A genre-based reading process in English as a foreign language reading instruction

Hae-Lim Yoon

Follow this and additional works at: https://scholarworks.lib.csusb.edu/etd-project

Part of the Education Commons, and the First and Second Language Acquisition Commons

Recommended Citation

https://scholarworks.lib.csusb.edu/etd-project/1360

This Project is brought to you for free and open access by the John M. Pfau Library at CSUSB ScholarWorks. It has been accepted for inclusion in Theses Digitization Project by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.
A GENRE-BASED READING PROCESS
IN ENGLISH AS A FOREIGN LANGUAGE READING INSTRUCTION

A Project
Presented to the
Faculty of
California State University,
San Bernardino

by
Hae-Lim Yoon
June 1998

Approved by:

Lynne Diaz-Rico, First Reader
Educational Psychology and Counseling

Ron Chen, Second Reader
English

June 10, 1998
ABSTRACT

With a widespread need for the educated in Korea to be incorporated into the global society, the importance of English education is amplified. Among the four modes of language instruction (reading, writing, listening, and speaking), reading instruction has occupied a fundamental position. However, reading instruction has not changed or improved significantly despite recent efforts to reform the teaching of English. There has been an emphasis on grammatical knowledge for the purpose of translation, rather than reading to seek meaning. As a result, the long-term goal of language instruction as a language art disappears, and only a short-term goal that emphasizes achievement in tests and translation remains.

In this project, not only the short-term goals of test emphasis and translation but also the long-term goal of contextual understanding is used to achieve reading comprehension, primarily by implementing a genre-based reading process model. This model aims at changing reading instruction by building a new conception of the reading process.

This project contains five chapters. The first chapter, the introduction, provides a background for the project. The second chapter, the literature review, explores the theoretical concepts for this project. The third chapter, a model of the reading process, suggests a theoretical framework for implementation of the model within the curriculum. The fourth chapter, the curriculum design, introduces a curriculum consonant with the model. The fifth chapter, the
assessment, describes a way to evaluate the effectiveness of the instruction. Finally, a teaching unit in the Appendix incorporates the model into teaching methodology.
ACKNOWLEDGEMENT

Not only the long path of wandering towards the final doorstep but constant encouragement and advice have been present for me during the project. All thanks should go the people who have contributed to the birth. I would like to dedicate this precious creature to Dr. Lynne Diaz-Rico, not only for her patient instruction but for her educational lesson, that everything valuable needs one's affection towards it and hard work to make it worthwhile; to my fellows, especially, Jong-won Kim, Seoung-hoon Han, Masako Hayashikawa, and my special colleague Karen Rosenblum-Cale and her husband Vladimir Cale for their encouragement during the long journey of this project; to Vanessa “Peeks” Jong, Jenny M López, Monica “Goni” López, and Yusuf Singleton for their prayers and patience towards me; to my parents for their prayers, love, and patience waiting for me; and to all the people who have prayed for me.
# Table of Contents

**Abstract** .................................................. iii

**Acknowledgements** ........................................ v

**List of Tables** ............................................ x

**List of Figures** ........................................... xi

**Chapter One: Introduction** ................................. 1

- Reading in English as a Foreign Language in Korea ........ 1
  - Little Use of Referential Reading Process Models .......... 2
  - Little Awareness of Background Knowledge ................. 3
    in Reading Instruction ...................................... 3
  - Overemphasis on the Components of Language ............. 4
  - Lack of Genre Variety in Teaching Reading ............... 4
  - Lack of Training Strategies ............................... 5
  - Lack of Critical/Creative Reading ....................... 5

- A Model of the Reading Process ............................ 6

- Target Level .................................................. 6

- The Content of the Project ................................ 7

- The Significance of the Project ............................ 8

**Chapter Two: Review of Literature** ....................... 9

- The Reading Process ........................................ 9
  - Bottom-up Approach ....................................... 11
  - Top-down Approach ..................................... 12
LIST OF TABLES

Table 1. Curriculum design. ........................................... 57
LIST OF FIGURES

Figure 1. Coady’s Model of the ESL Reader . . . . . . . . . . . . . . . . . . 17
Figure 2. Major Aspects of Thinking in Comprehension . . . . . . . . . . . . 43
Figure 3. The Critical Thinking Process . . . . . . . . . . . . . . . . . . . 44
Figure 4. A Constructivist Model of the Genre-base Reading Process . . . 50
CHAPTER ONE: INTRODUCTION

Reading in English as a Foreign Language in Korea

Along with the powerful influence of the United States on political, economic and academic domains in the world, English has also gained a dominant position as a world language. English is used as an official or semi-official language in over 60 countries, and has a prominent place in additional 20 countries (Crystal, 1988, p. 358). Similarly, in Korea, the importance of English is recognized by the whole society.

In Korea, people have a great interest in education. Achieving a high level of education is the guarantee of attaining a decent life. The ticket to attaining a high level of education is to enter a reasonably prestigious university. Therefore, learning is concentrated on acquiring a high score on the National Entrance Examination in order to be accepted at a good university. The goals for English education are influenced by classroom realities; the realities are still that students must take the National Entrance Examination and attain a good score. Therefore English teaching must be compatible with the requirements of the National Entrance Examination.

English as a foreign language (EFL) is different from English as a second language (ESL); learners do not live in an English-speaking environment, therefore the use of English is for academic or technical purposes (Barnett, 1989). This results in an important implication: the basic instructional intent is to provide the minimum ability to meet those requirements, basically by acquiring
knowledge of grammar. This direction is reinforced when combined with test-centered educational demands. English is taught as knowledge; this means that grammatical rules are taught as scientific fact. English teachers in Korea teach grammar because they have been taught English with the same purpose and with the same methodology.

As a result, there has not been a significant interest in reading in the effectiveness of instruction. Reading is considered a part of testing for grammatical knowledge; otherwise, there is no means of evaluating grammatical knowledge. Instruction in reading is reduced to decoding texts. This traditional grammar-translation method results in success on decoding letters and words, and translating those into Korean, but for the most part, meaning is lost. Students may have accurate grammatical knowledge, and the ability to choose correct answers from multiple choice questions; however, when students are given reading comprehension questions, their performance decreases. And with the need for reading confined to academic and technical use, reading instruction does not involve literature. These problems prevent considering reading instruction as a language art. Following are problems that hinder new approaches in reading instruction.

Little Use of Referential Reading Process Models

Because reading in Korea has been primarily viewed as decoding letters and translating one language into another rather than for meaningful purposes, there has been no need for a good reading process model. Instructors merely
repeat methods that they have been taught. Their main goal for teaching reading is to make the students competent grammar users through reading materials, even if they neglect to teach how to get meaning from the printed page. In fact, regarding reading instruction, there is a conflict between reading for meaning and reading for the sake of grammatical knowledge. Grammar is a necessary tool to extract meaning from a text; and it should serve that end. However, because of grammatical differences between Korean and English, instructors may confuse the fundamental purpose of reading -- to seek meaning -- or to train grammatical skills.

However, if the conception of reading changes, instructors can reverse their misconceptions. If instructors understand that reading is to gain meaning from printed texts, they will think of grammar as a means toward reading comprehension, and they will seek the ways to facilitate that notion. However, they require a good model of the reading process so that they can improve reading instruction methodology.

**Little Awareness of Background Knowledge in Reading Instruction**

As long as misconceptions about the nature of reading instruction persist, there is no room for another emphasis besides grammar. As a result, rarely are teachers aware of the importance of the background knowledge that readers bring to a text. Traditionally, English reading instruction is closely attached to a bottom-up model. Rarely do English instructors imagine a top-down point of view of the reading process. The common attachment to the bottom-up model is also
responsible for the failure to engage students’ interest in reading instruction. On the contrary, if students are taught reading from a different point of view, the top-down approach, they can actively participate in the reading process using their background knowledge. This change gives students both pleasure in reading in English and more possibilities to improve their reading comprehension. Finally, it coincides with an important purpose of education; to become active and independent learners.

**Overemphasis on the Components of Language**

As said above, the focus on the components of language should contribute to unifying meaning, not separating language into small parts. If this error is pointed out, the method of teaching grammar may change as well. There would be little sense in memorizing long lists of vocabulary or grammatical rules. Rather, instructors will focus on teaching active vocabulary compatible with existing knowledge or applying grammatical rules in reading for meaning.

**Lack of Genre Variety in Teaching Reading**

Even though English is one of the language arts, that idea has hardly been accepted in the Korean educational setting. Except for English majors, English is a content class like math, science, and history. English class deals with knowledge of grammar for its own sake rather than grammar for language learning and meaning. As a result, neither instructors nor students find importance in genre characteristics in a text if textbooks offered several genres. Consequently, lessons are boring and characterized by repetitious instruction
and purpose. However, if teachers can be provided with awareness of different genres and genre-related applications, instruction will no longer be so boring, and greater effectiveness and efficiency in teaching reading can be achieved with ease.

