

Lesson 1:

An introduction to Reading and Text Analysis

Introduction:

Despite the fact that having a high linguistic competence requires the mastery of the four language skills (listening, speaking, reading and writing) as well as the syntactic and lexical dimensions of language, reading is considered to be the most vital pillar for enhancing all these skills. It enables readers to enhance all language skills as humans learn most information via the broad gate of reading. Furthermore, reading takes much of individuals' time as people spend more time on reading than other skills. For students, reading comprehension is generally considered to be an essential skill required in all learning areas. The ability to derive meaning from texts is vital because it will either enable or hinder their progress.

1. Reading/ Reading Comprehension

1.1. Definitions

Reading refers to the ability to comprehend or make meaning from written text. A dictionary definition of the word *read* states that it is the ability to examine and comprehend the meaning of written words. Reading is an interactive process that involves a reader, a text, and interaction between the reader and the text. The reading process is commonly viewed as comprising of two components: decoding and comprehension which includes linguistic skills and interpreting this understanding with the reader's background knowledge.

Comprehension, then, is at the heart of any conventional definition of reading. Reading Comprehension is the ability to understand and interpret what is read. In order for individuals to accurately understand written material, they must be able to decode what they read, make connections between what they read and what they already know, and think deeply about what they have read. This definition suggests that reading comprehension requires an action on the part of the reader. In other words, comprehension is a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text.

1.2. Factors Affecting Reading Comprehension

Many reading practitioners have suggested that there are several factors that affect reading comprehension of L2/EFL learners, and these factors can be grouped into three main factors:

- The reader: prior knowledge or schemata, language proficiency, purposes in reading, worldview, motivation and interest and characteristics.
- The writer: the purpose of writing, the writing style, worldview, attitude towards readers and the topic of the text he is writing about.
- The text: the topic and content, text type or genre, literary and non-literary texts, text organization, typographical features, verbal and nonverbal information, and medium of text presentation.

1.3. Elements of Reading Comprehension

Three important elements contributing to reading comprehension are

- **Word meaning:** Knowing the meaning of word can partly affect how well the reader reads. Since each word has more than one meaning depending on context, the readers need to be able to choose the right meaning.

- **Sentence meaning:** Sentence is a group of words which has meaning—a complete thought. Readers, therefore, have to consider the meanings of the key words which contribute to the main idea and pay attention to the relationship of each sentence to the sentences that precede and follow it.
- **Paragraph meaning:** A paragraph is a group of related sentences that has one main idea. Readers, thus, must be able to identify the main idea of each paragraph. However, some writers do not clearly state the main idea in a paragraph. In this case, readers need to figure out the main idea of the paragraph by considering the meaning of sentences in the paragraph and the relationship with the paragraph that comes before and after it.

Additionally, there are other intellectual abilities that contribute to comprehension:

- The ability to retain information and recall it when required.
- the ability to select important points.
- the ability to interpret information and ideas.
- the ability to make deductions from what has been read.
- the ability to relate knowledge to experience.

1.4. Three-Level Taxonomy of Comprehension

Thomas Barrett has suggested the following three types of action with his three-level taxonomy of reading comprehension

- **Literal Comprehension:** requires a reader to be able to retell or recall the facts or information presented in a text. Names of characters and details of the setting are examples of literal comprehension. The information required for literal comprehension comes largely from the text itself. Recall comprehension can easily be evaluated.
- **Inferential Comprehension:** refers to the ability of a reader to take in information that is inferred or implied within a text. If a text indicates that a character is carrying an umbrella while walking down a street on a cloudy day, you can infer that the character is expecting rain. Inferential comprehension is more sophisticated than literal comprehension because it requires the orchestration and manipulation of information from the text as well as information that resides within the readers— their background knowledge.
- **Critical Comprehension:** involves making critical judgments about the information presented in the text: Were the characters reputable and honest in their actions? Did the selection offer the reader new information, new insights, or added enjoyment? Were the characters authentic? Was the literary quality of the text high? Answers to such questions require a high level of interaction between information from the text, the reader, perhaps other people with whom the reader has interacted, or even other texts the reader has read. Moreover, in-depth analysis and critical thinking are necessary to make informed judgments and evaluations.

2. Text Analysis

Language is realized, first and foremost, as texts. Thus, users of language have to cope with texts. This is as true for second/ foreign language users as for first language users. In fact, we live in a world of text; we are surrounded by text: in our homes, in the streets, at school and elsewhere. You may wake up in the morning listening to radio text, you can take a glance at the cereal box as you skim the morning news, your fridge might be festooned with reminders and messages, you go online and check your e-mail, and you read the ads on the bus on the way to school or work.

2.1. Definition of Text

A text is defined as a continuous piece of spoken or written language, especially one with a recognizable beginning and ending (Trask , 1999). According to Nuttall (1996), a text refers to a piece of language, complete in itself and written (or spoken) for a purpose. The term “text” is broader than it seems. A text can be a piece of writing, such as a book, an email, an essay, a poem or a transcribed conversation; whenever we produce an interpretation of something’s meaning –a book, an article in a magazine- we treat it as text. Other examples of texts include street signs, notes passed among students in the classroom, the words on a cereal box, an animated banner running across a Webpage, a grocery list, a student paper written in a class, a teacher’s responsive comments in the margin of that paper, a classified advertisement for renting an apartment, comments posted in an electronic chat space, an income tax form.

2.2. Definition of Text Analysis

Text analysis is the process of examining a text in order to dissect how an author organizes a text . Analysing text structure/organization means identifying how a writer presents information and reflecting on the implications of that choice. Text analysis reveals how a text was constructed and how it functions as a piece of communication and, thus, it contributes to understanding the text.

2.3. Advantages of Text Analysis

Analysing texts familiarizes students with different text structures that authors use to organize information and enhances the student's ability to comprehend and recall the information read. It can help them develop an in-depth understanding of texts; students can identify the purpose, distinguish among several organisational patterns and help, find important information in texts in a more systematic and organised way, note the development of ideas, and use this information to reflect on the type of structure the author is using.

2.4. Text Knowledge

Text knowledge refers to a reader’s knowledge of the purpose, structure, organization, and language features of text forms. This knowledge will allow students to determine how to read and understand a text.

Purpose

Understanding the purpose for reading can influence the way a text is read. Purposes for reading a text include these:

- to experience enjoyment
- to locate specific information
- to gain a better understanding of the world
- to understand new concepts
- to expand vocabulary
- to make connections to our lives
- to seek answers to problems
- to satisfy curiosity
- to expand imagination
- to learn how to perform a task
- to find good models for writing
- to understand different cultures
- to understand different perspectives and points of view

Text structure

The term *text structure* refers to the way ideas, feelings, or information is linked within a text. It is important for students to understand the types of patterns that are used to link and organize information. These include

- compare and contrast
- cause and effect
- problem and solution
- listing: logical or chronological sequence, collection of details, enumeration
- description

These text structures can be found not only in informational texts, but also in literary texts. The structure an author chooses to use is often a good indication of the intended message. If readers are aware of the words authors use to signal the text structure, it will help them comprehend a text.

Text Organization

Text organization refers to the way a text is physically laid out. It includes the text framework, or the order in which information is presented. Most texts start with an orientation, or introduction, of some kind. However, the content of the introduction will vary according to the text form. For example, the introduction of a recount includes who, when, where, and what; the introduction of a report defines and classifies the subject. Having an understanding of the text framework can help readers to locate specific information.

