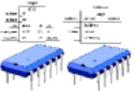


READING - a receptive skill

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Reading and listening are receptive skills but I want to make the point that reading and listening involve active participation on the part of the reader or listener. Students can cope with a higher level in receptive skills than they can with language production.

Basic principles.

We will look at some basic principles that apply to both reading and listening, for despite the fact that these skills are performed with different mediums (written and spoken text) there are underlying characteristics and skills that apply to both when being practised by native speakers. We will look at content, purpose and expectations and receptive skills.

BASIC PRINCIPLES

In our daily lives we read and listen to a great deal of language, and it is possible to divide this language into two broad categories: **interest and usefulness**.

Very often we read or listen to something because **it interests us** - or at least we think it will interest us. A magazine reader, for example, chooses to read the article on page 21 rather than the story on page 36 because he thinks the former will be interesting whereas the latter will not. The buyer in a book-shop often selects a book to buy because he thinks it will interest him, and the discerning radio listener tunes in especially to programmes that he expects will be stimulating. The category of interest, then, includes reading and listening for enjoyment, pleasure and intellectual stimulation, etc.

Content:
interest
usefulness

Sometimes, however, it is not the fact that a text may be interesting that causes the reader or listener to pay attention to it; it is, rather, **the usefulness** of the text. If you wish to operate a hot-drinks machine for the first time you will have to read the instructions so that you can be sure of getting the kind of coffee you want rather than tea or hot chocolate. No-one would suggest that the instructions you read are in any way interesting, and the same would be true of instructions for operating a telephone-directories, rules and regulations and maintenance manuals, among others.

These two categories are not, however, always independent of each other. The student may well read something that he needs for his studies (and which we would therefore categorise as 'useful') and find it interesting at the same time. We would certainly hope that this were the case! And the person who listens on the radio to instructions on how to design solar heating panels, may do so with mixed motives. The instructions may have the joint characteristics of usefulness and interest. Nevertheless the two broad characteristics of usefulness and interest are important when making decisions about the kind of texts students should be exposed to.

The suggestion that people read and listen to language out of interest or for the usefulness of the information they are reading or listening to brings us to the concept of purpose.

In real life people read or listen to language because they want to, and because they have a **purpose** for doing so. The purpose may be to discover how to operate a hot-drinks machine or to have a pleasurable read. The purpose may be to find out what has been happening in the world (for the listener to the news) or to discover the latest trends in language teaching (for the listener to a talk at a language teaching convention). In real life, therefore, readers and listeners have a purpose that is more fundamental than the typical language learners' comprehension exercises that often concentrate only on details of language.

Purpose and expectations

Another characteristic of a language user's reading and listening is that he will have **expectations** about what he is going to read or hear before he does so. If you tune in to a radio comedy programme, in other words, you expect to hear something funny (although this is sadly not always the case!) and the Englishman who picks up a newspaper and sees the headlines **STORM IN THE COMMONS** expects to read about a heated political debate in the House of Commons, the British Parliament. The reader who picks up a book will have expectations about the content of the book as a result of the description on the book jacket or even simply because of the design of the cover or the words in the title.

People read and listen to language, then, because they have a desire to do so and a purpose to achieve. Usually (except when they turn on the radio at random, for example,) they will have expectations about the content of the text before they start the task of reading or listening. The concepts of purpose and expectations have important methodological implications in language learning as we shall see later.

The reader or listener employs a number of specialist skills when reading or listening and his success at understanding the content of what he sees or hears depends to a large extent on his expertise in these specialist skills.

Types of written language

In **our** highly literate society, there are literally hundreds of different **types** of written text, much more of a variety than found in spoken texts. Each of the types listed below represents, or is an example of, a **genre** of written language. Each has certain rules or conventions for its manifestation, and we are thus able immediately to identify a genre and to know what to look for within the text. Consider the following, inexhaustive list:

Types of written texts

- non-fiction
 - reports
 - editorials
 - essays, articles
 - reference (dictionaries, encyclopedias)
- fiction
 - novels
 - short stories
 - jokes
 - drama
 - poetry

- letters
 - personal
 - business
- greeting cards ,
- diaries, journals
- memos (e.g., interoffice memos)
- messages (e.g., phone messages)
- announcements
- newspaper "journalese"
- academic writing
 - short answer test responses
 - reports
 - essays, papers
 - theses, books
- forms, applications
- questionnaires
- directions
- labels
- signs
- recipes
- bills (and other financial statements)
- maps
- manuals
- menus
- schedules (e.g., transportation information)
- advertisements
 - commercial
 - personal ("want ads")
- invitations
- directories (e.g., telephone, yellow pages)
- comic strips, cartoons

And I'm sure you could name a few more! Interestingly, every literate adult knows what the distinctive features of each of these genres are. You can immediately distinguish a menu from a map, an interoffice memo from a telephone message, and a bill from an invitation—well, okay, some bills are invitations to pay! When you encounter one of the above, you usually know what your purpose is in reading it, and therefore you know what to select and what not to select for short- and long-term memory—in other words, you bring various **schemata** to bear on the message that you have chosen to derive.

METHODOLOGICAL PRINCIPLES FOR TEACHING READING

This discussion has important implications for the teaching of receptive skills which we can now consider. Clearly a major consideration in teaching English will be the selection of materials and this will be particularly true of texts for receptive skills work. A first distinction must be drawn between authentic and non authentic material. Authentic texts (either written or spoken) are those which are designed for native speakers: they are real texts designed not for language students, but for the speakers of the language in question. Any English newspaper is composed of what we would call authentic English, and so is an English radio programme. An English advertisement is an example of authentic English, so is a chapter from a book on teaching methodology written by an Englishman for English-speaking readers. A non-authentic text, in language teaching terms, is one that has been written especially for language students, but here again there is a distinction to be made between texts written to illustrate particular language points for presentation and those written to appear authentic, even though there has been some language control of the 'rough-tuning' type. The justification for the latter is that beginner students will probably not be able to handle genuinely authentic texts, but should nevertheless be given practice in reading and listening to texts that look authentic (even if there has been some language control). The reading of such texts, in other words, will help students to acquire the necessary receptive skills they will need when they eventually come to tackle authentic material.

Skimming - Getting the general picture

How do you read newspapers in your mother tongue?

Do you read articles intensively or merely skim through them to get a general idea of what each article is about. If you usually do the latter, what is it that gives you this general idea or 'gist'. Key words and phrases are important to get the gist of an article or text.

Is it necessary to read intensively to get a general idea of something?

When would you read something intensively?

(e.g. when you are interested in something having already skimmed to get the gist, when you have to read something important such as instructions).

