instance, if you want to look for a person's name or find an important date.
- b** **In less detail,** so that you know the main points (*belangrijkste punten*). You look at the pictures and the headlines and you read small bits of text to get a general idea of what it is about.
- c** **In detail or study,** so that you learn as much as possible about the subject.

Before you start reading, decide *for what purpose (met welk doel)* you are going to read the text.

## Task 2

Decide *how* you would read the texts below. Choose the correct answer.

1 How do you read a schoolbook?

- A Skimming and scanning
- B In less detail
- ☒ C In detail or study

2 How do you use Instagram?

- A Skimming and scanning
- ☒ B In less detail
- C In detail



3 How do you read the Wikipedia pages about William of Orange, if you want to know in which year he was killed?

- ☒ A Skimming and scanning
- B In less detail
- C In detail



4 How do you read a task in your workbook?

- A Skimming and scanning
- B In less detail
- ☒ C In detail

5 How do you read a magazine?

- A Skimming and scanning
- ☒ B In less detail
- C In detail

## STEP 2 Before reading – Read the text in less detail

If you want to read a text in **detail** or you want to **study** it carefully, don't start reading it directly. Take it step-by-step.

The first step is to read the text in less detail: look at the 'outside' of the text. This will give you a good idea of what the text is about.

- Read the title and the smaller headings. Ask yourself whether you understand these first.
- Look at the pictures and read the captions (*bijschriften*). What do you see?
- What are the aims (*doelen*) of the text? What does the writer want you to do or to remember?
- Look at the words in bold (*vetgedrukte woorden*). Ask yourself if you already know the meaning of these words.
- Now read the introduction: what is the connection with the subject of the text?

You don't have to write down the answers to the questions above, but you can answer them silently before you start reading.

Decide *how* you would read the texts below. Choose the correct answer.

Title

Introduction

Aims

Picture

**5.1 Where do we live?**

Olaf was already in India before he had even heard of it. He has been to India many times. He is a geography teacher. Still, experiencing it in real life is something different. What a special opportunity it is, to be in India right now! But it's remarkable that the north of Europe is so empty, while it's very busy around here. Are there more examples like this in the world? And what is the reason for these differences?

After studying this section, you will be able to:

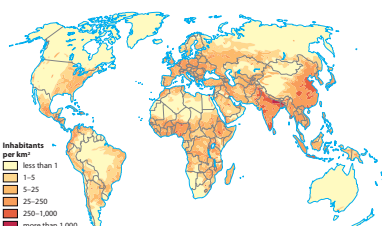
- Describe how people are distributed over the world
- Explain why certain places are more populated than others

**Population density**

After his visits to Norway and India, Olaf noticed that the distribution of people on our planet is very uneven. **Population density** means the pattern of where people live. India is a country with many **densely populated** areas. This means that in these places, many people live close to each other. In contrast, Norway is a country with many **sparsely populated** areas, where few people live.

If you want to show population distribution on a map, you need to measure the **population density**. This is a calculation to show how many people live in a square kilometre (km<sup>2</sup>). If you divide the number of inhabitants in an area by the surface of the area, you know the population density. You can calculate this for an entire country, or just for a small area.

If we take Norway as an example, it has a population of about 5.1 million people in an area of 324,000 km<sup>2</sup>. This leads to a population density of 16 inhabitants per km<sup>2</sup>. If you calculate this for all other places in the world, you get the map as shown in figure 5.5, showing population distribution on earth.




**The most densely populated country in the world is Monaco, with a population density of 18,713 inhabitants per km<sup>2</sup>.**

**Figure 5.5 Population distribution on earth (2016).**


**Sparsely and densely populated places**

Because of the different trips Olaf has made, he knows there are very sparsely and very densely populated places on our planet. He has been to Norway, where the population density is only 16 inhabitants per km<sup>2</sup>. Close to the polar circle are similar countries, for example, Canada, Iceland and Russia. The most densely populated countries are in the west of Europe and the southeast of Asia.



**Figure 5.6 The Lofoten is a sparsely populated area in the north of Norway.**

The Netherlands and India are very similar with their population density, being around 400 inhabitants per km<sup>2</sup>. But note this is just an average of the entire country. If you look at the most densely populated part of the Netherlands, The Hague, it has a population density of 6,300 inhabitants per km<sup>2</sup>. For Mumbai, this figure is more than 21,000 inhabitants per km<sup>2</sup>. No wonder Olaf is amazed by the crowds around him in India!



**Figure 5.7 The Hague is a densely populated area in the Netherlands.**

**Historical reasons for population distribution**

There are different reasons for the way people are distributed over our planet. If you look at this from a historical view, physical conditions were the most important reason for people to settle in certain places, and avoid others. You had to be able to grow your crops and drink fresh water. You can explain population distribution by using the factors that follow.

The most densely populated places offered:	The most scarcely populated areas had:
- Fresh water, like a river or lake	- Extreme climates, like the desert or poles
- Flat land with fertile soil, like the delta of a river	- Mountains, like the Himalayas
- A temperate climate, like a Mediterranean Sea climate	- Dense vegetation, like rainforest

# Task 3

Below you see two pages from BRICKS Geography.

**Getting started**

The word "volcano" comes from the name of the Roman god of fire and metalworking: Vulcan.

volcanoes

eruption

composite volcanoes

shield volcanoes

magma chamber

main vent

crater

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## 3.5 Volcanoes

Saskia is working on a school project about European volcanoes. She has found information about volcanoes in Iceland, in Italy and even about ancient ones in Germany. But she has never seen a real-life volcano, so she asks Ana Paula about her volcano experiences. "Standing close to the volcano wasn't scary," Ana Paula replied, "it was beautiful. There was snow at the top. But now it is a bit scary: we cannot visit it, because it is active again."

