

A CLASSIFICATION OF
READING EXERCISE TYPES

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ABSTRACT

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There exists, up to the writing of the present thesis, very few guidelines in the teaching of reading in a second/foreign language for the designing of reading comprehension exercises. New and innovative materials in reading ESL/EFL appear on the market every year, bringing with them different means of exploiting reading passages for considerably different learning objectives. A classification of the various types of reading exercises becomes necessary in order to illustrate to teachers and materials designers alike the variety and assumed purpose of these exercises.

The literature relevant to the teaching of reading is reviewed under general considerations of the process itself for native and for second language learners. As well, existing taxonomies of reading skills for first and second language learning are compared in order to bring out the most commonly agreed-upon skills assumed to underlie general reading comprehension.

Next, a framework for classifying exercise types is designed from a consideration previous research on the matter. It is notably a combination of ideas from Mackay/Klassen (1976)

and Munby (1978) which helps to give this classification its applicable framework.

The final product is a collection of reading exercise samples subdivided into precise categories of assumed reading sub-skills. Each of these exercises is then annotated according to definite parameters serving to characterise the purpose and functioning of each individual exercise.

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STATEMENT OF THE PROBLEM

The purpose of this study is to design a classification of the different types of reading comprehension exercises which can be found in second language teaching materials on the market today. Such a classification of reading exercises should make it possible for any teacher and would-be materials designer to prepare instructional exercises for the teaching of reading based on the particular reading skills one hopes to develop in students of English as a second or foreign language.

A detailed classification of the types of exercises one can find in existing ESL/EFL materials should contribute to bridging the gap between the objectives of recent second/foreign language programmes and the most appropriate means and instructional materials for attaining them. A classification and analysis of the different types of follow-up reading activities found in second language reading textbooks should provide valuable insight into the means of developing specific reading skills. One should, with the help of such a study, gain access to practical guidelines for exploiting reading passages with clearly defined learning objectives in mind.

Why there is a need for this study

There exists, up to the writing of the present thesis, very few guidelines in the teaching of reading in English as a second or foreign language relating to the designing

of comprehension exercises. This is particularly noteworthy given the recent renewed interest in reading in a second language and in the production of numerous materials for teaching English for Specific Purposes.

Most ESL teachers today are faced with the difficult task of adapting commercially available reading activities for their students with very little in the way of principles to guide them in their tasks. They must consult various second language textbooks to try to determine what types of reading exercises they could develop for reading lessons. The basis for selecting reading exercises would almost seem to be hit or miss, as most language teachers do not have available the different types of exercises for dealing with particular learning objectives in L₂ learning. Teachers wishing to vary the sort of reading activities they offer their students must often flip through a good number of language textbooks in the hope of finding the right sort of exercise for a given purpose. The process can often become a source of frustration for the teacher who may feel overwhelmed by the task he has undertaken.

With an organized set of principles for describing reading comprehension exercises, different examples of exercises could be taken from ESL textbooks and made more readily available to teachers for observation. Through an analysis of the different characteristics of these exercises, teachers could in turn adapt or create reading exercises of

their own, depending upon the particular learning objectives they had in mind.

Another reason why there is a need for this study is the overwhelming trend during the last decade to promote the teaching of a second language for communicative purposes. The noticeable changes brought about in the general approach to teaching and learning a second language (Varl Ek, 1976; Wilkins, 1976; Morrow & Johnson, 1977; Widdowson, 1977, 1978; Allen & Widdowson, 1978) have brought the teaching of reading under closer scrutiny and have placed pressing demands on teachers and materials designers to come up with exercises more suitable for developing communicative language abilities.

The teaching of reading in English as a second language is being reconsidered more closely in the light of the recent literature in psycholinguistics and of its application to the process of reading (Smith, 1973; Goodman, 1976; Gibson & Levin, 1975; Carton, 1976; Weaver, 1980). Reading in a second language seemed, until very recently, to serve no other purpose than to promote and reinforce oral language skills. The need for developing more appropriate reading skills has become more important during the past decade with the marked interest in the teaching of English for specific purposes. It is particularly in seeking to meet the needs of foreign students in institutions where English is the language of instruction and where most of the textbooks are in English, that educators have turned their attention to developing

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better reading skills in their students (Morrow & Johnson, 1977; Candlin, Kirkwood, Moore, 1978; Mackay, 1979; Eskey, 1979). As a result, it now seems that reading in a second language has quite different goals to fulfill than those conceived by earlier proponents of the audio-lingual approach.

The present study builds upon the concept of reading as basically a psycholinguistic process of gathering information from the written medium. Rather than adopting the analytic view of reading as a process of exact identification and reproduction of all elements of written messages, the present thesis subscribes to the constructivist model of reading which describes the fluent reader of a language as one who actively engages in sampling only the smallest portion of information from the printed page to reconstruct the message conveyed by the writer of a text (Goodman, 1976; Smith, 1971). Of particular importance to this classification of reading exercises will necessarily be developmental stages with which one becomes a fluent reader of a language, bearing in mind the strong reliance of non-native readers upon the actual lexical and syntactic information contained within reading passages.

If the general philosophy underlying the teaching of reading has undergone such major changes within the past decade, it follows that the teaching techniques which were developed in keeping with former views must be re-examined under a new light. The very reading activities in which we

engage students of second languages must be measured against the general concept we now have of reading as an active and creative process of interaction with the written language.

Just as the understanding of the process of reading evolves with the insight of research, so should the methodological procedures used in teaching that skill. One needs consequently, to gain access to the kinds of procedures which are in keeping with the changes occurring within the approach to the teaching of reading.

The present study seeks then to design a systematic means of pooling together different types of reading exercises appearing in some of the more recent second or foreign language textbooks. It should ultimately provide those faced with the task of preparing reading lessons with more complete reference points for developing specific reading abilities assumed to be related to reading comprehension.

Existing taxonomies of reading skills and reading comprehension exercises, though numerous and extensive in first language teaching, do not provide the best framework for classifying and describing the kinds of sub-skills and strategy-development techniques being introduced in the more functionally-oriented, second-language textbook of today.

Review of the literature

The literature relevant to the teaching of reading and instrumental in designing the framework for classifying reading comprehension exercises within this study will be

reviewed under two main headings:

1. general considerations of the process of reading itself as viewed through traditional and more recent approaches with their various implications to second language teaching and,
2. a look at existing taxonomies of reading skills in mother-tongue and second-language learning with a search for establishing the most useful list of reading sub-skills for the framework of this thesis.

The purpose of this review of the literature is to establish the assumptions upon which the classification of reading exercises will rest and upon which the selection of these exercises will be made.

general consideration of the reading process

The way in which we view the process of reading comprehension has undergone considerable change. There has, since the major contributions of Goodman and Smith, been a marked shift in the approach to teaching reading from a traditionally analytic viewpoint to one where reading is seen as a synthetic process of meaning construction on the reader's part.

The more traditional views and approaches toward the teaching of reading seemed to favor the phonic, and exact word-by-word identification of all of the elements of reading texts with the aim of cumulating the decoding of single elements of a written message to form an exact interpreta-

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tion of meaning. Reading was considered to be a precise analysis of written texts, perceived largely as a series of word perceptions (Spache, 1964). The implication of such an outlook was to insist that learners understand each and every word within a reading passage. Teachers of reading have, following this general viewpoint, insisted that learners read every word aloud, correctly, and be able to account for the meaning of every word they read by a process of analysis.

In terms of second language teaching, this approach led teachers to require learners to pronounce each word correctly and to repeat entire sentences from texts until the correct intonation patterns were mastered. The view towards reading in a second language was until recently that the written text should serve to reinforce oral language skills. Based on the concept of exact word recognition in reading as well as on the understanding that competence in a language consists mainly in the formation of linguistic habits, the view held in second or foreign language teaching was that: "for every visual symbol the students see, they should be able to recall the pronunciation of the word for which it stands and to recognize its concept as expressed in the arrangement of the sentence pattern." (Bumpass, 1975:182). The main proposition here was that a second/foreign language learner had to be able to identify and understand every concept in the written text.

The insistence was upon having students develop the "correct pronunciation and intonation habits to have them learn to read by "word groups". (Bumpass, 1975:183).

Overwhelmingly, the application of the analytic approach to reading led many educators into using reading activities as the means for reinforcing oral language skills. Reading was principally viewed as a handy process for consolidating the more primary language skills. It seemed to be only incidental to the process that second language students might learn to read for reasons other than reinforcing oral performance skills.

Through a renewed interest in the complex nature of reading comprehension in native speakers, psycholinguists have redefined reading as a process of analysis by synthesis, that is to say, where proficient readers actively take part in reconstructing meaning from written texts with only a limited perception of all the linguistic elements contained within the reading passage. Goodman challenged the former view of reading in the now classic article entitled "Reading: a psycholinguistic guessing game" (1976). In it the author states that reading is a process involving "interaction between thought and language" and that "efficient reading does not result from precise word perception and identification of all elements, but from skill in selecting the fewest, most productive cues necessary to produce guesses which are right the first time." (Goodman, 1976:372)

In this view of fluent reading, exact word-for-word

identification is not only contrary to a natural procedure but cumbersome in the development of the skill in less proficient learners as it confines them to using only part of the information needed in forming guesses at the overall meaning of passages. The information which a fluent reader uses in reading is divided into three main categories, namely: "grapho-phonetic, syntactic and semantic" (Goodman, 1970).

The guesses which readers form about the meaning of reading passages derive only minimally from the visual information contained within the written passage. The greater part of the information fluent readers require in understanding what they read is believed to come from the readers themselves, in terms of the knowledge they have acquired "about reading, about the language and about the world in general." (Smith, 1973:6)

The retrieval process which is described for fluent reading then would seem to depend upon the "prior experiences" learners bring to the task of responding adequately to "the graphic input" of written texts (Goodman, 1970:16). The general understanding here is that in learning to read the language one speaks, one uses the "oral language competence" acquired through exposure to that language in developing "control over written language" (Goodman, 1970:17). The assumption is that the fluent reader has already internalized much of the necessary background knowledge about the way the

language works and about the semantic concepts underlying the written forms.

When the psycholinguistic model of reading comprehension is applied to the teaching of reading in a second language, certain restrictions enter into consideration. The most significant restriction resides in the differences between native and second language learners. Speakers of another language often lack the prior language knowledge that native-speaking readers usually rely on in comprehending the visual information in written texts. In learning to read in a second language, learners may not, despite repeated instruction and training in oral language skills, have internalized a sufficient amount of knowledge about the target language to allow them to adequately select only the most significant elements from written passages to form an understanding of the overall message.

Contrary to the procedure followed by proficient readers in a language, non-proficient second language readers rely too heavily upon all aspects of the written passage and are hampered in discriminating between crucial and irrelevant information in a given written passage. They sample too much of the written stimulus to allow them to begin to formulate guesses about the meaning, mainly because they don't know the second language well enough to get the minimal linguistic signals that count.

In view of such differences between first and second

language learners, it would seem hasty to apply the same model of reading to both types of learners. The psycholinguistic model of reading was developed on the assumption that the learner approaches the reading of a language in which he is already quite proficient in the oral-aural modes. Much of the unconscious knowledge that native speakers have acquired concerning the functioning of their own language aids them in recognizing the communicative value of certain linguistic elements of written passages (Mackay, 1979: 81-82). As in listening, proficient readers develop the capacity to select, amid the many linguistic signals on a page of writing, only those which are essential to an understanding of a certain meaning. This capacity of "tuning out" irrelevant information in reading can only occur if the reader can draw "upon his own knowledge of the language to extract the message" from the information contained on the printed page. (Smith, 1971:14)

In considering the current psycholinguistic thinking about reading and in attempting to apply it to the learning of reading in a second language, the basic difference cannot be ignored. If our aim is to develop in second language learners the necessary strategies for effective reading, we must take into account their need to become more familiar and knowledgeable about the target language in order to use more effectively the different types of linguistic information contained in reading passages. It would seem wrong to

assume that non-native readers possess the necessary knowledge of the target language to allow them "to formulate guesses as to what the text is about" (Gonzalez & Mackay, 1978:60). The teaching of reading to second language learners cannot, as a result of these differences, "be separated from the teaching of the language itself" (Gonzalez & Mackay, 1978:60).

The present study assumes that it is essential to train second/foreign language learners to use the appropriate language knowledge throughout their reading. As a result of this, whatever reading tasks they are assigned, must take into account the importance for L₂ readers of discriminating more adequately between various linguistic elements contained within reading passages. Since this study aims to classify and analyse the various types of reading comprehension exercises for the second or foreign language teaching of reading, constant care will be taken in selecting exercises which seek to develop reading strategies in non-native students, allowing them to use, in the most effective way possible, the information contained within reading passages to form an understanding of what they are about. Such a selection of reading comprehension exercises should yield practical applications of the psycholinguistic concept of reading to the teaching of English as a second or foreign language.

In order to design a framework for classifying reading

exercises according to the needs and skills required by second/foreign language readers, certain assumptions have to be made about the nature of the component skills which constitute the ability to read. One such assumption is that reading comprehension can, generally speaking, be approached as a composite ability made up of several discrete sub-skills.

Quite a few studies have been carried out over the distinctness of reading sub-skills with tests measuring significant and constant differences in readers' responses to comprehension questions. (Davis, 1944, 1968, 1972; Spearritt, 1972; Thorndike, 1973). A controversy arose over the measurement of 9 posited skills said to be basic to reading comprehension. In his original study, Davis hoped his findings would "draw attention to the importance of the mental skills involved in reading and act as a stimulus to further research in the fundamental factors of comprehension" (Davis, 1944:195). In later studies, Davis re-examined these nine (9) skills and reduced them to eight (8) in 1968 and then to five (5) in 1972. Spearritt concluded that reading tests "largely measured one basic ability, i.e. reasoning in reading" which was one of the skills posited by Davis (Spearritt, 1972:110). Thorndike also re-examined the Davis results to conclude that "performance on a wide variety of reading tasks calls primarily for some one common ability" (Thorndike, 1973:146).

Whether the reading skills which educators have long felt to be intuitively sound are actually measurable and

distinct as mental activities is a subject which continues to interest researchers in reading. One might argue against considering any of the reading sub-skills as anything more than hypothetical constructs of what really happens in the reader's mind. But as far as teaching reading is concerned, one cannot suggest dealing with reading as if it were a single, unitary ability. Collapsing all of the reading sub-skills into a single act of reasoning would succeed in leaving teachers and materials designers alike in an even larger quandary about what to teach second language learners in reading. The task of teaching reading is far too complex, according to the psycholinguistic model, to be oversimplified and made more unclear by fusing all reading skills into a single activity. It would seem that the problem resides more in measuring the posited sub-skills of reading comprehension than in proving their existence and role within the general process of reading comprehension.

For the purposes of designing a framework for the present thesis and for helping teachers and materials designers prepare reading comprehension exercises, it will be assumed that the most commonly agreed upon reading skills for either mother-tongue or second language instruction will form a sound basis for the classification. A set of categories representing the total number of sub-skills common to most listings in the literature will serve to design the framework for regrouping samples of reading exercises with the explicit

aim of focussing on the reading needs of second language learners of English.

The categories of skills within the framework will be ordered in terms of their complexity. Some reading skills higher up in the hierarchy, however, may not necessarily be attributable to particular language features though they may depend upon an understanding and use of lower-level linguistic information. In the case of a skill such as drawing inferences, for example, an effort will be made to provide examples of exercises which require the reader to use certain specific elements of the language system to form conclusions or generalizations on the information given in a text.

Because of the argument already made about the second/foreign learner's need for training in specific areas of language throughout his reading development, a major emphasis will be placed within the classification of this study upon selecting language-related exercises, even as the level of proficiency of the different reading skills increases. The result should be a hierarchical listing of reading exercises in which each higher-level reading skill can be shown to rest upon an understanding and use of lower-level language elements. In looking at any particular reading exercise, one should be able to determine the precise language knowledge which students must acquire to perform adequately on such reading tasks.

a look at existing taxonomies of reading skills

In looking at a variety of textbooks and manuals for the teaching of reading, one notices the great indebtedness of most of these to the taxonomy of learning objectives formulated by B. Bloom in 1956. Most of the available teacher's guides for the teaching of reading base their classification of reading skills and sub-skills on the cognitive processes established hierarchically in Bloom's taxonomy and later refined by Barret in 1968 to apply specifically to the teaching of reading.

Bloom first analysed what was occurring in learning in general by dividing the learner's supposed intellectual processes into six major categories of skills: comprehension, interpretation, application, analysis, synthesis and evaluation (Bloom, 1956). This taxonomy has had considerable impact on most of the developments in teaching, in general and in particular on the design of educational objectives and on the sequence of their presentation.

Barret more specifically applied these categories of objectives to the teaching of reading comprehension in a first language (cited in Clymer:1968). His major categories consisted of the following skills: literal comprehension, reorganization, inferential comprehension, evaluation and appreciation. In much the same manner as Bloom, Barret established a progression of mental processes starting from the recognition and recall of ideas and information explicitly stated in

reading selections, going on to the organization of explicitly stated information, the process of inferential comprehension by virtue of which a reader uses the information available within a text along with his own experience and intuition to make hypotheses about the reading selection. The evaluation level in reading concerns the making of judgements on the reader's part on the basis of ideas presented in a selection and information and criteria provided by the reader himself or by external sources. Appreciation is the highest level of attainment in reading and involves "all previously cited cognitive dimensions of reading" thus requiring the reader to become "emotionally and aesthetically sensitive to the work and to react to the worth of its psychological and artistic elements." Barret (cited in Clymer, 1968:22)

A good number of taxonomies of reading skills describing mainly native language learners deal with the ability of the reader to answer comprehension questions related to each of the major categories stated above. Ruth Strang (1969) categorizes the ability of L₁ students to answer questions on a reading text according to the types of thinking processes that are required by the reader i.e. literal comprehension, interpretive comprehension, critical reading and creative reading. Such question types require the native reader to draw upon his or her knowledge of the language to perform assumed mental processes deemed essential in developing

successful reading comprehension. But over and above categorizing question types, Strang deals with other major reading skills which native readers must rely on in developing their capacity at comprehending what they read. Certain specific skills are specified in dealing with language features which are considered as basic to reading comprehension. These language-related skills are the following: sight-word recognition; phonic, morphemic and contextual analysis; and an understanding of word meaning, especially specific vocabulary, idiomatic expressions and figures of speech. (Strang, 1969)

Another area of reading skills which recurs often but with varying degrees of specificity is the category comprising skills of particular importance to the "effective comprehension and retention of the material found in content textbooks, reference books and narrative materials" (Miller, 1980: 140). The category comprising study skills seems to be dependent upon lower-level reading skills and to be necessary for effective study at all levels of learning. These skills consist of (1) the use of textbook aids, reference manuals, library card catalogs, (2) the interpretation of maps, charts, diagrams, pictures and tables, (3) outlining and note-taking from written passages, (4) skimming of reading selections to gain a general impression, and (5) scanning of such selections to locate specific information (Strang, 1969). Added to this category of skills might also be the reader's ability to follow directions.

There seems to be a fair amount of consistency among the major components of the taxonomies of reading skills reviewed above, in so far as the development of reading in a first language is concerned. Even when the teaching of remedial reading is at issue, the same kind of progression of skills is proposed with, perhaps, a greater emphasis being placed on the mechanical aspects of reading, i.e. analysis of sounds in words and of word structure (Pope, 1967) before moving on to basic comprehension skills. There appears, in fact, to be general agreement in the taxonomies of first language reading skills based on either the mental activities or the language decoding skills which are necessary for successful reading comprehension.

FIGURE 1: A comparison of L₁ reading skill taxonomies.

| Bloom | Barret | Strang | Miller | Popa |
|----------------|---------------------------|---|--|---|
| evaluation | appreciation | skimming/scanning note taking, outlining interpretation of maps, ... use of textbook aids, ... | using graphic arts locating information following directions organization selection/evaluation | organizing information locating information alphabetizing |
| synthesis | evaluation | creative reading critical reading | _____ | critical reading |
| analysis | inferential comprehension | interpretive comprehension literal comprehension | _____ | interpreting meaning understanding meaning |
| application | reorganization | understanding of word meaning contextual analysis morphemic analysis phonic analysis sight-word recognition | _____ | analysis of word structure analysis of sounds in words |
| interpretation | literal comprehension | | | |
| comprehension | | | | |

H I E R A R C H Y O F S K I L L S

Because of the second language learner's limited exposure to the target language, one should not assume that he/she comes to the task of reading with the necessary background knowledge to function at higher levels of reading comprehension. The knowledge of the language which fluent speakers of a language make use of while performing various reading tasks must be made explicit to the student in second language reading instruction if the inevitable obstacles of the language are to be dealt with in any systematic and principled manner.

Some authorities in second language methodology have begun to establish language competence criteria for successful reading comprehension in a second or foreign language. Davies and Widdowson (1974) in working out some of the assumptions on which reading comprehension questions are devised argue that students of a second language need to be given "practice in developing an awareness of how language items are related in texts" in order to develop the strategies a proficient reader brings to bear on any material he/she is confronted with. In developing inference skills, readers must be made to "look for relations and to get into the way of accumulating semantic clues" as to how the text is likely to develop (Davies/Widdowson, 1974:173). The difficulty in most second language teaching, the authors explain, is in training the learners to relate the language which is learnt as separate elements in the first stages of decoding to that

which appears in longer written texts in "actual discourse, to develop a strategy which involves recognizing the value of language items in context." (Davies/Widdowson, 1974:176) Because of the fact that, until only recently, most second language instruction had been limited to sentence-level analysis, students were not made to look at the way language could be used to communicate ideas across sentences into larger units of discourse.