Lack of Training Strategies

Reading strategies are not taught in the Korean English classroom. Some people even think that strategies are not orthodox; they think those are short cuts being used in a specific situation, to boost test scenes rather than as a tool for enhancing reading comprehension. As a result, students are highly dependent on teachers, dictionaries, or reference books. This is one of the reasons for students' failure to improve reading comprehension. Unless students themselves are independent readers, successful reading comprehension will be low. Students should be provided with strategies as tools for their own use whenever they need to read for meaning.

Lack of Critical/Creative Reading

Even though, traditionally, reading is considered a passive language art, it does have a transformational affect on individuals. However, this aspect has long been ignored due to the passive role of students. If a change of concept about reading comprehension occurs, naturally these aspects need to be accompanied by a more active role for readers. Critical/creative reading fosters students' motivation, because there are places for readers to do their own thinking after reading. This gives students a sense of being participants in
reading rather than being spectators. Consequently, reading instruction will be more enjoyable.

**A Model of the Reading Process**

In response to the problem that there is little dynamic understanding of the nature of reading, and consequently no satisfactory reading process model, this project tries to identify a workable model of the reading process. Based on a review of literature, the model portrays the ways that foreign students reach reading comprehension. The model views reading comprehension as involving writer, text, and reader. In addition, there are three groups of factors serving reading comprehension: language components, such as vocabulary and syntax; what readers bring to the text, such as activating background knowledge, using strategies, and aiming at critical/creative reading; and aspects of the text itself, namely, genre. Each is explained in Chapter Two. The framework of the model is presented in Chapter Three.

**Target Level**

All college level students in Korea learn English as a requirement. After that, some study English continuously because professors their majors use English books. In other majors, students do not encounter English, at least on campus. However, in reality, the interest and need to be involved in English learning never decrease. A basic requirement for the educated is to have reasonable ability in English. Therefore, whether students continue their education or get a job, entrance examinations include English. To meet
students' needs for additional tutoring, cram schools are always busy. Most of the students know that they are competent in decontextualized grammatical knowledge, but they lack application of their knowledge to reading books.

In Korea, there is a big leap in college level English complexity compared with high school English. The difficulty level of the textbooks increase radically. A basic assumption is that by using students' grammatical competence, the textbook can be understood without any extra support. Students are not taught reading strategies or how to activate their background knowledge. Suddenly, they are overwhelmed by the length and difficulty of textbooks. In addition, there are no vivid lessons in class; again, reading instruction is boring.

Teachers need to change instructional direction. Educational reform cannot happen in a day; individual efforts to address these must be made. Teachers who can manage to change at least their own classes can start reforming English instruction at that level.

The Content of the Project

This project aims at providing a theoretical framework and curriculum based on a new model of the reading process for English as a foreign language. Five chapters are included in this project.

Chapter One: The introduction explains the background of EFL instruction as well as problems encountered in Korea and presents the basic intent of the project.

Chapter Two: The review of literature discusses research relating to the
concepts established in Chapter One: reading process in general, background knowledge, language components, genre knowledge, reading strategies, and critical/creative reading.

Chapter Three: The *model of reading process* describes a new genre-based reading process model integrating all the above concepts.

Chapter Four: The *curriculum design* introduces a model of curriculum that features the new model. The curriculum design contains a unit of six lessons.

Chapter Five: The *assessment* discusses purposes and methods for assessing reading comprehension.

**The Significance of the Project**

Faced with these problems in English reading instruction in Korea, I would like to suggest a reading process model in English as a Foreign Language reading instruction. A new methodology which incorporates contemporary theory will not only contribute to improve students' performance on required tests, but also allow students to find pleasure in meaningful reading. The next chapter will discuss issues related to the reading process.
CHAPTER TWO: REVIEW OF LITERATURE

The Reading Process

In studying a foreign language, reading takes on additional importance because spoken language has little social function. People in Korea, like others around the world study English mainly through reading (Carrell, 1988a). Although research on EFL reading has been ample, there has been no single agreement on the definition of reading. Some define reading as a “thinking process”; others think of it as “the reconstruction and interpretation of meanings behind printed symbols or the process of understanding written language” or “a transaction between the reader and the text” (Roe, Stoodt, & Burns, 1998, p. 6).

In spite of the disagreements on the definition of reading, there is some agreement on the purpose of reading instruction, as “reading comprehension” (p. 6). Most people use the terms, “reading comprehension” and “reading,” as synonymous because for actual reading to occur, understanding should not break down (Roe et al., 1998). From this point of view, Roe et al. (1998) define reading comprehension as “an interactive process of meaning construction” (p. 10).

According to Barnett (1989), there is another ways to understand reading: reading as communication; as a mental process; as the reader’s active participation in the creation of meaning; as a receptive rather than as a passive skill (p. 2). Therefore reading becomes a primary language acquisition tool. For Krashen (1981), because comprehensible input is vital for language acquisition
reading is an important source of such input.

Bernhardt and James (1987) further develop the concept of comprehension. Based on previous studies, Bernhardt and James conclude that comprehension is "a process of breaking complex units and building them into representation" (p. 66). They compare the comprehension process to a puzzle because "the process of comprehension is similar to the nature of a jigsaw, trying to match pieces and sometimes forcing mismatched pieces together" (p. 66).

Like the above definition of reading, many current definitions of reading process are not entirely satisfactory because the nature of reading is complex. There is no single generally accepted definition of reading process. Also, research concerning reading processes is still being developed.

Regarding the process of reading, there are three cornerstones; the writer, the text, and the reader. The development of a conceptual framework has been dynamic and dialectical. The study of reading as a process in English as a Second/Foreign Language (ESL/EFL) has been influenced by the research on development of the first language reading process. Therefore, knowledge of the reading process in the first language provides relevant insights on the reading process during second/foreign language acquisition.

However, the context in which reading is learned in L1 often differs from that regarding L2 (Barnett, 1989). Firstly, L1 beginning readers are likely to be young (if school children) and illiterate in any language. They must be taught
decoding or increase their vocabulary through whole world recognition, if they are
to read any complex text with comprehension. Second language learners are
often highly literate and verbally adapt in their own language; it is the second
language which they do not know. Skills linked to L1 can be used to facilitate
reading in the second language, although the need to learn a new alphabet (as in
Korea) may function somewhat as a hindrance. Secondly, both second language
(SL) and foreign language (FL) readers have cultural differences that hinder
readers in their understanding of texts.

**Bottom-up Approach**

Prior to the mid-1960s, scholars agreed that the goal of reading is to
decode and comprehend the text. The reading process was described as made
up of precise steps “involving exact, detailed sequential perception and
identification of letters, word spelling patterns, and larger units” (Marzano,
Hagerty, Valencia, & DiStefano, 1987, p. 46). This perspective presents a
**bottom-up model** of the reading process. From this perspective, a text conveys
meaning through a small unit, the “word.”

Gough’s (1972) model begins with a reader’s sight of a letter. The letters
of a word are decoded systematically with string of phonemes, by serially
processing a word from left to right, and storing it in primary, short-term memory.
This kind of approach is fairly mechanical as far as the decoding process goes.
Reading comprehension is built up from small units, letters and words; only then
does the learner arrive at a unit which has meaning. There is no room for a
reader's learning style or interpretation. However, as long as the text is the primary source that the reader works with, the bottom-up decoding approach does have a function in teaching reading.

**Top-down Approach**

The psycholinguistic approach looking at reading as a "psycholinguistic guessing game" was developed by Kenneth Goodman (1967, p. 135). Goodman's approach has been called a top-down model in which the reader is viewed as an active governor over the text. The reader is said to reconstruct the writer's text through his/her own intellectual means. Goodman (1967) describes the reading process as consisting of the sequence of predicting, sampling, confirming, and correcting; and in all these stages only meaning can make the system go. He argues that readers must use their knowledge of syntax and semantics in order to be independent of the print and phonics of the text. According to Barnett (1989), second language acquisition theory takes its basic assumptions based on a psycholinguistic perspective. The reader developing comprehension in L2 makes use of knowledge and experience relating to L1 in a process known as language transfer (Gass, & Selinker, 1994). As Lado (1957) says

...Individuals tend to transfer the forms and meanings, and the distribution of forms and meanings of their native language and culture to the foreign language and culture—both productively when attempting to speak the language and to act in the culture, and receptively when attempting to
grasp and understand the language and the culture as practiced by natives. (p. 2)

**Interactive Approach**

The idea of an interactive model breaks down the hierarchical relationship between the text and the reader in which the former dictates to the latter. An interactive model also integrates the bottom-up and top-down approach to reading. In the interactive model, the goal of reading is a reconstruction of text characteristics through the use of reader characteristics. Furthermore, the interactive model emphasizes the importance of the background knowledge which the reader brings to reading. This background knowledge plays a major role in reading comprehension. Anderson and Pearson apply a schema-theoretic view of mental process (1984). According to Barnett (1989), the essence of this model is a reconstruction by readers of a text through the use of their background knowledge.