Tasks:

- 1) Find a text and decide which are the **key** ten or so **words** or **phrases** which give a general idea of the topic or theme of the text. Write them in chronological order. What is the text about? Try to imagine these words highlighted in a text. Would it be necessary to read the rest of the text to get the general meaning?
- 2) Ask your learners to **underline key words** and **phrases** in texts.
- 3) Find some short newspaper articles with **headlines** (ten reports and ten headlines, for example). Separate the headlines from the stories and stick both headlines and stories in random order on a sheet of paper. Look at the headlines and the stories and match the correct headlines with the correct stories as quickly as possible.
- 4) Find some short newspaper articles (six to ten should be sufficient) and **remove the headlines**. Write one word which summarises each text. Match the words with the texts. (The same activity can be done by getting the learners to write the words in groups and then trying out the activity on other groups in the class).
- 5) After having completed a skimming task (with a newspaper, for example), read a short section of the text intensively. Focus on details in the text and on items of language (vocabulary, in particular). In this way you can integrate skimming with other reading activities and avoid the feeling that the text was only touched upon rather than dealt with thoroughly. (The same principle can be applied to scanning.)

(These ideas are taken from : „Inside Teaching“ by Tim Bowen and Jonathan Marks, p 123 ff)

- 6) Fig. 1 shows some advertisements. Find a suitable task that would require students to read them quickly (rather than read every word).

Commonwealth... 1st day covers, albums. Suit serious beginner. £60 the lot. Tel. 578342

COMPUTER SUPPORT SERVICE
SERVICES, REPAIRS, UPGRADES, VIRUS BUSTING ETC.
ALL ON SITE
WE OFFER MAINTENANCE CONTRACTS.
EXPERT ADVICE ETC
YOUR PROBLEM IS OUR SOLUTION
0998 060945 | 24 HRS
MOBILE 0860 689384
FAX 0998 958475

HYPNOTHERAPIST
Dr PJ Karajan
I can help you stop smoking
and also with weight control
and stress related problems.
Tel 589238

HUGE DISCOUNT on boilers and radiators. Advice on systems. Servicing. Call NOW and be warm this winter: 389482

QUALIFIED GRADUATE teacher offers home tuition in maths. All ages/levels. Tel389283

DARREN'S WINDOW cleaning.
For a genuine, regular, first class service call 920941

WANTED
Fridges, freezers, gas cookers, electric cookers, washing machines, table and chairs, chests of draws, all good clean household furniture.
Phone 298198 any time

BOOT SALE
EVERY SUNDAY
Yeo Farm

Antiques and Collectors' fair
Sat 6th December
Town Hall, Lion Street
Enquiries 109386

KJ Gillespie
FURNITURE REMOVALS
Small amounts, single items, house and flat clearance
Free estimates
Furniture bought for cash
Phone 390121

LOW COST TV and video repairs
Tel 388233. Free quotes given.

ALL BUILDING WORK
Roof repairs, chimneys, gutters
Also paving, concreting brickwork
FREE ESTIMATES, 30 years' experience
TH Magness
Duckponds 398472

Task: Reading for the main idea

What do you think is the most important idea in this text?

- Small countries need help to save their rain forests.
- Bolivia is taking care of its rain forests in the Amazon River Basin.
- Conservation groups are trying to help tropical countries save their rain forests.

In many tropical countries, people are cutting down rain forests to make room for farms. They hope that the farms will make money for them so that they can pay their **debts**. **But a new organization** is trying to help these countries save their forests. The name of this organization is **Conservation International**. Conservation International pays countries not to cut down their rain forests.

Their first agreement was with Bolivia, for a 4,000,000 acre **reserve** in the Amazon River **basin** in northeast Bolivia. The **region has savannahs**, deep woods, and rain forests. It is famous for the different plants and unusual wildlife that live there. Bolivia and Conservation International will take care of the reserve together. This idea of helping countries make rain forest reserves is so unusual that Brazil and Ecuador, which are both interested in this program, are already having talks with Conservation International

Examples for "skimming" you can find in Peter May: "Knockout", Oxford;

p 9, 123, 149: Choose the sentence which best summarizes each part of the article

p 18, 39, 59, 89: Choose the most suitable heading from the list for each part

Commentary:

A typical skimming task would be a general question from the teacher such as "Is this passage about restaurants, offices or schools"

The learners would attempt to find the answer quickly, without reading every word of the passage, by „speed-reading“ through some portions of the text. Skimming is mainly concerned with finding key topics, main ideas, overall theme, basic structure, etc.

Scanning - Extracting specific information

Very often the reader is involved in the use of reading for the sole purpose of extracting specific information. In other words, the reader, for example, may look at a piece of written language not in order to understand it all, but for the purpose of finding out only one or two facts. He may quickly read a film review only to find out the name of the star. The listener may turn on the radio and listen only for a particular item of news that he wants to hear. In both cases the reader/listener will disregard everything except the information he is interested in. This skill when applied to reading is often called scanning.

We may want to see what's on television this evening at 8 o'clock. We are unlikely to start reading from the beginning of the list of programmes - starting with what's on at 6 o'clock in the morning! Instead our eyes move quickly over the page until we find 8.00 p.m. and start reading the details of the programmes. In other words, we scan the page until we find what we're looking for.

How do you read certain types of material in your native language (directories, menus, timetables, small advertisements, etc).

When reading such texts you would normally expect to know what you are looking for beforehand. Most of the text does not need to be read.

Scanning exercises might ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details. The purpose of scanning is to extract certain specific information without reading through the whole text.

Task 1

Newspaper quiz. Divide your class into small groups and give each group a newspaper (or, at least, one or two pages from a newspaper). Ask them to devise a quiz for the other groups in the class. They have to write five to ten questions based on facts they find in their newspaper or section of newspaper. They then exchange newspapers and find the answers to the questions as quickly as possible.

Discuss with your learners the value or otherwise of doing more scanning activities in class. Try to encourage them to apply the technique whenever they read material that needs to be scanned for information rather than read intensively.

Task 2

Examples that demand "scanning" you can find in Peter May: Knockout; Oxford: You are going to read an article about....Choose from one of the answers. p38:

More Examples

We will look at four examples in which students are asked to read a text to extract specific information. An important feature of this type of skill is that students should see the questions, etc. they are going to answer before reading the text. If they do this it will be possible for them to read in the required way; they should scan the text only to extract the information the questions demand.

1) Yes/NO questions

The teacher and the students discuss different types of holiday for the lead-in stage, eventually coming round to the subject of luxury cruises. The teacher then tells the students they are going to read a text about a luxury liner, the QE2.

The teacher asks the students to read just the eight questions, and then asks if they have understood them. When this has been done the teacher tells the students to answer the questions by reading the text. They do not have to understand every word. The objective is only to find the answers to the questions, and they should do this as quickly as possible.

Read these questions. Then read the passage to find out whether your answer is 'Yes' or 'No'.

- 1 Are there many ships like the QE2?
- 2 Do most people prefer to travel by sea?
- 3 Is the QE2 expensive?
- 4 Can the ship carry 2,950 people?
- 5 Can the passengers swim on the ship?
- 6 Do they sell drinks on the QE2?
- 7 Can boys and girls watch films on the ship ?