It is also important for readers to understand the terminology, function, and ways to use a range of text, or organizational, features, e.g., **headings, subheadings, diagrams, tables.**

Language Features

The term *language features* refers to the type of vocabulary and grammatical structures used in a text. Each text form has specific language features that are appropriate to that form. These include who or what the text is about, tense, use of active voice, use of passive voice, type of pronouns, type of linking words nominalization (changing verbs to nouns), word choice, style, use of (in)direct speech, use of rhyme, use of repetition and use of signal words.

Task 1: Thinking about your Reading Habits

Find out your reading habits by answering this questionnaire (respond to the following statements by writing Yes or No) and the questions below.

Statement	Reading in Arabic (as the first language)	Reading in English (as a foreign language)
1. I always read every word of a passage.		
2. Reading aloud helps me improve my reading.		
3. I say the words aloud when I read.		
4. I understand more when I read slowly.		
5. If I don't know the meaning of a word, I always look it up in the dictionary.		
6. I need to know every single word in order to understand.		
7. I cannot understand a paragraph if it has several new words in it.		
8. I use the same reading methods for all kinds of texts (books, newspaper, etc.)		

1. Why do you read?
2. What have you read this week and why?
3. What is the best thing you have ever read?
4. If you read the newspaper, what section(s) do you read?
5. What types of books do you like to read? Do you usually read the same kind?
6. Do you read everything the same way? Do you read different things in the same way?
7. Do you use different reading methods in your native language and in English?
8. How often do you read?
9. Do you have a regular time of day when you read?
10. How do you decide what to read about?
11. How do you feel about the reading you do?
12. Do you ever struggle with reading? When? What do you do to understand something when it's difficult?
13. Do you read mainly on screen or on paper?
14. What is your usual percentage split between reading for pleasure and reading to learn for study?
15. How did you learn to read?
16. What do you think about your reading habits now?
 - a. Reading? What's reading?
 - b. Reading is great when I have time
 - c. Can't get through a day without reading

Task 2: What is reading?/ Why is reading important ?

Answer the following questions:

1. Discuss the following definition of reading

Reading is how people install new software into their brains

2. Reading is one important way to improve your general skills in English. How does reading help you?

Task 3: It's time to set reading goal(s)

Complete the following:

As a university student, now I can read.....

.....

I would like to be able to

.....

.....

.....

I can achieve these goals

.....

.....

Task 4: Reading Comprehension Levels

Answer the questions according to the texts or the excerpts from texts. which level of comprehension does each question represent?

1. *Annie burst out of the house in her bare feet. She took a deep breath, filling her lungs with the warm air and let her toes discover the fresh grass for the first time in months.*

When do you think the story takes place? Provide evidence.

.....
.....

Comprehension level:

2. *It was a bright, sunny day in April, and the flowers were in bloom.*

When does the story take place?

Comprehension level:

What was in bloom? Comprehension level:

3. *The little elf smiled, waved his wand, and disappeared. After the puff of dust cleared, the children noticed the pot of gold the elf had left behind. Taped to the pot was a note that read "Use me well."*

Who disappeared? Comprehension level:

What did the elf leave? Comprehension level:

What did the note read? Comprehension level:

4. *When the 1918 flu epidemic finally abated, it had killed an estimated 40 million people. Few areas of the globe escaped. It was not only large modern cities that were affected. The disease took its deadly toll on remote, rarely visited villages from Alaska to India to the islands of the South Pacific. Surprisingly, it would be another forty years before scientists began to investigate the 1918 flu virus.*

Is the writer's use of the word *surprisingly* logical?

.....
.....
.....

Comprehension level:

5. *It was Friday afternoon. Carol was drawing picture in the classroom. David felt mischievous. David decided to tease Carol. When carol was not looking, he tied her shoelaces together. Carol tripped and fell down.*

Why did David decided to tease Carol?.....

.....
Comprehension level:

Why was it possible, do you think, for David to tie the shoelaces together without being noticed?.....

Comprehension level:

Was David mean?.....

Comprehension level:

Task 5: Text Knowledge/ Text Organisation

The following table summarizes many of the organizational features in a text that readers will encounter when reading a range of texts.

Use the words in the list to complete the table:

table of contents /graph / table / heading/ subheading/ preface /index / home page / glossary/ foreword /footnote /diagram /caption /bullet points /blurb/ bolded or italicized words/ appendix /bibliography/ timeline / flowchart

Organisational features of text			
Text Feature		Definition	function
1		extra information included at the end of a text	explains parts of the text by providing more detail
2		a list of information sources cited, used, or referred to in the writing of the text	<ul style="list-style-type: none"> – provides a list of texts for related reading – acknowledges works quoted – provides evidence so readers can check on authenticity and accuracy
3		a short promotional paragraph about the book or the author, usually on the back cover	– attracts the reader's interest to the text
4		words in texts that have been highlighted in some way	– draw the reader's attention to points the author considers
5		heavy dots used to highlight information	<ul style="list-style-type: none"> – draw the reader's attention to important points – enable the author to provide information in point
6		a comment under, above, or near an illustration or chart	<ul style="list-style-type: none"> – explains the content of the diagram, photograph, table, or graph – provides an example
7		a visual representation of information presented	<ul style="list-style-type: none"> – provides more detail – shows a sequence – provides a more simplified view
8		a visual representation of a sequence	– enables readers to follow
9		a note, usually in a small font, at the bottom of a page	<ul style="list-style-type: none"> – supplies extra information about a fact or idea in the main text – cites a reference – directs the reader to other parts of the text
10		a short introduction to a text written by someone other than the author	– defines words in a particular
11		a definition of terms used in the text	defines words in a particular context
12		a pictorial or symbolic representation of data	<ul style="list-style-type: none"> – enables the reader to make comparison between data – enables the reader to identify
13		the main title of chapter or large section of a text	– enables readers to quickly find a section or chapter of a text
14		the opening or main page of a Web site	<ul style="list-style-type: none"> – greets visitors – provides information about the Web site
15		an alphabetically arranged list of the contents of a text	– provides quick access to specific topics
16		an introduction to a text written by the author	<p>provides an explanation of the contents of the text</p> <ul style="list-style-type: none"> – explains how a new edition is different – introduces the text
17		the title of a subsection of a text	<p>provides a short, succinct description of that section of the text</p> <ul style="list-style-type: none"> – enables the reader to quickly access specific information
18		a framework for recording data	– enables readers to compare data
19		a visual representation of key events	– provides information in a visual form
20		the page of the text that features the full title, the author's name, the publisher's name, and location	– provides publishing information about a text

Lesson 2:

Reading Skills/Strategies

1. Definition of Reading Strategies

Reading strategies is the broad term used to describe the planned and explicit actions that help readers translate print to meaning. They are used when identifying unknown words, comprehending text, and accessing and using information. Students need to orchestrate many skills to become strategic readers.