Interest in training second/foreign language learners to use the language cue systems which signal larger units of communication has led many materials designers to create reading exercises which incorporate some of the insights of those working in the area of textual cohesion and discourse analysis. Some of the innovative materials which are now appearing on the market will be examined further on in this thesis in order to illustrate certain underlying characteristics.

For now, however, the problem remains that of finding a taxonomy of reading skills and sub-components suitable for the needs of second/foreign language teachers of reading. Such a taxonomy should assist teachers in selecting the most appropriate types of exercises for encouraging students to use the cognitive processes assumed to be underlying overall reading comprehension. One needs to have a fairly exhaustive list of reading skills which would indicate to a teacher or materials designer what elements of the target language most need to be brought to the learner's attention in order for

comprehension to occur.

The need for establishing a systematic list of language elements and patterns which second language learners must become familiar with in developing reading comprehension is a problem that remains largely unanswered. Recognizing this shortcoming, Paulston and Bruder (1976) suggest an intuitively-ordered list of grammatical patterns they feel should be taught for recognition in reading. These patterns consist largely of sentence-level structures such as nominalizations, participial constructions, and transposed elements (Paulston/Bruder, 1976:178-79). Some patterns such as conjunctions, substitution words, and sentence connectives are seen as relating to larger units of textual organization such as paragraphs. The need for more advanced students of the target language to be reading at the "paragraph level and above" is partially answered by suggestions of training second language readers to become more familiar with major types of writing (explanation and analysis, argument, description, summary or narration) as well as with various methods of development for these types of writing (illustration, exemplification, comparison/contrast, classification, definition, etc.). The authors go on to explain that there are certain prerequisites to understanding such writing types. They mention the importance for L₂ readers of identifying main ideas and supporting details in reading passages, and of recognizing the rhetorical devices or structural patterns which typically

accompany certain methods of development. (Paulston/Bruder, 1976:181-82)

This is the way it would seem that most of the reading materials designed for special purposes have gone, integrating the more recent insights of textual and discourse analysis to an already elaborate system of word-, and sentence-level analysis. What seems to be happening is that the production of materials is stepping ahead of the method, as it were, leaving those in search of guidelines for the teaching of reading at more advanced levels in a quandary about the most suitable means at their disposal for providing the necessary practice to their students. It is precisely the purpose of the present study to examine and classify some of exercises which are being presently published in ESL/EFL textbooks to arrive at some understanding of the principles which can be said to underlie them. Only with such a set of guidelines, is it possible for more teachers and materials designers to proceed more systematically to insure that the right needs are answered for those learning to read in another language.

Some analysis of the reading skills necessary for second language learners has been carried out during the past decade. Norris (1975) devised a classification of advanced reading techniques based on five areas of reading skills which second language learners needed to "develop in order to become efficient readers":

1. Speed of word recognition and comprehension

2. Vocabulary recognition and comprehension
3. Sentence structure and sentence comprehension
4. Paragraph structure and paragraph comprehension
5. Comprehension of complete selections

Norris recognized the indebtedness of teachers of reading and textbook writers of EFL to mother-tongue methodology while revising and adapting its teaching techniques to the needs of their non-native learners. His main source of inspiration in classifying exercise types was not from the research done by reading specialists but from current "reading textbooks in English as a foreign language" (Norris, 1975:203). His classification serves as an impetus for the sort of study undertaken in the present project as it begins to reflect the concern with language knowledge deemed necessary by designers of reading materials for the development of more efficient reading in a second language. The types of exercises which are sampled within the Norris classification, however, do not always signal to the learner how he/she may use the language cue system to attain greater understanding of reading passages. For this reason, other exercises should be included for analysis under areas four(4) and five (5) in particular, in view of other types of exercises now available in second/foreign language textbooks. Norris concluded that "training in the use of context clues does not appear to have been developed in an organized way in texts presently available." (Norris, 1975:207) In view of the recent proliferation of textbooks dealing with teaching English as

a second language and for more specific reasons at the more advanced levels, it seems necessary to this researcher to re-examine available teaching materials to supplement the information on such types of exercises.

Allen (1976) makes a claim for developing a richer variety of reading comprehension exercises by pointing out the need for developing reading exercises which draw the learners' attention to "the way language is interpreted as discourse" (Allen, 1976:300). Reading comprehension should, the author explains, include exercises which focus on (1) indicating the nature of the reasoning process implicit in a passage, (2) drawing attention to the role of grammatical and lexical cohesion devices, (3) showing how different expressions can have similar value in given contexts, and (4) showing how some expressions establish logical relationships between statements. Practice in such areas of language knowledge should not become "an end in itself" cautions Allen, but "relate to the aims of the curriculum as a whole" (Allen, 1976:301) It is for this reason that any classification of reading skills in second language instruction cannot limit itself to the practice of language per se but must relate this to the broader set of objectives in reading previously reviewed in mother-tongue teaching.

Mackay and Mountford (1979) make the point that comprehension exercises in second language reading instruction must focus on the linguistic features underlying communication. They argue for the development of a knowledge of

specific language areas. They also list some reading comprehension skills which should be taught to second language learners, and these consist of:

1. recognizing English words and building up an appropriate vocabulary
2. identifying sentence patterns
3. reacting to typographic conventions
4. identifying larger passages that constitute thought units
5. following and evaluating the development of information presented in text

(Mackay/Mountford, 1979:113)

The authors argue that very little practice is usually given to categories four (4) and five (5) of this set of skills. They go on to provide examples of techniques useful in developing in the reader an awareness of three (3) areas of language knowledge in particular:

- a. reference, word equivalence, paraphrases and summaries
- b. intersentential connection
- c. rhetorical structure

Their main argument for providing practice in such areas of language knowledge is that "a familiarity with the linguistic features which bind a text together will help extend comprehension of the whole text" in much the same way as knowledge of sentence structure appears to contribute to comprehension at the sentence level. (Mackay/Mountford, 1979:115)

This relationship between language knowledge and effective reading is developed further by Gonzalez and Mackay when reading skills are specified in terms of language related reading strategies. The authors devise a classification of reading tactics dealing with:

1. Vocabulary attack strategies (morphological identification, lexical relationships, and use of the dictionary)
2. How words function in a sentence (word order, and cohesion markers)
3. Semantic and syntactic predictions (using syntactic, lexical, and semantic clues)
4. The use of redundancy (providing an awareness of the duplication of language features, and of their relationships within texts)
5. Purposeful reading (to encourage selective reading)

(Gonzalez/Mackay, 1978)

But the most intricate taxonomy of reading skills to date which relates foreign language learning objectives with the knowledge of language features argued for by the previous authors comes from a selection of language skills compiled by Munby (1978). In an exhaustive listing of receptive and productive skills in the oral and written modes of communication, the author devises a hierarchical specification of 54 micro-language skills touching upon

the various cognitive reasoning processes and features of language knowledge mentioned in the previous review of the literature. Most importantly, Munby provides references to specific features of language which he feels are necessary for the successful enactment of these communication skills.

Munby makes a distinction between the macro-concept of reading and understanding a written passage, which he calls "a communicative activity", and the micro-concept of performing a specific reading sub-skill, allowing a reader to understand parts of the written texts and the role these parts play in the general make up of a passage (Munby, 1978:116).

Munby's classification of skills begins to relate mental processes, which educators have largely used in teaching reading to native speakers, to particular areas of language knowledge which second language learners need to develop an awareness of in order to understand written passages at given levels of proficiency.

The taxonomy of 54 micro-skills can be divided into 14 major categories of skills consisting of receptive and productive aspects of the same skills. Of these major categories, 11 relate specifically to reading comprehension:

1. motor-perceptual skills in the written medium
2. understanding the meaning/use of unfamiliar lexical items

3. understanding information explicitly or implicitly stated
4. understanding conceptual meaning
5. understanding the communicative value (function) of sentences/utterances
6. understanding relations between parts of a sentence or of a text
7. interpreting texts by relating to information not within that text
8. understanding longer spans of text
9. summarizing for different purposes
10. using basic study skills: reference, skimming, scanning
11. transcoding/recoding information from the written medium to another

The three other categories relate to a) understanding meaning through intonation, b) using discourse skills in the spoken medium, and c) planning or organizing information in expository language. The last of these three categories is a group of sub-skills which often requires reading for information from various sources in order to prepare for the organization of ideas relevant to a particular topic. The ability to perform adequately at such a task necessarily subsumes the use of skills appearing lower down in the taxonomy.

The greater part of these categories deal with cognitive processes lower down on the hierarchy of first

language skills i.e. literal comprehension, reorganization and interpretive comprehension (Barret, cited in Clymer, 1968) with study skills such as using textbook aids, skimming and scanning (Strang, 1978) as well as with language-related reading strategies such word-recognition, phonic, structural and morphemic analysis, and contextual analysis (Miller, 1980)

It should be noted that Munby's classification of skills does not include the levels of evaluation and appreciation intended for native speakers but which are not necessarily specific to any given area of language features. It would be speculative to determine any particular linguistic knowledge allowing readers, native speaking or not, to perform the processes conceived of at higher levels of reading comprehension. It may not, as well, fall within the immediate goals of second language learners to read at levels of evaluative judgement and aesthetic appreciation of written passages. Their most pressing needs usually are in developing or improving their literal and interpretive reading comprehension. That is not say that second language readers cannot or should not eventually reach higher levels of comprehension but that greater care needs to be given in training them to extract information from reading passages in as clear and proficient a way as possible.

Mackay and Klassen (1976) caution against trying to teach all the skills of reading comprehension to second language learners because of this need for developing information-gathering skills and because of the difficulty

of "translating these (higher-level) skills into language terms" in order to "determine the exact language knowledge upon which each of them depends" (Mackay/Klassen, 1976:5). Following this argument, the authors suggest concentrating second language reading instruction upon the development of basic recognition and retention skills, only the first of which is "amenable to a language-based solution". They suggest that recognizing written information through a knowledge of the language and of its rhetorical markers should receive greater emphasis in the early stages of reading development as "all other reading skills are secondary to and depend upon the recognition skill." (Mackay/Klassen, 1976:10)

In his selection of skills relating to reading comprehension, Munby seems, as well, to have limited himself to the basic information-gathering skills, relating whenever possible, given mental processes with precise areas of linguistic features of written texts. The hierarchy which he follows ranges from recognition and literal comprehension of single elements of the language (categories 1 & 2), understanding of sentence level structure and meaning (3 - 4 - 5), understanding of the structure and meaning of paragraphs and longer spans of text (6 - 7 - 8), and finally, using basic study skills which overlap with the previous levels of skills (9 - 10 - 11). Munby develops the relationship between the comprehension of paragraphs and complete selections, and the required

language knowledge for that understanding.

The consistency which holds between the various taxonomies of reading skills in second language reading instruction can be illustrated in the following figure:

FIGURE 2: A comparison of L₂ reading skill taxonomies

| | Paulston/Bruder | Norris's | Mackay/Gonzalez | Munby |
|------------------|--|---|---|--|
| SPREADING SKILLS | Survey reading Speed reading Dictionary use | | Dictionary use | Transcoding/recoding information Scanning/skimming texts Using basic reference skills Reducing texts by reflecting Extracting relevant points in texts |
| PARAGRAPHS | Identification of main ideas and supporting details Recognition of structural patterns, and rhetorical devices | Comprehension of complete selections Paragraph and structure comprehension | Use of redundancy in texts Understanding semantic and syntactic prediction | Distinguishing main ideas/support details Recognising indicators in discourse Interpreting a text Understanding relations between parts of a text |
| SENTENCES | Recognition of grammatical patterns: 1. conjunctions 2. substitution words 3. sentence connectives | Sentence comprehension Sentence structure | Understanding of functions of words in sentences: 1. word order 2. cohesion markers | Understanding relations within sentences Understanding communicative functions of sentences Understanding conceptual meaning |
| WORDS | Meaning and pronunciation of new words Word study: 1. function words 2. affixes/derivation 3. word formation | Recognition of vocabulary Speed of word recognition | Using vocabulary strategies: 1. morphological identification 2. lexical relationships | Understanding meaning + use of unfamiliar lexical items Recognising the script of a language |

It is from this review of reading skill taxonomies in mother-tongue, and second language reading instruction that a framework will be designed for the present classification of exercises. Particular care will be given to filling in some of the areas left blank in these taxonomies in terms of the corresponding specific features of certain comprehension sub-skills. The result should be a specification of reading sub-skills which will make it possible to select and classify reading comprehension exercises which bring students to use their knowledge of the target language into the psycholinguistic process of interacting with written passages.

FRAMEWORK FOR THE PRESENT CLASSIFICATION OF
READING EXERCISE TYPES

The parameters of the framework

The framework upon which the present classification of reading exercises is built owes much of its inspiration to the operational framework proposed by Mackay and Klassen (1976). The major parameters of this system will be integrated within the framework of this study to attempt to design a system for classifying reading exercises allowing access through a variety of reference points.

Mackay and Klassen propose the following criteria for classifying reading comprehension exercises:

1. the expected outcome (on the part of the student) in terms of recognition sub-skills
2. a statement of the precise language knowledge necessary in order to complete the exercise successfully
3. a description of the format of the reading exercise
4. a statement of the precise activity in which the student is involved in carrying out and completing the exercise successfully
5. a reference for a description of the area of language knowledge required for successful completion of the reading exercise

This list of parameters seems basically sound for the purposes of the present classification as it offers a

teacher or materials designer the necessary descriptors for various reading exercise samples for creating similar exercises based on different reading passages. The present researcher wishes, however, to expand certain of these parameters to include (1) some of the major micro-reading skills proposed by Munby and supplemented by others, (2) more complete descriptions of exercise formats, as well as, (3) additional sources of reference for describing specific areas of language knowledge.

) The point of departure for this classification will be the reading comprehension sub-skills as they relate to particular areas of linguistic features of texts. After that will follow the actual reading exercises taken from existing ESL/EFL textbooks with the accompanying text sample they relate to. Once each exercise has been presented, a brief analysis of its format will be given to the reader with as much information as is needed to allow reduplicating the actual layout of the exercise. Closely related to the format of the exercise will be a description of what the student is required to, "do" while completing the exercise. This particular criterion was often included within the statement of reading skills in taxonomies reviewed earlier on.

I feel it is important for teachers and materials designers alike to make a clear distinction between the expected learning outcome in reading and the observable behavior students must engage in to demonstrate their

understanding. Without such a distinction, one could likely be led to confuse the ends with the means of various reading exercises, equating certain reading skills with only one overt behavior on the part of the student. This is not to say that overt behavior should not be used for inferring comprehension skills but that the correspondence between the two elements should not be viewed in a one-to-one relationship. Different behavior patterns may be used in conjunction with similar reading comprehension sub-skills. The user of the present classification should be made to see this characteristic of reading exercises.

The last parameter of classification is the references to authoritative descriptions of language features for each of the selected exercises. Such references should allow the "teacher, materials writer or tester (to) be sure of systematically and exhaustively covering the linguistic area concerned" (Mackay/Klassen, 1976:14).

The first two components of this framework are so closely interrelated as to be written out as single statements consisting on the one hand, of reading comprehension sub-skills and on the other, of specific features (linguistic or other). It is mainly the micro skills presented by Munby and relating to reading comprehension which will serve to make up these two-part statements of reading objectives. Wherever some of the statements formulated by Munby need further specification, especially in terms of certain specific features, elements will be integrated into the statements

to make the categories even broader and more useful in regrouping reading exercises.

The third component consists of actual reading exercises taken from a variety of second language teaching materials as well as the parts of, or entire texts to which a given exercise relates. In seeing the text for which a certain exercise was developed, the teacher may better understand how elements of the language have been integrated from the written passage into the reading exercise. Exercises needn't necessarily follow a passage but can as well precede it or even be inserted at various points in the reading selection. The sampling of exercises will attempt to illustrate this variety of exercises.

The fourth component offers a description of the various formats of reading comprehension exercises, integrating some of the most commonly used descriptors in the teaching and testing of reading comprehension in TESOL. Useful will be the terms most commonly agreed upon by the following authorities: Norris, 1975; Davies/Widdowson, 1974; Widdowson, 1978; Heaton, 1975; Dakin, 1973.

The descriptions of these exercise formats serve the purpose of sensitizing one to the relationship which exists between the items of an exercise and the reading passage which they were made to be used with. It should be noted that different types of exercise formats appear within given categories of objectives and specific features. This

illustrates how the same reading comprehension objective may be approached through a variety of exercise formats.

Immediately following the description of format, component five describes the actual activities students engage in while completing an exercise. These activities consist mainly of, action-verbs which allow teachers to infer from observation, just how much comprehension is actually taking place. Most of the reading skills taxonomies reviewed earlier in this project combine this component with the statements of the learning objective, overshadowing at times, the underlying purpose of certain exercises. For this reason, components 1 and 5 are kept distinct from one another.

The sixth component consists mostly of authors' names, publications, and pages for quick referencing to works which are readily available within most libraries or specialized book distributors.

The reading sub-skills within the framework

Following is the detailed list of sub-skills contained within the first two components of the classification:

| Skill No. | Reading sub-skills | Specific features |
|-----------|--|--|
| 1. | Student will be able to recognize the script of the language: | a) graphemes b) spelling patterns c) punctuation/capitalization d) syllabification e) sight words |
| 2. | Student will be able to understand the meaning and use of unfamiliar lexical items, through understanding: | a) word formation: <ol style="list-style-type: none"> i. derivation ii. compounding iii. stems/affixes b) contextual clues: <ol style="list-style-type: none"> i. antonyms ii. synonyms iii. definition iv. apposition |
| 3. | Student will be able to understand information in the text not explicitly stated, by: | a) making inferences through: <ol style="list-style-type: none"> i. cause-effect markers/cohesion devices ii. time markers/synonymous expressions iii. paraphrased meaning/cohesion devices b) understanding figurative language: <ul style="list-style-type: none"> -connotations |

| Skill No. | Reading sub-skills | Specific features |
|-----------|--|--|
| 4. | Student will be able to understand conceptual meaning, especially using markers for: | <ul style="list-style-type: none"> a) time relationships b) cause-effect relationships c) location + direction d) comparison e) quantity + amount f) condition g) addition |
| 5. | Student will be able to understand the communicative value (function) of sentences and utterances with or without explicit indicators: | <ul style="list-style-type: none"> a) formality + informality b) degrees of likelihood |
| 6. | Student will be able to understand relations within the sentence, especially: | <ul style="list-style-type: none"> a) intra-sentential connectors: <ul style="list-style-type: none"> i. time + place markers b) modification structure: <ul style="list-style-type: none"> i. pre-modification ii. post-modification c) complex embedding d) modal auxiliaries e) closed-system items: <ul style="list-style-type: none"> i. articles ii. prepositions |

| Skill No. | Reading sub-skills | Specific features |
|-----------|---|--|
| 7. | Student will be able to understand relations between parts of a text through: | a) lexical cohesion devices: <ol style="list-style-type: none"> i. hyponymy + reiteration ii. general words b) grammatical cohesion devices: <ol style="list-style-type: none"> i. substitution (pro-verbs) ii. reference (demonstratives) iii. reference (pronominals) iv. reference (noun-phrases) |
| 8. | Student will be able to interpret a text by going "outside it", through: | a) integration of personal information |
| 9. | Student will be able to recognize indicators in discourse for: | a) listing + adding b) reformulation c) explanation d) linking signals + constructions: <ol style="list-style-type: none"> i. cause, reason, result ii. mixed |

| Skill No. | Reading sub-skills | Specific features |
|-----------|--|--|
| 10. | Student will be able to identify the main point or important information in a text by: | <ul style="list-style-type: none"> a) locating the topic sentence in a paragraph b) inferring the implied main idea from information in the text |
| 11. | Student will be able to distinguish main ideas from supporting details by differentiating: | <ul style="list-style-type: none"> a) category from exponent b) the whole from its parts |
| 12. | Student will be able to extract relevant points from a text by: | <ul style="list-style-type: none"> a) recognizing the development of ideas b) coordinating related information c) ordering the ideas d) outlining the major elements |

| Skill No. | Reading sub-skills | Specific features |
|-----------|--|---|
| 13. | Student will be able to use basic reference skills by demonstrating and understanding and use of: | <ul style="list-style-type: none"> a) graphs b) tables c) diagrams d) dictionaries e) tables of contents |
| 14. | Student will be able to scan a text or other reading passage to locate specifically required information on: | <ul style="list-style-type: none"> a) a single point, involving a simple search b) a single point, involving a complex search |
| 15. | Student will be able to transcode information in writing to diagrammatic display through: | <ul style="list-style-type: none"> a) completing a diagram b) completing a table c) completing a graph |

It should be noted that reading skills higher up on the hierarchy of cognitive processes such as evaluation and appreciation of ideas and form in written passages (Barret, 1968) do not appear in this framework of reading sub-skills. The more complex the reading skill seems to become, the less it appears possible to relate the expected skill outcome to any specific area of language knowledge.

These then are the 15 categories of reading sub-skills within the present framework of classification which were selected and modified from Munby's taxonomy to bring out the distinction between the reading objectives that are sought and the required behavior on the part of the students. Wherever possible, Munby's sub-skills were supplemented with additional elements of the language relating to these skills and enabling students to perform adequately on different reading assignments.

The following chapter will present a collection of reading comprehension exercises selected from a variety of second/foreign language textbooks, classified according to various sub-skills of reading and certain areas of language knowledge which the exercises aim to develop. The classification is the major part of this thesis and should yield the insight into reading exercises which will allow teachers and materials designers to duplicate or create exercises of their own.