The ship in the picture is the Queen Elizabeth II, usually called the QE2. It is a large, modern passenger ship. There are not many ships like the QE2 now. Most people prefer to travel by air and not by sea. The QE2 is very slow and expensive compared with a modern jet plane. But some people do not like to travel by plane, and the QE2 is. . . well, different.

The ship is really an enormous floating hotel, almost a small floating town. The five-day- voyage from Southampton, England to New York is a real holiday.

The QE2 can carry 2,000 passengers, and it has a staff of 950 running the ship and looking after the passengers. The ship has three restaurants, eight bars, a ladies' hairdresser's and a men's barber's shop. In addition, there are four swimming pools, two cinemas (they show many films for adults but there are some films for children, too), a casino, two libraries, a hospital, a bank, and a gymnasium. There are also some shops. Yes, it is like a small city. But there are no cars, buses or trucks, and there is no smog; the air is clean and there is peace and quiet.

When the students have finished answering the questions they can check their answers with each other. The teacher then conducts feedback, finding out how well they did and explaining any misunderstandings. He may want to find out how many students got how many correct and which ones these were.

As a text-related task students are told that they are themselves taking a cruise on the QE2 and they should write a postcard to an English friend of theirs. The students and the teacher might discuss the kind of things they could say in such a postcard (particularly the use of the present simple and the present continuous - often found in postcards). After students have written their cards, the more interesting ones can be read out to the class or circulated among the students.

2) Open- ended questions

a) Finding a book:

In this example students are going to read a text explaining how a library catalogue system works. This text is extremely useful (rather than being intrinsically interesting) for students who will need to use British libraries.

The lead-in stage might involve the students and the teacher talking about libraries, how often they visit them, what they read, etc. The teacher then tells the students they are going to read about how a library works.

The teacher asks the students to read the following questions:

Read these questions before looking at the text:

- 1) *If you are not sure how to use the catalogues, who should you ask ?*
- 2) *If you know the name of the writer of a book, which catalogue should you look in ?*
- 3) *What is perhaps the most important information that catalogue cards give ?*
- 4) *Look at the specimen catalogue card:*
 - (a) *What is the title of the book ?*
 - (b) *What is the author's surname and initials ?*
 - (c) *What is the name of the publisher ?*
 - (d) *When was the book published ?*
 - (e) *How many pages are there in the book ?*

Now read the text and answer the questions above

The students are then instructed to read the following text in order to find the answers. They should do this as quickly as possible:

HOW TO FIND A BOOK

Catalogues: There are two kinds of catalogue, differing greatly in function. Readers should make use of both for they can then take full advantage of the important subject-information services, and should not hesitate to seek advice from the Enquiry Counter and the Cataloguing staff on the detailed use of these catalogues.

(1) The Name or Author Catalogue: Here works can be sought under the name of the author, institution, editor or body responsible for the work, and also, where the work is best known by its name, for example, in periodical literature, under the title.

(2) The Subject Catalogue: Here books relating to one topic are brought together. There is an index to subjects arranged in alphabetical order.

Catalogue Cards: The cards in the catalogue, which are individual guides to specific items, indicate both location by subject and, within subject, location by size, i.e. octavos/quartos or folios. A specimen author card will demonstrate clearly what is meant here. It illustrates, bearing in mind that differences in detail do occur, the significance of information usually contained on a card.

Pressmark BY SUBJECT— BY SHELF---	WOODWARD (William I Harrison) 325.342 A short history of the W 27 expansion of the British Empire, 1500—1902 . . . Second edition (The Cambridge Series for Schools and Training Colleges). Cambridge, C.U.P 1902.	AUTHOR ENTRY TITLE EDITION SERIES NOTE IMPRINT- place,
---	---	---

	x+344 p. 4 maps. 6 folding maps.	publisher and date of publication. COLLA- TION total pages, illustrations etc. □
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The teacher then conducts feedback on the text asking students to justify reasons for their choices.

b) The departure board

Another example of the use of open-ended questions for information extraction is the following airline departure board:

AIRLINE	FLIGHT NUMBER	DESTINATION	DEPARTURE TIME	Get information from this Airport Departures notice-board, by reading quickly up and down columns, across rows, and by reading letters, numbers and times. 1 How many British Airways flights are there? 2 Where is flight 604 going to? 3 Which airline is flying to Amman? 4 Which flight takes off at 10.58? 5 How many different destinations are there? 6 How many planes take off between 10.25 and 10.45? 7 Where is the Pan Am flight going to? 8 When does flight 902 take off? 9 How many different airlines are there? 10 When does the flight for Stuttgart take off?
BA	384	Sao Paolo	10:01	
SAB	486	Paris	10:07	
BA	902	Zürich	10 :18	
LH	612	Stuttgart	10:26	
PANAM	786	Los Angeles	10:30	
KLM	332	Madrid	10:35	
SAB	604	Paris	10:41	
KLM	622	Amman	10:58	
KLM	801	Stockholm	10:58	
LH	205	Delhi	11:00	

Intensive reading = Reading for detail = Accurate reading

In the newspaper we may find something that we want to read in detail. Perhaps the article we *skim* read at first is really interesting and we want to read it again, more slowly, taking in the information and perhaps even making a mental note of the details to tell someone about later. Or we may do the crossword-paying close attention to the clues in order to solve the puzzle. In both these instances we are reading for detail (= intensive reading)

Detailed comprehension work gives students a good opportunity to study the finer points of the text and so learn more about how the language is used.

Intensive reading is typically used with short sections or sentences when we need to understand or study information or language use in detail. This is how we might read a paragraph on philosophy, a dense letter from the bank manager or a grammar explanation at the back of a course book.

The following text shows two techniques of reading

Task a) Scanning

<p>TAKE YOUR PICK!</p> <p>CROWN SCHOOL OF ENGLISH</p> <p>In the heart of London, close to Oxford Circus underground station.</p> <p>Open throughout the year except for 2 weeks at Christmas and 1 week at Easter.</p> <p>Minimum enrolment 4 weeks</p> <p>Age 16 and over.</p> <p>Courses at all levels</p> <p>General English courses 21 hours per week.</p> <p>Special courses in speech training and drama.</p> <p>Also secretarial courses.</p> <p>There is a bureau which provides assistance with accommodation.</p>	<p>Task a) Use the information in the advertisement to complete this chart. Put a tick in the appropriate box where the answer is „yes“ and put a question mark if the answer is not clear from the advertisement-</p> <p>1. Location</p> <p>a) in London b) in country c) near sea d) easy to get to London e) in the centre of town/city</p> <p>2 Accommodation</p> <p>a) in institution b) in hostel c) with families d) where student likes</p> <p>3 Shortest course available beginning in July</p> <p>a) 3 months b) 2 months c) 4 weeks d) 3 weeks</p>	<p>4 Hours per week (normal course)</p> <p>a) over 20 b) over 25</p> <p>5) Special courses offered</p> <p>a) summer b) intensive c) technical d) secretarial e) English literature f) speech and drama</p> <p>6) Minimum age</p> <p>a) 15 b) 16 c) 17</p>
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When the task has been performed ask the learners to be more involved in more detailed comprehension of the text.