2. Skills Involved in Effective Reading

Effective reading is not a single-step process, but a complex set of skills involving activities before, during and after reading. Here is a list of some of those skills:

a. Before Reading:

- 1) Determining the subject of the material
- 2) Determining how the material is organized
- 3) Deciding what you need to remember from the material
- 4) Defining your purpose for reading

b. During Reading

- 1) Identifying what is important: Finding Factual Information and Finding Main Idea.
- 2) Finding the Meaning of Vocabulary.
- 3) Identifying Reference.
- 4) Determining how key ideas are supported
- 5) Identifying patterns of thought
- 6) Drawing connections among ideas
- 7) Making Inference.
- 8) Anticipating what is to come next
- 9) Relating ideas to what you already know

c. During and after Reading

- 1) Identifying the author's purpose for writing
- 2) Analysing the writer's technique and language
- 3) Evaluating the writer's competence or authority
- 4) Asking critical questions
- 5) Evaluating the nature and type of supporting evidence

3. Strategies of Highly Effective Readers

Effective readers are active as they read, simultaneously using a range of strategies to identify unknown words and comprehend text. The list of strategies that research indicates are worth teaching often includes the following:

- **Setting purposes for reading.**
- **Previewing and predicting:** Good readers typically look over the text before they read, noting such things as the structure of the text and text sections that might be most relevant to their reading goals. As they read, good readers frequently make predictions about what is to come.
- **Activating prior knowledge.**
- **Identifying main ideas and details.** (Using techniques such as **scanning and skimming**)
- **Evaluating text structure and using it as a framework for comprehension.**
- **Comprehension monitoring:** Good readers monitor their understanding of the text, making adjustments in their reading as necessary. This strategy involves the ability of readers to know when they understand what they read, when they do not understand, and to use appropriate strategies to improve their understanding when it is blocked. the strategies employed by good readers to improve understanding are called “repair” or “fix-up” strategies. Specific repair strategies include rereading, reading ahead, clarifying words by recognising word parts and roots, looking them up in a dictionary or glossary, or asking someone for help.
- **Visualizing:** Good readers make mental images of a text as a way to understand processes or events they encounter during reading.
- **Making inferences:** Good readers draw conclusions from information in a text. Authors do not always provide complete descriptions of, or explicit information about, a topic, setting, character, or event. However, they often provide clues that readers can use to “read between the lines”—by making inferences that combine information in the text with their background knowledge.
- **Generating and asking questions.**
- **Summarizing and retelling:** restating the meaning of text in one's own words.

Task 1: Answer the following questions:

1. What advice would you give to someone who is required to read a chapter to do a written assignment and tends to begin like this: *“I need to read Chapter 6 – here it goes! ...”*.

2. What are the main problems of struggling readers?

Task 2: Read each statement, paying special attention to the boldfaced word or phrase. What message is it sending? Choose the best answer.

1. Every year Wes asks for a chocolate cake for his birthday. **However**, this year...

- there's more detail to come
- an opposite idea is coming
- these ideas are in order

2. Mrs. Washington assigned the class a report. “You are to include at least three different kinds of sources,” she instructed. **In addition**, you must...”

- there's more detail to come
- an opposite idea is coming
- these ideas are in order

3. Dr. Taylor was silent as he examined my overweight cat. Then he looked at me and said, **Although** he appears healthy now, this guy's weight...”

- there's more detail to come
- an opposite idea is coming
- these ideas are in order

4. Merideth was obviously excited. She went right to the computer to e-mail Sally. **Earlier** she had heard the news. **Now**, she couldn't wait...

- there's more detail to come
- an opposite idea is coming
- these ideas are in order

5. You probably imagine bears as slow, lumbering creatures. **In contrast**, bears can move very quickly for short distances.

- there's more detail to come
- an opposite idea is coming
- these ideas are in order

6. Tom and Mike had been playing ball in the house against Mom's rules and broke a vase. They knew they were in trouble and **furthermore**...

- there's more detail to come
- an opposite idea is coming
- these ideas are in order

7. Clay was down in the dumps. Art asked him why. **For one thing**, I missed getting an A in math by two points. **Next**, ...

- there's more detail to come
- an opposite idea is coming
- these ideas are in order

Lesson 3:

Scanning

Introduction

Efficient readers determine beforehand why they are reading a particular selection and they decide which strategies and skills they will use to achieve their goals. One of these techniques is called **scanning**.

1. Definition of Scanning

Scanning is a very fast reading strategy. It is reading quickly to search for specific information. You may not realise it, but you are already good at scanning. You scan, for example, when checking a TV guide or a phone book. When you scan, you have a question in mind. You do not read every word, only the words that answer your question. Practice in scanning will help you learn to skip over unimportant words so that you can read faster.

When scanning, we only try to locate specific information and often we do not even follow the linearity of the passage to do so. We simply let our eyes wander over the text until we find what we are looking for, whether it be a name, a date, or a less specific piece of information.

Scanning involves glancing through material to locate specific details, such as names, dates, or places. For example, a reader might scan a contents page or index to find the page number of a specific topic, scan a dictionary or telephone book in search of a particular word or name, or scan a text to substantiate a particular response to an earlier reading. Beginning readers may also scan a text looking for picture clues that may help them identify any unknown words.

2.1. The Steps Involved in Scanning

The steps involved in scanning are the following:

1. Decide exactly what information you are looking for and concentrate on the piece of information you are looking for. Have that piece of information; e.g. the name, the date, the place, the number etc., in the front of your mind. Repeat it over and over to yourself as you look. When you scan, notice any pictures, charts, graphs, and italicized or boldface words or phrases.
2. Decide where you need to look to find the information you want. You probably would not look for sports scores on the front page of the newspaper, nor look under the letter *S* for the telephone number of Sandra Wijaya.
3. Move your eyes as quickly as possible down the page until you find the information you need. Read it carefully.
4. When you find what you need, re-read the question to determine if the answer you found answers the question and do not read further.

3. Scanning Different Types of Text

Readers might use scanning strategy to scan for a specific information in various types of text. For instance, they may use scanning strategy to check what time their favourite TV programs are on a timetable; to find a page number in a table of contents in a book; to look for information in a travelling brochure; to select the website from options on a Google search, or to look for a job in classified advertisements, etc. However, readers do not usually scan a mystery story, a textbook for an important course, important papers from a lawyer, a map for getting to a party or a question on a test.

Example 1

I. Read each question and scan the table of contents of the book entitled, *linguistics an introduction to linguistics theory*, (2000) on the next page to find the answers.

Starting time:

1. How many chapters are there in this book?
2. In which part can the reader find the definition of linguistics?
3. On what page(s) can you read about acquisition of phonetics and phonology?
4. Does this book have a foreword?If yes, on what page?
5. Does this book have a glossary? If yes, on what page?
6. Which chapter deals with the scope of semantics?

Preface	vi
Notes on Authors	viii
Part I Introduction	1
1 Linguistics: The Scientific Study of Human Language	3
Part II Morphology and Syntax	23
2 Morphology: The Structure of Words	25
3 Syntax I: Argument Structure and Phrase Structure	89
4 Syntax II: Syntactic Dependencies	195
5 Syntax III: The Distribution of Verbal Forms: A Case Study	257
6 Acquisition of Word and Sentence Structure	324
Part III Semantics	369
7 Semantics I: Compositionality	371
8 Semantics II: Scope	399
9 Semantics III: Cross-Categorial Parallelisms	421
10 Acquisition of Meaning	449
Part IV Phonetics and Phonology	475
11 Phonetics: The Sounds of Language	477
12 Phonology I: Basic Principles and Methods	518
13 Phonology II: Phonological Representations	579
14 Phonology III: Explanation and Constraints in Phonology	609
15 Acquisition of Phonetics and Phonology	658
Glossary	682
Bibliography	721
Index	729
Finishing time:	Scanning time:

Example 2:

Scan the excerpt from an index of the book entitled, *Linguistics and English Literature: An Introduction*, on the next page to find the page numbers for the topics below.