The model for describing the exercises

In order to describe each of the exercises selected for the classification and to account for every parameter in the framework, a model had to be designed. For the sake of providing the clearest possible reference, each sample exercise had to be contained, along with a sufficiently elaborate description, on a single page. Here is how that model operates:

FIGURE 3: A Model for describing the reading exercises

| | |
|--|--|
| 1 ^o A statement of the reading comprehension sub-skill in terms of the expected outcome on the part of the learner. | 2 ^o A statement of the specific features (linguistic or other) which are deemed necessary for the successful performance of the aforementioned sub-skill. |
| <p data-bbox="570 558 1211 674">3^o A sample of the actual reading text(s) and exercise(s) as they appear in their original form.</p> | |
| <p data-bbox="776 1194 1203 1251">A reference to the source of the exercise sample.</p> | |
| <p data-bbox="305 1283 1305 1377">4^o A description of the various <u>exercise formats</u> in terms of the relationship between exercise items and the various texts (sentences, paragraphs, selections) within which they must be included, combined, matched, etc.</p> | |
| <p data-bbox="305 1440 1305 1581">5^o A point-form description of the various <u>activities</u> the student engages in order to successfully complete a given exercise. This component of the model aims to illustrate the difference between the final outcome of each reading exercise (i.e. Component One) and the intermediate steps required on the part of the student to attain that objective.</p> | |
| <p data-bbox="305 1755 1305 1850">6^o References to various authoritative sources the purpose of which is to allow teachers/materials designers to find additional information on the specific features believed to underlie the stated reading comprehension objectives.</p> | |

CLASSIFICATION OF
READING EXERCISES IN
OPERATION

1. Student will be able to recognise the script of the language:

a) graphemes

The first few letters of each word are the same. Copy them in alphabetical order.

practice
private

prepare
pray

praise
press

present
prison

prize
pretty

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

Yorkey (1970) Study Skills p. 11

writing exercise: rewriting of single words

- Student:
- (1) reads instructions.
 - (2) reads list of word to be ordered alphabetically.
 - (3) puts each word in alphabetical order according to third or fourth letter of each word.
 - (4) writes out each word in the appropriate spaces.

1. Student will be able to recognise the script of the language:

b) spelling

SPELLING

Exercise 1 Recognition

Each word on p. 12 in CAPITAL LETTERS to the left of the line is spelled correctly. The same word is repeated correctly *once* in small letters in the list of four words to the right of the line. Draw a circle around each word to the right of the line that is the *same* as the word to the left: e.g.

41 BELIEVE believe belief believe believe

or write the correct letter next to each number: e.g. C41.

- (1) If you have difficulty with English spelling or writing, do the exercise by looking carefully at the word in capital letters and try to match it with one of the words in small letters.
- (2) If you think you do not have much difficulty with English spelling or writing, look first at the word in capital letters and then cover it up before you look at the words in small letters.

| | A | B | C | D |
|-----------------|--------------|--------------|--------------|--------------|
| 1 ACCOMMODATION | acommodation | acomodation | acommodation | acomodation |
| 2 ACHIEVE | achve | achieve | adive | achive |
| 3 APPLICABLE | applicable | aplicable | aplicable | applicabel |
| 4 BEGINNING | beginning | beginang | beginig | beginning |
| 5 CHOICE | choise | chose | choose | choice |
| 6 CRITICISM | criticism | criticisn | critisim | critisim |
| 7 DEVELOPMENT | developement | developement | desvelopment | developement |
| 8 DISAPPEARED | disapeared | disappeared | disapeared | disappeared |
| 9 DIVIDED | diveded | divedid | divided | divided |
| 10 EMPHASIS | emphasis | emphases | emphasise | emphases |
| 11 EXPERIMENTAL | experimental | experimantal | experimental | experimantal |
| 12 FOREIGNER | foreigner | foregner | fringer | foreigner |
| 13 FREQUENTLY | friquently | frequently | fsuently | frequently |
| 14 GOVERNMENT | goverment | government | goverment | goverment |
| 15 HEIGHT | heigt | height | hight | hieght |

Jordan (1980) Academic Writing Course

p. 12

matching-exercise: one word with another (within a series)

- Student:
- (1) reads instructions for the exercise.
 - (2) reads the key word in each line before quickly skimming a series of words for identical word.
 - (3) circles the word which is identical to the key term for each line.

1. Student will be able to recognise the script of the language:

c) punctuation/capitalization

In the following passage put the correct punctuation marks in the spaces underlined. Also add CAPITAL LETTERS where necessary.

the first of the great civic universities established in england _ manchester is today the largest unitary university in the united kingdom and an internationally famous centre of learning and research _ it is well _ endowed with resources and facilities _ the university library _ for instance _ is one of the four big academic libraries in the country _ and the university has its own modern theatre _ television studios _ art gallery _ museum _ shopping centre and _ of course _ extensive sports facilities _

Jordan (1980) Academic Writing Course

pp. 13-14

writing exercise: (1) rewriting parts of words (capital letters)
(2) inserting punctuation marks

Student: (1) reads instructions of the exercise
(2) reads the text in question
(3) puts the correct punctuation in blank spaces
(4) changes certain lower case letters of words for capitals

Quirk et al. (1972) Punctuation in Appendix III, pp. 1054-1080

1. Student will be able to recognise the script of the language:

d) syllabification

Divide each of the following words into syllables by putting a diagonal line between the proper syllable division. For example: col/le g e. If you are not sure, check your dictionary.

1. beginning
2. professor
3. language
4. authority
5. coming
6. engineer
7. medicine
8. advantage
9. philosophy
10. syllable
11. communication
12. agriculture

Yorkey (1970) Study Skills p. 18

identification exercise: drawing of diagonal lines between parts of single words

- Student:
- (1) reads instructions of the exercise.
 - (2) reads words from a list.
 - (3) draws a diagonal line between syllables of words.
 - (4) looks up the syllabification of certain doubtful cases.
 - (5) completes the exercise.

Aulls, M.W. (1978) Developmental and Remedial Reading in the Middle Grades. Allyn and Bacon, Inc. Boston pp. 310-317

1. Student will be able to recognize the script of the language:

e) sight words

At the left of the vertical line, there is a word. When your teacher says to start, read across the line as fast as you can. Circle all the words that are the same as the word at the left.

| | | | | | | |
|--------|---------|---------|--------|--------|--------|--------|
| ARREST | ADDRESS | ARRANGE | AROUND | ARREST | ACCUSE | ARREST |
| BRAVE | BREAK | BRAVE | BRAIN | BRAVE | BRASS | BLADE |
| CLEAN | CLEAR | CHEAT | CLASS | CLEAN | CHIEF | CLEAR |
| BUTTER | BOTTLE | BETTER | BUTTON | BITTER | BUTTER | BUTTER |
| DEFEAT | DEFEAT | DEFEND | DEGREE | DEFEAT | DECIDE | DEPEND |
| EARN | EASY | EARN | EAR | EARLY | LEARN | EARN |
| FLAME | FLOAT | FAME | FLESH | FLAME | FLAT | FAME |
| GOLD | GOAT | COLD | BOLD | GOLD | GOOD | COLD |
| CLASS | BRASS | FLASH | CLASS | CLAIM | GLASS | CLASS |
| REPEAT | REPORT | DEFEAT | REPEAT | RELATE | RETAIN | DEFEAT |

Yorkey (1970) Study Skills p. 97

matching-exercise: one word with another (within a series)

- Student:
- (1) reads the instructions of the exercise.
 - (2) reads the key word in each line before quickly skimming a series of words to locate identical word.
 - (3) circles the word which is identical to the key term for each line

Aulls, M.W. (1978) Developmental and Remedial Reading in the Middle Grades. Allyn and Bacon, Inc. Boston pp. 260-267

2. Student will be able to understand the meaning and use of unfamiliar lexical items, through understanding:

a) word formation:
1. derivation

Word Forms: Choose the correct word form to fit into each sentence. Use appropriate verb tenses, singular or plural forms for nouns, and passive voice where necessary.

1. *agreement, to agree, agreeable, agreeably*
 - a. The professors agreed that changes in the transportation system were necessary.
 - b. The two nations came to an agreement on trade policy quickly.
 - c. The sea breeze was agreeable to me so I stayed on the beach.
 - d. We settled the problem agreeably without an argument.
2. *involvement, to involve, involved*
 - a. I had a very involved argument about politics with my friend.
 - b. Don't involve me in your personal problems!
 - c. The involvement of the professors with pollution problems could result in a scientific solution.
3. *discussion, to discuss*
 - a. Our class had a long discussion about the problems of pollution.
 - b. I don't like discussing politics with my wife.
4. *regard, to regard, regardless*
 - a. American society regards profit as a supreme value.
 - b. Regardless of your objections, I am still going to learn how to ski.
 - c. I have a very high regard for Professor Weinerman.
5. *economist, economics, economy, to economize, economical, economically*
 - a. When I was a student, I had to economize because I was poor.
 - b. The economy of that country is based on oil exportation.
 - c. Economical oilfields give the Middle East some advantages.
 - d. Is it more economical to buy a large box of rice or a small one?
 - e. In school, I had to study economics.
 - f. Karl Marx was a famous 19th-century economist.

Hirasawa/Markstein (1974) Developing Reading Skills. pp. 6-7

matching exercise: one word within the context of a single sentence
(multiple-choice items)

- Student:
- (1) reads the instructions of the exercise.
 - (2) reads a list of words on a single line, all related to the same base/root.
 - (3) reads same number of cloze-type sentences for a given series of words.
 - (4) selects the correct word from each list and write it in the appropriate space.
 - (5) makes any necessary changes in the words in view of its context.

Quirk et al. (1972) A Grammar of Contemporary English "Suffixation"
Appendix I pp. 993-1007; "Morphology of lexical verbs" pp. 104-109.

2. Student will be able to understand the meaning and use of unfamiliar lexical items through understanding:

a) word formation:
11. compounding

Noun compounds

If we want to describe an object in greater detail or at a lower level of generalization (see Section I, Exercise D), we may use an adjective:

water - *hot* water
a fire - an *electric* fire
a liquid - a *cloudy* liquid

We can also put a noun in front of a noun:

a cylinder - a *steel* cylinder
a pump - a *bicycle* pump
a filter - an *air* filter

Many grammatical relationships are possible in Noun+Noun constructions, or *noun compounds*. They can be shown by *paraphrases*.

EXAMPLES

| <i>Noun Compounds</i> | <i>Paraphrases</i> |
|-----------------------|---------------------------------------|
| steam engine | = engine which works by steam |
| cardboard carton | = carton (which is) made of cardboard |
| milk carton | = carton which contains milk |
| pocket torch | = torch which can go in a pocket. |
| (etc.) | |

Write down *paraphrases* which will show the 'grammatical meaning' of the following noun compounds:

| | |
|------------------|------------------|
| copper electrode | suction pump |
| friction brake | iron filings |
| boiling point | horseshoe magnet |
| cooling tower | test tube |
| spring balance | plant parasite |
| iodine solution | density bottle |
| glass jar | filter paper |
| gas jar | sickel alloy |
| bell jar | extraction pump |

Allen/Widdowson (1974) English in Science p. 48

writing exercise: paraphrase of expressions according to a model

- Student:
- (1) reads instructions of the exercise.
 - (2) reads models of paraphrases provided above.
 - (3) writes similar structures for a series of terms imitating general model given in the example.

Quirk et al. (1972) A Grammar of Contemporary English "Compounding"
pp. 1020-1029

2. Student will be able to understand the meaning and use of unfamiliar lexical items through:

a) word formation:
iii. stems/affixes

Following is a list of words containing some of the stems and affixes introduced in this unit. Definitions of these words appear on the right. These words are probably unfamiliar to you. It is NOT the purpose of this exercise to teach you the definitions of all these words. Instead, the exercise is designed to serve as a review of the stems and affixes defined in this section and as a way for you to practice using the technique of word analysis to guess the meanings of unfamiliar words.

Put the letter of the appropriate definition next to each word.

- | | |
|------------------------|---|
| 1. <u>b</u> microscope | a. the science of hearing |
| 2. _____ audition | b. an instrument used to make small objects large enough to see and study |
| 3. _____ phonoscope | c. the act or sense of hearing |
| 4. _____ audiometer | d. an instrument which tests the quality of strings for musical instruments |
| 5. _____ audiology | e. an instrument for measuring hearing |

Stop. Check your answers before going on to the next part.

Baudoin, Bober et al. (1977)
Reader's Choice p. 11

matching-exercise: one word with a phrase (its definition)

- Student:
- (1) reads instructions of the exercise.
 - (2) reads a list of five key words and corresponding phrases.
 - (3) matches each word with its equivalent definition.
 - (4) indicates choice by filling blank spaces with letters corresponding to the definitions.

Quirk et al. (1972) A Grammar of Contemporary English "Word formation"
pp. 976-1007

2. Student will be able to understand the meaning and use of unfamiliar lexical items through:

a) word formation:
iii. stems/affixes

In each item, select the best definition of the italicized word.

a. In *retrospect*, we would have been wise to leave our money in the bank.

1. Many years ago 3. In fact
 2. Looking around 4. Looking back

b. He lost his *spectacles*.

1. glasses 3. pants
 2. gloves 4. shoes

c. He drew *concentric* circles.

1. ○○ 3. ○○
 2. ⊙ 4. ⊙

d. He *inspected* their work.

1. spoke highly of 3. examined closely
 2. did not examine 4. did not like

Bridoin, Bober et al. (1977)
Reader's Choice p. 10

multiple-choice exercise: matching of a word in a sentence with a choice of items (phrases, illustrations)

- Student:
- (1) reads the instructions of the exercise.
 - (2) reads the sentences which each contain an italicized term.
 - (3) reads a series of four words or phrases, only one of which corresponds to the italicized term in each sentence.
 - (4) identifies the required answer and puts a check mark in the space next to the answer.

Quirk et al. (1972) A Grammar of Contemporary English "Word formation"
pp. 976-1007

2. Student will be able to understand the meaning and use of unfamiliar lexical items, through understanding:

b) contextual clues:
1. antonyms

Read this passage:

Karst scenery

Carbon dioxide from the air and decaying organic material in the soil combine with ground water to form carbonic acid. The acid-charged ground water is a good agent of erosion, especially in areas of soluble sedimentary rocks. Ground water dissolves limestone or dolomite, thus producing a solution of calcium hydrogen carbonate ($\text{Ca}(\text{HCO}_3)_2$) which is carried away by surface or underground water. As a result, certain topographical features are produced. These include caverns, sink holes, disappearing streams, stalactites and stalagmites, columns and natural bridges.

Caverns are formed as a result of ground water enlarging crevices in the rock. The roof of the cavern remains because it is formed from a rock which is capable of resisting the solvent action of ground water. Sometimes, however, a roof near the surface collapses, thereby leaving sink holes. Streams which flow into these holes are called disappearing streams.

Streams which flow into openings in the rock dissolve soluble material before emerging on the other side, thus producing a tunnel. Parts of the tunnel may collapse to leave a natural bridge.

Stalactites and stalagmites are formed as a result of a steady accumulation of calcium carbonate in caverns. Stalactites are formed on the roof and stalagmites are formed on the ground, and both may be either solid or hollow. Subsequently, these will unite to form a column.

Find words in the passage which are the opposite of the following words:

- | | |
|---------------|-------------|
| a) inorganic | d) entering |
| b) decompose | e) solid |
| c) artificial | f) roof |

Barron/Stewart (1977) English for
Science and Technology pp. 60-62

matching-exercise: one word with another within the context of a paragraph

- Student:
- (1) reads a text of more than one paragraph.
 - (2) reads the instructions of the exercise.
 - (3) reads the list of terms in the exercise.
 - (4) scans text to find antonyms for the terms in the exercise.
 - (5) writes these antonyms next to the items in the list.

F.R. Palmer (1976) Semantics "Antonymy" pp. 78-85;
"Linguistic Context" pp. 90-101

| | |
|---|--|
| 2. Student will be able to understand the meaning and use of unfamiliar lexical items, through: | b) <u>contextual clues</u> : 11. synonyms |
|---|--|

Synonyms. From this list, choose a synonym for the italicized word or phrase in each sentence. Rewrite the sentence using the synonym. Use appropriate tenses for verbs and appropriate singular or plural forms for nouns.

- | | | |
|----------------------|-----------|---------------|
| car | crippling | deterioration |
| to be concerned with | to crowd | to love |
| polluted air | danger | must |
| dependent | | |

1. Do Americans *cherish* their automobiles too much?
2. Do Americans *love* their automobiles too much?
3. Cars are involved in many *crippling* accidents.
3. Cities are *congested* with cars.
4. The problem of survival *has to do with* man's control of man-made hazards.
5. People want to travel around in a large *vehicle*.
6. Previous problems were caused by natural *hazards*.
7. There is a lot of *smog* in the cities.
8. You *have to* have a car in most cities because public transportation is inadequate.
9. The lack of public transportation is one cause of the *degeneration* of the inner city.
10. The economy has become quite *reliant* on the automobile industry.

Hirasawa/Markstein (1974) Developing
Reading Skills pp. 4-5

writing exercise: rewriting sentences while adding words with appropriate forms (affixes, tense)

- Student:**
- (1) reads the instructions for the exercise.
 - (2) reads a list of terms to be substituted in the place of italicized terms in the context of sentences.
 - (3) reads sentences each containing an italicized word.
 - (4) identifies similar term from the list.
 - (5) rewrites each sentences but substitutes the appropriate term.
 - (6) adds any necessary changes within the context of each sentence.

F.R. Palmer (1976) Semantics "Synonymy" pp. 59-65;
"Linguistic context" pp. 90-101

2. Student will be able to understand the meaning and use of unfamiliar lexical items, through understanding:

b) contextual clues:
iii. definition

Context will often provide clues to meaning. In each of the following exercises, one word has been replaced by Read the context, then guess which of the four choices probably defines the word that has been omitted. Circle the letter.

1. The night was so that not a sound could be heard.

A. quiet

C. dark

B. beautiful

D. dangerous

Yorkey (1970) Study Skills p. 70

matching-exercise: one word within the context of a single sentence
(multiple-choice items)

- Student:
- (1) reads the instructions of the exercise.
 - (2) reads sentences with blank spaces.
 - (3) reads four possible answers for the blank space.
 - (4) identifies the appropriate term from the alternative choice.
 - (5) circles the letter next to the required term.

F.R. Palmer (1976) Semantics "Collocation" pp. 94-97;
"Synonymy" pp. 59-65

2. Student will be able to understand the meaning and use of unfamiliar lexical items through:

b) contextual clues:
iv. association

The neglect to answer a letter may be the cause of much distraction. The making of an insult to which we failed on the spur of the moment to find an apt retort may spoil a morning's work. We may write the neglected letter, or purge ourselves of passion by a walk, and a little concentrated thought upon the matter that disturbs us.

An insult is said to *rankle* when:

- A the cause of it is unknown or puzzles a person
- B it amuses a person and makes him laugh
- C a person is irritated and annoyed by it

• Heaton (1975) Studying in English

p. 36

multiple-choice exercise: sentence completion according to meaning

- Student:
- (1) reads a text.
 - (2) reads an incomplete statement with a key term in italics.
 - (3) reads a series of three alternative completions.
 - (4) selects the appropriate phrase.
 - (5) indicates selection by checking off appropriate capital letter.

F.R. Palmer (1976) Semantics "Colléocation" pp. 94-97;

"Synonymy" pp. 59-65

3. Student will be able to understand in information in the text not explicitly stated, by:

a) making inferences through:
1. cause-effect markers/
cohesion devices

(5) The birth rate and longevity increased and child mortality decreased due to improvements in medical care and greater attention to problems of nutrition. (6) By 1950, there were 1,500 people living in the community.

(7) In the 40's and early 50's, exploration companies discovered large deposits of iron ore and other minerals in Northern Quebec and Labrador. (8) There is now 575 Km railroad which carries minerals from Schefferville, Wabush and Labrador City to Sept-Iles. (9) There, minerals are loaded directly into ships to be transported to the industrial centres in Canada or exported to foreign countries. (10) As a result of this development, the population rose dramatically until, by 1976, there were 29,000 residents.

Information about the occupations of the early inhabitants of Sept-Iles is found in sentences (2) and (3) in the passage. In which sentence(s) are the following ideas or information contained? Write the number(s) of the sentence(s) in each case.

The cause of the rapid increase in Sept-Iles' population starting in the nineteen fifties.

Long, Cyr et al. (1977) English for Academic Purposes, book 1. pp. 1-4

matching-exercise: one sentence with another (or more) within the context of a paragraph

- Student:
- (1) reads a text.
 - (2) reads the instructions of the exercise.
 - (3) reads a statement below this text.
 - (4) re-reads the same text to locate the same idea as in the statement.
 - (5) indicates the number(s) of the sentence(s) in which the idea of this statement is located within the text.

Leech & Svartik (1975) A Communicative Grammar of English

"Cause and reason" pp. 93-96

- | | |
|--|---|
| 3. Student will be able to understand information in the text not explicitly stated, by: | a) <u>making inferences through:</u> ii. time markers/synonymous expressions |
|--|---|

THE CANADIAN FEDERAL GOVERNMENT

(1) From the British Conquest of Canada in 1663 until the middle of the nineteenth century, Canada remained a British colony. (2) In 1867, a complex situation involving at least two important factors led to the confederation of four provinces, (Ontario, Quebec, New Brunswick and Nova Scotia). (3) They requested the right to form an independent nation in order to unite against the Americans, who were constantly threatening invasion from the south. (4) Because Great Britain was under an ever-increasing economic strain due to Canada's dependence, this request was promptly granted. (5) Thus, the British North America Act of 1867 was passed, making Canada a self-governing nation. (6) It is now commonly referred to as the Canadian Constitution.