The interactive model has made a large impact on second language reading theory. The reader is seen as having an active role in the reading process, drawing upon previous knowledge to extract meaning from the text. This theory has drawn attention to the role of learner strategies in the reading process (Barnett, 1989).

In early work in ESL reading, the bottom-up view of the reading process prevailed. Therefore, reading meant mainly decoding of words to many foreign learners. However, due to questions raised by the psycholinguistic point of view,
ESL/EFL reading specialists have turned to looking at the learner's active participation in the reading process. Recently researchers have emphasized that the bottom-up view and top-down view can be interactively synthesized in efficient and effective L2 reading (Rumelhart, 1977, 1980; Sanford, & Garrod, 1981; van Dijk, & Kintsch, 1983; Carrell, & Eisterhold, 1983; Carrell, 1988b). Once the alphabet and basic grammar structures have been mastered, the students can begin to read for comprehension. Foreign language learners, however, have a certain cultural distance from a social-language text which may inhibit meaning-extraction or meaning-construction.

**Constructivist Model**

According to Roe et al. (1998), the focal activity of the constructivist perspective is gathering and gaining information. Therefore, meaning is produced initially by writers and finally by readers. For readers, reading is an interactive process. Readers use reading skills and strategies and schemata to interact with a text. In attaining reading comprehension, readers use their cognitive and metacognitive abilities.

Bernhardt (1991) developed the concept of the importance of background knowledge in a second language setting. She approached the definition of reading from both a cognitive and social perspective. She argues that the role of the text is to provide readers with data which is rebuilt through a process of active text construction. In her point of view, readers rebuilding textual meaning through a process of active construction are acting similarly to a problem-solving
computer. But humans have cognitive skills that computers lack. For Bernhardt, (1991) background knowledge is socially and culturally governed. Therefore, even people in the same society may produce a different construction of a textbook owing to their socially established value system or sociopolitical choice.

Bernhardt's (1991) model, like the interactive model, integrates the bottom-up and top-down model. A text-driven operation includes word recognition and syntax. A knowledge-driven operation incorporates local-level knowledge, domain-specific knowledge, and culture-specific knowledge. Bernhardt (1991) contends that the text is an input where the message is shaped by the knowledge selected by a reader in the process of reading. Words and syntactic features interact with the reader's prior knowledge of the text, linking these elements together. The reader then constructs meaning through the use of metacognitive strategies. Bottom-up and top-down approaches work together, influencing, supplementing, and supporting each other. As a result, a model of the reading process is enlarged (Bernhardt, 1991). Diaz-Rico and Weed (1995) also summarize constructivist view of reading. They point out reading is the "construction of meaning" (p. 98), which goes beyond merely decoding text. Also, meaning depends on readers; prior knowledge, linguistic ability and experience should be combined together. Therefore, reading no longer means the narrow act of reading itself.

Bernhardt’s (1986) version of the constructivist model features six components. Text-based components include word recognition,
phonemic/graphic decoding, and syntactic feature recognition. **Extra-text-based components** include; intratextual perception, prior knowledge, and metacognition. The model is circular and interactive with one or a combination of components influencing one or a combination of other components, with impossibility of determining which one goes first. It may be useful to look at other research which has been done utilizing the concepts raised in Bernhardt's work or their approximate equivalent. Those to be considered are background knowledge and language components (vocabulary and syntax). Later I will look at aspects of the question that Bernhardt does not treat, namely, genre, reading strategies, and critical and creative reading.

**Background Knowledge**

In orthodox communication theory, it is assumed that a recipient can fully receive a message sent by a sender if no noise distortion interferes. However, a message is always somewhat transformed by the recipient's participation in the acceptance of and process of the message. How much "knowledge" the recipient brings to and interprets into discourse determines the difference between the original message and the received message (Weaver, 1988).

Researchers who hold that readers play a large part in the reading process also place an emphasis on readers' before-reading preparation. Readers already have their own existing knowledge, or background knowledge, particularly, in relation to and organized by L1.

Goodman (Gollasch, 1982) argues in reading the reader picks and
chooses from the information available in order to isolate or predict a language structure which is decodable. It is a process in selective perception. Goodman (Gollasch, 1982) considers background knowledge to include not only what is known and experienced but also the readers’ previously developed conceptual scales. Coady (1979) treats conceptual abilities as separate and interactive with background knowledge as more narrowly defined (see Figure 1). In Coady’s model of the EFL/ESL reader, reading comprehension is the result of the interaction among background knowledge, conceptual abilities, and process strategies. To Coady, conceptual ability consists of general intellectual knowledge, and background knowledge refers to cultural awareness.

![Figure 1. Coady’s Model of the ESL Reader (Carrell, 1979, p. 7)](image)

Coady suggests that background knowledge is able to compensate for whatever syntactic deficiencies readers may have.

The role of background knowledge related to language comprehension has been formed as schema theory (Bartlett, 1932; Rumelhart, & Ortony, 1977; Rumelhart, 1980). Schema theory stresses the importance of background knowledge in interaction. Schemes or schema consist of “familiar arrangements
of familiar elements” and may be activated by prompts sighted in the text (Smith, 1988, p. 14). In schema theory the fundamental tenets that a text itself, either spoken or written, carries meaning dramatically changes; a text only guides listeners or readers to retrieve or construct meaning with their acquired knowledge (Carrell, & Eisterhold, 1983). Anderson and Pearson (1984) hold that schemata are “knowledge already stored in memory” (p. 255). They continue to explain that the already stored knowledge contributes to build readers’ understanding of a material. Therefore, if there is any mismatch with a reader’s schemata, the material is either comprehended differently or ignored, or the schemata are revised to match new facts. Researchers have proved wide range of schemata; content schemata, formal schemata, and culturally specific schemata.

According to Carrell (1983), content schemata are background knowledge about the context or topic of a text. Thus readers who have appropriate background knowledge about the reading passage understand and recall easier than others with less background knowledge (Barnett, 1989). Johnson (1981) has shown that ESL readers better recall a text on a familiar topic than an unfamiliar one. Hudson (1982) reports inducing content schemata through pre-reading activities facilitate comprehension.

However, researchers conclude that content schemata are interwoven with cultural specific background knowledge (Barnett, 1989). Because readers already possess their own cultural perspective, they may mistranslate or
misinterprete an unfamiliar cultural content (Bernhardt, 1986; Johnson, 1981; Parry, 1987; Steffensen, Joag-Dev, & Anderson, 1979). Rivers (1968) believes that the main problem in foreign language learning is differences in values and attitudes. For her, cultural-specific values can be significant factors in comprehension. Thus reading problem of L2 readers lies in whether readers can “project appropriate schemata” (Hudson, 1982, p.9). Therefore, Robinett (1978) suggests that teachers provide specific background experience to facilitate reading.

Bernhardt (1991) develops culturally specific concepts in one society, discussing reading as a social process, “the part of a process of cultural transmissions, enculturation, and socialization” (p. 9). Even in one society, the readers' background knowledge would differ according to their belief systems, values, and so on.

Formal schemata are “background knowledge of the formal, rhetorical organizational structures of different types of texts (Carrelle, 1983, p. 560). Readers' ability to arrange text information in memory is affected by their ability to recognize textual organization and to create expectations (Barnett, 1989). Studies show that L2 reading comprehension is significantly improved when rhetorical structure is trained and recognized (Carrell, 1985, 1987, 1988a, 1988b).

Carrell & Eisterhold (1983) integrate the concept of background knowledge into schema theory. From the information processing point of view,
Carrell and Eisterhold (1983) divide background knowledge into data-driven (bottom-up information process) and conceptually driven (top-down information processing). They argue that data-driven schema and conceptually driven schema work simultaneously. For them, both are key to the reading process. Data-driven schemata arrange input in an orderly fashion, and then conceptually driven schemata facilitate its assimilation. A reader's ability to comprehend a text means that data-driven schemata and conceptually driven schemata are compatible at the same moment. Thus, if a mismatch occurs between data-driven and conceptually driven schemata, the reader is forced to reform the interpretation in such a way that the two components are compatible with each other.

Furthermore, Carrell (1983) names two schemata from another perspective, formal and content schemata, and illustrates elements of both. Background knowledge of the formal, rhetorical organizational structure of different types of texts comprises formal schemata, and background knowledge of the content area of texts comprises content schemata. As will be indicated, in the discussion of reading comprehension strategies, background knowledge can be utilized by students when prereading texts.