Starting time:

Topic	Page (s)	Topic	Page (s)
1. definition of verb phrase	2. Edgar Allan Poe
3. types of sentences	4. indirect speech acts
5. poetic stress rule		

Finishing time:

of speech, 97	Saussure, Ferdinand de, 8
phrase structure rules, 94f	semantic field, 60
phrases	sentences
adjective phrase, 99-100	complexity of, 93-120
adverbial phrase, 97	types of, 118
head of, 98	Shakespeare, William, 73,78
noun phrase	<i>Come Unto These Yellow Sands</i> , 25
definition of, 94	Simson Paul, 18, 123
expansion of, 99-102	sociolinguistic variable, 179
prepositional phrase, 97	southern vowel shift, 179
verb phrase	speech acts
definition of, 94	defined, 239-240
expansion of, 97-99	direct, 240-241
Poe, Edgar Allan, 283	in literature, 243-249
poetic stress rule, 157	indirect, 241-243
pragmatics, 238, 272-273	structuralism, 8-12, 312
prosody, definition of, 139	style shifting, 199,138
relative pronouns, 115	stylistics, definition of, 18
rhythm, 139-141	syntax definition of, 92
Rowling, J.K., 280-281	transformational rules, 102-110

An excerpt from an index of *Linguistics and English Literature: An Introduction* (Adamson, 2019, p. 346)

4. Practising Scanning

Task 1: Scanning a table of contents

Read each question and scan the table of contents of the book entitled, *Introducing English Linguistics* By Charles F. Meyer, to find the answers.

Starting time:

1. How many chapters are there in this book?
2. On what page can the reader find the typological classifications of language?.....
3. Which chapter focuses on word classes and phrases?.....
4. Does this book include an appendix?.....
5. Which section deals with the distinction between grammatical and pragmatic meaning ?
.....

Finishing time:..... Scanning time:

Contents	
<i>Preface</i>	ix
1 The study of language	1
Introduction	2
Language as part of a semiotic system	3
The modes of language	5
Studying linguistic structure	6
Language and ideology	12
Theorizing about language	15
<i>Summary</i>	17
<i>Self-study activities</i>	18
<i>Further reading</i>	18
2 The development of English	19
Introduction	20
The current state of the English language	20
Genetic classifications of languages	23
Typological classifications of languages	34
Why languages change	39
The nature of language change	43
<i>Summary</i>	44
<i>Self-study activities</i>	45
<i>Further reading</i>	46
3 The social context of English	47
Introduction	48
Grammatical vs. pragmatic meaning	48
Sentence vs. utterance	49
Speech act theory	50
The cooperative principle	55
Politeness	62
Speaker variables	70
<i>Summary</i>	76
<i>Self-study activities</i>	77
<i>Further reading</i>	78
4 The structure of English texts	79
Introduction	80
Register or genre?	81
Spoken and written registers	83
Unity of structure	84
Unity of texture	98
<i>Summary</i>	108
<i>Self-study activities</i>	108
<i>Further reading</i>	109
5 English syntax	111
Introduction	112
Formal vs. notional definitions	113
The linear and hierarchical structuring of constituents	115
Form and function	116
Word classes and phrases	117
Clauses, sentences, and clause functions	130
<i>Summary</i>	146
<i>Self-study activities</i>	147
<i>Further reading</i>	147
6 English words: Structure and meaning	149
Introduction	150
Varying definitions of meaning	151
The morpheme	152
Lexical semantics	157
Deixis	182
<i>Summary</i>	192
<i>Self-study activities</i>	192
<i>Further reading</i>	193
7 The sounds of English	195
Introduction	196
Speech segments	196
Suprasegmentals	208
<i>Summary</i>	216
<i>Self-study activities</i>	216
<i>Further reading</i>	218
<i>Appendix: Linguistic corpora consulted</i>	219
<i>Glossary</i>	221
<i>Answers to self-study activities</i>	239
<i>References</i>	247
<i>Index</i>	253

Task 2: Scanning an index of a textbook

Scan the excerpt from an index of the book entitled, *The Theater Art and the Teaching of Second Languages*, to find the page numbers for the topics below.

Starting time:

On what page can you read about

Topic	Page (s)	Topic	Page (s)
1. TOEFL	2. Taste
3. vocabulary	4. writing
5. sound	6. stereotype
7. Time Magazine	8. University of Illinois
9. Andrew Wright	10. Garry Trudeau

Finishing time:..... Scanning time:

166

The Theater Arts and the Teaching of Second Languages

- sound, 75, 76, 131, 135, 148, 152, 156
space (for rehearsal and performance), 130, 133, 134, 139, 156
speech community, 31
speeches, 99, 100
Spolin, Viola, 24, 49, 151, 157, 159, 160
spontaneity, 11, 27, 88
spontaneous, 23-24, 139
Squeeze Play, 85, 86, 140
stage fright, 151
the stage manager, 151, 152
stage speech, 41
Stanislavski, Constantin, 13, 14, 157, 158, 160
Station Theater, 7
Steffensen, James, 158
stereotype, 9, 14, 53
stop-and-go rehearsals; see rehearsal
Stoppard, Tom, iii
strategies, 2, 15, 22, 23, 32, 41, 50, 51, 80, 81; see also coping strategies
streamers, 3, 160
stress and intonation, 12, 17, 38-40, 48, 71, 76, 78, 80-82, 84, 144, 146, 147; see also intonation
structure, 10, 13, 28; see also grammar
substitution, 32, 33, 61, 62, 145
subtext, 5, 38, 122; see also deep character
surface, behavior, 43
character, 14
meaning, 78
Suter, Richard, 20, 160
syllabus, vi, 22
tai chi, 42
taste, 53
Teachers of English To Speakers of Other Languages, 31
teaching style, vi
technical, demands of the play, 131
effects, 148; see also set, props, lighting, sound
tempo, 5, 7, 29, 40, 46, 79, 86, 138, 145, 147, 148
tension, 11, 83, 84
TESOL, 31
Test of English as a Foreign Language, 132
text books, see Recommended Reading
Thatcher, Mark, 61
Theater in English Sprache, 129
A Thurber Carnival, 126, 158, 160
Thurber, James, 30, 126, 158, 160
tickets, 152, 153, 156
TIES, 129
time, commitment to the play, 130, 132, 156
sense of, 35
teacher's preparation, 49
Time Magazine, 118
TOEFL, 132
tonal memory; see memory
touch, 53, 54
trivia contests, 7
Trudeau, Garry, 66
trust, I. Pass the Body (exercise), 86
II. Catch (exercise), 87
underlying meaning, 122; see also deep character and subtext
A Unicorn in the Garden, 30, 126, 158
University of Illinois, 127, 128, 132
values, 17, 35
variety show, 127
Via, Richard A., 159
video, 70, 71, 147, 153
vocabulary, v, 12, 28, 29, 33, 37, 61, 75, 92, 107, 126
emotional, 5, 32, 138, 144
lexical, 5, 31, 32
physical, 5, 36, 82, 138, 144
vocal production, 72, 73, 76, 77, 80-84, 145
warm-ups, see warm-ups; see also voice
vowel sounds, 39, 74, 75, 80, 81, 147
voice, 2, 3, 14, 17-20, 25, 70, 71, 76, 80, 82-84, 88, 138, 140, 144; see also vocal production
Volkshochschule, 129
volume, 40
warm-ups, 7, 17, 18, 25, 40, 41, 46, 71-73, 76, 139, 140, 141, 144, 145, 147, 151, 152
Weller, Michael, 3, 160
Widdowson, H.G., 21, 22, 160
Wilder, Thornton, 36, 129, 130, 134, 145, 153, 155, 158, 160
Wright, Andrew, 159
Wright, William Aldis, 160
writing, 63
Young, J.W., 158