Write "T" (true) in the space in the first set of brackets, if the following statements are true, and "F" (false) if they are not, according to the information contained in the passage. In the second set of brackets write the number(s) of the sentence(s) which provided you with the necessary information.

Canada was a British colony for 200 years. () ()

Long, Cyr et al. (1977) English for Academic Purposes, book 1. pp. 51+55

matching-exercise: one sentence with another (or more) within the context of a paragraph.

- Student:
- (1) reads a text.
 - (2) reads the instructions of the exercise.
 - (3) reads a statement below this text.
 - (4) re-reads the same text to locate the same idea as in the statement.
 - (5) indicates whether this statement is true or false, in parentheses.
 - (6) indicates, in parentheses as well, the number(s) of the sentence(s) in which the idea of the statement first appears in the text.

Leech & Svartik (1975) A Communicative Grammar of English.

"Time-when and duration" pp. 76-81

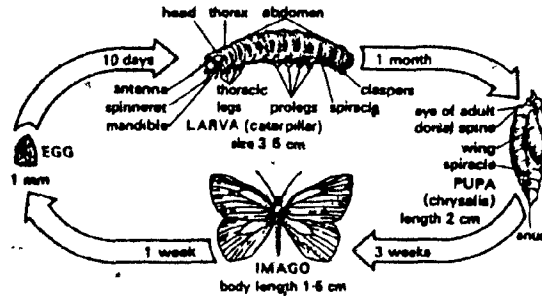
| | |
|---|---|
| 3. Student will be able to understand information in the text not explicitly stated, by: | a) <u>making inferences through:</u> iii. paraphrased meaning / cohesion devices |
| <p>(1) Scientists have often described organic processes by analogy. (2) Some analogies are useful and accurate. (3) For example, the comparison of the heart with a pump or of the kidney with a filter serve to illustrate the nature and function of these organs. (4) However, analogies that have been proposed to explain the nervous system have been less successful. (5) One aspect of analogies is that they are limited by the scientific understanding of the time; for example, the mind cannot be compared to a computer until there is a computer.</p> <p>Write "T" (true) in the space in the first set of brackets if the following statements are true, and "F" (false) if they are not, <u>according to the information contained in the passage</u>. In the second set of brackets write the number(s) of the sentence(s) which provided you with the necessary information.</p> <p>Analogies used to describe organic processes have been dependent on other scientific discoveries. () ()</p> | |
| <p style="text-align: center;">Long, Cyr et al. (1977) <u>English for Academic Purposes</u>, book 2. pp. 26-27</p> | |
| <p><u>matching-exercise</u>: one sentence with another (or more) within the context of a paragraph.</p> | |
| <p><u>Student</u>:</p> <ol style="list-style-type: none"> (1) reads a text. (2) reads the instructions of the exercise. (3) reads a statement below this text. (4) re-reads the same text to locate the same idea as in the statement. (5) indicates whether this statement is true or false. (6) indicates the number(s) of the sentence(s) in which the idea of the statement first appears in the text. | |
| | |

| | |
|--|---|
| 3. Student will be able to understand information in the text not explicitly stated, by:) | b) <u>understanding figurative language:</u> 1. connotations |
| <p>2) Relating many of these hazards to the automobile, Arthur W. Galston, a professor of biology, said it was possible to make a kerosene-burning turbine car that would "lessen smog by a very large factor." But he expressed doubt that Americans were willing to give up moving about the countryside at 90 miles an hour in a large vehicle. "America seems wedded to the motor car—every family has to have at least two, and one has to be a convertible with 300 horsepower," Professor Galston continued. "Is this the way of life that we choose because we cherish these values?"</p> <p>In paragraph 2, when Galston says that every family has to have two cars, he implies, <i>but does not directly say</i>, that:</p> <ol style="list-style-type: none"> he agrees with this attitude. he disagrees with this attitude. he is neither for nor against this attitude. | |
| <p style="text-align: right;">Hirasawa/Markstein (1974) <u>Developing Reading Skills</u>. pp. 1-3</p> | |
| <p><u>multiple-choice exercise:</u> sentence-completion according to meaning contained within the context of a paragraph</p> | |
| <p><u>Student:</u> (1) reads a text.</p> <p>(2) reads an incomplete statement followed by multiple-choice items.</p> <p>(3) re-reads the text to extract the implication of the text.</p> <p>(4) selects the item which corresponds to this implication from the choices.</p> | |
| | |

| | |
|--|--|
| 3. Student will be able to understand information in the text not explicitly stated, by: | b) <u>understanding figurative language</u> : 1. connotations |
| <p>Gerard was like most poets and workers in the fine arts, his eyes saw more than other eyes did; and his nose smelt more than other noses! But the rain poured down on him, and the light of the fire looked very pleasant.</p> <p>Paragraph 5 suggests that Gerard</p> <ul style="list-style-type: none"> A. wanted to make up a poem about what he could see and smell. B. liked everything he saw in the house, but not what he smelt. C. thought about not going into the house. D. could smell that some food was being cooked. | |
| Munby (1968) <u>Read and Think</u> pp. 1-2 | |
| <p><u>multiple-choice exercise</u>: sentence completion according to the meaning contained within the context of a paragraph.</p> | |
| <p><u>Student</u>: (1) reads a paragraph.</p> <p>(2) reads an incomplete statement followed by multiple-choice items.</p> <p>(3) re-reads the paragraph to extract its implication.</p> <p>(4) selects the completion item which most closely corresponds to this implication.</p> | |
| | |

4. Student will be able to understand conceptual meaning, especially using markers for:

a) time relationships:



Reproduction and life-cycle of a butterfly

After mating, the female lays the eggs under cabbage leaves, during the summer. They hatch out into caterpillars. These are cylindrical animals with a thorax and abdomen which are similar in appearance. The head is distinct and carries a pair of small antennae, eye-spots and a pair of strong mandibles, used for biting and chewing the cabbage leaves. The labium is situated between these and acts as a spinneret, for producing silk. The whole of the body is hairy.

After continuous feeding and after moulting (changing its skin) several times, the caterpillar reaches full size. Then it moves to a sheltered place and attaches itself to the surroundings by means of silk. This is the beginning of the pupa stage, during which it develops into an adult. The imago finally emerges from the dorsal surface of the pupa case.

Match the sentences on the right with the words on the left:

- | | |
|------------------------|---|
| Initially, ... | the caterpillar develops to full size. |
| Within one week, ... | the female lays eggs. |
| Ten days later, ... | the adult butterfly emerges. |
| Subsequently, ... | the adults mate. |
| Meanwhile, ... | it moults about 6 times. |
| At the same time, ... | the pupa stage begins. |
| Later, ... | the eggs hatch out into caterpillars. |
| Following this, ... | it feeds continuously on cabbage leaves. |
| During this stage, ... | the caterpillar changes into a pupa. |
| Eventually, ... | the caterpillar attaches itself to its surroundings by means of silk. |

Adamson/Bates (1977) English for Science and Technology: Biology. pp. 49-50

matching-exercise: one word with a sentence according to the meaning contained within a diagram and a text.

- Student:
- (1) looks at a diagram and reads a short text below it.
 - (2) reads the instructions of the exercise.
 - (3) reads the two columns (linking words and statements).
 - (4) scans both the diagram and the text to locate each of the points made in the statements and notes their sequence.
 - (5) matches each statement with a time marker in accordance with the text and diagram.

Leech & Svartik (1975) A Communicative Grammar of English. Longman, Hong Kong. pp. 76-79

4. Student will be able to understand conceptual meaning, especially using markers for:

a) time relationships

To operate the bell, the key, or screw, is connected to the positive terminal of the battery, and the copper wire coming from the electromagnet is connected to the negative terminal. When the current is switched on, it flows through the key into the spring, passing from there round the coils of the electromagnet and then back to the battery. As the current passes through the coils of copper wire, the soft iron cylinders around which it is wound become magnetized. Consequently, they attract the armature, causing the head of the striker rod to hit the gong. As the striker hits the gong, the spring to which it is fixed loses contact with the screw, breaking the circuit. The current ceasing to flow, the electromagnet loses its magnetism and the armature, being no longer attracted, is pulled back by the spring. When this happens, the spring makes contact with the screw once more, allowing the electric current to pass, again magnetizing the cylinders. These then attract the armature, once more pulling the spring away from the screw and breaking the circuit. The whole process is repeated over and over again, causing the head of the striker to vibrate rapidly against the gong, thus producing the familiar sound of an electric bell.

Description of a sequence of events

(i) Put the expressions *after, before, when* in the blank spaces so as to make statements which are correct according to the passage.

1. The current passes into the spring ... it passes through the key.
2. The current passes into the battery ... it passes through the coils of copper wire.
3. The soft iron cylinders are magnetized ... the current passes through the coils of copper wire.
4. The spring makes contact with the key ... the electromagnet loses its magnetism.

Allen/Widdowson (1974) English in Physical Science. p. 84

matching-exercise: one word with the context of a single sentence according to information contained within a text.

- Student:
- (1) reads a text (one paragraph).
 - (2) reads the instructions of the exercise.
 - (3) reads statements with blank spaces to be filled with markers.
 - (4) scans the text to locate the information of each statement.
 - (5) establishes the sequence of events for each item in the exercise as demonstrated within the text.
 - (6) selects a time marker from the exercise rubric which corresponds to the time relationship with the text and inserts it within the blank space.

Leech & Svartik (1975) A Communicative Grammar of English. Longman, Hong Kong. pp. 76-79

4. Student will be able to understand conceptual meaning, especially using markers for:

b) cause - effect relationship

Look carefully at the *Structure and Vocabulary Aid* at the end of this Unit, then do the following exercises.

(1) The parts of the sentences below have been mixed up. Join the 6 parts on the left with the correct parts from the ♀ on the right.

| | |
|---|---|
| 1 There is acid in that bottle: <i>therefore</i> ... | a the road was icy. |
| 2 The <i>effect</i> of the fluctuation in temperature ... | b he was unsuccessful. |
| 3 Bad labour relations <i>caused</i> ... | c prolonged illness. |
| 4 The accident occurred <i>because of</i> ... | d it must be handled very carefully. |
| 5 He <i>passed</i> his examination <i>because</i> ... | e careful storage. |
| 6 Delayed treatment often <i>results in</i> ... | f the icy road conditions. |
| | g the strike. |
| | h he worked hard. |
| | i was to kill the laboratory specimens. |

Jordan (1980) Academic Writing
Course. p. 52

matching-exercise: part of a sentence (clause/phrase) with another. according to meaning containing within each.

- Student:
- (1) reads the instructions of the exercise.
 - (2) reads two columns of statements or phrases.
 - (3) reads one item from one column and skims over second one to locate a logical completion according to information contained within each.
 - (4) matches each item in one column with another one in the second column until all of the items of one column have been completed.

Leech & Svartik (1975) A Communicative Grammar of English. Longman, Hong Kong. pp. 93-96

4. Student will be able to understand conceptual meaning especially using markers for:

b) cause - effect relationship

Read the following carefully:

CLIMATE

For the last hundred years the climate has been growing much warmer. This has had a number of different effects. Since the beginning of the 20th Century, glaciers have been melting very rapidly. For example, the Muir Glacier in Alaska has retreated 2 miles in 10 years. Secondly, rising temperatures have been causing the snowline to retreat on mountains all over the world. In Peru, for example, it has risen as much as 2700 feet in 60 years.

As a result of this, vegetation has also been changing. In Canada, the agricultural cropline has shifted 50 to 100 miles northward. In the same way cool-climate trees like birches and spruce have been dying over large areas of Eastern Canada. In Sweden the treeline has moved up the mountains by as much as 65 feet since 1930.

The distribution of wildlife has also been affected, many European animals moving northwards into Scandinavia. Since 1918, 25 new species of birds have been seen in Greenland, and in the United States birds have moved their nests to the north.

Finally, the sea has been rising at a rapidly increasing rate, largely due, as was mentioned above, to the melting of glaciers. In the last 18 years it has risen by about 6 inches, which is about four times the average rate of rise over the last 9000 years.

Now look at the following cause and effect table. From the text above copy into the table where necessary the causes and effects mentioned; also write, in the central column, the appropriate connective or marker of the cause-effect relationship. Where an example (e.g.) is asked for, only write the first one if more than one is given in the text. The first section has been done as an example.

Table 1: Climate

| Cause | Connective or Marker | Effect |
|--|----------------------|--|
| The climate has been growing much warmer | (different) effects | 1 glaciers have been melting very rapidly. e.g. the Muir Glacier in Alaska has retreated 2 miles in 10 years |

Jordan (1980) Academic Writing Course.

p. 53

writing exercise: rewriting of words, phrases or sentences from a text into diagrammatic display.

- Student:
- (1) reads a text.
 - (2) reads the instructions of the exercise.
 - (3) reads the example provided for the exercise.
 - (4) scans the text to locate cause - effect markers.
 - (5) identifies the information contained with this cause-effect relationship.
 - (6) summarizes the various causes - effects for inclusion with the table.
 - (7) completes the various columns of the table.

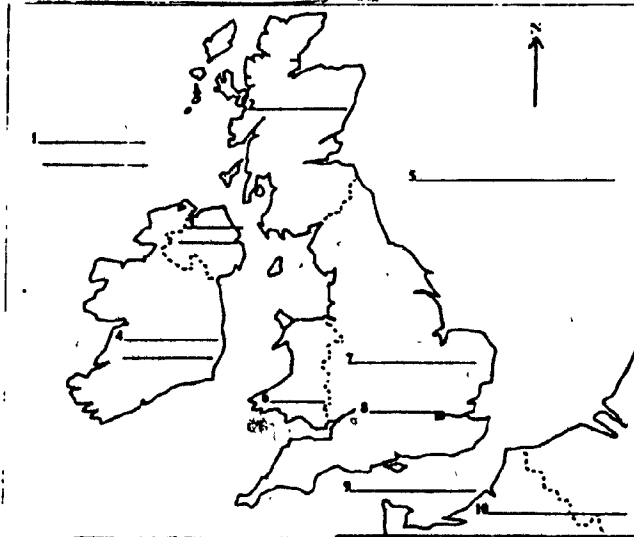
Leech & Svartik (1975) A Communicative Grammar of English. Longman, Hong Kong pp. 93-96

4. Student will be able to understand conceptual meaning, especially using markers for:

c) location - direction

Great Britain (G.B.) is an island that lies off the north-west coast of Europe. The nearest country is France which is 20 miles away and from which Great Britain is separated by the English Channel. The island is surrounded by the Atlantic Ocean, to the west, and the North Sea, to the east. It comprises the mainlands of England, Wales and Scotland, that is, three countries. Scotland is in the north, while Wales is in the west. Ireland, which is also an island, lies off the west coast of Great Britain. It consists of Northern Ireland and the Irish Republic. Great Britain together with Northern Ireland constitutes the United Kingdom (U.K.). Thus, the United Kingdom is composed of four countries. The largest of these is England which is divided into 43 administrative counties. The capital city is London which is situated in south-east England.

(i) From the information above write the names of the places next to the numbers in the map on the following page.



Jordan (1980) Academic Writing Course.

pp. 31-32

matching exercise: words within a text with sections in a diagram.

- Student:
- (1) reads a text (one paragraph).
 - (2) reads the instructions of the exercise.
 - (3) studies an unidentified map of the area described in the text.
 - (4) reads each sentence separately as it corresponds to a numbered blank space on the map.
 - (5) transcribes the names of the places which correctly identify the various areas on this map.

Leech & Svartik (1975) A Communicative Grammar of English. Longman, Hong Kong. pp. 82-91

4. Student will be able to understand conceptual meaning, especially using markers for:

d) comparison

Read the following carefully:

In 1972 some research was conducted at Manchester University into the amount of time that overseas postgraduate students spent listening to spoken English and speaking English. Sixty students co-operated by completing questionnaires.

It was found that an average of $2\frac{1}{2}$ hours *per week* were spent listening to English and only $6\frac{1}{2}$ hours speaking English to English people. An analysis of the time spent listening to English showed that lectures accounted for 5 hours and seminars 2 hours. An estimated $2\frac{1}{2}$ hours were spent in serious discussion while 2 hours were devoted to everyday small-talk. Watching television accounted for $5\frac{1}{2}$ hours and listening to the radio $4\frac{1}{2}$ hours. Going to the cinema or theatre only accounted for an average of $\frac{1}{2}$ hour per week.

The following sentences are based upon the information contained in the text above. Complete the sentences by choosing from the list of words and phrases below: *use each word once only*. Make sure that you keep the *same meaning* in the sentences as in the text.

Choose from these words: biggest; as much ... as; more ... than (*twice*); least; most; not so many ... as; as many ... as; the same ... as; greater ... than.

- (a) The students spent considerably _____ time listening to English _____ speaking it.
- (b) A _____ amount of time was spent in lectures _____ in seminars.
- (c) Nearly _____ hours were spent listening to the radio _____ watching television.
- (d) The _____ popular way of listening to English was by watching TV.
- (e) _____ number of hours were spent in everyday small-talk _____ in taking part in seminars.
- (f) The _____ popular way of listening to English was by going to the cinema.

Jordan (1980) Academic Writing Course

p. 48

matching exercises: single words or expressions with the context of sentences.

- Student:
- (1) reads a text.
 - (2) reads the instructions of the exercise.
 - (3) skims over a series of words showing comparison.
 - (4) reads each of a series of statements to be completed with some of these words.
 - (5) scans the text to locate the information contained within each statement.
 - (6) compares this information with relationship of ideas within each statement.
 - (7) selects from the list of words those comparison markers which correspond to the relationship within the original text and inserts them within the blanks.

Leech & Svartik (1975) A Communicative Grammar of English. Longman, Hong Kong. pp. 104-107

4. Student will be able to understand conceptual meaning, especially using markers for:

e) quantity - amount

Copy the following paragraph (carefully) using any of the words listed below to complete it. Alternative choices are possible in some cases.

There are between 3,000 and 4,000 languages spoken in the world. _____ languages have a written as well as a spoken form. Writing systems can be either ideographic (a representation of concepts, objects, etc.) or phonographic (representations of the sounds of a language). _____ modern writing system is purely ideographic, although ideograms still form a large part of Chinese writing. _____ languages now use some kind of phonetic system. There are two kinds of phonetic writing systems - alphabetic and syllabic. The system used by the Japanese is syllabic. English, Spanish, French, Arabic, Russian, Portuguese and German _____ use alphabets.

_____ languages, like English, are written from left to right. However, there are _____ others that are written from right to left. Arabic is one example. _____ languages are written from top to bottom.

(all, each, every, almost all, nearly all, most, many, some, several, a few, few, almost none, none, no).

Long, Cyr et al. (1977) English for Academic Purposes, book 2 p. 60

matching-exercise: single words or expression with the context of a selection.

- Student:
- (1) reads the instructions of the exercise.
 - (2) reads a text with blank spaces (modified cloze) where markers should be.
 - (3) skims over a series of markers for inclusion within these blanks
 - (4) re-reads the text to determine context of the blank spaces.
 - (5) selects appropriate items from those offered in the series for inclusion within these blanks.
 - (6) writes out these markers in the appropriate spaces.