**Language Components**

L2 readers need to have some language proficiency to activate relevant schemata. Thus, the failure to access appropriate schemata may result from deficiencies in language processing skills (Carrell, & Eisterhold, 1983).
Language component research to be reviewed consists of vocabulary and syntax (grammar). Both these elements are privileged in EFL language instruction in Korea. In the West, researchers have devoted much effort to attempting to isolate the compact of these elements on the reading process.

**Vocabulary**

Yorio (1972) who emphasizes the importance of vocabulary in the EFL reading process. His research reveals that foreign students consider vocabulary their most serious handicap in reading English. Yorio (1972) proclaims that in order to process a text using psycholinguistic ability, readers must have language proficiency. For example, in the case of native speakers, they must employ their cognitive skills in anticipating the text. However, in EFL, the situation is different. EFL learners have two disadvantages, their imperfect knowledge of the language and the continuous interference from L1 in learning L2. Yorio (1972) argues that compared with vocabulary, grammatical structures can be mastered almost in the same way as in L1 because of the systematic nature of language. Yorio states that grammatical structures can be mastered at least at the recognition level. However, vocabulary is learned with more difficulty due to the fact that L2 lexical systems are often different from the learners' native language. Thus, Yorio (1972) insists that in foreign language reading the role of exposure to vocabulary cannot be underestimated. Vocabulary in foreign language learning remains essential to comprehension.

Carrell views the importance of vocabulary learning in schema-theoretic
perspective. Carrell (1984) argues that teaching vocabulary is an important part of imparting background knowledge. On the other hand, teaching vocabulary means teaching new conceptual knowledge because “knowledge of vocabulary entails knowledge of the schemata in which the concept participates, knowledge of the networks in which that word participates, as well as any associated words and concepts” (p. 335). As an effective method, vocabulary teaching should integrate with students’ prior knowledge and ongoing pre-reading activities intended to build up background knowledge (Carrell, 1984).

However, Carrell (1984) indicates that a simple listing of words or teaching words in context does not guarantee that students will bridge the gap between already possessed concepts and new concepts. She explains the difficulties involved in learning vocabulary. According to Schank (1982), the reason why first language reading instruction is more effective is that readers already have oral-aural vocabularies, so readers only need to exercise their word recognition skills. On the contrary, second language learners do not have the benefit of word recognition, thus causing second language learners to stumble over new vocabulary and to have difficulty in acquiring new concepts.

Also, Carrell (1984) continues to argue that vocabulary acquisition does not happen in a single reading encounter regardless of contextual richness. Instead, the meaning of a word is assimilated by usage. As a result, she emphasizes that after learning new vocabulary in context, learners should immediately repeat and orally use the newly learned words.
Bernhardt (1991) mainly focused on eye movement as a means of determining ease of comprehension. She found that nonnative readers’ eyes fix more densely over a simple text than native readers’. She holds that the word recognition procession might vary depending on the task, the readers’ experience, and skill. She discusses that proficient readers’ processing of text is rapid and automatic.

Bernhardt (1991) also indicates that whether readers share the same orthographic system or not is important in acquiring comprehension. Second language readers who share the same orthographic system have advantages in the language learning process. Sacco (1987) reveals that English readers with no instruction in French showed decoding ability in distinguishing words and nonwords, which implied that they had the capability to distinguish spelling patterns. However, readers who do not share an orthographic system develop sensitivity to spelling patterns only after they can distinguish letters (Bernhardt, 1991).

Bernhardt (1987), however, notes that a second language reader can recognize words without knowing what they mean. A second language reader has to constantly re-learn individual words. In addition, word meaning is also perceived through a readers’ own socio-cultural frame. Bernhardt (1987) shows that native speakers may make widely different word interpretations using their socio-cultural background knowledge which may be differ from that of the writer’s. In her (1987) observation, even though a college student explicated
Ezra Pound's poem with logical consistency from the beginning to the end, the explication of the poem was misguided because the reader did not share the same understanding of the word, "Metro" compared to writer's perspective.

Phillips (1975) shows broad understanding of the nature of vocabulary learning. Based on Phillips's view of reading as a problem-solving process, her conclusion is that students need to know the parts of speech to which each word belongs. She suggests three word-related skills that students should use to achieve reading comprehension: (1) categorizing words grammatically, (2) recognizing cognates, and (3) recognizing root words. Phillips (1975) insists that by using these three skills, students can increase their ability to guess the meaning of words.

Traditionally, foreign language instruction has emphasized memorizing vocabulary because teachers thought students who did not have sufficient vocabulary would have difficulties in reading for comprehension (Cates, & Swaffar, 1979). However, the ability to puzzle out vocabulary does not mean that readers automatically comprehend a text.

Syntax

Barnett (1989) discusses the importance of syntax in reading comprehension. Because syntax can determine the unique meaning of the word in a sentence, it is helpful for readers to guess the meaning of the words within their particular grammatical function. Similarly, Goodman (1967) views the function of syntax as a tool for gaining meaning.
Adams (1980) argues that unlike listening, syntactic features are very important in reading comprehension. Whereas listeners do not heavily depend on syntactic structure (because in spoken sentences there are more prosodic cues), the syntactic structure of written language gives important clues to readers without prosodic cues. Adams (1980) asserts that syntax is “the primary means by which readers can specify the intended relation among words. Thus, syntax subserves communication not only by clarifying the referents of the words but also by defining new relationships among them” (p. 18). Therefore, in acquiring linguistic competence, syntactic competence has a crucial importance. Huggins and Adams (1980) synthesize findings from previous studies to point out that “syntax is a set of tools for readers to solve the complexity and compactness of messages, and syntactic competence can show how readers can perceive and gauge readers’ level of understanding” (p. 87).

Weaver’s (1977) study shows the importance of the syntactic role. The study examined third grade readers. Weaver provided students with series of individual tutorials on solving sentence anagrams. First, the children were asked to point out phrases and clauses from the scrambled words, and then they were asked to arrange them into relevant and complete sentences. Particularly, the children were directed to find verbs first and then ask themselves why they chose them. This procedure helped children to be aware of word order, different parts of speech, and syntactical structure. After training procedures, the children developed their ability in determining sentence structures and improved their
performance on several other reading comprehension tests. Additionally, their memory abilities also improved. Therefore Adams (1980) concludes that for readers to have reasonable comprehension and memory, they should possess “the necessary competence to organize” (p. 23).

Rivers (1971) insists on the importance of recognizing whether the sentence is a question, negation, coordination, or subordination. Thus, Rivers concedes that not every grammatical feature of a language is equally important. Similarly, Wilson (1973) suggests that when readers recognize sentence-level functions early, their reading comprehension will be enhanced. Also, Berman (1975) finds that global grammar features, such as nominalization, reduced relative clauses, pronominal reference, sentence connectors, “whether…or” constructions, negation, and using punctuation for clues to clause organization, are the most important things in reading comprehension. For Troyka (1993) analyzing clause relationships helps the reader comprehend meaning and acquire vocabulary. Although language components play a meaningful role in language acquisition as discussed, unless these are considered as one of co-constructors in building meaning, these lose their significance in reading comprehension.

**Genre Knowledge**

Genre has raised a great interest in developing L1 and L2 instruction past two decades (Hyon, 1996). A genre is “a distinctive category of discourse of any type” (p. 33). For Swales (1990)
A genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community, and thereby constitute the rationale for the genre. Exemplars of a genre exhibit various patterns of similarity in terms of structure, style, content, and intended audience. (p. 58)

Discourse

Many researchers (Perelman, & Olbrechts-Tyteca, 1969; Kuhn, 1970; Fish, 1980; Rorty, 1979; Geertz, 1983) view discourse a social perspective regardless of their fields of inquiry. For them, discourse is defined in a certain community that has specific conventions. Accordingly, a group's language use forms social behavior.

Whereas a speech community shares only linguistic forms, regulative rules, and cultural concepts, a discourse community has several features: broadly agreed common public goals; intercommunicative mechanisms among its members; participatory mechanisms to supply information and feedback; to promote its aims, possession of at least one genre with specific lexis; and a minimal membership with discourse expertise (Swales, 1990).

Scherzer (1987) indicates that Bakhtin's study of utterance is relevant to the field of pragmatics or discourse. According to Bakhtin (1986), "speech can exist in reality only in the form of concrete utterances of individual speaking people, speech subjects. Speech is always cast in the form of an utterance
belonging to a particular speaking subjects, and outside this form, it cannot exist” (p. 71). These speakers are members of a discourse communities.