Task b) Take your pick: true/false question

Are these statements true or false? If they are false, give the correct statement.

- a) The only way of getting to Crown School is by bus.
- b) The Crown School closes for longer at Easter than it does at Christmas.
- c) You can also learn shorthand and typing at Crown School.

Task Finding a book: open -ended questions

Do you remember the article „Finding a book (p 10)?

Here you can find another task using a new technique:

- 1) If you are looking for a particular book on agriculture but cannot remember the author's name, what should you do?
- 2) Where in the index to the subjects would you find a book on accountancy?
- 3) If you know the title of a well-known journal, but cannot remember any other details, is it possible to find it in the author catalogue?
- 4) What kind of information is usually found in the collation section of a catalogue card?

Text + comprehension question activities

A conventional type of reading activity or test consists of a text followed by comprehension questions.

1) Read the text and answer the following questions.

Yesterday I saw the palgish flester gollining begrunt the bruck. He seemed very chanderbil, so I did not jorten him, just deapled to him quisty. Perhaps later he will besand cander, and I will be able to rangel to him.

1. What was the flester doing, and where?
2. What sort of a flester was he?
3. Why did the writer decide not to jorten him?
4. How did she deaple?
5. What did she hope would happen later?

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You had probably no difficulty in answering the questions; however, this obviously did not show that you had understood the passage! In other words, you did not in fact „read“ the text successfully at all, in the sense in which the word is understood here. The conclusion has to be that answering „comprehension“ questions, as such, may not encourage, or provide proof of, successful reading.

What is about these questions which makes them answerable in spite of the incomprehensibility of the source text? Try to answer before reading on!

The answer, perhaps, is that their vocabulary simply echoes the text, while the grammar of both text and questions is fairly obvious and corresponds neatly, so that if you recognise the grammar context, you can simply slot in the appropriate vocabulary.

2) **Read the text and answer the following questions:**

Yesterday I saw the new patient hurrying along the corridor. He seemed very upset, so I did not follow him, just called to him gently. Perhaps later he will feel better, and I will be able to talk to him.

1. What is the problem described here?
2. Is this event taking place indoors or outside?
3. Did the writer try to get near the patient?
4. What do you think she said when she called to him?
5. What might the job of the writer be?
6. Why do you think she wants to talk to the patient?

© Cambridge University Press

Here the reader would have to understand the content of the passage in order to answer these questions (similar ones would be unanswerable if applied to the previous „nonsense“ text). Can you put your finger on why?

In other words, in what ways - apart from the fact that they are in normal English - do these questions differ from those given in the first example?

The questions here are different here in that way that they do not quote verbatim from the text but paraphrase it, or request paraphrases, or invite some measure of interpretation and application of the reader's background knowledge. They thus demand real comprehension, and encourage an interactive, personal „engaging“ with the text, as well as being more interesting to do. Interpretative questions often have more than one possible answer and can be used as a basis for discussion.

3) Take “Knockout”. The following reading tasks demand the skill of intensive reading:

- a) You are going to read an article about..... Some sentences (8 paragraphs) have been removed from the article. Which one fits each gap? p 44, 78, 109, 114, 118
- b) You are going to read an extract from.... Which answers do you think fits best according to the text? P 54, 99, 129

4) Take any text you use at secondary school and try to **create an intensive reading task:**

READING TO DEDUCE MEANING

Guessing Vocabulary from Context

When you encounter unfamiliar vocabulary in an English reading selection, what is your typical response? Do you bring out your bilingual or English monolingual dictionary to look up the word? Do you then spend precious moments looking through all the definitions to decide which one fits? Have you ever finally decided on a definition only to realize that you have forgotten what you were reading and must begin the sentence or paragraph all over again?

Over-reliance on a dictionary not only slows down your reading but may interfere with your comprehension as well. A better strategy is to use the **context**, the words and sentences surrounding a particular word, to help you guess that word's meaning. Usually the guesses you make will be accurate enough for you to understand the author's ideas. When they are not, or when the terms require an exact technical definition, you can use your English dictionary as a back-up resource.

DIRECTIONS: Use the context to select the most appropriate meaning.

1. Just as the invention of the automobile rendered horse-drawn carriages obsolete in modern cities, so the use of computers and word processors will make the common typewriter much scarcer in offices of the future.

render obsolete: a. cause it to be outdated and no longer useful
 b. cause it to increase in price
 c. cause it to change

scarcer: a. more common
 b. more efficient
 c. more rare

2. Because business computers are becoming more and more complex, many office workers have had to get new training to handle these sophisticated electronic systems.

sophisticated: a. complex
 b. business
 c. worldly

3. Computers are even becoming more prevalent in American schools and homes; perhaps in another twenty years every school-age child in the United States will be able to operate a computer,.

prevalent: a. large
 b. common
 c. expensive

4. Some automobile factories have begun to automate their assembly lines by using robots instead of human workers. This automation will increase the amount of money needed for machinery but will decrease the cost of labor.

automate: a. to increase the number of human workers
 b. to produce a greater variety of products
 c. to operate or control something by machine rather than by human labor

automation: the noun form of *automate*, referring to the process of automating

5. Unlike white-collar workers, who usually work in an office, blue-collar workers may be found in many different work" settings. For example, they may work outdoors to construct a new highway, or they may assemble new cars in an auto factory or repair damaged ones in a mechanic shop.

blue-collar workers: a. business executives '

- b. secretaries
- c. manual laborers

6. The early industrial revolution contributed to the demise of the feudal lords and the rise of the bourgeoisie. Likewise, the new technological revolution may herald major social and economic changes in the societies of the future.

- demise:
- a. creation
 - b. loss of power
 - c. gain in power

- herald:
- a. introduce
 - b. end
 - c. respond to

7. Blue-collar workers were originally given this name because of the blue work shirts they often wore. Given this information and the preceding vocabulary clues, reread paragraph 4. Can you guess what or who the "steel-collar workers" are who are replacing the blue-collar workers? Write your answer in the space provided.

steel-collar worker: _____

The following examples are designed to train students in the ability to deduce meaning from context - a skill that is important for native and non-native speakers. In both cases the students are asked to make reasoned guesses of the meaning of words or phrases.

NOTES

IN THE SPRING OF 1976, Eleanor Coppola, her husband, Francis Coppola, and their children left California for the Philippines, where Francis Coppola would film Apocalypse Now. Mrs Coppola was asked to supervise a documentary film about the making of Apocalypse, and for this she scribbled notes to record the time, place, and action. As the months stretched into years, Mrs Coppola's notes became an extraordinary record not only of the making of a movie but of the emotional and physical price exacted from all who participated.