An excerpt from *The Theater Art and the Teaching of Second Languages*

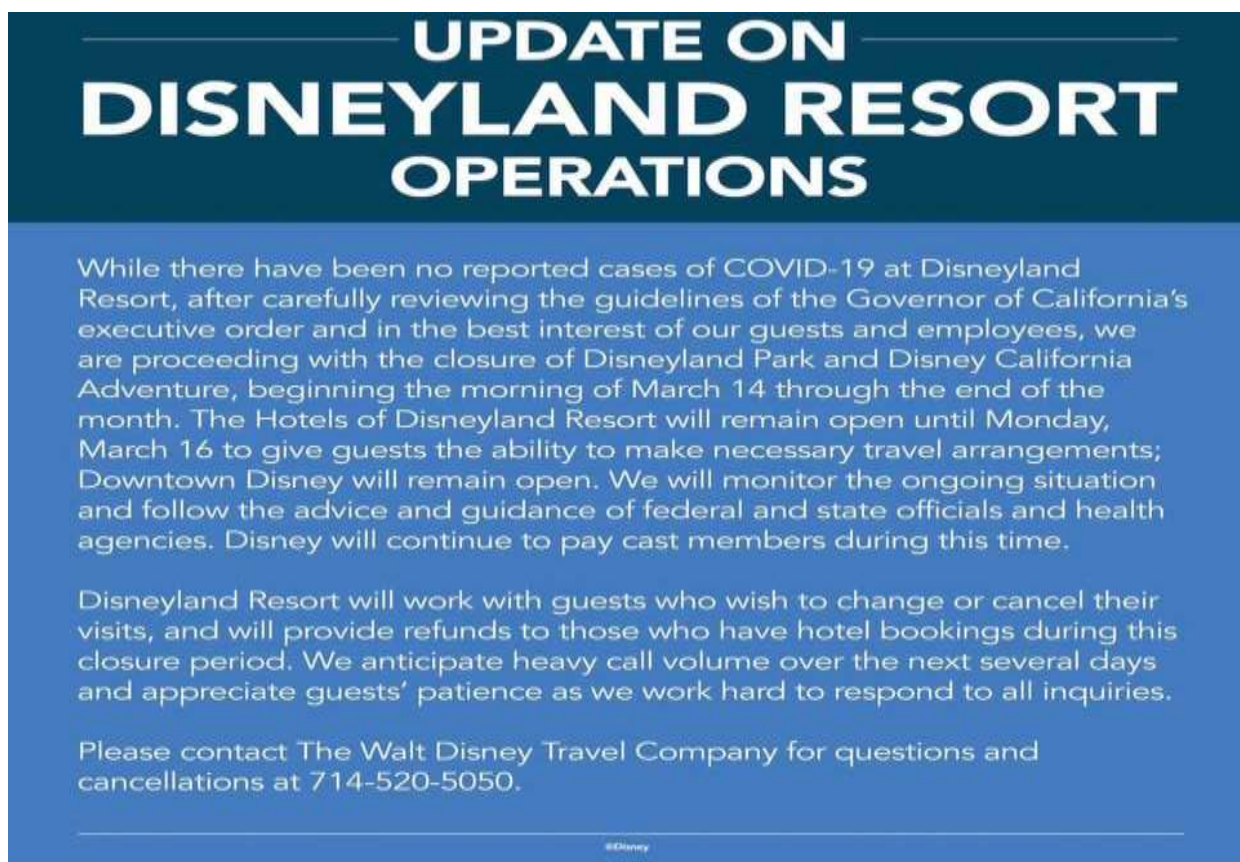
Task 3: Scanning an Announcement

Read each question and scan an announcement of Disneyland Resort on the next page to find the answers.

Starting time:

1. Which place in Disney Resort will remain open during COVID-19?
.....
2. Why will the hotels of Disney Resort be closed after March 16?
.....
3. How many COVID-19 patients found in Disneyland Resort?
.....
4. How long will Disneyland Park and Disney California Adventure be close?
.....
5. What do you need to do if you want to cancel your reservation at Disneyland Resort?
.....

Finishing time: Scanning time:



**UPDATE ON
DISNEYLAND RESORT
OPERATIONS**

While there have been no reported cases of COVID-19 at Disneyland Resort, after carefully reviewing the guidelines of the Governor of California's executive order and in the best interest of our guests and employees, we are proceeding with the closure of Disneyland Park and Disney California Adventure, beginning the morning of March 14 through the end of the month. The Hotels of Disneyland Resort will remain open until Monday, March 16 to give guests the ability to make necessary travel arrangements; Downtown Disney will remain open. We will monitor the ongoing situation and follow the advice and guidance of federal and state officials and health agencies. Disney will continue to pay cast members during this time.

Disneyland Resort will work with guests who wish to change or cancel their visits, and will provide refunds to those who have hotel bookings during this closure period. We anticipate heavy call volume over the next several days and appreciate guests' patience as we work hard to respond to all inquiries.

Please contact The Walt Disney Travel Company for questions and cancellations at 714-520-5050.

@Disney

An announcement of Disneyland Resort (@DisneyParksNews, March 13, 2020)

Task 4: Scanning Newspaper Stories

a. Read each question and scan the newspaper story "14 Yonkers stores damaged by fire" to find the answers to the questions. Work fast.

Starting time:

1. How many stores were damaged in the fire?
2. In which store did the fire (blaze) start?
3. What time did the fire start?
4. Where is the shopping center?

Finishing time: Scanning time:

b. Read each question and scan the newspaper story “Philippines Sends Aid For Typhoon Damage ” to find the answers to the questions. Work fast.

Starting time:

1. How many people died in the typhoon ?
2. On what day did the typhoon begin?
3. How many people lost their homes?
4. What is the name of the island that was hit worst?
5. What is the name of the typhoon?
6. How many people are missing?

Finishing time:..... Scanning time:

THE NEW YORK TIMES

14 Yonkers Stores Damaged by Fire

Special to The New York Times

YONKERS, Nov. 12 — A four-alarm-fire damaged 14 stores today in the Cross County Shopping Center, the largest shopping center in Westchester County.

Fire investigators said the blaze apparently started in a pile of cardboard cartons at the rear of a shoe store and spread through a utilities duct above the 13 other stores. The fire started at 4:40 P.M. and was declared under control at 6:14 P.M. The center is on the Cross County Parkway at the Gov. Thomas E. Dewey Thruway.

Two firefighters were treated at the scene for minor cuts. Lieut. John Carey of the Yonkers Arson Squad said the cause of the fire was under investigation.

THE NEW YORK TIMES

Philippines Sends Aid For Typhoon Damage

MANILA, Nov. 10 (AP) — The Philippine Air Force ferried medical teams and relief supplies today to provinces ravaged by Typhoon Agnes. The authorities said 515 people had died in the typhoon and more than 400 were missing.

An air force spokesman said more than 163 tons of food, medicine and clothing had been sent to the Visayan region, 300 miles south of Manila, and more aid was on the way.

The typhoon hit the region Monday.

The spokesman said helicopters were rescuing people stranded by floods that remained chest-deep today in some areas of Panay Island, which appeared to have been hit the worst. Most of the fatalities and missing were on the island, where 445,000 people were homeless.

The Philippine National Red Cross reported that 90 percent of the 86,000 houses in Capiz Province on Panay were destroyed. Many of the dead were children who drowned as 30-foot waves smashed into coastal villages.

Lesson 4:

Previewing and Predicting

Introduction

The few minutes you spend preparing before reading any difficult material can motivate you to read it, as well as increase your ability to understand and remember what you read. Preparing to read can also help you estimate how long you'll take to read so you can plan your time more efficiently. There are Two pre-reading strategies that are essential for a good reader: Previewing and Predicting.

1. Previewing

1.1. Definition

Previewing simply means looking over your reading material in order to become familiar with its content before you actually begin reading it. In this way, you begin thinking about any experiences you may have had with the subject. Previewing is a *rapid kind* of reading that allows you *to get a general sense* of what a passage, article, or book is about and how it is organized. Your eyes examine quickly the page looking for answers to general questions about the material.