According to Holquist and Emerson (1981) Bakhtin's notion of utterance is innately related to that of voice, or “the speaking personality, the speaking consciousness” (p. 434). Bakhtin's emphasis is on voice. According to Wertsch (1991), Bakhtin maintains “an utterance reflects not only the voice producing it but also the voices to which it is addressed” (p. 53). Bakhtin (1981) held a dialogical orientation of discourse. One voice can speak several social languages, depending on the context. Bakhtin (1981) perceived that it is not until one speaker's concrete utterances came into contact with, or “interanimated,” the utterance of another that “primordial dialogism of discourse” was to be found (p. 275). Bakhtin looked at this primordial dialogism of discourse as the elaboration of a social language. For Bakhtin, a social language is “a discourse peculiar to a specific stratum of society (professional, age group, etc.) within a given social system at a given time” (Holquiest, & Emerson, 1981, p. 430). Thus Bakhtin (1986) points out that an individual's language use takes place within and depending upon social context.

…the single utterance, with all its individuality and creativity, can in no way be regarded as a completely free combination of forms of language, as is supposed as a purely individual act. (p. 81)

In Bakhtin's (1981) view, whenever a speaker invokes a language, it is a social language; what the speaker's individual voice can say is shaped by this
social language. Thus Bakhtin (1981) does not think there is a language unrelated to the social context in which it evolves and is used.

In second language acquisition, learners develop discourse domains, similar to but not necessarily the same as those in the native language (Selinker, & Douglas, 1985). Selinker and Douglas (1985) define that discourse domain as "an internally-created context, within which...Interlanguage structures are created differentially" (p. 190). Discourses are created in areas of importance to the users as well as from their life experiences.

The Concept of Genre

According to Couture (1986), "genres specify the conditions for beginning, continuing, and ending a text" (p. 82). Several writers emphasize genre as an expression and constituent of culture. For Martin and Rothery (1986), genre is "the staged purposeful social processes through which a culture is realized in a language" (p. 243). According to Miller (1984), "genre serves as the substance of forms at higher levels; as recurrent patterns of language use, genres help constitute the substance of our cultural life." "A genre is a rhetorical means for mediating private intentions and social existence; it motivates by connecting the private with the public, the singular with the recurrent" (p. 37).

Genre can be oral, written, or both. Goodson (1994) argues that genre is a shared language convention in a certain discourse community. Pappas and Pettegrew (1998) distinguish the differences between written genres and oral genres. While oral texts have dialogic construction in which speakers and
listeners can interact, to co-construct meaning, in written genres, because readers and writers are at some distance, the text must include more information supplied by the writer in order to be understood.

Bakhtin (1986) focused on the term “speech genre”:

...a speech genre is not a form of language, but a typical form of utterance; the genre also includes a certain typical kind of expression that inheres in it. In a genre the word acquires a particular typical expression. Genres correspond to typical situations of speech communication, typical themes, and consequently, also to particular contacts between the meanings of words and actual concrete reality under certain typical circumstances. (p. 87)

Examples are military commands; greetings, farewells and congratulations; salon and table conversations; conversations among friends and everyday conversations (Wertsch, 1991, p. 60). For Philips (1987),

...speech genres are “first, often names or lexicalized forms of speech within the [national] language used by members of the cultures studied, so that the claim that they exist as distinct forms of speech in the minds of the people being studied can be warranted. Examples of such in English include speeches, stories, songs, and prayers. The speech which constitutes them is typically routinized and predictable, and also contiguous and bounded by framing devices. These qualities allow the researchers to determine when they begin and end, so that a naturally
occurring unit of activity for study may be identified. (p. 26)

Smith (1988) holds that if readers understand various written genres, they can pull out "multiplexed, layered, interwoven predictions that operate at all levels of the text." Therefore, readers can anticipate what they may confront in the texts. The New London Group (1996) argues a need for a new approach to literacy pedagogy that enables learners to expose the increasing cultural and linguistic diversity in the world. They suppose that genre-based teaching gives students two benefits that allow learners to "immerse in experience and the utilization of...discourses." The first is that students can be introduced to various kinds of written genres. Secondly, students can have a "systematic, analytic, and conscious understanding" of literacy (p. 88). Different modes of meaning contained within the different written genres need to be realized. Goodson (1994) argues that students need the opportunity to read authentic materials from as many different discourse communities as possible. Different genre-based reading instruction can serve this need.

Diaz-Rico and Weed (1995) suggest that readers need to be exposed to a variety of genres because different genres have different purposes and audiences, specific characteristics and discourse type in a specific context. Genre-based teaching enables students to enrich their knowledge of English text. According to Hammond (1987), genre-base teaching emphasizes the function and the meaning of language in context. Moreover, Hewing and Henderson (1987) and Hyon (1995) report that genre instruction on students' understanding
of text structure has positive effect. Bhatia (1993, p. 157) asserts that “a genre-based flexible language curriculum can facilitate language learning within, across and beyond the confines of a curriculum, which will allow more freedom to the participants in the teaching and learning process.” A variety of genres can also motivate a language learner’s interest. One of the ways that stimulates language learner’s motivation is teaching literature.

Diaz-Rico and Weed (1995) argue for the merits of literature in reading instruction. Because literature contains rich cultural features and “genuine samples of English prose” (p. 100), literature teaching leads students to have a deeper understanding of English-speaking environments as well as improvement of language acquisition. Thus, Marquardt (1969) held that reading instruction should focus on literature because target culture is expressed in various ways in literature.

In addition, literature allows learners to personally involve in language learning process because learners shift their attention “beyond the more mechanical aspects of the foreign language system” (Collie, & Slater, 1987, p. 5). Heath (1996) asserts that the wider range of genres as literature may allow a potential for a reader to influence beyond English classrooms and schools. Heath adds that “poetry and short stories allow for dialogue, interior monologue, stories, and description, but arguments, editorials, biography, history, and sets of directions naturally call for explanation, comparative analysis, and narratives of events and places as well as of people” (p. 776). Heath (1996) views literature-
based instruction also covers cultural difference. Learners of English may be more familiar with such genres as poetry, autobiography, or short stories than they are with many institutional genres, because not all social groups in cultures around the world value argument, explicit explanation, the giving of directions, or comparative analysis (Heath, 1996).

Rarely has there been an awareness of a genre-based approach in English reading instruction in Korea. However, a genre-based approach implies that by being exposed to various genres, learners can experience different discourse and appropriate conventions being used, and finally these genres gradually enhance learners’ language acquisition.

**Reading Strategies**

After the psycholinguistic view of the reading process gained attention, a new focus on strategies arose. Duffy (1993) defines reading strategies as “plans for solving problems encountered while constructing meaning” (1993, p. 232). Roe et al. (1998) define strategies as the use of flexible and adaptable reading skills at any stage of the reading process. They add that strategic readers have skills which go beyond word-decoding. These skills permit readers fluency in reading, which results in proper and thoughtful meaning construction. Therefore readers should employ strategies to enhance their comprehension. Cates and Swaffer (1979) say that “reading for comprehension is a reasonable objective when learners know strategies for prediction and inference; strategies that capitalize on the built-in features of textual redundancy” (p. 5). According to
Laufer-Dvorkin (1981) reading comprehension is an interaction between reading strategies and language proficiency in a foreign language. Goodman (Gollasch, 1982, p. 66) argues that “reading requires not so much skill as strategies that make it possible to select the most productive cues.” As he describes,

...readers develop prediction strategies to get to the underlying grammatical structure and to anticipate what they are likely to find in the print. They develop confirmation strategies to check on the validity of their predictions. And they have correction strategies to use when their predictions do not work out and they need to reprocess the graphic, syntactic and semantic cues to get to the meaning. (p. 98)

Janzen (1996) adds that reading strategies improve students' performance of comprehension and recall tests.

There are a variety of strategies necessary for comprehension. As a result, strategic readers know when and how to use various strategies in different kinds of reading contexts (Roe et al., 1998). Palincsar and Brown (1984) recommend that teachers teach students to use not only their own, but various alternative comprehension strategies. Strategies should be used throughout the reading process; the goal of this type of instruction is to enhance students' independent use of strategies (Roe et al., 1998).