The production of Apocalypse Now has become a legend on its own—three years and millions of dollars spent filming in the Philippines: the destruction of the sets by a typhoon; leading man Martin Sheen's heart attack midfilm; Marlon Brando's awesome arrival, enormously overweight, to play the part of a Green Beret. The filming itself became a drama of tension, passion, and catharsis.

With frame-by-frame precision, Eleanor Coppola brings us into the film-making drama to witness bizarre and spectacular sights: villages created and destroyed in an orgy of explosives; cadavers burning in piles; a giant stone temple built by 700 labourers and then demolished; cameras on dolly tracks floating away in a morass of mud; helicopters called off the set to fight in a civil war 150 miles away; a primitive native tribe whose members are brought onto the set and whose ritual ceremonies become part of the film itself.

Behind the scenes, other dramas unfold: Francis Coppola taking great artistic and personal risks and suffering grave self-doubt; Vittorio Storato working for a perfection in his cinematography that is extraordinary—and fantastically expensive; Martin Sheen reaching a

point in his portrayal at which he and his character merge in a moment of intense emotion and concentration; Brando, the master of dramatic realism, attempting for the first time in his career a different style of acting; and Eleanor Coppola herself: observing; commenting; filming a documentary; acting as wife, mother, and artist all at once; and struggling to maintain her control in the oppressive heat of the jungle and despite the inexorable demands placed upon her and everyone else involved—demands that will ultimately change lives.

As the focus of this remarkable journal turns to the author, Eleanor Coppola emerges as a woman of strength and complexity with human values that are rare in the film world of illusion. Her Notes take us behind the scenes of a motion picture as no other book has done, and at the same time brings us into a private world of exhilaration, pain, and dramatic conflict.

Apocalypse Now

Students have read this text to extract specific information.

They are then asked to answer the following questions:

Choose the alternative that best explains the following vocabulary from the text:

1 'a green beret' means

- a) a hat
- b) a type of American soldier
- c) an inexperienced person

2 'dolly tracks' means

- a the 'railway' on which a camera platform moves
- b a boat on which cameras are carried
- c the places where cameras are stored

The important thing in these two questions is not the meaning of 'green beret' or 'dolly tracks' (neither are necessarily common items of vocabulary) but the students' reasoning processes when making their choice between the possible meanings.

EXAMPLE 2: (the text is taken from „Ticket to Britain 4)

Read the text and guess the meaning of the underlined words.

By about 1600 a few Spanish, French and English people had started settlements in America. A group of English people called the Pilgrim Fathers had come at about that time.

Although they had not seen any Indians since they arrived, the settlers were worried that they might be attacked at any time.

Making Friends with the Indians

The settlers had not seen any Indians near the settlement. So they were most surprised when, one day in spring, an Indian walked into the village and greeted the amazed settlers in English. He told them that his name was Samoset, and that he had learned English from fishermen who had visited the coast.

The settlers welcomed him and gave him food and drink. Samoset told them that a tribe of Indians had once lived in the place where they had settled. All of this tribe had died of an illness three years earlier. Samoset belonged to another tribe called the Massasoit. Samoset was sent back to his tribe with presents. He came back with other Indians. The settlers gave them food and the Indians danced to show their friendship.

Several days later Samoset came back with another Indian called Squanto, who also spoke English. Squanto was the only Indian left of the tribe which had died of illness. He had been carried off as a slave to Spain and had escaped to England. This was how he knew English. They told the settlers that Chief Massasoit wanted to visit them. The settlers wanted to be friendly, but they were afraid to let the chief and all his warriors come into the settlement.

Eventually, the governor of the settlement, John Carver, decided to allow Massasoit and twenty of his braves to visit them.

They met in a cottage and the governor came with twenty white men too. The two leaders made peace terms. They agreed not to attack one another and also agreed to help one another if either of them was attacked.

When Massasoit and his braves left, Squanto decided to stay with the settlers. He stayed with them until he died.

Match the words with their definitions

- | | |
|----------------|---|
| 1. settle | a. what you feel when something unexpected happens |
| 2. surprised | b. a group of families who live together and are ruled by a chief |
| 3. tribe | c. the boss of an Indian tribe |
| 4. carry off | d. to get away |
| 5. chief | e. to move to a place and stay there |
| 6. warrior | f. rules to stop a war |
| 7. peace terms | g. to take people from one place to another |
| 8. escape | h. someone who fights in a battle |

1 __ 2 __ 3__ 4__ 5__ 6__ 7__ 8__

Recognising function, discourse patterns and markers

Capitalize on discourse markers to process relationships.

There are many discourse markers in English that signal relationships among ideas as expressed through phrases, clauses, and sentences. A clear comprehension of such markers can greatly enhance learners' reading efficiency. The table below enumerates almost one hundred of these markers that learners of intermediate proficiency levels ought to be thoroughly familiar with.

Table 16.1. Types of Discourse Markers (Mackay, 1987:254)

Notional category/meaning	Marker
<p>2. <i>Enumerative</i> Introduce in order in which points are to be made or the time sequence in which actions or processes took place.</p>	<p>first(ly), second(ly), third(ly), one, two, three / a, b, c, next, then, finally, last(ly), in the first / second place, for one thing / for another thing, to begin with, subsequently, eventually, finally, in the end, to conclude</p>
<p>2. <i>Additive</i> 2.1 Reinforcing. Introduces a reinforcement or confirmation of what has preceded. 2.2 Similarity. Introduces a statement of similarity with what has preceded. 2.3 Transition. Introduces a new stage in the sequence of presentation of information.</p>	<p>again, then again, also, moreover, furthermore, in addition, above all, what is more equally, likewise, similarly, correspondingly, in the same way now, well incidentally, by the way. O.K., fine</p>
<p>3. <i>Logical Sequence</i> 3.1 Summative. Introduces a summary of what has preceded. 3.2 Resultative. Introduces an expression of the result or consequence of what preceded (and includes inductive and deductive acts).</p>	<p>so, so far, altogether, overall, then, thus, therefore, in short, to sum up, to conclude, to summarize so, as a result, consequently, hence, now, therefore, thus, as a consequence, in consequence</p>
<p>4. <i>Explicative.</i> Introduces an explanation or reformulation of what preceded.</p>	<p>namely, in other words, that is to say, better, rather, by (this) we mean</p>
<p>5. <i>Illustrative.</i> Introduces an illustration or example of what preceded.</p>	<p>for example, for instance</p>
<p>6. <i>Contrastive</i> 6.1 Replacive. Introduces an alternative to what preceded. 6.2 Antithetic. Introduces information in opposition to what preceded. 6.3 Concessive. Introduces information which is unexpected in view of what preceded.</p>	<p>alternatively, (or) again, (or) rather, (but) then, on the other hand conversely, instead, then, on the contrary, by contrast, on the other hand anyway, anyhow, however, nevertheless, nonetheless, notwithstanding, still, though, yet, for all that, in spite of (that), at the same time, all the same</p>

Pets: context questions

In this example students are asked to recognise the function of cohesive devices in a text. The idea is to train them to recognise the way in which such devices refer to information elsewhere in the text (in this case the reference is always anaphoric- that is the words „it“, „this“, „they“, etc. refer to previous content in the text.