*After studying this section, you will be able to:*


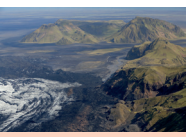
- Describe what happens during a volcanic eruption
- Explain what the effects of volcanic eruptions are

### Finding and describing volcanoes

**Volcanoes** can be found near diverging boundaries, for example in Iceland. They can also be found near subduction boundaries, such as the volcano Cotapaxi in Ecuador. Volcanoes are formed in areas where magma is able to escape towards the earth's surface: in subduction zones, divergent plate boundaries and hot spots. When the magma exits the earth, this is called an **eruption**. The name changes from magma to lava. As the lava cools off, it forms rock.

Volcanoes come in many different shapes and sizes: in subduction zones, we can find **composite volcanoes**, which look like steep mountains. The eruptions of these volcanoes can be quite violent.

In Iceland, the volcanoes are not quite as spectacular looking; these are **shield volcanoes**, which look more like rolling hills. They are formed of thin, runny lava.

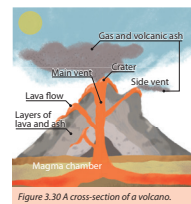
*Figure 3.28 Mount Merapi on Indonesia is a composite volcano.*

*Figure 3.29 The area around the shield volcano Katla in Iceland.*

### Inside a volcano

Underneath a volcano, we will find the **magma chamber**. This is a pool where the magma is stored. When enough magma is collected in the magma chamber and the pressure has built up, the volcano will erupt. The magma is forced up the **main vent** (or central channel), towards the top of the volcano. If the top of the volcano is closed off, the force of the eruption will create a **crater**: a large hole at the top of the volcano.

Not all of the magma will exit through the top of the volcano. Depending on the shape of the volcano and the thickness of the magma, some magma will find other pathways and exit through **side vents**.

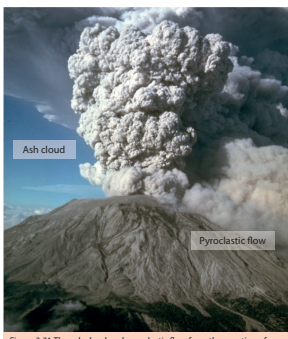


*Figure 3.30 A cross-section of a volcano.*

### Volcanic eruptions

During a volcanic eruption, not only lava exits the volcano. If the eruption has a lot of power, pieces of rock called **volcanic bombs** can be thrown into the air. These cannot travel very far, but they can start fires because they are very hot. The toxic gases that are part of an eruption are capable of killing people and animals close to the volcano, especially if the wind is blowing the gasses towards them.

The combination of gasses, ash, rocks and hot steam is called **pyroclastic flow**. Pyroclastic flow is particularly dangerous because it is extremely hot and it travels very fast down the slope of the volcano. This makes pyroclastic flow much more dangerous than the slow lava.



*Figure 3.31 The ash cloud and pyroclastic flow from the eruption of Mount Saint Helens in 1980.*

3 Earthquakes and volcanoes

side vents

volcanic bombs

pyroclastic flow

During the eruption of the Eyjafjallajökull volcano in Iceland in April 2010, a large ash cloud prevented airplanes from flying in Europe and Northwest America.

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- a Read the title, the smaller headings, the introduction and the aims. Look at the pictures and the captions (*bijschriften*). What is this text about?

This text is about volcanoes. Or: This text is about what happens during a volcanic eruption and its effects.

- b How do you know this?

The title, the smaller headings, the pictures, the introduction and the aims all are about volcanoes.





### STEP 3

## Before reading – Think about what you already know about the subject

You may not realise it yet, but you already know quite a bit about many subjects.

Before you read a text, think about what you already know about the subject of the text. Have you ever:

- read anything about it?
  - heard about it?
  - had anything to do with it?
- If so, what can you remember?

If you think about what you know about a subject, it makes it easier to link up the new information about it and you will be able to understand the text much better.



## Task 4

Have you ever read or heard about a volcano? Have you ever seen a volcano for real?

- a** Write down as many words as you can think of that are linked to volcanoes. If you don't know the word in English, look it up or write it down in Dutch.

*Student's own answer, for example: eruption, lava, magma, crater, explosion, volcanic ash, magma chamber, main vent, side vent.*

- b** Work with a classmate. Compare the words you have both written down and talk about them. Does your classmate know any English words about volcanoes that you don't? If so, add them to your own list.





STEP  
4

## While reading – Read the text

Now that you have taken steps 1 to 3, you know a little more about the content (*inhoud*) of the text. You've also thought about what you already know about the subject.

If this is a text you must read **in detail**, follow the steps below:

- While reading, think about your own ideas on the subject: do these match with what you are reading?
- Are you having difficulty reading the text because of difficult words? Use the help card: *New Words Strategies*.
- If you come across some new words in bold type, see if you can understand their meaning by reading the text before and after these words.
- When you've read a paragraph, try to summarise it in your head. If this is difficult, read the same piece of text again.



STEP  
5

## After reading – Check if you have achieved your reading aims

After reading, check if you have achieved your reading aims:

- In your own words, make bullet points about what you've read.
- What are the aims for the text? Check whether you've achieved these aims.
- Is there a summary at the end of the text? Read this carefully and check whether you understand it.

If there is no summary, you can make one yourself.

While reading or after reading, complete the assignments. This will help you to remember the important points in the text and to understand it better.