Leech & Svartik (1975) A Communicative Grammar of English. Longman, Hong Kong pp. 48-52

| | | | | | | | | | | | |
|--|--|---|--|--|--|--|--|--|--|--|---|
| 4. Student will be able to understand conceptual meaning, especially using markers for: | f) <u>Condition</u> | | | | | | | | | | |
| <p>Some more conditions and predictions are contained in the table below. In the space in brackets write the letter corresponding to the related prediction. The first one has been done for you.</p> <table border="0"> <tr> <td style="vertical-align: top;"> 1 (b) If the average monthly temperatures in Sept-Iles for the period 1960-1970 are repeated this year, </td> <td style="vertical-align: top;"> a) January and February are going to be the coldest months of the year in Sept-Iles. </td> </tr> <tr> <td style="vertical-align: top;"> 2 () Public transport services will soon be inadequate. </td> <td style="vertical-align: top;"> b) temperatures in August will be the highest. </td> </tr> <tr> <td style="vertical-align: top;"> 3 () Assuming that the decade 1970-1980 is like the previous one, </td> <td style="vertical-align: top;"> c) If the population of Sept-Iles continues to rise at the present rate. </td> </tr> <tr> <td style="vertical-align: top;"> 4 () If scientists' ability to predict them does not improve, </td> <td style="vertical-align: top;"> d) If there is not a fundamental change of attitude among world leaders or if people do not take power into their own hands. </td> </tr> <tr> <td style="vertical-align: top;"> 5 () Rich countries will grow richer and poor ones will become poorer </td> <td style="vertical-align: top;"> e) earthquakes are going to continue to take a heavy toll on human lives. </td> </tr> </table> | | 1 (b) If the average monthly temperatures in Sept-Iles for the period 1960-1970 are repeated this year, | a) January and February are going to be the coldest months of the year in Sept-Iles. | 2 () Public transport services will soon be inadequate. | b) temperatures in August will be the highest. | 3 () Assuming that the decade 1970-1980 is like the previous one, | c) If the population of Sept-Iles continues to rise at the present rate. | 4 () If scientists' ability to predict them does not improve, | d) If there is not a fundamental change of attitude among world leaders or if people do not take power into their own hands. | 5 () Rich countries will grow richer and poor ones will become poorer | e) earthquakes are going to continue to take a heavy toll on human lives. |
| 1 (b) If the average monthly temperatures in Sept-Iles for the period 1960-1970 are repeated this year, | a) January and February are going to be the coldest months of the year in Sept-Iles. | | | | | | | | | | |
| 2 () Public transport services will soon be inadequate. | b) temperatures in August will be the highest. | | | | | | | | | | |
| 3 () Assuming that the decade 1970-1980 is like the previous one, | c) If the population of Sept-Iles continues to rise at the present rate. | | | | | | | | | | |
| 4 () If scientists' ability to predict them does not improve, | d) If there is not a fundamental change of attitude among world leaders or if people do not take power into their own hands. | | | | | | | | | | |
| 5 () Rich countries will grow richer and poor ones will become poorer | e) earthquakes are going to continue to take a heavy toll on human lives. | | | | | | | | | | |
| <p style="text-align: right;">Long, Cyr et al. (1977) <u>English for Academic Purposes</u>, book 1. p. 5</p> | | | | | | | | | | | |
| <p><u>matching-exercise:</u> parts of sentences with others according to meaning contained within each.</p> | | | | | | | | | | | |
| <p><u>Student:</u></p> <ol style="list-style-type: none"> (1) reads the instructions of the exercise. (2) reads the two columns (dependent - independent clauses) (3) re-reads the first sentence, identifies it as a condition then scans the second column for a logical prediction (one without a conditional marker). (4) matches each clause in one column with its counterpart in the other. (5) writes the letter of the best match within parentheses next to each clause in the first column. | | | | | | | | | | | |
| <p>Leech & Svartik (1975) <u>A Communicative Grammar of English</u>. Longman, Hong Kong pp. 96-99</p> | | | | | | | | | | | |

| | |
|---|--------------------|
| 4. Student will be able to understand conceptual meaning, especially using markers for: | g) <u>addition</u> |
|---|--------------------|

Connectives of Addition Exercise

Exercise 5-17. Read each of the following sentences. Circle the connective that indicates an addition.

1. Mr. Jones can read and write Swahili as well as speak and understand it.
2. Students should study before exams in addition to hoping to pass.
3. Besides having to worry about his own children, Mr. Clark has to worry about his neighbor's child.
4. Mr. Karam smokes too much; furthermore, he drops ashes all over the rug.
5. Students who work in the cafeteria earn extra money; moreover, they learn a lot about human nature.

Yorkey (1970). Study Skills. p. 112

identification exercise: by circling of specific terms.

- Student:
- (1) reads the instructions of the exercise.
 - (2) reads each sentence in the series while scanning to locate specific markers
 - (3) circles the specific terms as required in the exercise.

Leech & Svartik (1975). A Communicative Grammar of English. Longman, Hong Kong pp. 107-108

5. Student will be able to understand the communicative value (function) of sentences and utterances with or without explicit indicators relating to:

a) formality - informality

Written academic English will *not* normally contain the following:

- (a) CONTRACTIONS (i.e. 'it did not' would be used instead of *it didn't*; 'they have' would be used and not *they've*.)
- (b) HESITATION FILLERS (i.e. *er, um, well, you know...* which might be common in the spoken language are omitted.)
- (c) FAMILIAR LANGUAGE that would not be appropriate in the academic context. For example:
 - (i) A number of phrasal or prepositional verbs are more suitable or appropriate in an informal style, i.e.

| | |
|---------------|-----------------|
| <i>FORMAL</i> | <i>INFORMAL</i> |
| conduct | carry out |
| discover | find out |
| investigate | look into |
 - (ii) Personal pronouns *I, you, we* tend not to be used in more formal writing (except in letters, etc.). Instead the style may be more *impersonal*. An introductory *it* or *there* may begin sentences or even the impersonal pronoun *one*; passive *verbs* may also be used.

The following sentences are mixed *formal* and *informal*. Write F (formal) or I (informal) in the brackets after each sentence.

- (a) The project will be completed next year. ()
- (b) I showed that his arguments did not hold water. ()
- (c) I wonder why he put up with those terrible conditions for so long. ()
- (d) Five more tests will be necessary before the experiment can be concluded. ()
- (e) It is possible to consider the results from a different viewpoint. ()
- (f) It has been proved that the arguments so far are without foundation. ()
- (g) He'll have to do another five tests before he can stop the experiment. ()
- (h) It is not clear why such terrible conditions were tolerated for so long. ()
- (i) There are a number of reasons why the questionnaire should be revised. ()
- (j) We'll finish the job next year. ()

Jordan (1980) Academic Writing Course.

pp. 18-79

Identification exercise: Judging the meaning of single sentences.

- Student:
- (1) reads a series of notes on the levels of language use.
 - (2) reads the instructions of the exercise.
 - (3) reads each sentence separately while scanning for particular terms characteristic of levels of language.
 - (4) matches terms in the sentences with examples from the notes above or eliminates them from the informal repertoire.
 - (5) writes one of two letters within parentheses next to sentence under study.

Leech & Svartik (1975) A Communicative Grammar of English. Longman, Hong Kong. pp. 23-31

5. Student will be able to understand the communicative value (function) of sentences and utterances with or without explicit indicators, relating to:

b) degrees of likelihood

The most usual ways of expressing *tentativeness* or *caution* are:

| BASIC MEANING | METHOD OF EXPRESSING BASIC MEANING | |
|-------------------------------|--|------------------------------|
| | THROUGH THE VERB PHRASE | THROUGH THE ADVERB |
| not definitely <u>true</u> | appears to seems to | apparently seemingly |
| not definitely <u>certain</u> | tends to (is) likely to may well | (very) probably |
| <u>possible</u> | might may could can | maybe perhaps possibly |

EXAMPLE: The following sentence is a *definite* statement.

Industrialisation is viewed as a superior way of life.

To make it more *tentative* or *cautious* we can change or add some words (from the table on p. 19):

Industrialisation *tends to* be viewed as a superior way of life.

Exercise: Now look at the following sentences taken from an economics book:

- (1) It *is also likely to* appear in the development of institutions . . .
- (2) The ideal of economic development *tends to* be associated with different policy goals . . .
- (3) *Perhaps* greater clarity can be brought to the meaning of economic development . . .

How would the above three sentences be written if we wanted to make them *definite* and *not tentative*?

Jordan (1980) Academic Writing Course.

pp. 19-20

writing exercise: rewriting sentences while adding words with appropriate forms.

- Student:**
- (1) reads a table and a series of notes on degrees of likelihood in language use.
 - (2) reads the instructions of the exercise.
 - (3) reads a series of incomplete sentences with italicized terms
 - (4) reads another instruction for the exercise . . .
 - (5) compares the italicized terms in each sentence with their equivalents in the above table and with the example provided
 - (6) rewrites each sentence while transforming "tentative" expressions to more "definite" ones.

Leech & Svartik (1975) A Communicative Grammar of English. Longman,

Hong Kong. pp. 128-131

6. Student will be able to understand relations within the sentence, especially:

a) intra-sentential connectors
1. time - place relates

Now join the two parts of these sentences using the words in brackets:

Example: { the earth movements occur } (when)
 { the land rises } (when)
 { the gradient increases } (when)
When earth movements occur, the land rises.
When the land rises, the gradient increases.

| | |
|---------------------------------|--------------|
| { earth movements occur } | (when) |
| { the land rises } | (when) |
| { the gradient increases } | (as soon as) |
| { the river flows faster } | (as) |
| { it cuts deeper } | (as) |
| { more material is eroded } | (when) |
| { the valley gets wider } | (as) |
| { the river begins to meander } | (as soon as) |
| { it deposits its load } | (as) |
| { the gradient decreases } | (after) |
| { the river begins to widen } | (as) |
| { it approaches the sea } | |

Barron/Steward (1977) English for Science and Technology. p. 40

writing exercise: rewriting sentences while adding conjunctions and making appropriate changes.
(sentence-combining exercise)

- Student:
- (1) reads the instructions of the exercise.
 - (2) reads the example provided in the exercise.
 - (3) reads a series of statements joined in pairs by brackets and a connecting word.
 - (4) rewrites these two statements as one, using the connecting word and matching the sentence order supplied in the example above (including capital letters and punctuation).

Leech & Svartik (1975) A Communicative Grammar of English. Longman, Hong Kong pp. 76-79

| | | | | | | | | | | | | | | | |
|--|--|----------|--------------|--------|--------|--------|---------|----------|------|----------|--------|--------|------|---------|--|
| 6, Student will be able to understand relations within the sentence, especially: | b) <u>modification structure:</u> 1. pre-modification | | | | | | | | | | | | | | |
| <p>(b) Complete the following sentences, filling in the gaps with a <i>present participle modifier</i> or a <i>past participle modifier</i>. Form each modifier from one of the verbs in the list:</p> <table data-bbox="711 583 1047 739"> <tr> <td>saturate</td> <td>predetermine</td> </tr> <tr> <td>result</td> <td>polish</td> </tr> <tr> <td>rotate</td> <td>oxidize</td> </tr> <tr> <td>condense</td> <td>live</td> </tr> <tr> <td>compress</td> <td>invert</td> </tr> <tr> <td>purify</td> <td>burn</td> </tr> <tr> <td>blacken</td> <td></td> </tr> </table> <ol style="list-style-type: none"> 1. The ... air forces its way between the rubber and the metal tube through the hole, and so into the tyre. 2. Protoplasm is the ... matter of a cell. 3. In hot climates the surface layers of rocks are rapidly heated by the sunshine in the day-time and the ... expansion helps to break up the rocks. 4. An ... siphon is used to form a seal for preventing the flow of sewer gas back into the house. 5. A ... solution of a common salt boils at 109°C. | | saturate | predetermine | result | polish | rotate | oxidize | condense | live | compress | invert | purify | burn | blacken | |
| saturate | predetermine | | | | | | | | | | | | | | |
| result | polish | | | | | | | | | | | | | | |
| rotate | oxidize | | | | | | | | | | | | | | |
| condense | live | | | | | | | | | | | | | | |
| compress | invert | | | | | | | | | | | | | | |
| purify | burn | | | | | | | | | | | | | | |
| blacken | | | | | | | | | | | | | | | |
| <p style="text-align: right;">Allen/Widdowson (1974) <u>English in Physical Science.</u> p. 62</p> | | | | | | | | | | | | | | | |
| <p><u>matching exercise:</u> single words with the context of single sentences while adding the appropriate forms.</p> | | | | | | | | | | | | | | | |
| <p><u>Student:</u></p> <ol style="list-style-type: none"> (1) reads the instructions of the exercise. (2) skims over two columns of verbs. (3) reads each of a series of statements to be completed with some of these verbs and determines each one's main idea. (4) selects from the list of verbs that which corresponds to the context of each statement. (5) transforms each verb into a present or past participle according to the context of each statement. (6) rewrites each statement with the appropriate term. | | | | | | | | | | | | | | | |
| <p>Quirk et al. (1972) <u>A Grammar of Contemporary English.</u> Longman, London pp. 908-912</p> | | | | | | | | | | | | | | | |

6. Student will be able to understand relations within the sentence, especially:

b) modification structure:
ii. post-modification

(c) Combine each of the following pairs of sentences into a single sentence. Make the second sentence into a *short-form relative clause* and insert it into the first sentence at the place marked by the dots. Note in each case whether the relative clause is defining or non-defining.

EXAMPLE

The heat . . . is produced by an electric arc.

The heat is required for welding.

The heat *required for welding* is produced by an electric arc (defining).

1. The solution . . . is said to be neutral, since it does not turn blue litmus red or turn red litmus blue. The solution is formed as a result of the above process.
2. The method is similar to that . . . , as the following experiment will indicate. That was described on p. 246.
3. One variety of iron ore, . . . , consists mainly of iron (III) oxide, Fe_2O_3 . This variety is known as haematite.
4. The white solid . . . is the salt ammonium chloride which is formed by direct combination of the two gases. The white solid is formed in this action. (There are two relative clauses in this sentence. Underline them both in your notebook. Which clause is defining and which non-defining?)
5. Many substances . . . are not bleached by exposure to ordinary oxygen. These substances are bleached by moist chlorine.

Allen/Widdowson (1974) English in Physical Science. p. 47

writing exercise: combining of sentences according to a complex embedding model.

- Student:
- (1) reads the instructions of the exercise along with an example.
 - (2) reads each of a series of items consisting of statements to be combined as one complex sentence.
 - (3) eliminates all but the essential information from the clause to be made "relative" to the first.
 - (4) rewrites each item into a single complex sentence adding within the blanks a required relative clause.

Quirk et al. (1972) A Grammar of Contemporary English. Longman, London. pp. 876-79

6. Student will be able to understand relations within the sentence, especially:

c) complex embedding

III GRAMMAR
EXERCISE A *Combining sentences with an -ing clause*

Look at the following sentences:

- (a) The light is deflected.
(b) The deflection depends on the angle of inclination.

These can be combined into one sentence:

- (c) The light is deflected, the deflection depending on the angle of inclination.

Notice what changes are made:

The light is deflected. The deflection *depends* on the angle of inclination.

The light is deflected, the deflection *depending* on the angle of inclination.

Combine each of the following pairs of sentences into one sentence by using an -ing clause in the same way:

1. Two rods, of metal and wood respectively, are joined end to end in a straight line. The wooden end of the composite rod projects at right angles over the edge of the table.
2. If a belt or chain connects wheels of different diameters, the number of revolutions of these wheels will not be the same in a given time. The smaller wheels make the greater number of revolutions.
3. The periscope, which is the 'eye' of the submarine when submerged, can be raised above the surface of the water. The other end of it is in the control room.
4. When paraffin wax is melted in a boiling-tube and allowed to cool, the wax in contact with the sides of the tube solidifies first. The contraction of the bulk of the wax causes a crater to form on the surface.
5. In an arrangement of gear wheels two cog wheels are in direct contact. The teeth of one wheel engage with the teeth of the other.

Allen/Widdowson (1974) English in Physical Science. p. 31

writing exercise: combining of sentences according to a model.

- Student:
- (1) reads an example of sentence-combining procedures.
 - (2) reads the instructions to the exercise.
 - (3) reads each of a series of items consisting of statements to be combined as one complex sentence.
 - (4) transforms the main verb in the relative clause into the required -ing form.
 - (5) rewrites each item into a single complex sentence adding necessary punctuation marks and verb forms.

Quirk et al. (1972) A Grammar of Contemporary English. Longman, London. pp. 876-77

6. Student will be able to understand relations within the sentence, especially:

d) modal auxiliaries

Rewrite the following sentences using one of the verbs given in brackets instead of the expression in italics. Make any other changes in the sentences that are necessary.

1. *It is necessary that* the fields of plots used for rice growing are surrounded by bunds which hold the water in the field. (must, can, may)
2. An advantage of growing rice seedlings in nurseries is that *it is possible to* adjust the transplanting time to a period when there is sufficient rain for flooding. (can, should, will)
3. *It is always necessary for* the nursery to be in the open sunlight and on the most fertile and level soil. *It is desirable, too, that* water is available for the nursery. *It is essential that* the beds are surrounded by a low wall and are not more than 5 feet wide so that *it is possible to* look after the beds easily. (should, can, must; may, will, should; must, may, will; must, can, will)
4. *As* the seedlings grow in nursery beds increasing the depth of the water *is possible*, but more than about 1 inch *is never advisable* and, *as a rule*, the upper parts of the seedlings are never covered. (may, must, needn't; needn't, should, will; can, needn't, must)
5. Rice grows best on clayey loams that become muddy when puddled, but cultivation on damp alluvial soils, light sands and gravelly and stony soils *is also possible*. (can't, can, must)
6. To hold irrigation water evenly *it is essential to* level paddy fields; therefore, on hill slopes *it is necessary that* the land is terraced. (may, must; should, needn't, must)

Mountford (1977) English in Agriculture

p. 97

matching exercise: single expressions within short texts with a choice of single words.

- Student:
- (1) reads the instructions of the exercise.
 - (2) reads each of a series of sentences to be modified.
 - (3) matches the italicized words in each item with one of a choice of auxiliary verbs in parentheses.
 - (4) selects that item which most closely matches the one in each sentences and substitutes it for the italicized expression.
 - (5) rewrites each sentence making any additional modifications.

Quirk et al. (1972) A Grammar of Contemporary English. Longman, London. pp. 82-84; pp. 97-104

6. Student will be able to understand relations within the sentence, especially:

e) closed-system items:
1. articles

EXERCISE A *Articles*

Write down the following passage, inserting *a*, *an* or *the*, where necessary, in the blank spaces.

Although ... atmosphere exerts ... very great pressure, we do not feel this pressure weighing down on us. This is because there is ... blood inside our bodies which exerts ... same pressure as ... air outside. We can show ... pressure which is exerted by ... atmosphere by means of ... following experiment. Take ... tin can which has ... screw top and put ... little water in it. Place ... can on ... stove and heat it until ... water boils and ... steam comes out of ... open top. ... steam is ... water vapour mixed with ... air, so if ... steam comes out of ... can, then, ... air comes out as well. Now remove ... can from ... stove and screw ... cap on ... top. Allow ... can to cool, and see what happens. When ... can is hot, ... pressure inside it is atmospheric and is due to ... pressure exerted by ... steam and ... air inside ... can. But as ... steam inside ... can cools down and condenses ... remaining air and ... water vapour will exert ... less pressure than ... air outside because some of ... air has passed out of ... can with ... steam. ... air outside ... can now exerts more pressure than ... air inside it, and this outside pressure will be enough to make ... can collapse.

Allen/Widdowson (1974) English in Physical Science. p. 99

writing exercise: rewriting sentences while adding specified terms (modified cloze-type).

- Student:
- (1) reads the instructions of the exercise.
 - (2) reads each sentence within the paragraph.
 - (3) determines according to the context of this paragraph which of the three items best fits into the blanks.
 - (4) rewrites the entire paragraph inserting the appropriate articles where required.

Quirk et al. (1972) A Grammar of Contemporary English. Longman, London. pp. 147-165

6. Student will be able to understand relations within the sentence, especially:

e) closed-system items
11. prepositions

Prepositions

Write out the sentences, putting an appropriate preposition in each blank space:

1. The rubber suckers often used ... fixing hooks ... shop windows remain ... place because the air has been squeezed out ... between the rubber and the glass and the air pressing ... the outer surface ... the rubber pushes it firmly ... the glass.
2. A knowledge ... magnetic declination is ... great importance ... navigation as allowance must be made ... it ... finding true directions ... compass readings.
3. It is usual to say that the positive current flows ... the circuit ... the positive ... the negative terminal, that is, ... the direction shown ... the arrows ... the diagram.
4. To enable one temperature to be compared ... another, thermometers are marked ... scales ... degrees and it is obvious that for comparisons ... readings taken ... different thermometers to be made these scales must be marked ... some stated way.
5. Magnetize a length ... knitting needle and push it ... a cork so that it will float upright ... a trough ... water ... its north pole a little ... the water surface.

Allen/Widdowson (1974) English in Physical Science. p. 99

writing exercise: rewriting sentences while adding specified terms (modified cloze-type).

- Student:
- (1) reads the instructions of the exercise.
 - (2) reads each of a series of sentences to be completed with an appropriate preposition.
 - (3) determines from the context of each blank space within each sentences which of an unspecified inventory of preposition is best suited for each context.
 - (4) rewrites each sentence while inserting the appropriate preposition in each blank space.

Quirk et al. (1972) A Grammar of Contemporary English. Longman, London. pp. 306-332

| | |
|--|--|
| 7. Student will be able to understand relations between parts of a text through: | a) <u>lexical cohesion devices:</u> 1. hyponymy/ reiteration |
| <p style="text-align: center;">7</p> <p>¹⁰Plants such as sugar beet and carrots are able to store food in their roots. ¹¹In this way they can keep growing for more than one season. ¹²In addition, plants such as clover and lucerne, known as 'legumes', have special bacteria which live on the roots. ¹³These simple forms of life take nitrogen out of the air which is in the soil. ¹⁴Such leguminous plants are usually ploughed under the soil. ¹⁵By doing this the soil is made more fertile.</p> <p>In sentence 13, <i>these simple forms of life</i> refers to:</p> <p>(a) special bacteria (b) legumes (c) roots</p> | |
| Mountford (1977) <u>English in Agriculture</u> pp. 1-4 | |
| <p><u>matching exercise:</u> one word or expression with another within the context of a paragraph or passage (with multiple choices)</p> | |
| <p><u>Student:</u></p> <ol style="list-style-type: none"> (1) reads a short text (one paragraph in length) (2) reads the instructions of the exercise. (3) reads an incomplete sentence with an italicized key term. (4) reads a series of alternatives for the meaning of this term. (5) scans the short text to locate the italicized term as well as what it refers to in other parts of the paragraph. (6) determines the antecedent for the term and matches that with one of the alternatives and selects the appropriate answer. | |
| <p>Halliday, M.A.K. & Hasan, R. (1976) <u>Cohesion in English</u>. Longman, London. pp. 274-283</p> | |

7. Student will be able to understand relations between parts of a text through:

a) lexical cohesion devices:
11. general words

(1) In 1860, Sept-Iles was a small rural settlement with a population of 118 pioneers. (2) The inhabitants were small farmers and fishermen. (3) They farmed the land during the summer months and survived the sub-zero temperatures from November to May by fishing and hunting. (4) The population of Sept-Iles rose steadily. (5) The birth rate and longevity increased and child mortality decreased due to improvements in medical care and greater attention to problems of nutrition. (6) By 1950, there were 1,500 people living in the community.