Previewing is especially useful for getting a general idea of heavy reading like long magazine or newspaper articles, business reports, and non-fiction books. It gives you a quick, overall view of *long, unfamiliar* material. It can give you as much as half the comprehension in as little as one tenth the time. For example, you should be able to preview eight or ten 100-page reports in an hour. After previewing, you'll be able to decide which reports (or which *parts* of which reports) are worth a closer look. Previewing doesn't give you all the details. But it does keep you from spending time on things you don't really want -- or need-- to read.

1.2. Advantages of Previewing

1. Previewing a text can improve comprehension.
2. It helps readers prepare for what they are about to read and set a purpose for reading.
3. It can save time. It helps you read faster by identifying passages that you must read carefully versus those that you can skim or skip.

1.3. Guidelines for Previewing

Here are four steps to follow when previewing a reading passage.

- 1. Read the Title.** The title often will give you the topic or subject of the reading passage. As you read the title, begin thinking about the reading passage. "What is the passage about?" "What kind of information will I learn?" "What do I already know about this subject?"
- 2. Look at the pictures** (if there are any).
- 3. Read the first few sentences of the First Paragraph.** The first paragraph often will give you the main idea of the reading selection. As you read the first paragraph, continue thinking about the material. "Does the first paragraph give me any more specific information about the reading?" "What do I know about this subject?" If the selection is very short, such as a single paragraph, you need to read just the first one or two sentences.
- 4. Read the first line of the other paragraphs.**
- 5. Read the Last Paragraph.** The last paragraph often sums up what the author has to say. You get an idea as to what the author feels is most important. Again if the selection is very short, you need to read only the last one or two sentences.
- 6. Watch for names, dates and numbers.** Are there any **dates, numbers**?
- 7. Look Over the Passage.** Move your eyes quickly over the passage. As you glance over the material, note any key words that might give you additional information about the main idea. Are there any **numbers, italicized words, or names** in the text?

Task 1: Preview passage B . Read only the underlined sentences. You will have 30 seconds to preview.

Passage B

LANGUAGE LEARNING IN THE UNITED STATES

Most people in the United States speak only one language: English. They do not learn to speak a second language. High schools teach languages. But very few students learn to speak well. Why don't Americans speak other languages?

First, most Americans never travel to other countries. The United States is a very large country. Americans can travel a long distance and not leave the United States. They do not need to learn a second language.

Second, one of the countries next to the United States is Canada. Most people in Canada speak English. Some Americans live near Canada. They travel there often. But they do not have to learn a new language.

Third, many people in other parts of the world speak English. If Americans travel to other countries, they can speak English there, too.

Some Americans think that it is a mistake to speak only English. They believe it is very important to learn a second language. Maybe someday other Americans will agree. Then more people will speak a second language in the United States.

Circle the best answer . Don't look back at the passage!

1. Most Americans never learn to speak
 - a. English
 - b. a second language
 - c. to people in other countries
 - d. fluently
2. Most Americans speak only English because
 - a. they can't learn another language
 - b. they never travel to other countries
 - c. other languages are not important
 - e. they don't have language classes in school
3. In other parts of the world
 - a. everyone speaks English
 - b. no one speaks English
 - c. many people speak English
 - d. everyone speaks a second language
4. Some Americans think it is a mistake to
 - a. learn other languages
 - b. speak only English
 - c. travel to other countries
 - d. go to school

Now read the whole passage. How many did you answer correctly?

Task 2: Preview passage C . You will have 30 seconds to preview.



BODIES ON ICE

In very cold parts of the world, scientists study the past. They find animals frozen in the ice. The animals look alive, but they are not. They were frozen many years ago.

Russian scientists found a large animal called a mastodon in the ice. It looked like an elephant. But it was larger, and it had lots of hair. In fact, the elephant is the mastodon's younger cousin.

In 1984, American scientists were working near the North Pole. They found the body of a man frozen in the ice. This man went to the North Pole in 1846. He died, and his friends buried him in the ice. Today, his body looks the same. It did not change at all in the ice.

These facts interest doctors. They have some patients who are very sick. No one can help these patients. But some day there may be a new medicine for them. These doctors want to save people for the future. Maybe patients can be frozen until there is medicine to help them.

Circle the best answer . Don't look back at the passage!

1. Scientists are studying the past

- a. in the ice b. in the laboratory c. in 1848 d. in Russia

2. Russian scientists found

- a. a man in the ice b. a large animal in the ice c. it was too cold d. nothing interesting

3. American scientists worked

- a. in Russia b. in the laboratory c. near the North Pole d. with a mastodon

4. Doctors think frozen bodies

- a. are too cold b. are near the North Pole c. are interesting d. are mastodons

Now read the whole passage. How many did you answer correctly?

Task 3: Preview passage D . Read only the underlined sentences. You will have 30 seconds to preview.

Carmelita's Amazing Rescue

At the Santos family's apartment in Sao Paulo, the doorbell is constantly ringing. All the friends and neighbors are there to hear what happened to two-year-old Carmelita. Her mother has tears in her eyes, but they are tears of relief, of thankfulness. Her Carmelita is smiling shyly, safe in her father's lap.

The story could easily have had ended very differently, not so happily. It all started this morning just before noon. Mrs. Santos was returning from the supermarket with her daughter and a friend, their neighbor. They stopped on the stairway of their building at their fifth floor apartment. The neighbor opened her door first, and little Carmelita ran past her. She knew the apartment well, since she had visited it many times. The friend put down her keys and shopping bags, and turned back a moment to Mrs. Santos. At that moment, there was a sudden gust of wind and the door to the apartment slammed shut. Carmelita was inside, alone.

The friend remembered then that she had left her kitchen window open. She and Mrs. Santos rushed to the Santos' apartment and telephoned the police. But there was no time to get help in opening the neighboring apartment. They could see that Carmelita was already leaning out of the kitchen window. She had climbed



onto a chair, and soon she was climbing out onto the window sill. Mrs. Santos called to Carmelita to go back inside. But the little girl did not understand the danger and did not want to go back. She only waved to her mother. Then she lost her balance and her feet slipped off the window sill. She managed to hold on for a while with her hands, but she began to be afraid. Her mother screamed for help, and now Carmelita was crying desperately. And then she could hold on no longer.

But several people had run out into the street on hearing all the screaming. They saw the child hanging onto the window sill and got ready to catch her. Down she fell, five long stories—and landed safe and sound in the arms of three strong men. They were Luis, Augusto, and Alfonso Nunes, father and sons. When they heard the screams, they were in their auto repair shop across the street.

"I never thought we'd do it," said Alfonso afterwards. But I kept thinking, if we don't catch her, she'll die and it'll be on my conscience all my life."

All the neighbors want to shake hands with the three heroes. Carmelita's parents cannot believe how close they came to losing their daughter. And how lucky they are to have her still.

A. Answer the questions. Remember, do not look back!

- Where do you think this passage originally appeared?
.....
- Where does this take place?
.....
- Who is Carmelita?
.....
- What happened to her?
.....
- What is Alfonso and what did he do?
.....
.....

B. Compare your answers with another student.

Now read the whole passage. How many did you answer correctly?

2. Predicting

2.1. Definition

Predicting is a strategy that involves the ability of readers to get meaning from a text by making informed predictions. The latter are educated guesses about the material to be read.

Example 1: What do you think might happen next? What makes you think so?

Learning the Hard Way

“Mom!” shouted Hazel as she clattered through the back door. “I need my soccer uniform. We have a game in half an hour.”