Strategies to be discussed are pre-reading, while reading, metacognitive strategies, and post-reading.
Pre-reading

Barnett (1998) argues that foreign language learners fail to bring their prior knowledge about the source, title, or subject matter to the reading of a text because they deal with unfamiliar language codes. However, considering that people usually read for a specific purpose, teachers should adopt pre-reading strategies in foreign language teaching. According to Snyder, Long, Kealey, & Marckel (1987), in the pre-reading stage, readers activate their motivation to read as well as their background knowledge. The teacher's use of a variety of strategies enables readers to maintain interest and to experience the reading in richer ways. McWhoter (1995) describes the effectiveness of pre-reading as the following:

…it helps readers get interested in what they read; it activates readers' thinking in advance; through pre-reading, because readers get familiar with the material, the reading material gets to be easy; pre-reading provides readers with a mental outline of the text, so readers can anticipate the sequence of ideas; because it provides several repetition about the most important points, it can increase recall. (p. 67)

McWhoter (1995) adds that if readers discover what they already know about a topic before they read, they will increase their comprehension. The three major ways of discovering are questioning, relating to previous experience, and free association. Particularly, McWhoter (1995) suggests that there are specific points that might be focused on with different types of materials. For articles and
essays, the title, the author, and the source should be considered. The title often provides readers with the topic and author's focus, although sometimes it is chosen to catch a reader's interest. Sometimes interest would be aroused by an author's name. These features of a book serve as a preliminary focus.

While reading

Perhaps because pre-reading has been neglected in reading methodologies, it is the while reading phase that readers have dwelt upon in foreign language reading field. Yet, it is in while-reading that readers have the highest possibility of losing comprehension of the text (Barnett, 1989). As understanding of the text mainly occurs while reading, this stage is important in the reading process. Kern (1988) states that "reading strategy practice and linguistic development form the core of the while reading phase" (p. 124). Barnett (1989) argues that linguistic proficiency is closely related to strategy use. But Jarvis (1979) claims that unless readers have grammatically accurate knowledge, prediction of text content cannot happen. As a result, during the while reading stage, vocabulary and grammar should not be overlooked, yet, understanding should be monitored. Thus, the emphasis should be on meaning.

Metacognitive Strategy

Since the 1970s, metacognition -- the understanding of how one possesses one's knowledge -- has gained attention (Casanave, 1988). Bernhardt proposes (Bernhardt, & James, 1987) that one of the optimal outcomes of reading comprehension is metacognitive awareness of the
comprehension process. Flavell (1976) defines metacognition as monitoring one's own cognitive processes and products or anything related to them.

However, Casanave (1988) claims that in L2 research areas metacognition has been neglected because the schema-theoretical perspective, emphasizing content and form, has been overemphasized. Casanave (1988) judges that the current schema-theoretical perspectives on the reading process lead to understanding something about reading comprehension once it is achieved. However emphasis on the metacognitive view on reading process leads to how comprehension comes about.

Galloway and Labarca (1990) claim that metacognitive strategies direct the learning process. O'Malley, Chamot, Stewner-Manzanares, Kupper, & Russo (1985) add "students without metacognitive approaches are essentially learners without direction and ability to review progress, accomplishments and future learning directions" (p. 24).

According to Holec (1987), it is metacognitive strategies that distinguish learning process in which active learners have responsibility in decision making, self-investment, and management of operations from a program, or a collection of language drills and activities. Galloway and Labarca (1990) indicate metacognitive strategies are procedures used by students to think about their learning in general, and to plan their progress. Galloway and Labarca (1990) link metacognitive strategies to a range of behaviors, such as

…setting up frames of reference or opening mental files (advance
organizers); adjusting to the physical environment; analyzing a task; deciding in advance to ignore distractors or attend to specific input; surveying and reviewing in preparation for an upcoming task; consciously postponing speaking until sufficient confidence is gained; checking or correcting one's own comprehension, production, or impression of the language; identifying language functions necessary for an upcoming task and assessing relevant linguistic resources; judging one's own progress by comparing the present status with earlier stages of learning identifying problems and strengths and setting new goals. (p. 144-145)

Baker and Brown (1984a, 1984b) state that monitoring behavior continues throughout the reading process when one evaluates and regulates one's understanding of written text. Brown (1980) characterizes seven metacognitive reading tasks: clarifying the purposes for reading; understanding task demands; identifying an important message; allocating attention to major content areas; monitoring ongoing activities; engaging the review and interrogation, correcting for the failure of comprehension, and recovering from disruptions and distractions. McNeil (1984) poses three kinds of metacognitive activities: self-knowledge, task knowledge, and self-monitoring. Paris and Myers (1981) observe that poor readers might not know that they have failed in comprehension.

According to Casanave (1988), successful readers have two abilities: the ability to gear up proper content and formal schema, and the ability to monitor
what they are understanding. Therefore, she connects metacognitive ability to the use of metacognitive strategies. She postulates that "monitoring behaviors might be viewed as strategy schemata which in addition to schemata for content and form, influence how we understand what we read" (p. 283).

As an ultimate goal of reading instruction, teachers need to teach students to develop comprehension. To gain that objective, students can monitor their own comprehension; they should know when they have or have not comprehended a text. If students figure out whether they have or have not comprehended something, they can facilitate their reading process (Roe et al., 1998).

Davey (1983) describes Think Aloud, which involves choosing passages to read that readers have difficulty with, making predictions while reading aloud or silently reading, drawing pictures in readers' head about information, developing to the stage in which prior knowledge and new information interact, identifying confusing point by monitoring readers' comprehension, and demonstrating a fix-up strategies.

According to Raphael (1982), the QARS (Question-Answer Relationships) asks readers to look for answers to question text. QARS combines the question, the text, and reader's prior knowledge. QARS is composed of three elements: Right There, Think and Search, and On My Own. Right There requires readers to find the answer to questions in the same sentence. With Think and Search, readers have to look through more than one sentence or paragraph in the text to
find the answer. Readers must operate their own schema to find the answer in On My Own questions. Lastly Palincsar and Brown (1984) developed the material of reciprocal teaching in order to promote readers' comprehension of content-area materials and development of comprehension monitoring.

Reciprocal teaching strategies consist of four stages. First, students are asked to summarize the paragraph or text segment in a single sentence. Next, a teacher asks one or two questions about the text. And then, parts causing difficulties are clarified. Finally, students are asked to predict the next paragraph or segment of the text.

Post-reading

According to Synder et al. (1987), during the post-reading stage, readers can check their comprehension and utilize what they have read in improving other language skills. Barnett (1989) explains that discussion, analysis, and summary can deepen readers' understanding of the text. Also, considering the fact that reading is closely integrated with writing, integrating these skills should be considered carefully (Barnett, 1989). Although phrases and idiomatic expressions are difficult to memorize in isolation, by reading them in the text, students assimilate them relatively well. By writing paragraphs using same syntax and structure, they can recognize meaning more easily in future reading (Barnett, 1989).

In sum, strategies are reader-oriented in that those are problem-solving plans employed by readers during the reading process (Barnett, 1989; Duffy,
1993). As a result, instruction on strategic use can encourage active and independent readers.

**Critical/Creative Reading**

Smith (1988) emphasizes that reading is thinking; unless we try to read what is meaningless to us, reading without thinking is impossible. Therefore, reading has been considered with the study of thinking. There are several definitions regarding the thinking level. McWhorter (1995, p. 196) uses Bloom’s hierarchy involving six thinking levels: knowledge, comprehension, application, analysis, synthesis, and evaluation. Knowledge involves only recall and report of information. Comprehension relates to understanding ideas, using rules, and following directions. Application is applying knowledge to a new situation. Analysis deals with finding relationships, breaking whole information into parts, and analyzing how the parts work. Synthesis is putting ideas and information together in a unique way, thus creating something new. Evaluation is making judgments and assessing the value or worth of information. For McWhorter (1995), analysis, synthesis, and evaluation represent critical thinking.

Roe et al. (1998), on the other hand, distinguish four levels of thinking: literal thinking, inferential thinking, critical thinking, and creative thinking. Through literal thinking, a reader recognizes or remembers ideas and information found in the printed material. Inferential thinking involves several types of reasoning. To make inferences, readers must connect facts, generalizations, and values. Inferential questions deal with finding relationships among the
elements of the written text. In making inferences, readers consider the author's text, and read between the lines for implications. Thus, readers synthesize ideas and information found in the printed material with their own knowledge, experience, and imagination to form hypotheses. Critical thinking requires the reader to make judgments about the content of a reading selection by comparing it with external criteria, such as personal experience, research, and information from teachers and experts in the field. Thus critical readers figure out the author's purpose, point of view, and distinguish fact from opinion. Creative thinking passes through the first three levels; it involves readers' ability to generate their own responses and to produce new ideas, and utilizes reading experience. The readers' substantive understanding of the text provides a foundation for their reaction. For example, readers may react to an author's style, or they may identify with certain characters, and story incidents, or become engaged with author's use of symbolism. Roe et al. (1998) add that comprehension is reflected through four levels; the literal, inferential, critical, and creative thinking. Figure 2 shows subskills involved in the thinking process.

According to Ennis (1986), critical thinking is related to decisions, beliefs, and courses of action, whereas creative thinking aims towards creative outcomes. However, Perkins (1990) argues that even though creative thinking and critical thinking are different processes, they interact with one another. Pearson and Raphael (1990) observe that critical thinking is manifested in “determining the relevance of information to support an inference, justifying an
answer, finding support for a main idea or a generalization, determining the emotional loading of that metaphorical expressions that drag along with them” (p. 233).