JULIA ELLIOTT discusses the English love of pets and makes some suggestions. A nation of pet-lovers

A RECENT survey in the United States showed that the average family there spent more money on its pets than on its children. Although this is a rather shocking statistic, it should not surprise anyone who has seen the doggy beauty parlours or the quiet shady groves where loved pets of all varieties are laid to rest for ever. It is possible that the Americans are unique in treating their little friends in this way, but
 5 what information we do have would suggest that the English too, are slavish in their attentions to the whims of their pets. □ This can clearly be seen when we look at pet foods. Which often contain more vitamins than human food or, at least, are seldom less nutritious. They certainly cost as much. Last year the British public spent two hundred million pounds on pet food alone, to say nothing of veterinary bills and animal furniture. It is difficult not to feel resentful about this when one considers what the same
 10 amount could do for victims of starvation and poverty, and so it is not unusual for me to get hot under the collar when I read about another old person who has left all his / her money to a dog or cat home. □ There are a variety of reasons why I, personally, find the popularity of British pets alarming. Among other things they cause physical problems. An example of this is New York where they have great difficulty getting rid of the mess that dogs leave on the streets. Many people find this funny, but in a number of
 15 large cities it is a major problem. Animals can cause disease. too. It is the threat of rabies—a disease with no known cure—that has made the English government impose strict restrictions on animals coming into the United Kingdom. When the Spanish government recently destroyed a number of stray dogs as protection against the same threat. English tourists immediately wrote letters to the newspapers complaining about 'mass murder'. □ Another problem is the carelessness of some pet owners. Most little
 20 children want a dog or a cat, and they continually pester their mothers and fathers until they get one. It is only when the „sweet little thing“ has been brought home that the parents realise how much time and money must be spent on 'Rover' or 'Bonzo'. At this point many of them abandon it. This brings me to my last point. Pets which are allowed to run free are often not sweet at all. English farmers lose hundreds of sheep a year, killed by someone's pet poodle or dachshund, and you must have read of children being
 25 mauled by pet Alsatians or even tigers. □ You may think that I dislike all pets, but this is not true at all. I would only suggest that we have got our priorities wrong and that something should be done about it. For example, the □ authorities clearly have a responsibility to introduce stricter penalties for pet-owners whose animals savage livestock or harm little children. This might deter them from being so careless. Surely it would be a good idea, too, if we made dog licences more expensive. The increased revenue from them
 30 could be used for many needy causes. □ As far as I'm concerned, it's time we stopped being sentimental about pets. I can see no reason, for example, why we should get upset when animals are cut up for medical experiments. If this will lead us to discovering cures for serious human diseases, then I say, 'keep cutting! 'We are a nation of pet-lovers. Wouldn't it be better to be lovers of human-beings?

After this first stage the teacher then gives the students the following questions:

CONTEXT QUESTIONS

- a) What does „this“ refer to in line 2?
- b) What are „they“ in line 9 and what does „as much“ in line 9 refer to?
- c) What is „this“ in line 11?
- d) Who or what is „it“ in line 27?
- e) What is it that something should be done about in line 33?

After conducting feedback the teacher could include the following text-related task:

SUMMARY WORK

- a) Make a list of the four reasons the writer gives for being alarmed at the popularity of British pets.
- b) Make a list of the changes the writer suggests.
- c) Imagine you are writing a report on the dangers of pets, and that in your short introduction you must briefly mention these dangers. Taking your information only from the text, write the introduction in not more than 80 words.

Summary writing is an important skill in real life, and it involves the concise description of written and spoken text, etc.

Semantic mapping or clustering

Readers can easily be overwhelmed by a long string of ideas or events. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to provide some order to the chaos. Making such semantic maps can be done individually, but they can make for a productive group work technique as students collectively induce order and hierarchy to a passage. Early drafts of these maps can be quite messy – which is perfectly acceptable.

MICHELANGELO

the businessman

When the Sistine Chapel in the Vatican was renovated and reopened to the public in 1994 in all its former glory, for many people it called to mind a common image of Michelangelo. They pictured him alone, lying on his back with a paintbrush in his hand and creating his own personal masterpiece on the ceiling. In fact, this is by no means correct.

It turns out that the Renaissance artist, far from working in isolation as so often imagined, was running a highly organized business.

New records found in archives in Florence and Pisa show that Michelangelo was fanatically attentive to detail. They also illustrate Michelangelo the businessman. Around 480 years ago he was the managing director of a small to medium-sized company - his workshop - that, over time, had some very demanding chairmen: the popes. A man of cultivated tastes, Michelangelo travelled business class (by mule) or first class (by horse), dressed fashionably in black, drank good wine and liked to eat Florentine pears.

The romantic myth that he worked by himself fits our idea of the creative artist, but, in fact, Michelangelo hardly ever worked alone. At least thirteen people helped him paint the Sistine ceiling. Similarly, about twenty helped carve the marble tombs in the Medici Chapel in Florence and over the eighteen years he spent building the Laurentian Library there, he supervised a crew of at least two hundred.

We know about his helpers because every week he recorded the names, days worked and wages of every employee. Most were so familiar that he called them by nicknames. These included The Fly, The Carrot and The Thief.