“I haven’t seen your uniform,” answered Mom.

“But it was dirty, and you did laundry last night.”

“Did you put it in the hamper to be washed?” asked Mom.

“No. But you did laundry!”

“Hazel, how many times do I have to tell you that unless clothes are in the hamper, they won’t get washed? I don’t have time to look everywhere for everyone’s dirty clothes and go to work too.”

“What can I do?” Hazel asked.

“It seems to me, you’ve got two choices here,” answered Mom.

“But I’m the star goalie.”

“Then you have one choice”.

Example 2 : Which idea comes next? What makes you think so?

Yesterday, there was a big snowstorm in Boston.

a. It was a warm sunny day.

b. It was very cold, but the snowstorm on the trees looked beautiful.

c. Only one inch of snow fell.

2.2. Advantages of Predicting

Predicting helps readers to activate their prior knowledge about a topic, so they begin to combine what they know with the new material in the text to get meaning from what they read. Before reading, you may use what you know about an author to predict what a text will be about. The title of a text may trigger memories of texts with similar content, allowing them to predict the content of the new text.

During reading, good readers may make predictions about what is going to happen next, or what ideas or evidence the author will present to support an argument. They tend to evaluate these predictions continually, and revise any prediction that is not confirmed by the reading.

Students can also use predicting to identify unknown words either before or after decoding. These types of predictions are usually based on the context clues; students need to determine whether the word makes sense in the text.

2.3. Guidelines for Predicting

You make predictions based on your experience with written language, your background knowledge, and your familiarity with a subject. While previewing a reading assignment, make predictions about its content and organization, and anticipate what topics the author will cover and how the topics will be organized using these questions:

- What clues does the author give?
- What will this material be about?
- What logically would follow next?

Predictions are based on clues in the text, such as pictures, illustrations, subtitles, Clues for predictions will also come from readers’ prior knowledge about the author, text form, or content. Students should be able to justify the source of their predictions.

2.4. Practice:

Task 1: Use the clues in each statement to draw the conclusion of what it probably is.

1. It has numbered push-buttons and an antenna. *It is probably*
- a calculator. - a cellular phone. - a portable TV.
2. It is fluffy, white, hot, and comes in a bag. *It is probably*
- clouds. - cotton. - popcorn.
3. It is smooth, sweet, creamy, and delicious hot or cold. *It is probably*
- ice cream. - cheese. - pudding.
4. It is made of hard enamel encasing pulp and dentin. *It is probably*
- a cup. - nail polish. - a tooth.
5. It can be long or short, and straight, wavy, or curly. *It is probably*
- hair. - a road. - a river.
6. It has four legs and a soft body inside a hard shell. *It is probably*
- an octopus. - a snail. - a turtle.
7. It is a few inches long, flat, and has many teeth for untangling. *It is probably*
- a piranha. - a comb. - a saw.
8. It is orange, pointy, hard, and crunchy. *It is probably*
- a pencil. - a carrot. - a marker.

Task 2: Read the description and write your prediction on the line below.






1. On board were 50 men with trinkets and treasures intended for trading with the native peoples when they disembarked.
Where were the men?.....
2. The detective had that eerie feeling that sometimes comes over you when you walk among headstones...like a cold shiver.
Where was the detective?.....
3. "Oh," said Sally, "I love the flat ones with the bows...but the pair with little heels are nice, too. Which should I get?"
Where was Sally?.....
4. "They said this thing sleeps four," said Ben, "but our three sleeping bags are tight. At least open the flap and let some air in, Ed."
Where were Ben and Ed?.....
5. "Shh! No noise in here!" Tia was scolded. She put her book up in front of her face until Mrs. Willis went behind another stack.
Where was Tia?.....

Task 3: Write what most likely happened as a result of each situation.

1. My dog injured his foot, so.....
2. The woman got a parking ticket, so.....
3. The car was in the repair shop, so.....
4. Grandpa has trouble walking, so.....
5. We needed a loan to buy a car, so.....
6. It snowed all night last night, so.....
7. My brother wanted a goldfish, so.....
8. Mom had some books to return, so.....

- | | | | |
|----------------------------|---------------------------|----------------------------|--------------------------------|
| • he ran home. | • we went to the bank. | • he uses a cane. | • we took the bus to the mall. |
| • she had to pay a fine. | • we waited by the door. | | • we went to the pet store. |
| • school was closed today. | • we took him to the vet. | • she went to the library. | |

Task 4: Find the right story for each picture

	Pictures	Names of stories
1. _____		a. Women in Science
2. _____		b. How Americans Shop for Food
3. _____		c. How Beavers Build Their Homes
4. _____		d. When Your Child Goes to the Dentist
5. _____		e. The Violin in the Symphony Orchestra

Task 5: Read the sentence . Then , tell which idea comes next.

1. There were many good shows on TV last night. The Smith family stayed home.
 - a. They turned off the TV and went to bed early.
 - b. The only interesting show was about traveling by bicycle.
 - c. They saw a play, a music show, and the news.
2. John and Alice Babson are not happy with the school in their town.
 - a. Their children love to go to school.
 - b. The classes are very crowded.
 - c. It is a beautiful building.
3. The roads were covered with ice and were very dangerous today.
 - a. Sam drove home very quickly.
 - b. Sam took a long time to drive home.
 - c. Sam enjoyed driving home.
4. Boston is a nice place to live in, but New York City is more fun.
 - a. New York is a very dangerous city.
 - b. There are many interesting things to do in New York.
 - c. There are no good restaurants in New York.
5. Fly Happy Time Airlines! Take an exciting trip to Holiday Island.
 - a. This trip is very expensive.
 - b. Holiday Island has warm, sunny weather.
 - c. Happy Time Airlines is never on time.
6. Alex had trouble falling asleep last night. He was awake until 3 a.m.
 - a. This morning, he feels rested and ready to work.
 - b. This morning, he is very hungry.
 - c. This morning, he feels very tired.

Task 6: After reading sentence 1 in column 1, look at column 2 and choose the sentence which you think is most likely to follow. (the first column could be covered by a strip of paper while you are considering the possibilities in the second column).
Go on in the same way until you reach the end of the text.

1. The average person in the world now uses approximately 43,000 calories per day	a) However, there are few 'average' people in the world. b) However, calories are essential to live. c) Some people may use more.
2. However, there are few 'average' people in the world.	a) Most people should use far less calories. b) The Egyptians, for instance, consume 9,200 calories a day. c) Some people use far more energy than that, while most use far less.
3. Some people use far more energy than that, while most use far less.	a) An average citizen of the so-called 'developed' countries uses 136,000 calories each day. b) The number should be much higher. c) But on the whole, everyone consumes far too many calories.
4. An average citizen of the so-called 'developed' countries uses 136,000 calories each day.	a) In Japan, for instance, the average figure is 74,000 calories per day. b) However, more than two-thirds of the world's people live in the 'developing' areas, where the average person uses only 8,200 calories of non-metabolic energy daily.
5. However, more than two-thirds of the world's people live in the 'developing' areas, where the average person uses only 8,200 calories of non-metabolic energy daily.	a) This is why it is so difficult to be an average person. b) This explains why one part of the world is much poorer than the other. c) Such vast differences are hard to comprehend.
6. Such vast differences are hard to comprehend	

Task 7: Read carefully, then choose the ending that correctly completes the statement.