Figure 2. Major Aspects of Thinking in Comprehension (Roe et al., 1998, p. 84)

Drawing on Toulmin’s work, Marzano et al. (1987) describe critical thinking as the ability to distinguish whether the information that readers have has “backing or proof, and if so, how valid the backing or proof is” (p. 226). Based on this definition, Marzano et al. (1987) introduce five steps for critical thinking (see Figure 3).

Firstly, people identify an unusual claim. An unusual claim is something that they were not aware of before. In the second step, they determine whether the claim is common knowledge. If so, no backing or proof is required to confirm its validity. In the third step, people need to find a proof that sustains the validity
and truth of the claim that was made. If none is available, the claim remains unsubstantiated. In the fourth step, if proof is established, they need to determine the reliability of the proof. In the fifth step, if the proof deemed unreliable, the claim is declared; and if the proof is valid, the claim is substantiated. According to Marzano et al. (1987), the fourth step is the most important because it determines whether the claim's backing is reliable.

"Oversimplification of cause, overgeneralization, and use of informal fallacies" indicates unreliability (p. 227).

![Critical Thinking Process Flowchart](Marzano et al., 1987, p. 227)

In order to read critically, the reader must think what the author is saying. Roe et al. (1998) suggest critical readers should be logical and objective in evaluating content, suspending judgment while gathering the necessary data on
which to base an evaluation. Suspending judgment allows the readers to draw proper conclusions. The critical readers must have enough background experience to support judgments made. They have a problem-solving attitude. They also can evaluate material validity, author's logic, and author's use of language.

Critical readers distinguish fact from opinion (McWhoter, 1995). Facts are data that can be accepted as trustworthy information. On the other hand, opinions should be questioned and carefully evaluated. Also critical readers should recognize the author's purpose in composing the author's intended purpose, and his or her point of view (McWhoter, 1995). One literary theory illustrative of creative reading is the reader response theory.

**Reader Response Theory**

Scholars (c.f. Chase, & Hynd, 1987) supporting this theory think that meaning comes from the "interaction between the content and structure of the author's message, the experience, and prior knowledge of the reader rather than from the text" (p. 531). Because readers differ, their comprehension will be different. To examine a reader's response to a text is a more valid exercise than establishing one correct interpretation of the text. Spiro (1980) claims that reader response theory originated from schema theory, which explains the assimilation of information that goes with existing conceptual frameworks but is hardly related to conceptual change.

Reader response theory faces much criticism because it opens the door to
a vast array of interpretations (Chase, & Hynd, 1987). However, Fish (1980) argues that meaning comes from "the cognitive process, personality, and the community that readers belong to and finally formulates meaning" (p. 531). Thus, Chase and Hynd (1987) see the act of reading as involving readers "personalized schemata" and their participation in "public schemata reflecting one's position in a community of readers shaped by mutually agree upon values, tastes, and opinions" (p. 531).

Based on this theory, reading is not just be able to discover the right answer to multiple choice questions nor "interpreting text on a personal level." Instead, reading becomes a "process of identifying, evaluating, assimilating, and accommodating varied interpretations of text" (p. 532). Chase and Hynd claim that reader response theory accounts for a reader's role in determining meaning; responding causes a reader's active involvement in reading; and reading changes into a more pleasurable activity" to even unwilling readers (p. 538-540).

According to Iser (1978), the relationship of text and reader contains the following: "literary work has two poles, which we might call the artistic and the aesthetic: the artistic pole is author's text and the aesthetic is the realization accomplished by the reader" (p. 21). Iser describes the text as a literary provision with a set of schematized-and-incomplete instructions. Readers fill in the "blank" of the text according to personal experiences regulated by theP "instructions provided by the reading selection" (p. 9). Therefore real readers view the world presented in the text through the prism of their personal
experiences and interpretations, rather than exactly the way the text's author had intended. This fact that the readers can grasp the author's intentions ideally enables the author and the reader "to be an active partner in the production of the literary work" (Davis, 1989, p. 421). Besides the new relationship between readers and the author, Iser's theory includes the linguistic, historical-cultural, and literary knowledge necessary to understand the material. With that knowledge, readers will know how to re-create a facsimile text the "author" intended. Therefore, "meaning-production involves more than simply matching schemata to written information" (p. 422). According to McCormick (1988, p. 128), "cognition and affect are both components of this broader definition of understanding."

Reading cannot be separated from thinking whether one is consciously aware of it or not. However by encouraging students to read critically and creatively, readers can be active participants in the reading process. As a result, there is much more possibility that the result will be an improvement on grammar translation instruction.

As we have seen, based on current attention on the reading process, constructivist approach, the five concepts; background knowledge, language components, genre knowledge, reading strategies, and critical/creative reading can be meaningful contributors to the new reading process model in that these assume readers change from dependent to independent, and reading from a passive respond to an active and receptive language art. Next, a new model of
the reading process is offered that incorporates reading strategies and genre awareness.
CHAPTER THREE: A MODEL OF THE READING PROCESS

As indicated at the onset of this essay, students in Korea mainly approach reading through decoding of the words and by the exercise of grammar skills. As a result, they may believe that they "understand" a text without comprehending its full meaning. They may be trained to answer multiple choice questions on a TOEFL test, but they rarely read for pleasure. Such mechanical instruction, involving only a bottom-up strategy, rarely produces creative and critical thinkers.

There has been no intent to slight the importance of learning basic syntactic structures and active vocabulary in acquiring foreign language written and communicative competence. However, emphasis on this component should be complemented with a classroom focus on a top-down strategy during the reading process, the active reconstruction by students of presented text by drawing on and hence strengthening their cognitive skills and storehouse of experience. In order that students be able to actively involve themselves, it will likely be necessary for the teacher to introduce these skills to the class and to offer classroom activities through which these skills can be practiced.

Description of the Model

The following model isolates the elements of a dynamic reading comprehension process which, when activated, will facilitate students' critical and dynamic engagement with a text. The model is in two halves; first, the writer uses particular resources (background knowledge, language elements, genre specific knowledge, and writer's style) to create a text. Then, the reader uses
Figure 4. A constructivist model of the reading process.
similar, resources in comprehension (background knowledge, language components, genre knowledge, reading strategies, and critical/creative reading) (see Figure 4). Students activating their background knowledge and mobilizing known grammar and vocabulary identify the genre; and using metacognitive strategies to further comprehend, engage in creative/practical thinking about the issues that the text addresses.

**Background Knowledge**

The importance of background knowledge has been highlighted by the psycholinguistic theory which points out that readers' draw on some, but not all, information available to them in order to decode a text. According to Coady (1979), students' cultural awareness fits into their conceptual abilities which, in turn, activate the processing strategies used. Bernhardt (1991) considers reading to be a social process. If students can consciously draw upon their background assumptions, they will become more aware of what they themselves are bringing to the reading task.

**Language Components**

A text can be better comprehended if the student recognizes at least some of the vocabulary and can respond to syntactic clues. Bernhardt (1991) notes that texts are processed more fluently if students' familiarity with vocabulary allows for more automatic processing. Phillips (1975) indicates that it helps for students to know the part of speech to which words belong. By being able to categorize words grammatically, to recognize cognates, and to recognize root
words, students can increase their ability to guess the meanings of words they do not know.

Knowledge of grammar and vocabulary is not the only tool that students bring to the reading task. Like background knowledge, knowledge in these areas gives students something to work with when they approach the text.

**Genre Knowledge**

Discourse in genre represents the pragmatics of a language. This reflects the social usage of a language and relates to categories or groups of routinized utterances used in specific texts, by specific people or groups in specific situations. Recognition of a genre allows students to activate their linguistic competence relating to particular language domains. It also allows for the use of reading strategies, such as deduction and inference. Using material illustrative of various genres, such as the news story or short story, allows students to have a deeper understanding of L2 environments as well as to simultaneously develop their oral and written language skills.

**Reading Strategies**

Reading strategies promote fluency in reading which allows for critical/creative reconstruction of a text. According to Goodman (Gollasch, 1983), readers develop prediction strategies which allow anticipation of the text, confirmation strategies to check the validity of prediction, and correction strategies to self-correct any misapprehension and misunderstanding of the material. Strategies are deployed during the pre-reading stage, the while reading
stage, and the post-reading stage of the reading process. If a reader is metacognitively aware, he or she is able to monitor his or her own understanding of the text. Owing to the importance of thinking about reading, specialists have developed instructional programs that can help students learn and use metacognitive strategies.