Look at these two sentences, (2) and (3) from the passage:

(2) The inhabitants were small farmers and fishermen. They farmed the land during the summer months....

"They" in sentence (3) refers to and avoids repetition of "The inhabitants" in sentence (2). What do the following words and expressions refer to?

1- In sentence (6), the community refers to

- (a) Sept-Iles
- (b) Northern Quebec
- (c) Labrador

Long, Cyr et al. (1977) English for Academic Purposes. pp. 1-3

matching exercise: one word or expression with another within the context of a paragraph or passage (with multiple choices).

- Student:
- (1) reads a text consisting of one or more paragraphs.
 - (2) reads an explanation of in-text reference within the given passage.
 - (3) reads the instructions of the exercise.
 - (4) reads an incomplete sentence with an underlined key term.
 - (5) reads a series of alternatives for the meaning of this term.
 - (6) scans the text to determine what the term within a particular sentence refers to.
 - (7) determines the antecedent for the term, matches that with one of the alternatives and selects the appropriate answer.

Halliday, M.A.K. & Hasan, R. (1976) Cohesion in English. Longman, London. pp. 274-282

7. Student will be able to understand relations between parts of a text through:

- a) lexical cohesion devices
 ii. general words

(14) From the very beginning, there was rivalry between the English and the French in Canada. (15) This was partly as a result of the fur trade, but primarily as an extension of the fight for supremacy by the two great powers. (16) As a result of the conflicts in Europe, France slowly lost all her rights to Canada.

Circle the following words in the reading passage and underline the parts of the passage that they refer to.

In sentence 15 "the two great powers"

Long, Cyr et al. (1977) English for Academic Purposes p. 13-15

matching exercise: one word or expression with another within the context of a paragraph or longer passage.

- Student:
- (1) reads a text consisting of one or more paragraphs.
 - (2) reads the instructions of the exercise.
 - (3) reads one of a series of items with key term in quotation
 - (4) scans the text to determine what the term within a particular sentence refers to.
 - (5) determines the antecedent for that term and underlines the former within the text.

Halliday, M.A.K. & Hasan, R. (1976) Cohesion in English. Longman, London. pp. 274-282

7. Student will be able to understand relations between parts of a text through:

b) grammatical cohesion devices
 1. substitution
 ("pro-verb" "do")

Reference Exercises

Exercise 5-13. Each of the following passages contains reference words that are italicized. After each passage, write what the italicized reference word refers to.

1. A mosquito, filled up on blood, manages to fly off carrying twice its own weight. *To do this*, it beats its wings more than 300 times a second.

To do this: _____

Yorkey (1970) Study Skills. p. 108

matching exercise: one word or expression with another within the context of a paragraph or longer passage.

- Student:
- (1) reads the instructions of the exercise.
 - (2) reads each of a series of statements containing an italicized key term.
 - (3) reads the same key term extracted from the statement with a blank space following it.
 - (4) scans the statement again to locate the antecedent for italicized term and writes it down in the appropriate space below the statement.

Halliday, M.A.K. & Hasan, R. (1976) Cohesion in English. London, London. pp. 125-127

7. Student will be able to understand relations between parts of a text through:

b) grammatical cohesion devices
 1. substitution
 (pro-verb "do")

(41) Sometimes, however, no party is sufficiently strong to win the majority of the 263 seats in Parliament. (42) (Note: (50% of 263) plus 1 = 132 = majority). (43) In this situation, the party that wins the largest number of seats can become the governing party. (44) In order to do so, the leader of that party must make an informal, verbal agreement with another party. (45) Thus, together they possess the majority of seats in the House which will permit them to pass their legislation through Parliament.

In sentence 44, in order to do so refers to _____

Long, Cyr et al. (1977) English for Academic Purposes, book 1. pp 52-54

matching exercise: one word or expression with another within the context of a paragraph or longer passage.

- Student:
- (1) reads a text consisting of one or more paragraphs.
 - (2) reads an incomplete sentence with an underlined key term.
 - (3) scans the text to determine what the term within a particular sentence refers to.
 - (4) determines the antecedent for that term and writes it down in the appropriate space in the incomplete sentence.

Halliday, M.A.K. & Hasan, R. (1976) Cohesion in English. Longman, London. pp. 113-117

7. Student will be able to understand relations between parts of a text through:

b) grammatical cohesion devices
 ii. reference
 (demonstratives)

¹The life cycle of a typical annual plant can be divided into several stages. ²The first stage is germination. ³Seeds remain dormant, or in a resting state, if they are kept cool and dry. ⁴When the amount of moisture and the temperature level are right, the seeds germinate and start growing.

⁵Certain conditions are necessary for this to happen. ⁶An essential condition is that the seeds must be alive. ⁷Sometimes seeds are dried at a temperature which is too high. ⁸This has two effects; the water content in the seeds is reduced too much, and certain essential proteins are destroyed. ⁹As a result, the seeds die.

In sentence 5 *this* refers to:

- (a) the life cycle of a plant
- (b) the germination of a seed
- (c) the right temperature level

In sentence 8 *this* refers to:

- (a) too high a temperature
- (b) the drying of seeds
- (c) the condition that seeds must be alive

Mountford (1977) English in Agriculture

pp. 14-15

matching exercise: one word or expression with another within the context of a paragraph or longer passage (with multiple choices)

- Student:
- (1) reads a text consisting of more than one paragraph.
 - (2) reads an incomplete sentence with an italicized key term.
 - (3) reads a series of alternatives for the meaning of this term.
 - (4) scans the text to determine what the term within a particular sentence refers to.
 - (5) determines the antecedent for that term, matches that with one of the alternatives and selects the appropriate answer.

Halliday, M.A.K. & Hasan, R. (1976) Cohesion in English. Longman, London. pp. 59-70

7. Student will be able to understand relations between parts of a text through:

b) grammatical cohesion devices
iii. reference (pronominals)

¹⁷In the first stage of germination the primary root, or radicle, emerges. ¹⁸Then the stem pushes its way upward until it appears above the surface of the soil. ¹⁹At the same time the root system grows downward, and begins to spread through the soil. ²⁰In the early stages of development the seedling depends entirely on the foodstore in the seed but as soon as the first leaves are produced, it is able to manufacture food for itself. ²¹The seedling begins photosynthesis. ²²Next, the plant enters the stage of rapid growth. ²³In this stage of the life cycle, the plant begins to grow to its full size. ²⁴When it is mature enough, it flowers, and when this happens pollination and fertilization are ready to take place.

In sentence 20 *it* refers to:

- (a) the soil
- (b) the foodstore
- (c) the seedling

In sentence 24 *it* refers to:

- (a) its full size
- (b) the plant
- (c) the life cycle

Mountford (1977) English in Agriculture
pp. 14-15

matching exercise: one word or expression with another within the context of a paragraph or longer passage (with multiple choices).

- Student:
- (1) reads a text consisting of more than one paragraph.
 - (2) reads an incomplete sentence with an italicized key term.
 - (3) reads a series of alternatives for the meaning of this term.
 - (4) scans the text to determine what the term within a particular sentence refers to.
 - (5) determines the antecedent for that term matches that with one of the alternatives and selects the appropriate answer.

Halliday, M.A.K. & Hasan, R. (1976) Cohesion in English. Longman, London. pp. 52-53

7. Student will be able to understand relations between parts of a text through:

b) grammatical cohesion devices
iv. reference (noun-phrase)

(4) A recent study has revealed that it is essential to understand that there is not one, but rather at least four possible ways in which oil can affect an organism. (5) As a result of an organism's ingestion of oil, direct lethal toxicity, that is, death by poisoning, can occur. (6) However, in cases where the effect is less extreme, sub-lethal toxicity occurs. (7) While cellular and physiological processes are involved in both cases, in the latter the organism continues to survive.

In sentence 7, the latter refers to _____

Long, Cyr et al. (1977) English for Academic Purposes, book 1.
pp. 39-40-41

matching exercise: one word or expression with another within the context of a paragraph or longer passage.

- Student:
- (1) reads a text consisting of one or more paragraphs.
 - (2) reads an incomplete sentence with an underlined key term.
 - (3) scans the text to determine what the term within a particular sentence refers to.
 - (4) determines the antecedent for that term and writes it down in the appropriate space in the incomplete sentence.

Quirk et al. (1972) A Grammar of Contemporary English. Longman, London. p. 705

8. Student will be able to interpret a text by going "outside it", through:

a). integration of personal information

Put a check (✓) next to all restatements and inferences (types 1 and 2). Note: do not check a statement which is true of itself but cannot be inferred from the paragraph.

Paragraph 1

Like any theory of importance, that of social or cultural anthropology was the work of many minds and took on many forms. Some, the best known of its proponents, worked on broad areas and attempted to describe and account for the development of human civilization in its totality. Others restricted their efforts to specific aspects of the culture, taking up the evolution of art, or the state, or religion.

- ___ a. Social anthropology concerns itself with broad areas while cultural anthropology concerns itself with specific aspects of culture.
- ___ b. Cultural anthropologists, also known as social anthropologists, may work in either broad or restricted areas.
- ___ c. Cultural anthropology is a new field of study.
- ___ d. Any important area of study requires the work of many minds and is therefore likely to have different approaches.
- ___ e. The best known people in cultural anthropology attempted to describe the development of human civilization.

Baudoin, Bober et al. (1977) Reader's Choice. pp. 82-83

matching exercise: multiple-choice of statements with information contained within a passage.

- Students:
- (1) reads the instructions of the exercise.
 - (2) reads a one-paragraph text.
 - (3) reads a series of statements relating directly or indirectly to the text under study.
 - (4) scans the text after reading each statement to locate the same information within the text.
 - (5) determines the exact relationship of each statement with the text and indicates this with an appropriate checkmark.

9. Student will be able to recognise indicators in discourse for:

a) listing and adding

Connectives of Series Exercise

Exercise 5-18. In the following paragraph, circle the connectives that signal a series of time sequence.

This is the way Hortense studies. First, she sits at her desk and thinks about the assignment. Next she decides that she needs a glass of water. After she goes to the kitchen, drinks and returns to her room, she opens her book. Then she starts to read the lesson. Her first distraction comes when she begins to think about the party on the weekend. Her second distraction comes when she is called to the telephone. After she returns to her room, her third distraction comes when she realizes it is time to listen to her favorite program on the radio. Finally she decides she can study her assignment between classes the next day.

Yorkey (1970) Study Skills. p. 113

identification exercise: by circling of specific terms.

- Student:
- (1) reads the instructions of the exercise.
 - (2) reads a one-paragraph text while stopping to identify connectives within the text.
 - (3) matches these connectives with prior knowledge of such words and circles each term accordingly.

Leech & Svartik (1975) A Communicative Grammar of English. Longman, Hong Kong. pp. 156-157

9. Student will be able to recognise indicators in discourse, for:

b) reformulation

'OR' TYPE: CONNECTIVES OF REFORMULATION

Look at the following example:

He said that he had kept the library book for several years

In other words

To put it more simply,

It would be better to say

he had stolen it.

NOTE: The connectives (in italics) introduce a reformulation of what has come before. The reformulation appears in different words and is used to make the idea clearer or to explain or modify it.

Exercise 2(a)

To the following sentences add (i) a suitable connective from the list above and (ii) an appropriate reformulation from the list below.

- 1 Maria is rather slow at learning ... _____
- 2 Helen finds languages quite easy ... _____
- 3 Anna speaks English like a native-speaker ... _____

REFORMULATION:

- a she speaks it excellently
- b she speaks slowly
- c she is taking a long time to improve her English
- d she has little difficulty in learning English
- e she speaks it with great difficulty

Jordan (1980) Academic Writing Course

pp. 23-24

matching exercise: one clause with another according to the meaning contained within each.

- Student:
- (1) reads a series of notes on the purpose and use of connectives of reformulation.
 - (2) reads the instructions of the exercise.
 - (3) reads each of a series of statements for completion
 - (4) reads a series of items to be selected from in completing the statements.
 - (5) determines the main information of each statement, matches it with one of the alternatives and selects an appropriate connective from a list.
 - (6) rewrites each statement to make it a complete sentence.

Leech & Svartik (1975) A Communicative Grammar of English. Longman, Hong Kong. p. 158

Quirk et al. (1972) A Grammar of Contemporary English. Longman, Hong Kong. p. 671

9. Student will be able to recognise indicators in discourse for:

c) explanation

Read the following carefully:

WHAT IS LANGUAGE?

A language is a signalling system which operates with symbolic vocal sounds, and which is used by a group of people for the purposes of communication.

Let us look at this definition in more detail because it is language, more than anything else, that distinguishes man from the rest of the animal world.

Other animals, it is true, communicate with one another by means of cries: for example, many birds utter warning calls at the approach of danger; apes utter different cries, such as expressions of anger, fear and pleasure. But these various means of communication differ in important ways from human language. For instance, animals' cries are not articulate. This means, basically, that they lack structure. They lack, for example, the kind of structure given by the contrast between vowels and consonants. They also lack the kind of structure that enables us to divide a human utterance into words.

We can change an utterance by replacing one word in it by another — good illustration of this is a soldier who can say, e.g., "tanks approaching from the north", or he can change one word and say "aircraft approaching from the north" or "tanks approaching from the west"; but a bird has a single alarm cry, which means "danger!"

This is why the number of signals that an animal can make is very limited: the Great Tit is a case in point; it has about twenty different calls, whereas in human language the number of possible utterances is infinite. It also explains why animal cries are very general in meaning.

- (i) Read the passage again and draw a box around all the words which have the same meaning as the word "example". Notice how they are used and the punctuation that is used with them.
- (ii) Now draw a line under all the examples, e.g. For example, many birds utter warning calls at the approach of danger.

Jordan (1980) Academic Writing Course.

pp. 39-40

identification exercise: by drawing boxes and lines to point out certain elements with a text.

- Student:
- (1) reads a text consisting of more than one paragraph.
 - (2) reads the instructions of the exercise.
 - (3) scans the text to locate certain discourse markers and identifies them accordingly.
 - (4) locates all the information within the text which serves to exemplify (usually following such markers) and identifies this information accordingly.

Leech & Svartik (1975) A Communicative Grammar of English. Longman, Hong Kong. pp. 157-58

9. Student will be able to recognise indicators in discourse for:

d) linking signals - constructions
i. cause, reason, result

Read this:

The human skin and temperature control.
The temperature of the body is affected by various factors. (A) If the temperature of the blood reaching the brain is excessive, nerve impulses are sent to the skin, producing two effects.

One effect is that the arterioles which supply blood to the capillaries beneath the skin dilate, or widen. (See diagram in exercise 9) This causes more blood to flow near the surface. (B)

The other effect is that sweating increases in response to nerve impulses. (C) As the sweat evaporates it absorbs heat from the body. (D) Any movement of air over the body helps to speed up the evaporation of the sweat. (E)

On the other hand, if the surrounding air is very humid, evaporation may not occur quickly enough to cool the body adequately. In this case the body temperature may rise to a dangerous level. (F)

Each of the following sentences will fit into one of the spaces in the above passage which are marked by the letters A, B, C, D, E, F. Match the sentences with these letters.

- a) For this reason, fans have a cooling effect on the body, though they may not reduce the temperature of the room.
- b) A layer of moisture is thus produced on the skin's surface.
- c) A similar dangerous condition may occur after prolonged sweating due to physical activity at high temperatures. This may cause sweating to stop.
- d) Consequently, more heat escapes from the blood into the air.
- e) Hence, the temperature of the body is reduced.
- f) For example, physical activity or disease may bring about overheating.

Adamson/Bates (1977) English for Science and Technology & Biology, p. 63

matching exercise: single sentences with other ones within the context of a longer passage.

- Student:
- (1) reads a text consisting of more than one paragraph with letters placed strategically after certain sentences.
 - (2) reads the instructions of the exercise.
 - (3) reads each of a series of sentences to be included within the text at one of the strategic points indicated.
 - (4) matches the meaning contained within each sentence with information offered by the text and also uses certain relationships signalled by the connectives in the matching items.
 - (5) indicates the most appropriate answers accordingly.

Leech & Svartik (1975) A Communicative Grammar of English. Longman, Hong Kong. pp. 156-160

9. Student will be able to recognise indicators in discourse for:

(d) linking signals - constructions
ii. mixed

Read the following passage and write in your notebook the appropriate expressions to fill the blank spaces, (a) to (g). You should choose from the following expressions:

for example, however, on the other hand, therefore.

Food is made up of varying proportions of several substances. These substances include water, carbohydrates, fats and oils, proteins and minerals.

Water has a number of functions. It carries nutrients from the intestinal wall to the cells and tissues. This process of transportation is carried out by the blood, the basis of which is water. Another function is to facilitate digestion by assisting the passage of food through the alimentary tract.

Carbohydrates consist of sugars and starches which are broken down into glucose during digestion. They provide the animal with the energy needed to perform the normal functions of life and movement. These include, (a) the production of milk in lactating animals, and the ability to work in draught animals. Fat and oil are also a source of energy. They are changed to liquid form in the reticulum, where organisms reduce some of the fat to glycerol and fatty acids. (b) as fat and oil are valuable for human consumption, the fat content of most foodstuffs used for animal feeding is low. This is because the oil is first extracted from the oil seeds and only the remaining residues are used for animal feed.

Fibre consists mainly of cellulose and lignin. Its nutritive value varies according to species. Ruminants, (c) can easily digest cellulose, whereas animals with simple stomachs are able to use only small quantities of fibre efficiently. Fibre gets broken down by the rumen bacteria into substances which can be used as a source of energy. In the case of a lactating cow a low intake of fibre may result in milk with a low percentage of fat. (d) a high proportion of fibre in the diet prevents the consumption of sufficient protein and starch for milk production. (e) the fibre intake of high yielding milking cows should be carefully controlled.

Mountford (1977) English in Agriculture
pp. 103-104

matching exercise: single words or expressions with the context of sentences within a larger passage.

- Student:
- (1) reads the instructions of the exercise.
 - (2) skims a list of linking expressions for substitution within the exercise.
 - (3) reads a text consisting of more than one paragraph and interrupted occasionally by blank spaces.
 - (4) determines according to the context of each blank space, a relationship between each context and each item in the exercise.
 - (5) indicates his choice as required in the exercise.

Leech & Svartik (1975) A Communicative Grammar of English. Longman, Hong Kong. pp. 156-160

9. Student will be able to recognise indicators in discourse for:

d) linking signals - constructions
ii. mixed

Read this:

Natural selection

The theory of natural selection can be summarised by the following observations and inductions:

Observations: The offspring of animals tend to outnumber their parents.
One pair of rabbits may produce a large number of offspring.
The numbers of a species tend to remain the same.

Inductions: Animals often die before they reach maturity. There is usually a struggle for survival and many offspring do not survive long enough to breed.

Now read the passage again, introducing each sentence with an appropriate connecting word or phrase, choosing from these:

Nevertheless. For example. Because of this, it is assumed that...

It is often observed that... In other words.

Adamson/Bates (1977) English for Science and Technology: Biology. pp. 86-87

matching exercise: single expressions with single sentences according to the logical development of the ideas.

- Student:
- (1) reads a text presented in outline form.
 - (2) reads the instructions of the exercise.
 - (3) reads a series of connecting words or phrases to be added to the sentences in the text.
 - (4) re-reads each of the outlined sentences in the text to establish the relationship which exists between each.
 - (5) matches one of the items from the list of expressions with each of these relationships.
 - (6) rewrites or re-reads each sentence while inserting the appropriate expression.

Leech & Svartik (1975) A Communicative Grammar of English. Longman, Hong Kong. pp. 158-160

9. Student will be able to recognise indicators in discourse for:

d) linking signals - constructions
ii. mixed

Read this:

Observations: There are differences between individual members of a species.

Inductions: Some individuals are better adapted to their environment than others.
The better adapted individuals will tend to live longer.
They will tend to produce more offspring.
The offspring will tend to inherit some of the beneficial characteristics of their parents.
These offspring will tend to live longer.
The population will tend to change gradually as more beneficial characteristics enter it.
The change in the population will tend to produce a new species.

Now introduce the sentences above with phrases chosen from the following:

Consequently. This suggests that ... Moreover. As a result. It is also observed that ... Eventually. Thus. Therefore.

Adams/Bates (1977) English for Science and Technology: Biology. p. 87

matching exercise: , single expressions with single sentences according to the logical development of the ideas.

- Student:
- (1) reads a text presented in outline form.
 - (2) reads the instructions of the exercise.
 - (3) reads a series of connecting words or phrases to be added to the sentences in the text.
 - (4) re-reads each of the outlined sentences in the text to establish the relationship which exists between each.
 - (5) matches one of the items from the list of expressions with each of these relationships.
 - (6) rewrites or re-reads each sentence while inserting the appropriate expression.

Leech & Svartik (1975) A Communicative Grammar of English. Longman, Hong Kong. pp. 158-160

10. Student will be able to identify the main point or important information in a text by:

a) locating the topic sentence in a paragraph:

Read this passage:

The average heart rate in man at rest is about 70 beats per minute, although there is a wide variation among individuals, who may have normal rates considerably lower or higher than this. Trained athletes may have a normal rate as low as 50 beats per minute at rest. Their stroke volume, however, is large. Age has an effect on heart rate in that the rate in humans decreases progressively from approximately 140 beats per minute in the foetus to 120 in the infant, 90 in the child, and 70 in the adult. The heart rate is faster after meals, exercise and emotional excitement.