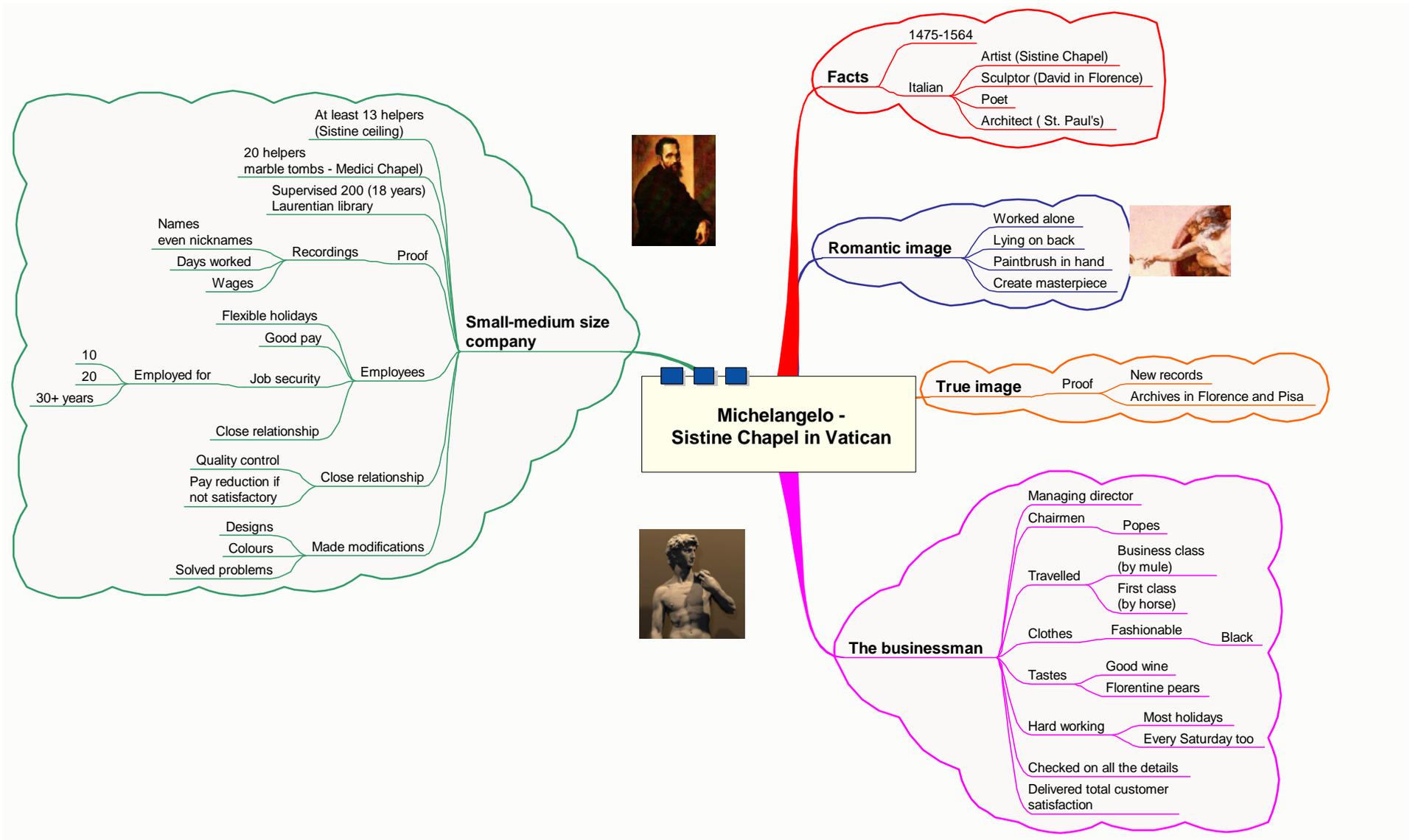
Michelangelo's employees benefited from flexible holidays, good pay and job security. Many were employed for ten, twenty, thirty or more years -remarkable at the end of the Middle Ages, given that era's life expectancy.

His close relationship with his staff guaranteed quality control. But when Francesco da Sangallo turned out poor quality carving, his boss reduced his pay, noting, 'I don't want to give him more, if he does not produce what he promised.'

Michelangelo made modifications as necessary, altering designs, colours and so on, and solved problems as they arose. He visited his production lines every day, working almost every Saturday and most holidays.

Like many business executives, he checked on all the details and interested himself in all aspects of his company. To oversee the carvers working at the Laurentian Library, he wrote, required 'a hundred eyes'.

As with many other business people, there were occasional faults in Michelangelo's managerial style, but he was enormously successful in getting the best from himself and his colleagues. In his lifetime he delivered total customer satisfaction and he has been so doing so ever since.



PURPOSE FOR READING

Reading to confirm expectations

Task 1: Questions given before the text

Read the questions and guess what the answers are going to be. Later, you will read the text and be able to check how many you got right.

1. Where was Jane walking?
2. What did she hear behind her?
3. What was the necklace made of?
4. What did the thief steal (two things)?
5. What did he do next?

Passage following questions

As Jane was walking down the street, she heard someone walking quietly behind her. She began to feel afraid. Suddenly a large hand touched her neck: her gold necklace broke and disappeared. In another moment, her bag too was gone, and the thief was running away.

You probably felt more motivated to read, and the reading itself was more purposeful, because of the challenge of finding out whether you had got your answers right or not. Probably at least some of your answers were in fact right; you will have based them both on information given within the questions themselves (the necklace, for example, was obviously one of the things stolen) and on your own 'schemata' (your previous knowledge, for example, of thieves and theft; thus you would be likely to guess that having stolen something the thief would run away).

Whether you found the reading text easier to understand is more difficult to judge, since your level of English is obviously too high for this example; but for a learner, the passage would probably have been easier simply because of the preparation of topic and vocabulary which was provided through the questions.

Guessing the answers to comprehension questions before reading is only one way of motivating learners to read a text. There are, of course, many others, and these can often be based on the learners' own previous ideas on the topic rather than the teacher's or textbook writer's. For example, you might tell them what the topic of the text is going to be and invite them to frame their own questions (what do they want to find out?) or suggest vocabulary that they think will come up in the course of the text (what sorts of things do they think the text will say?).

Task 2:

In the following example of reading exercise the students are involved in reading in order to confirm expectations about the information they think the text will contain. This technique places great emphasis on the lead-in stage (where students are encouraged to become interested in the subject matter of the text), encourages students to predict the content of the text, and gives them an interesting and motivating purpose for reading.

Eskimos

The students are going to read a text about Eskimos. The subject is not necessarily in itself very interesting. The teacher puts up the following chart on the blackboard:

<i>THINGS YOU KNOW</i>	<i>THINGS YOU ARE NOT SURE OF</i>	<i>THINGS YOU WOULD LIKE TO KNOW</i>

He then asks the students to tell him things that they know about Eskimos, and writes up a few of these in note form.

He does the same with the other two columns. It is arguable that he might do this in the students' own language with a low level monolingual class. This is the lead-in stage.

At the end of this procedure he will have a number of 'facts' that the students either 'know', are not sure of, or want to know.

He now asks the students to read the following text as quickly as possible: their only task is to confirm (or not) the information written up on the blackboard

Eskimos live in the Polar areas between latitude 66° N and the North Pole. There are Eskimos in Northern Canada, Greenland and Siberia.

This means that they are the only people who have their origins both in the Old World (Europe and Asia) and in the New World (America).

It is difficult to make an accurate estimate but there are probably about 50,000 Eskimos. Eskimos are not usually tall but they have powerful legs and shoulders. They have a yellowish skin and straight, black hair. Eskimos have a common language and can understand members of another group although they may come from many thousands of miles away. The most important unit in Eskimo society is the family. Marriage is by mutual consent: the Eskimos do not have a special marriage ceremony.

In the Eskimo community, the most important people are the older men. They control the affairs of the group. The economic system of the Eskimo communities works like a commune: they share almost everything.

Eskimos live by hunting, fishing and trapping. When they go to hunt seals, they sail in *kayaks* (light boats made from skins) and when they hunt animals, they travel across the ice in sleds pulled by teams of dogs. The Eskimo snow house (called an *igloo*) is very well known, but, in fact, Eskimos usually live in houses made of wood and turf. When they are not hunting and working, Eskimos like to carve: they use ivory and wood and they often make very beautiful objects.