- If penguins are found only in the southern hemisphere, then
 - all penguins are birds. - no penguins live in Alaska. - they share habitats with walrus.
- If Maria brushes and flosses her teeth every day, then
 - she'll never get a cavity. - she won't need to see a dentist. - she is taking care of her teeth.
- If Dan is a vegetarian and Mike is not, then
 - Dan will not eat meat. - Mike and Dan eat vegetables. - Mike will only eat meat.
- If Jim has a mother cat and four kittens and two are male, then
 - two of Jim's cats are female. - Jim's cats all look alike. - he has more females than males.
- If a 90% chance of rain is predicted for tomorrow, then
 - it will rain tomorrow. - it probably won't rain tomorrow. - it is likely to rain tomorrow.
- If Janet has two sisters and one is older and the other younger, then
 - they have the same parents. - Janet is the middle child. - Janet has no brothers.
- If Cole's house is north of Main and Rick's house north of Cole's, then
 - Rick lives south of Cole. - Main is south of Rick's and Cole's. - Main runs between their houses.
- If our sun is the star nearest earth and it is 96 million miles away, then
 - all other stars are farther away. - other stars are close to the sun. - Saturn is closer than the sun.

Task 8: Read each paragraph, follow the directions, and then answer the questions.

One summer day, Martin zipped up his front steps and headed to the front door, which was shaded by the front porch. That's when he spotted it. It was dark brown, it was furry, and it was clinging upside down to the wall just above his front door. Martin's skin began to crawl as he realized what he was seeing. He prayed it was sound asleep.

1. What do you think Martin saw?
2. What words or phrases prove this?

Martin took a deep breath, raced through the door, and slammed it shut. Thank goodness the movement didn't wake it and cause it to fly into the house! After he and his mom talked about the unusual situation, they called the police and asked for advice. The police dispatcher said she would send out an animal control officer to remove it.

3. Do you want to change your prediction?
4. If yes, what words make you think so?

The animal control officer put a special box over the creature and gently scooped it off the wall. It squeaked a bit when it was disturbed. "It's a good thing you called us," he said. "Once a bat finds a place to sleep, it keeps coming back. It's not healthy to have them near your home. I'll release it in an open space away from people's homes."

My prediction was ☐ right ☐ wrong ☐ somewhat right

Task 9: Look at these headlines, all taken from the same newspaper, and choose the sentences that best describe the possible contents of the articles:

Injury cash for battered wives soon

- a) Wives beaten by their husbands will soon get money as compensation.
- b) Beaten wives get together to raise money.
- c) Beating one's wife will soon be forbidden.
- d) Statistics about wives who were injured because they were beaten.

Tragedy of the slimmer who loved nice clothes

- a) It is difficult to buy nice clothes when you're fat.
- b) A young person wanted to slim too much and died.
- c) The everyday problems of slimmers.
- d) The problem of a woman who bought too many clothes and ruined herself.

Think before you jog ...

- a) The pleasures of jogging.
- b) Statistics about the number of joggers.
- c) The dangers of jogging.
- d) The popularity of jogging in the U.S.A.

Cure that 'is worse than the problem'

- a) A new drug has been discovered but it is far too expensive.
- b) A doctor criticizes the use of medicines in general.
- c) A widely used drug is found to cause more harm than good.
- d) People would face their problems better if they did not take drugs.

500 jobs to go

- a) 500 jobs will be created as a factory opens.
- b) 500 persons will have to move to another town to keep their jobs.
- c) 500 jobs will be lost as a firm closes.
- d) The result of a study on the best 500 jobs.

Task 10: Will you find these ideas in the stories? Check Yes or No.

Boston: A Good Place to Live

	Yes	No
1. There are many poor people in Boston.		
2. The spring flowers are beautiful in Boston.		
3. There are many universities in Boston.		
4. Jobs are hard to find in the Boston area.		
5. Winters in Boston are cold and snowy.		
6. Boston City Hall is very beautiful.		
7. There are many famous old buildings in downtown Boston.		
8. People are not very friendly in Boston.		
9. The Charles River flows by the city. People like to walk along the river in the parks.		
10. Apartments are very expensive and hard to find.		

Modern Dentists: How They Can Help You

	Yes	No
1. Dentists hurt your teeth.		
2. Dentists have many new machines.		
3. Some dentists play the radio for their patients.		
4. Some dentists will pull out all your teeth.		
5. A nurse cleans your teeth at the dentist's office.		
6. The dentist's office is very comfortable.		
7. Dentists want everyone to have healthy teeth.		
8. A visit to the dentist is too expensive.		
9. The dentist may x-ray your teeth.		
10. Modern dentists must study for many years.		

Task 11: Preview and predict about the next passage. Then answer the questions on the next page.

Time limit: 30 seconds

A Free Woman

Twenty-five years ago, the worst they could say was "nice girls don't smoke" or "it'll stunt your growth."

Even years later when the Surgeon General's report showed the connection between smoking and lung cancer and other diseases, the facts were only about men. But now we know that women who smoke are dying of lung cancer and other diseases at twice the rate of women who don't. Women who smoke are sick more often than women who don't. Women who smoke heavily have three times as much bronchitis or emphysema and 50 percent more peptic ulcers. Smoking even affects pregnancy, so you don't have to wait until you're old to feel the effects of smoking. If you're pregnant and you smoke, it can harm the health of your baby.

What happens when you smoke a cigarette?

In just three seconds a cigarette makes your heart beat faster and shoots your blood pressure up. It replaces oxygen in your blood with carbon monoxide and leaves cancer-causing chemicals to spread through your body. As the cigarettes add up, the damage adds up. It's the total amount of smoking that causes the

trouble. The younger you start smoking, the greater your danger will be. For instance, if you're fifteen, you will have smoked many more cigarettes by the time you're thirty than someone who started at twenty.

And people who start young tend to become heavy smokers. Heavy smokers run a greater risk. Again, the more cigarettes you smoke, the faster they add up.

You're still young. The younger you are, the easier it is to quit. It takes years to develop a real cigarette habit. So even if you think you're hooked, chances are you're not. If you quit now, you will never be sorry. Your body will repair itself. Food will taste better. Everything will smell better (including your hair and your clothes). And don't let anyone tell you stories about gaining weight. Haven't you ever seen a fat smoker? If you have the willpower to quit smoking, you have the willpower not to overeat. If it is as simple as that. You know what you've got to look forward to. You can grow into a truly free woman, or you can ruin yourself for life.

The only one who can make the choice is you.



Do not look back at the passage.

Recalling Facts

1. The connection between smoking and cancer was made by
 - a. the A.M.A.
 - b. government doctors.
 - c. the Surgeon General.
2. Smoking can increase a person's chances of developing
 - a. liver disease.
 - b. ulcers.
 - c. colds.
3. Smoking makes the heart beat faster after a lapse of
 - a. three seconds.
 - b. ten seconds.
 - c. twenty seconds.
4. According to the article, smoking
 - a. causes dizziness.
 - b. kills red blood cells.
 - c. raises blood pressure.
5. The author points out that giving up smoking requires
 - a. courage.
 - b. patience.
 - c. willpower.

Understanding Ideas

6. This article is mostly about
 - a. giving up smoking.
 - b. attitudes toward smoking.
 - c. the connection between growing and smoking.
7. The author implies that a person who gives up smoking
 - a. gains weight.
 - b. enjoys food more.
 - c. sleeps more soundly.
8. The reader can infer that
 - a. smoking can cause the common cold.
 - b. the odor of smoke clings to cloth.
 - c. cigarettes are more popular than cigars and pipes.
9. Giving up smoking is easiest for someone who is
 - a. twenty years old.
 - b. forty years old.
 - c. sixty years old.
10. The reader can conclude that
 - a. cigarette sales have declined in the past few years.
 - b. illnesses and smoking are often related.
 - c. cancer kills more people than any other disease.