Choose the correct word or phrase to complete these sentences:

- a) states the main idea of the passage.
- A. The first part of the first sentence
 - B. The whole of the first sentence
 - C. The fourth sentence

O'Brien/Jameson (1979) English for Science and Technology: Medicine. pp. 43-44

multiple-choice: completion of a sentence according to the meaning of single sentences within a paragraph.

- Student:
- (1) reads a one-paragraph text.
 - (2) reads the instructions of the exercise.
 - (3) reads an incomplete sentence with a blank space.
 - (4) reads a series of alternatives for that blank space.
 - (5) skims the text to determine the general idea.
 - (6) matches this main idea with one of the alternatives given.
 - (7) indicates the appropriate choice in the blank space.

Aulls, M.W. (1978) Developmental and Remedial Reading in the Middle Grades. Allyn and Bacon, Inc., Boston, pp. 103-109

10. Student will be able to identify the main point or important information in a text by:

a) locating the topic sentence in a paragraph:

EARTHQUAKES

(1) Every year earthquakes are responsible for a large number of deaths and a vast amount of destruction in various areas of the world. (2) Most of these damaging earthquakes occur either in a narrow belt which surrounds the Pacific Ocean or in a line which extends from Burma to the Alps in Europe: (3) Some of the destruction is directly caused by the quake itself. (4) An example of this is the collapsing of buildings as a result of vibration. (5) Other damage results from landslides, large ocean waves (tsunamis) or major fires which are initiated by the quake.

Choose from among the three possibilities listed for each paragraph the one which expresses the main idea of the paragraph. If you do not think that any is suitable, then write your own.

1. Paragraph 1
 - a) Earthquakes in general
 - b) Earthquake zones
 - c) Earthquakes and destruction
 - d) _____

Long, Cyr et al. English for Academic Purposes book 1. pp. 28-29

multiple-choice: matching single phrases with the gist of a paragraph.

- Student:
- (1) reads a one-paragraph text
 - (2) reads the instructions of the exercise.
 - (3) reads a series of alternatives for expressing the main idea.
 - (4) skims the text to determine the general idea.
 - (5) matches this main idea with one of the alternatives given.
 - (6) indicates the appropriate choice by checking it or by supplying his/her own alternative.

Aulls, M.W. (1978) Developmental and Remedial Reading in the Middle Grades. Allyn and Bacon, Inc. Boston. pp. 103-109

10. Student will be able to identify the main point or important information in a text by: 7

b) inferring the implied main idea from information in the text:

6) Miss Mead noted that "It is those who have never been to college but who are sending, or hope to send, their children to college, who are most angry at what is going on at university campuses. The news deprives them of the hope that there is a safe and socially approved road to a kind of life they themselves have not had, but their children can," she explained.

The best one-word summary of paragraph 6 is:

- a. frustration.
- b. hope.
- c. safety.

Hirasawa/Markstein (1974) Developing Reading Skills. pp. 12-13

multiple-choice: matching of single words with the gist of an entire paragraph.

- Student:
- (1) reads a one-paragraph text.
 - (2) reads an incomplete sentence and a series of alternative completions.
 - (3) skims the text to determine the general idea.
 - (4) matches this main idea with one of the alternatives given
 - (5) indicates the appropriate choice by checking it.

Aulls, M.W. (1978) Developmental and Remedial Reading in the Middle Grades. Allyn and Bacon, Inc. Boston. pp. 109-111

- "10. Student will be able to identify the main point or important information in a text by:
- b) inferring the implied main idea from information in the text:

1) Three Yale University professors agreed in a panel discussion tonight that the automobile was what one of them called "Public Health Enemy No. 1 in this country." Besides polluting the air and congesting the cities, cars are involved in more than half the disabling accidents, and they contribute to heart disease "because we don't walk anywhere anymore," said Dr. H. Richard Weinerman, professor of medicine and public health. Dr. Weinerman's sharp indictment of the automobile came in a discussion of human environment on *Yale Reports*, a radio program broadcast by Station WTIC in Hartford, Connecticut. The program opened a three-part series on "Staying Alive." "For the first time in human history, the problem of man's survival has to do with his control of man-made hazards," Dr. Weinerman said. "Before this, the problem had been the control of natural hazards."

The best classification for the information in paragraph 1 is:

- a. automobile: health hazard
- b. automobile: pollution
- c. automobile: Yale University

Hirasawa/Markstein. (1974) Developing Reading Skills. pp. 1 & 3

multiple-choice: matching of expressions with the gist of an entire paragraph.

- Student:
- (1) reads a one-paragraph text.
 - (2) reads an incomplete sentence and a series of alternative completions.
 - (3) skims the text to determine the general idea.
 - (4) matches this main idea with one of the alternatives given.
 - (5) indicates the appropriate choice by checking it.

Aulls, M.W. (1978) Developmental and Remedial Reading in the Middle Grades. Allyn and Bacon, Inc. Boston. pp. 109-111

10. Student will be able to identify the main point or information in a text by:
- b) inferring the implied main idea from information in the text:

Read the passage

The spleen is a highly vascular, lymphoid organ which functions as part of both the reticuloendothelial system (RES) and the haemopoietic system. It has been evident for many years that clearance from the blood of injured blood cells is a function of the RES, and the most important organ of the RES in this process of filtration is the spleen, which allows normal cells to pass through but can detain and destroy abnormal cells. Investigators have demonstrated, for example, that in the condition known as hereditary spherocytosis the spleen selectively detains the red cells (spherocytes) and destroys them. Other researchers have shown that the spleen traps immature red cells, including many reticulocytes, which probably ripen there and return to the circulation. The spleen and the bone marrow are the two RES organs most involved in this detection of nucleated red cells.

The formation of blood cells is an important function of the spleen in the foetus. In the adult, however, the spleen is only concerned with lymphocyte formation, although it is thought to aid in forming erythrocytes in certain circumstances.

The spleen consists of red pulp and white pulp, covered by a fibroelastic capsule. The white pulp is composed of sheaths of lymphatic tissue (consisting mainly of lymphocytes and macrophages) which surround branches of the splenic artery. In places these sheaths are enlarged to form lymphatic follicles, which are sites of lymphocyte production. The lymphocytes, in turn, play a part in the formation of antibodies. The red pulp, on the other hand, which makes up most of the spleen, is composed of erythrocytes in contact with lymphocytes and reticuloendothelial cells (macrophages), all surrounding numerous vascular sinusoids. The blood from the arterioles probably passes through the red pulp and the filtered blood passes into the sinusoids, which join venules carrying the blood to the splenic vein. Some other people, however, think that blood passes directly from the arterioles into the sinusoids.

Give each of the three paragraphs a heading:

- a) The structure of the spleen
- b) The haemopoietic function of the spleen
- c) The filtering function of the spleen

O'Brien/Jameson (1979) English for Science and Technology: Medicine. p. 52

multiple-choice: matching of single phrases with the gists of entire paragraphs.

- Student:
- (1) reads a three-paragraph text.
 - (2) reads the instructions of the exercise.
 - (3) reads a series of headings corresponding to each of the paragraphs in the text.
 - (4) skims each of the paragraphs to determine the general idea of each.
 - (5) matches each main idea with one of the alternatives given.
 - (6) indicates the appropriate choices for paragraphs and headings.

Aulls, M.W. (1978) Developmental and Remedial Reading in the Middle Grades. Allyn and Bacon, Inc. Boston. pp. 109-111

11. Student will be able to distinguish main ideas from supporting details by differentiating:

a) category from exponent

Read the following carefully:

THE CLASSIFICATION OF BIRDS

Families with broadly similar characteristics are grouped together into 27 *orders*, whose names end in 'iformes'. The golden eagle falls into the order of 'Falconiformes' (falcon-like birds). The largest order is 'Passeriformes' or perching birds. This contains 63 families, and more species than all the rest put together. The feet are designed so that they can grip a perch, with three toes in front and one behind. In addition, all are known as song-birds. Two large families within this order are sparrows, with 155 species, and crows, with 100 species.

Finally, all of the orders make up the *class* 'Aves' (birds). This system of classification has enabled scientists to differentiate 8514 species of birds. Placing a bird in the right *family* depends upon a number of features. Among them are external characteristics, such as the shape of the beak and feet, and the colour pattern of the features. However, at the level of *order*, the next higher category, distinctions are based on such features as the structure of the skull, the arrangement of the muscles in the legs, and the condition of the young at the time of hatching.

From the information in the text:

1. give two criteria that are used in assigning birds to the order of 'Passeriformes'.
2. give two examples of families of birds from the order of 'Passeriformes'.
3. list some of the general characteristics of families of birds, and then of orders of birds.

Jordan (1980) Academic Writing Course.

pp. 43-44

identification exercise: listing required information contained within a larger text.

- Student:
- (1) reads a text.
 - (2) reads a series of instructions requiring information provided within the text.
 - (3) scans the text to locate specific information in each of the assignments.
 - (4) identifies this information within the text and extracts it as required.

11. Student will be able to distinguish main ideas from supporting details by differentiating:

b) the whole from its parts

Read the following sentences. Underline the general category and circle the specific parts.

1. The legislative branch can be divided into two main parts, which are the Senate and the House of Commons.
2. The judicial branch is composed of two important sections, called the Supreme Court and the Federal Court.
3. Government is made up of three principal parts. They are the legislative, the executive and the judicial branches.

Long, Cyr et al. (1977) English for Academic Purposes, book 1, p. 59

identification exercise: circling and underlining of specific terms.

- Student:
- (1) reads the instructions of the exercise.
 - (2) reads each of a series of statements for analysis.
 - (3) identifies, as required, specific information within each statement.

12. Student will be able to extract relevant points from a text by:

a) recognising the development of ideas

Paragraph Analysis Exercise

Exercise 5-12. Read each of the following paragraphs. On the line after each one, write whether the main pattern of organization is (1) analysis, (2) description, (3) comparison and contrast, (4) analogy, or (5) definition.

1. English is clearly an international language. It is spoken by pilots and airport control operators on all the airways of the world. Over 70 percent of the world's mail is written in English, and more than 60 percent of the world's radio programs are in English.

2. There are four different tides, depending upon the position of the sun and moon in relation to the earth. When the sun and moon are in direct line with the earth, they exert their greatest gravitational force, causing abnormally high or *spring* tides. When the sun,

Yorkey (1970) Study Skills. p. 105

multiple-choice exercise: matching of single expressions with organizational patterns of entire paragraphs.

- Student:
- (1) reads the instructions of the exercise which include a series of alternatives for describing the organizational pattern of different paragraphs.
 - (2) skims each of a series of paragraphs to extract its organizational pattern.
 - (3) matches this information with one of the alternatives given.
 - (4) indicates his/her choice by filling in a blank space below each paragraph.

12. Student will be able to extract relevant points from a text by:

b) coordinating related information

(35) As we have seen, the cabinet members are chosen by the Prime Minister. (36) He is previously selected by a complicated arithmetical process, beginning with a general election. (37) Under the parliamentary system, when there is an election, the people elect a local candidate as their Member of Parliament (by secret ballot). (38) Each M.P. occupies one seat in the House of Commons. (39) The political party which wins a majority of seats in the House is the party that governs. (40) The leader of that party automatically becomes the Prime Minister of Canada. (41) Sometimes, however, no party is sufficiently strong to win the majority of the 263 seats in Parliament. (42) (Note: (50% of 263) plus 1 = 132 = majority). (43) In this situation, the party that wins the largest number of seats can become the governing party. (44) In order to do so, the leader of that party must

Classification is the grouping of items in a list according to their category. Examine the following list of duties and characteristics. Classify them into two categories according to whom in the reading passage they correspond. On the two lines above the list, write the names you've chosen. Then, write 1 or 2 in the blank before each phrase depending on how you classified it.

1. - _____ 2. - _____

1. _____ is the leader of the party in power.
2. _____ often initiates legislation.
3. _____ plays a ceremonial role in government.

14. _____

Long, Cyr et al. (1977) English for Academic Purposes. book 1. pp. 52-56

identification exercise: listing of required information contained within a longer text.

- Student:
- (1) reads a text consisting of more than one paragraph.
 - (2) reads the instructions of the exercise.
 - (3) reads a list of incomplete statements corresponding to 2 separate categories.
 - (4) identifies these 2 categories as required.
 - (5) indicates which of these categories each of the incomplete statements corresponds to as required in the exercise.
 - (6) refers back to the text at times when in doubt about a particular choice.

12. Student will be able to extract relevant points from a text by:

c) ordering the ideas

Write out the following paragraphs in the order which corresponds to the following headings:

- | | |
|---------------------------------------|-----------------------------------|
| 1. Advantages of market gardening | 4. Preparation of the plot |
| 2. Importance of seed selection | 5. Use of manures and fertilizers |
| 3. Types of soil for market gardening | 6. Nursery beds |
| | 7. Transplantation |

- (a) The plot should be more or less level and laid out in beds. Narrow paths between the beds facilitate planting, watering, weeding and harvesting. Dry season beds slope inwards to hold water in the bed. Rainy season beds are ridged.
- (b) The aim of transplanting is to give each plant more space to develop its roots and leaves. Planting distances vary from species to species. The aim is to have a full crop cover of the ground when plants are mature.
- (c) Market gardening is the cultivation of vegetables for sale at markets in towns. Vegetables are short-duration crops and all the family labour of the grower can be employed throughout the year. Vegetables can usually be marketed at a good price.
- (d) Vegetables which have small seeds such as tomatoes, lettuce and cabbage are planted first in boxes or in special nursery beds to raise the seedlings. When they have grown to a suitable size they are transplanted to prepared beds. The soil should be clean and free from disease organisms. There are various ways of getting rid of disease organisms.
- (e) The land selected for market gardening should have a loose, friable, free-draining soil which does not easily get waterlogged. A loam or sandy loam is usually preferred.
- (f) Vegetable crops are heavy feeders. Depending on the soil a variable amount of organic manures should be applied. For a very sandy soil a higher proportion is used, about 1:3. Bag fertilizers should be used that contain all the major plant nutrients. For leafy vegetables a mixture with a high nitrogen content is best.
- (g) Successful vegetable growing depends on a number of factors. One of the most essential requirements is good seed, which should have high vitality and good breeding. It should be free from disease and pests and suitable for the local conditions. When sown germination should be rapid giving healthy vigorous seedlings.

Mountford (1977) English in Agriculture
pp. 88-89

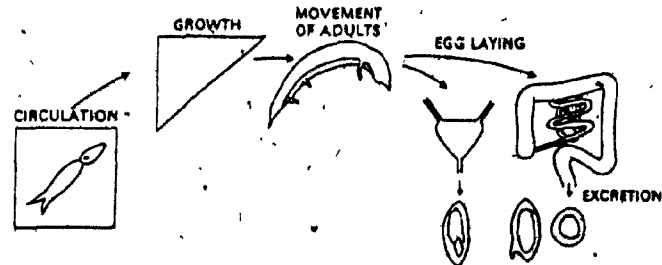
writing exercise: rewriting entire paragraphs according to a set pattern by matching a multiple choice of single expressions with the gists of entire paragraph.

- Student:
- (1) reads the instructions of the exercise.
 - (2) reads a sequential series of headings for the selection.
 - (3) skims each of a series of paragraphs to determine the general idea of each.
 - (4) matches each main idea with a heading from the series given.
 - (5) rewrites as required each paragraph in the text according to the sequence of headings provided in the exercise.

12. Student will be able to extract relevant points from a text by:

c) ordering the ideas

4. Look at this diagram and choose the correct words to complete the passage below:



2nd stage of fluke's life cycle

(Before/When) they enter the circulation, the second stage of the fluke's life cycle begins. First the (cercariae/adult worms) pass through the system (while/ until) they reach the veins of the liver. There they remain for some time and during this stage they grow into (cercariae/adult worms). Then the (cercariae/ adult worms) move to the urinary bladder - in the case of *S. Anemotabium*, of the intestines - *S. mansoni*, *S. japonicum*. Next the adults (are excreted/lay their eggs). Finally the eggs are excreted in the urine or faeces, but (before/after) leaving the body the eggs cause inflammation in the affected organ. (On/While) being excreted into water containing snails, the eggs can begin the life cycle again.

Complete this brief summary of the 2nd stage:

First where they grow into
Then Next Finally

O'Brien/Jameson (1979) English for Science and Technology: Medicine, p. 58

writing exercise: writing paraphrases of sentences while matching single expressions with sentences within the context of a paragraph.

- Student:
- (1) reads the instructions of the exercise.
 - (2) observes a diagram illustrating information contained within a text.
 - (3) reads a one-paragraph text.
 - (4) reads more instructions requiring a controlled composition in a modified-close text.
 - (5) identifies the sequence of events within the text to match the exercise and extracts required information.
 - (6) completes the summary form by paraphrasing information from the text and diagram.

12. Student will be able to extract relevant points from a text by:

d) outlining the major elements

Read the following passage and complete the blank outline on the following page.

Space research can be broken down into two large categories, pure research and applied research.

Pure research can be defined as an attempt to understand and explain certain phenomena, or as an attempt to establish relationships between different variables. It is a long-term activity which does not, for instance, try to solve a particular problem, or to answer a particular question.

Lunar exploration is a prime example of pure research. The Apollo programme was not looking for immediate benefits, but it yielded a great deal of information about the origin, development and dynamics of the

I-

A- Try understand phenomena

1-

2-

a- doesn't solve pract. probs.

b-

B-

1-

Long, Cyr et al. (1974) English for Academic Purposes. book 2. pp. 8-11

identification exercise: listing required information contained within a longer text according to an outline.

- Student:
- (1) reads the instructions of the exercise.
 - (2) reads a text consisting of more than one paragraph.
 - (3) observes an incomplete outline corresponding to the text.
 - (4) locates some of the items in the outline within the context of the passage.
 - (5) extracts the remaining information from the text and completes, as required, the outline in the exercise according to text under study.

Aulls, M.W. (1978) Developmental and Remedial Reading in the Middle Grades. Allyn and Bacon, Inc. Boston. pp. 111-118

12. Student will be able to extract relevant points from a text by:

d) outlining the major elements

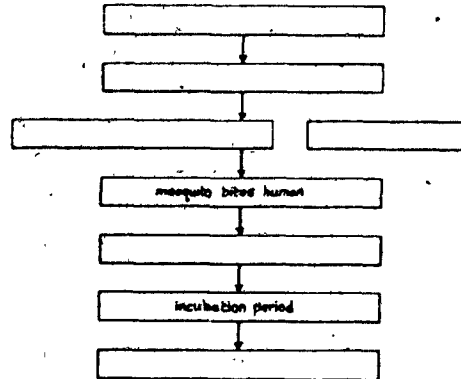
Malaria

Malaria is an infectious disease caused by a minute animal parasite (protozoon) transmitted by mosquitoes, one of the commonest causes of sickness and death in the world. (A) But how does malaria develop?

First the mosquito sucks blood from an infected person. Then the parasites breed in the mosquito's stomach, and after about ten days their offspring invade the salivary glands. At this stage the mosquito is infectious: when it bites a human subject it gives an injection of parasites in a droplet of saliva. When this happens the young parasites are carried in the patient's blood to the liver and other organs where they multiply without causing symptoms. After this period of incubation (B) parasites return to the blood stream and invade red blood cells. There they multiply rapidly and rupture the cells, releasing countless parasites to invade other red cells (C). Finally, when this happens, the patient has an attack of fever.

The attack commonly begins with headache and violent shivering (rigor). (D) After anything from an hour to a day the symptoms disappear until the next batch of parasites is released, with further destruction of red cells. All types of malaria cause attacks of fever at more or less regular intervals, and increasing anaemia from loss of blood cells. (E)

Now summarise the development of the disease by copying and completing this flow diagram. (Note: decide first which paragraph you need.)



O'Brien/Jameson (1979) English for Science and Technology: Medicine. pp. 55-56

identification exercise: listing required information contained within a larger text according to an outline.

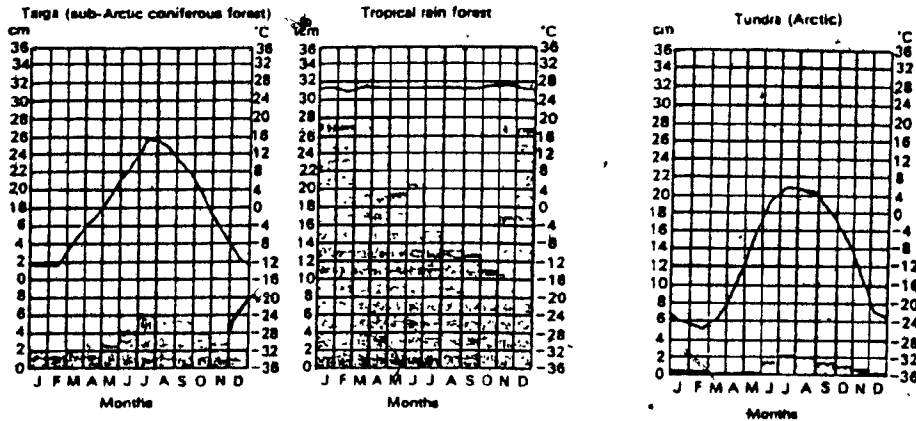
- Student:
- (1) reads a text consisting of more than one paragraph.
 - (2) reads the instructions of the exercise.
 - (3) observes an incomplete outline corresponding to the text.
 - (4) locates some of the items in the outline within the context of the passage.
 - (5) extracts the remaining information from the text and completes, as required, the outline in the exercise according to the text under study.