When the students have done this the teacher leads them through the points on the blackboard again and asks the students whether the text confirmed what they knew, told them things they were not sure of and wanted to know or indeed disagreed with things they knew. This is the T directs feedback stage.

- ◆ For the text-related task students can work in pairs where one member of the pair is a British television reporter, and the other an Eskimo. The reporter is making a programme about the life of the Eskimos and is therefore asking questions about how they live, etc. The students playing the role of the Eskimo will get their information from the text they have just read.

The 'reading to confirm expectations' technique is highly motivating and successful since it interests students, creates expectations and gives them a purpose for reading.

- ◆ Give your learners time to think about the topic they read
- ◆ Get them to brain-storm first vocabulary, then ideas related to the theme.
- ◆ Ask your learners to discuss the answers to pre-set questions before they read.
- ◆ Get them to speculate about content before they start reading.

Task 1:

Examples taken from THE NEW AND ME

No 4; Unit 1

The following words are from a story „Going walkabout“.

Look at the words in pairs and, with your partner, try to guess what the story is about.

AT LUNCHTIME – A STORY OF LOVE by Roger McGough

Pairs write answer **before** they see the test.

- 1) Why did the bus stop suddenly?
- 2) Why did the young lady at first resist making love on the bus?
- 3) When did she stop resisting?
- 4) Why did the other people start making love too?
- 5) What did the bus conductor and driver do?
- 6) Why was everybody embarrassed?
- 7) How did they forget their embarrassment?
- 8) Why was the world so surprised?

When the bus stopped suddenly to avoid damaging a mother and child in the road, the young lady in the green hat sitting opposite was thrown across me, and not being one to miss an opportunity I started to make love with all my body.

At first she resisted saying that it was too early in the morning and too soon after breakfast and that anyway she found me repulsive. But when I explained that this being a nuclear age, the world was going to an end at lunchtime, she took off her green hat, put her bus ticket in her pocket and joined in the exercise.

The bus people, and there were many of them, were shocked and surprised and amused and annoyed, but when the word got around that the world was coming to an end at lunchtime, they put their pride in their pockets with their bus tickets and made love one with the other. And even the bus conductor, being over, climbed into the cab and struck up some sort of relationship with the driver.

That night, on the bus coming home, we were all a little embarrassed, especially me and the young lady in the green hat, and we all started to say in different ways how nasty and foolish we had been. But then, always having been a bit of a lad, I stood up and said it was a pity that the world didn't nearly end every lunchtime and that we could always pretend. And then it happened...

Quick as a crash we all changed partners and soon the bus was a quiver with white moth ball bodies doing naughty things.

And the next day

And every day

In every bus

In every street

In every town

In every country

People pretended that the world was coming to an end at lunchtime. It still hasn't. Although in a way it has.

RECOMMENDATIONS

- 1) Make sure your students get a lot of successful reading experience: through encouraging them to choose their own simplified readers, for example, and giving them time to read them.
- 2) Make sure that most of the vocabulary in reading texts is familiar to your students, and that words that are unknown can be either easily guessed or safely ignored.
- 3) Give interesting tasks before asking learners to read, so that they have a clear purpose and motivating challenge. Or use texts that are interesting enough to provide their own motivation.
- 4) Make sure that the tasks encourage selective, intelligent reading for the main meaning, and do not just test understanding of trivial details.
- 5) Allow, and even encourage, students to manage without understanding every word: by the use of scanning tasks, for example, that require them to focus on limited items of information.
- 6) Provide as wide a variety of texts and tasks as you can, to give learners practice in different kinds of reading.

Ideas for reading activities

1. Pre-question.

A general question is given before reading, asking the learners to find out a piece of information central to the understanding of the text.

2. Do-it-yourself questions.

Learners compose and answer their own questions.

3. Provide a title.

Learners suggest a title if none was given originally; or an alternative, if there was.

4. Summarize.

Learners summarize the content in a sentence or two. This may also be done in the mother tongue.

5. Continue.

The text is a story; learners suggest what might happen next.

6. Preface.

The text is a story; learners suggest what might have happened before.

7. Gapped text.

Towards the end of the text, four or five gaps are left that can only be filled in if the text has been understood. Note that this is different from the conventional cloze test (a text with regular gaps throughout) which tests grammatical and lexical accuracy and actually discourages purposeful, fluent reading.

8. Mistakes in the text.

The text has, towards the end, occasional mistakes (wrong words; or intrusive ones; or omissions). Learners are told in advance how many mistakes to look for.

9. Comparison.

There are two texts on a similar topic; learners note points of similarity or difference of content.

10. Responding.

The text is a letter or a provocative article; learners discuss how they would respond, or write an answer.

11. Re-presentation of content.

The text gives information or tells a story; learners re-present its content through a different graphic medium.

For example:

- a drawing that illustrates the text
- colouring
- marking a map
- lists of events or items described in the text
- a diagram (such as a grid or flow chart) indicating relationships between items, characters or events.

EFFICIENT AND INEFFICIENT READING

	<i>Efficient</i>	<i>Inefficient</i>
1. Language	The language of the text is comprehensible to the learners.	The language of the text is too difficult.
2. Content	The content of the text is accessible to the learners; they know enough about it to be able to apply their own background knowledge.	The text is too difficult in the sense that the content is too far removed from the knowledge and experience of the learners.
3. Speed	The reading progresses fairly fast: mainly because the reader has 'automatized' recognition of common combinations, and does not waste time working out each word or group of words anew.	The reading is slow: the reader does not have a large "vocabulary" of automatically recognized items.
4. Attention	The reader concentrates on the significant bits, and skims the rest; may even skip parts he or she knows to be insignificant.	The reader pays the same amount of attention to all parts of the text.
5. Incomprehensible vocabulary	The reader takes incomprehensible vocabulary in his or her stride: guesses its meaning from the surrounding text, or ignores it and manages without; uses a dictionary only when these strategies are insufficient.	The reader cannot tolerate incomprehensible vocabulary items: stops to look every one up in a dictionary, and/or feels discouraged from trying to comprehend the text as a whole.
6. Prediction	The reader thinks ahead, hypothesizes, predicts.	The reader does not think ahead, deals with the text as it comes.
7. Background Information	The reader has and uses background information to help understand the text.	The reader does not have or use background information.
8. Motivation	The reader is motivated to read: by interesting content or a challenging task.	The reader has no particular interest in reading.
9. Purpose	The reader is aware of a clear purpose in reading: for example, to find out something, to get pleasure.	The reader has no clear purpose other than to obey the teacher's instruction.
10. Strategies	The reader uses different strategies for different kinds of reading.	The reader uses the same strategy for all texts.

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taken from: Penny Ur: A course in language teaching 1996