Aulls, M.W. (1978) Developmental and Remedial Reading in the Middle Grades. Allyn and Bacon, Inc. Boston. pp. 111-118

13. Student will be able to use basic reference skills by demonstrating an understanding and use of:

a) graphs

Look at these graphs:



Now say which regions are described by these sentences:

The climate is extremely cold, and rarely exceeds 0°C.

The temperature varies very little and is always extremely hot.

The temperature ranges from -12°C to 16°C.

Adamson/Bates (1977) English for Science and Technology: Biology. pp. 99-101

matching exercise: single sentences with information contained within a series of graphs.

- Student:
- (1) looks at a series of graphs.
 - (2) reads the instructions of the exercise.
 - (3) reads a series of statements which correspond to various graphs.
 - (4) scans each graph to locate the information contained in each statement.
 - (5) matches each statement with its corresponding graphs by indicating his/her choice by an appropriate means.

Zintz, M.V. (1980) The Reading Process: the Teacher and the Learner.

W.C. Brown Co. Dubuque, Iowa. pp. 269-275

13. Student will be able to use basic reference skills by demonstrating an understanding and use of:

b) tables

Read this passage:

Blood groups

In the human body there are a number of complex chemical substances attached to red blood cells. These substances are known as blood group antigens. A person's blood group depends on the type of antigen which his blood contains. The simplest classification of these antigens gives four blood groups: A, AB, B, O. The following table shows that the percentage of people in each blood group varies in different parts of the world.

| Area | Blood Group | | | |
|---------|-------------|----|----|----|
| | O | A | B | AB |
| Africa | 43 | 28 | 25 | 6 |
| America | 52 | 34 | 11 | 3 |
| Asia | 36 | 28 | 28 | 8 |
| Europe | 40 | 43 | 12 | 5 |
| Oceania | 47 | 39 | 10 | 4 |
| World | 39 | 31 | 23 | 7 |

The blood group percentages for the total human population:

Now complete these statements:

- The rarest blood group is ... and the commonest is ...
- Blood group O is found most frequently in ...
- Groups A and B have the same frequency in ...
- Group O tends to be most frequent, except in ...
- An individual is most likely to belong to group AB in ...
- In ..., there is a one in four chance that an individual will belong to blood group B.
- In Oceania, the possibility that A will occur is nearly ... times higher than the possibility that B will occur.

Adams/Bates (1977) English for Science and Technology: Biology. pp. 84-85

matching exercise: single sentences (modified-cloze) with information contained within a graph.

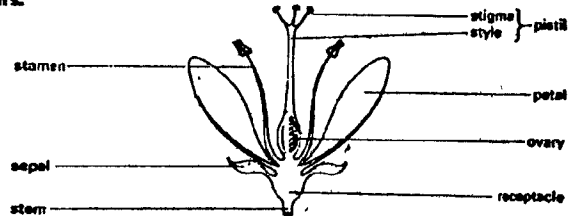
- Student:
- reads a one-paragraph text.
 - observes a corresponding graph which adds new information.
 - reads the instructions of the exercise.
 - reads each of a series of incomplete statements made on the basis of the information contained within the text and the graph.
 - scans both the text and the graph to locate the information within each incomplete statement.
 - completes each statement on the basis of information found within the context of the passage or graph.

Zintz, W.V. (1980) The Reading Process: the Teacher and the Learner.
W.C. Brown Co. Dubuque, Iowa. pp. 269-275

13. Student will be able to use basic reference skills by demonstrating an understanding and use of:

c) diagrams

3. Look at the diagram and read the text. Choose the correct words from the pairs.



Parts of a flower in longitudinal section

The flower is found at the end/base of the stem. It consists of a special part of the stem/root which is called the receptacle, and special leaves called floral leaves. These are arranged in rings or whorls.

The sepals form the calyx. This is the lowest/highest and innermost/outermost whorl.

The petals of the flower form the corolla. They lie inside/outside the sepals and are attached slightly higher/lower on the receptacle.

The stamens, or male reproductive organs lie outside/inside the petals. They are outside/inside the pistil, or female organ. This rises from the base/centre of the receptacle. It has an ovary at the tip/base. Below/above the ovary is the style. At the tip/base of the style are the stigmas.

Adamson/Bates (1977) English for Science and Technology, p. 9

identification exercise: circling of specific term by matching information within a text with that contained within a diagram.

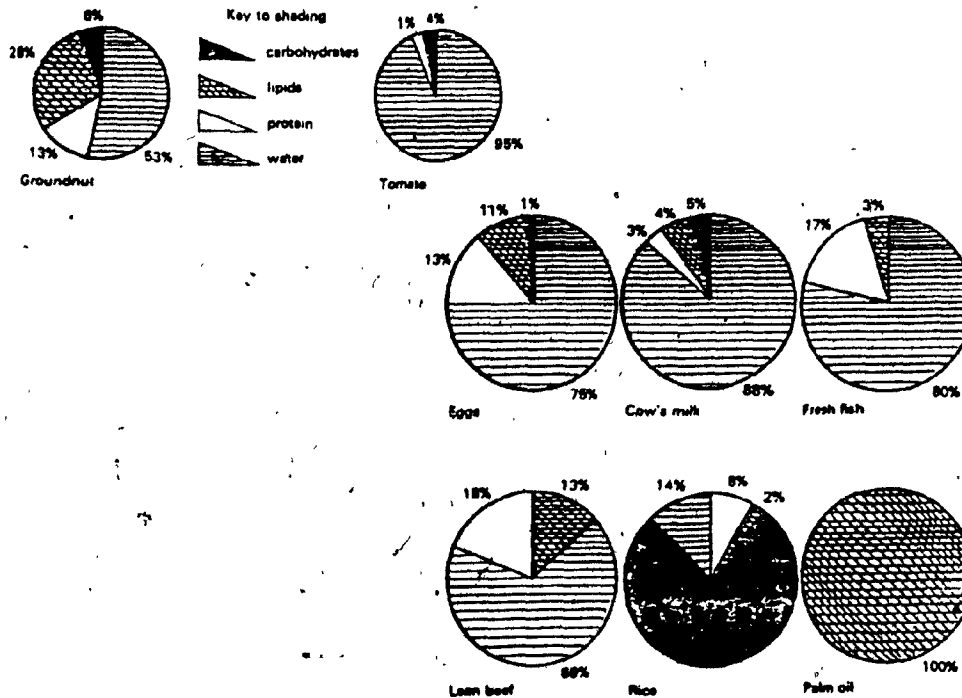
- Student:
- (1) reads the instructions of the exercise.
 - (2) observes a labelled diagram.
 - (3) reads a passage which corresponds to the diagram but in which certain choices have to be made.
 - (4) compares the information within the text with the corresponding diagram in the case of each choice to be made.
 - (5) indicates his/her choice by an appropriate means.

Zintz, M.V. (1980) The Reading Process: the Teacher and the Learner

W.C. Brown Co. Dubuque, Iowa. pp. 269-275

13. Student will be able to use basic reference skills by demonstrating an understanding and use of:

c) diagrams



2. Look again at all the diagrams (including tomato and groundnut) and say which food is described by each of these sentences:

- a) This food is composed of a very large quantity of water, a relatively small amount of carbohydrates and a minute quantity of protein. It contains no lipids.
- b) Carbohydrates, lipids and proteins are all present in this food but in relatively small quantities. It is largely composed of water.
- c) This food contains the same substances as lean beef, but the latter is richer in lipids than the former.

Adamson/Bates (1977) English for Science and Technology: pp. 51-52

matching exercise: single sentences with information contained within a multiple-choice of diagrams.

- Student:
- (1) observes a series of diagrams relating to food.
 - (2) reads the instructions of the exercise.
 - (3) reads a series of statements which correspond to these diagrams.
 - (4) scans each diagram to locate the information contained in each statement.
 - (5) matches each statement with its corresponding diagram by indicating his/her choice by an appropriate means.

Zintz, M.V. (1980) The Reading Process: the Teacher and the Learner.

W.C. Brown Co. Dubuque, Iowa. pp. 269-275

13. Student will be able to use basic reference skills by demonstrating an understanding and use of:

d) dictionaries

lan-guage (lɪŋˈɡwɪʃ). n. 1. communication by voice in the distinctively human manner, using arbitrary, auditory symbols in conventional ways with conventional meanings. 2. any set or system of such symbols as used in a more or less uniform fashion by a number of people, who are thus enabled to communicate intelligibly with one another 3. the nonlinguistic means of communication of animals: *the language of birds* 4. communica-

tion of meaning in any way: *the language of flowers* 5. linguistics. 6. instruction in one or more languages: *language study* 7. the speech or phraseology peculiar to a class, profession, etc. 8. form or manner of expression: *in his own language* 9. speech or expression of a particular character: *flowery language* 10. diction, or style of writing [ME. t. OF: m. *langage*, der. *langue* tongue, g. L. *lingua*]

By permission. From the *American College Dictionary*, copyright 1980 by Random House, Inc., New York.

Which numbered meaning is referred to in the following examples?

- a. "The language of a Hemingway story is simple and direct." _____
- b. "Her dark eyes spoke the language of love." _____
- c. "Her language may be quiet and refined, but her listeners always sit up and take notice." _____
- d. "Some foreign students tend to use an elaborate, poetic language when writing English." _____
- e. "The language of bees is a fascinating study." _____

Yorkey (1970) Study Skills pp. 37-38

matching-exercise: single sentences with information contained within a list of definitions.

- Student:
- (1) skims the entry from a given dictionary for the gist.
 - (2) reads the instructions for the exercise.
 - (3) reads each of series of statements corresponding to various sections of the dictionary entry.
 - (4) scans the entry to locate the particular definitions corresponding to or describing each statement under study.
 - (5) matches these statements and definitions as required in the exercise.

13. Student will be able to use basic reference skills by demonstrating an understanding and use of:

e) tables of contents

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Judging from the titles of Parts I, II, and III, what is the general topic we worry about, referred to in Part IV?

Yorkey (1970). Study Skills. p. 125

open-ended question: based on information contained within a table of contents.

- Student:
- (1) scans the table of contents taken from a book.
 - (2) reads the instructions of the exercise.
 - (3) scans each of the sections in the table of contents to locate the specific information required in the exercise.
 - (4) compares statements made about a given topic in some sections to infer a topic in another section.
 - (5) identifies this topic by writing it out.

14. Student will be able to scan a text or other reading passage to locate specifically required information on

a) a single point, involving a simple search.

(1) In 1860, Sept-Iles was a small rural settlement with a population of 118 pioneers. (2) The inhabitants were small farmers and fishermen. (3) They farmed the land during the summer months and survived the sub-zero temperatures from November to May by fishing and hunting. (4) The population of Sept-Iles rose steadily. (5) The birth rate and longevity increased and child mortality decreased due to improvements in medical care and greater attention to problems of nutrition. (6) By 1950, there were 1,500 people living in the community.

The words and phrases listed below are taken from the passage you have read. In the spaces in brackets beside each word or phrase, write the number of the first sentence in which they occur. The first one has been done for you. Try to complete this exercise in two minutes.

- a) a small rural village (1)
 b) rose steadily ()
 c) fifteen hundred people ()

s) _____

Long, Cyr et al. (1977) English for Academic Purposes. pp. 1-2

identification exercise: matching single phrases with their identical pairs within the context of a longer text.

- Student: (1) reads a text of more than one paragraph.
 (2) reads the instructions of the exercise.
 (3) reads each of a series of words and phrases taken verbatim from the text.
 (4) scans the text in a limited time span to locate each of these words and phrases.
 (5) indicates their exact location within the text as required in the exercise.

Aulls, M.W. (1978) Developmental and Remedial Reading in the Middle Grades. Allyn and Bacon, Inc. Boston. pp. 71-77

| | |
|--|--|
| 14. Student will be able to scan a text or other reading passage, to locate specifically required information on: | a) a single point, involving a simple search |
| <p>In each of the following paragraphs, you should skim to find specific information. Do not read closely. Skim across each line smoothly, looking only for a date, a name, or a fact that answers the question which precedes each paragraph. You should find each answer in five seconds.</p> <p>1. Question: When was Amenemhet III pharaoh of Egypt?</p> <p>Petrie first dug into the pyramids at Giza in 1880 and then went on in 1889 to a pyramid near the Nile. Here he came upon the burial place of Amenemhet III, one of the great pharaohs of Egypt around 1800 B.C. The discovery was important in itself, but it also led Petrie to devise a system of classifying and grouping archaeological finds which is still used.</p> | |
| <p style="text-align: right;">Yorkey (1970) <u>Study Skills</u>. p. 115</p> | |
| <p><u>open-ended question:</u> based on information contained within a paragraph.</p> | |
| <p><u>Student:</u></p> <ol style="list-style-type: none"> (1) reads the instructions of the exercise. (2) reads each of a series of factual questions to be answered by skimming short paragraphs immediately following these questions. (3) scans each paragraph in a limited time span to locate the specific information required in the questions. (4) identifies the required information by writing it out. | |
| <p>Aulls, M.W. (1978) <u>Developmental and Remedial Reading in the Middle Grades</u>. Allyn and Bacon, Inc. Boston. pp. 71-77</p> | |

14. Student will be able to scan a text or other reading passage, to locate specifically required information on:

b) a single point, involving a complex search

($\text{Ca}(\text{HCO}_3)_2$) which is carried away by surface or underground water. As a result, certain topographical features are produced. These include caverns, sink holes, disappearing streams, stalactites and stalagmites, columns and natural bridges.

Caverns are formed as a result of ground water enlarging crevices in the rock. The roof of the cavern remains because it is formed from a rock which is capable of resisting the solvent action of ground water. Sometimes, however, a roof near the surface collapses, thereby leaving sink holes. Streams which flow into these holes are called disappearing streams.

Streams which flow into openings in the rock dissolve soluble material before emerging on the other side, thus producing a tunnel. Parts of the tunnel may collapse to leave a natural bridge.

Stalactites and stalagmites are formed as a result of a steady accumulation of calcium carbonate in caverns. Stalactites are formed on the roof and stalagmites are formed on the ground, and both may be either solid or hollow. Subsequently, these will unite to form a column.

Find phrases or sentences from the passage which tell you the following:

- a) Sink holes are old caverns.
- b) All stalactites are not the same.
- c) Limestone is a sedimentary rock.
- d) A natural bridge is the remains of an underground stream.
- e) Air, water and soil provide chemicals to form carbonic acid.
- f) Stalactites contain calcite.
- g) A column shows us that there used to be a stalactite and a stalagmite.
- h) Caverns and stalactites are found in limestone areas.

Barron/Stewart (1977) English for Science and Technology. pp. 60-62

matching exercise: single statements or phrases with others within the context of a longer passage.

- Student:
- (1) reads a text consisting of more than one paragraph.
 - (2) reads the instructions of the exercise.
 - (3) reads each of a series of statements relating to the text.
 - (4) scans the text to locate information pertaining to each of the statements.
 - (5) matches the particular phrase(s) or sentence(s) within the text with the statements in the exercise.
 - (6) indicates his/her findings in an appropriate way.

Aulls, M.W. (1978) Developmental and Remedial Reading in the Middle Grades. Allyn and Bacon, Inc. Boston. pp. 71-77

15. Student will be able to transcode information in writing to diagrammatic display, through:

a) completing a diagram

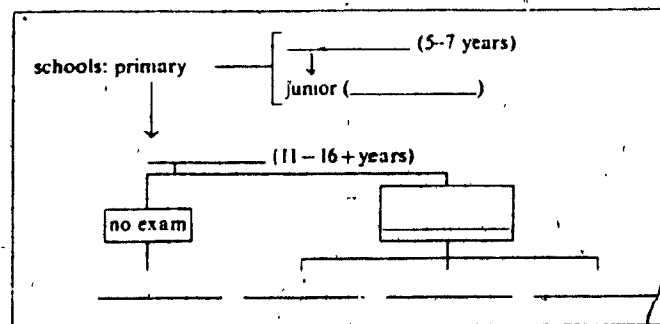
Read the following carefully:

STATE SCHOOLS IN ENGLAND AND WALES

State schools can be classified according to the age range of the pupils and the type of education provided. Basically, there are two types of school: primary and secondary. Primary schools cater for children aged 5-11 and secondary schools for ages 11-16 (and up to 19). Primary schools can be sub-divided into infant schools (for ages 5-7) and junior schools (for ages 7-11). Secondary schools may be of one type for all abilities, viz. comprehensive schools; most secondary schools are of this kind. Alternatively, the pupils may be grouped according to their ability and selected by means of an examination at the age of 11 (known as the "11 plus exam"). Thus, grammar schools cater for those with academic ability; modern schools for those with less academic ability; and technical schools for those with more practical skills.

Look at *Diagram 1* on p. 43. It shows a diagrammatic classification of state schools in Britain. If necessary read the text again and then complete *Diagram 1*, writing on the lines provided.

Diagram 1 State Schools in England and Wales



Jordan (1980) *Academic Writing Course*. pp. 42-43

Identification exercise: listing of required information contained within a paragraph according to an outline.

- Student:
- (1) reads a one-paragraph text.
 - (2) reads the instructions of the exercise.
 - (3) observes an incomplete diagram relating to the information within the text under study.
 - (4) locates some of the items in the diagram within the text.
 - (5) extracts the remaining information from the text and completes, as required, the diagram in the exercise.

Widdowson, H.G. (1978) *Teaching Language as Communication*. O.U.P.

"Demonstration: information-transfer" pp. 154-156

15. Student will be able to transcode information in writing to diagrammatic display, through:

a) completing a diagram

Read this passage:

Further growth and metamorphosis of a tadpole

Within one week of hatching, the external gills have disappeared and the tadpole breathes by means of its internal gills. Water is taken in through the mouth and expelled through the spiracle on the left side (figure a).

During the next six or seven weeks the tadpole grows considerably. The eyes and nostrils can clearly be seen at this stage (fig. b).

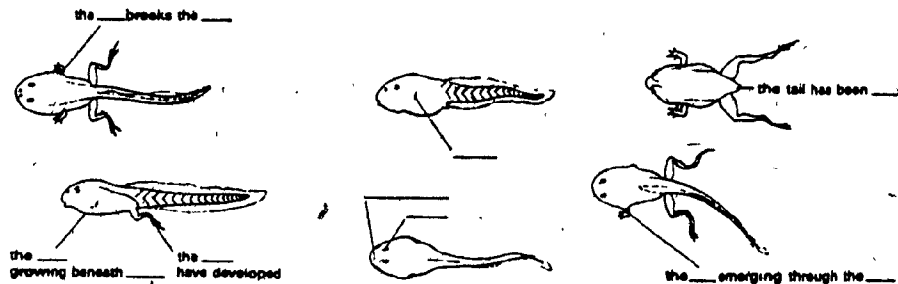
At eight weeks from hatching the lungs have begun to form. At about the same time the hind legs appear. These grow rapidly and are fully formed within a few days. Meanwhile, the forelegs begin to grow beneath the operculum (fig. c).

Approximately nine weeks after hatching, the front legs break through the operculum, the left leg emerging first through the spiracle (fig. d). The right leg breaks the operculum shortly afterwards. At this point the tail is still used for swimming (fig. e)

Within a few days of this, however, the tail has been re-absorbed into the body (fig. f). Just before leaving the water the toad sheds its skin and its mouth and eyes become bigger.

Finally, the metamorphosed toad climbs out on to the land.

Match these figures with the letters (a), (b), (c), (d), (e) and (f) in the text and complete their labels.



Adamson/Bates (1977) English for Science and Technology: Biology. pp. 42-43

- (1) matching exercise: series of diagrams with information contained with a larger passage.
- (2) writing exercise: rewriting of words from a text into diagrammatic display.

- Student:
- (1) reads a text consisting of more than one paragraph.
 - (2) reads the instructions of the exercise.
 - (3) observes a series of partially-labelled diagrams relating to information contained within the text under study.
 - (4) locates some of the items in these diagrams within the text.
 - (5) extracts the remaining information from the text and completes, as required, the diagrams in the exercise.

Widdowson, H.G. (1978) Teaching Language as Communication. O.U.P.

"Demonstration: information transfer" pp. 154-156

CONCLUSION

The classification of reading exercise types proposed for this study is now complete. In it are compiled exercise samples taken from the combined works of 27 authors of reading materials in the field of second/foreign language teaching. These exercise samples fall into 15 different reading skill categories each of which is further subdivided into specific features of those skills. In all, the classification contains 76 different reading exercises each analysed as a separate entry in the system.

The purpose of this study was to design a detailed classification of the types of exercises one could find in existing ESL/EFL materials. It was, as well, the aim of this research to provide, by the way of examples, teachers and materials designers with insight into the means of developing specific reading skills. The different ways in which reading passages may be exploited with specific reading objectives in mind comes from recreating exercises in the classification.

Any system of classification has its limits and admittedly, this one does too. The most obvious limitation in this classification is the number and variety of the samples presented. One could conceivably have collated and classified exercises, in the manner described, endlessly, as new and innovative reading materials in ESL/EFL keep being produced every year. There is obviously no point at which one can safely claim to have accounted for all of the variety contained within reading exercises. If this had been the case, there would have been

no need for this study or for pursuing the efforts of earlier writers on the matter.

This classification of reading exercise types can be expanded to yield even greater service to its user. Some of the secondary parameters within the model could conceivably be transformed into main entry points, thus highlighting different characteristics of reading exercises. This sort of variation in the classification would necessarily require a system of cross-references, thus providing the user with different means of locating particular exercises.

One hopes in any endeavor of this nature to have quite modestly carried other people's ideas along for a while and to possibly have given others the desire to continue in the same vein and improve upon what was done here.

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