Critical/Creative Reading

Critical and creative reading are the final stage and outcome of an active reading process. As McWhorter (1995) has indicated, creative and critical readers should be able to read for knowledge, comprehension, application, analysis, synthesis, and evaluation. They should be able to identify and connect facts, generalizations, and values. A critical thinker (Pearson & Raphael, 1990) should be able to determine the relevance of information supporting an inference, to justify and answer, and to substantiate a main idea and generalization. Reading at this stage is not merely being able to find the right answers to multiple choice questions on relating to text. It is being able to bring one's cultural and L2 knowledge to that text, to reconstruct the meaning in one's mind so as to further understanding and retention, and to be actively involved in a pleasurable activity in the story.

The genre-based model contributes to effectiveness and efficiency in English reading instruction in that it integrates bottom-up and top-down view in reading process with background knowledge, language components, genre knowledge, and reading strategy; and develops a constructivist approach by
emphasizing critical/creative ability both to interact with writers and to build their own aesthetic appreciation. However, the model itself cannot bear fruit in classroom. For the model to gain its minimum effect, it should combine with appropriate curriculum.
CHAPTER FOUR: CURRICULUM DESIGN

Curriculum Organization

One unit with six lessons will be introduced in this curriculum. The unit is composed of fiction and nonfiction, and includes such genres as newspaper articles, and magazine articles. Fictional selections are an excerpt from the novel The Joy Luck Club and the other, a British detective story, “A Chess Problem.” The lessons provide interest as well as cultural awareness. The topics covered include a human story, youth problems, homelessness, and marriage.

The reading materials are collected from magazines and ESL reading textbooks. The basic principle behind choosing the topics was the inclusion of issues which might be typical of a certain society. Another principle is to allow students to have the chance to respond to the text in creative ways. The readability level is considered intermediate. Because the purpose of this project is to teach students reading strategies through different genres, topics have been chosen with the assumption that they will be somewhat familiar to students in their mother culture. Thus, it should be easy for students to access strategies for future use.

The story, “Yellow Ribbon” is very familiar to students in literature commonly used for translation. Therefore, it may be easy for students to understand. The news story, “Cities Deciding that It’s Time for Teen Curfews” deals with a youth problem. Because every college student has been an
adolescent, the topic might be of general interest. The magazine feature article, "The Doctor Who Had Three Wives at the Same Time" will stimulate students' interest by giving the story of doctor who was illegally married to three women simultaneously. For both male and female students, the affair is a sensitive problem; it may be a hot issue in the classroom. The magazine editorial, "Brother, Don't Spare a Dime" deals with homelessness; students will have a chance to think about the homelessness in a different society. Unlike nonfiction, fiction gives students the exposure to pleasure reading, so that they can apply reading strategies without pressure to find the main ideas.

Each lesson contains a lesson plan, one focus sheet, work sheets, and a test sheet. Lesson plans function as a teacher's manual, while a focus sheet, work sheets, and a test sheet are for students' use. The lesson plan introduces the teaching procedure and activities, as well as content. The teaching procedure is mainly composed of three major tasks (see Table 1), usually one each in the domains of strategy, analysis, and critical reading. The basic procedure of a lesson plan includes the following: activating background knowledge with pre-reading, including arousing interest; providing strategies along with an introduction to the genre and various general while reading activities; tasks to teach words, sentence, and analysis; and activities to teach critical/creative reading.
<table>
<thead>
<tr>
<th>Lesson One</th>
<th>Genre</th>
<th>Pre-reading Background Knowledge</th>
<th>Task I Strategy</th>
<th>Task II Analysis</th>
<th>Task III Critical/ Creative reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>News Column</td>
<td>Teaching song</td>
<td>Skimming/ scanning</td>
<td>Inferring vocabulary</td>
<td>Discussion about the character</td>
</tr>
<tr>
<td>Lesson Two</td>
<td>News Story</td>
<td>Discussion of students governance</td>
<td>Previewing/ main idea</td>
<td>Logic: Cause/effect</td>
<td>Guessing opinion on subject</td>
</tr>
<tr>
<td>Lesson Three</td>
<td>Magazine Editorial</td>
<td>Discussion of monogamy</td>
<td>Paraphrasing/ summarizing</td>
<td>Look for roots/prefixes</td>
<td>Discussion to &quot;If&quot; situation relating to the text</td>
</tr>
<tr>
<td>Lesson Four</td>
<td>Magazine Editorial</td>
<td>Discussion of homelessness</td>
<td>Inferencing</td>
<td>Distinguishing facts from opinion</td>
<td>Expressing opinion and substantiation</td>
</tr>
<tr>
<td>Lesson Five</td>
<td>Fiction Book</td>
<td>Response to questions</td>
<td>Questioning</td>
<td>Look for author's purpose</td>
<td>Argumentative essay</td>
</tr>
<tr>
<td>Lesson Six</td>
<td>Detective Story</td>
<td>Knowledge of author and genre</td>
<td>Story analysis</td>
<td>Problem solving Deduction</td>
<td>Create alternate story</td>
</tr>
</tbody>
</table>

Table 1. Curriculum design
Reading material is provided in the focus sheets. Pre-reading, while reading, post-reading activities, and instructional information are found in the work sheets.

**Incorporating a Model of the Genre-based Reading Process in the Curriculum**

The curriculum design correlates with the genre-based reading process model described in the Chapter Three. The following is the way that the curriculum incorporates the model.

**Background Knowledge**

In this curriculum, in all reading except the detective story, culture-oriented background knowledge is required. Teachers need to provide the required background knowledge, such as curfew system, and social security systems so that students increase their reading comprehension. The focus of the background knowledge in this curriculum is the topic, structural knowledge learned in the previous lesson, and strategies. Each topic is a familiar one even in the students' society. Analysis of words, sentences, and strategies is repeated until finally they function as background knowledge. No matter how familiar the topic is to students, pre-reading activities will be included in every lesson in order to activate background knowledge.

**Language Components**

The basic requirement for successful comprehension is intermediate-level language proficiency. However, as Yorio (1972) mentions, even in their first
language, speakers do not have a perfect knowledge of language, mainly of vocabulary. Moreover, even though foreign language learners have considerable language proficiency, they undergo constant interference by the first language. From that fact, a conclusion can be drawn; the teachers' purpose is not to require students to memorize every single word and the grammar rules, but to encourage students to be able to choose and apply their existing knowledge of words and rules, and to enlarge their existing knowledge.

For vocabulary, first of all, students are guided to guess the meaning of unknown words from the context. To do that, students are expected to get the whole idea of the given text. Another way is to find key words to understand the gist of the given text. After practicing defining the meaning of the unknown words in context, later, as homework, students are asked to look a new word up in a dictionary and note the definition.

According to Snyder et al. (1987), grammar skill is considered even more important than vocabulary. Because the target level of this project is instruction for college students and they are expected to have basic grammatical knowledge, the grammar emphasis shifts to teaching functions serving to connect ideas and larger units of discourse. Guessing the meaning of the unknown words in context includes the following skills: structural analysis of affixes and stems, and contextual word meaning inferred from contextual information.
Genre Knowledge

The fact that specific genres usually employ unique organizational features, word choices, and syntactic and discourse features gives importance to the role of genre analysis in reading instruction. Students hardly realize that there are connections between genres and the features. However, once they realize that, it will be easy for them to access relevant strategies, and gain comprehension, building upon basic knowledge of genre transferred from the first language.

In this curriculum, two genres are addressed: fiction and nonfiction. By reading fiction, students experience that reading is enjoyable. In particular the problem-solving features of the detective story will naturally intrigue readers, and the topic that the excerpt from *The Joy Luck Club* dealing with marriage, is a common interest for college students. Nonfiction includes the genres of the column, the news story, the feature article, and the editorial. Because college students have basic English skills, most of the materials used in required English courses at the freshmen English are essays. It is an easy transfer from the newspapers and magazines that students read to the selections (news article and feature article) chosen to invoke a basic familiarity with these genres.

Reading Strategies

Specific strategies go along with specific genres and every strategy taught in a previous lesson is repeated later so that the students can become accustomed to the strategies. In the news column and the news story, the
strategies of skimming and previewing are taught because there are clear organizational features and pictures as aids. Unlike nonfiction, in fictional genres, students need to find the main character, setting, and plot as they skim the first part of the materials. Students are encouraged to use metacognition to select appropriate strategies.

Critical/Creative Reading

If metacognitive strategies have been learned and applied in the post-reading phase, students should be able to discuss the subject matter read. Identifying author's opinion on that subject allows students to place themselves in the position of the author or a character to express a substantiated opinion on the subject, to write an argument, or to create an alternate story. Assessments in the lessons will evaluate these supposedly acquired skills and their use in attaining reading comprehension.
CHAPTER FIVE: ASSESSMENT

Purpose of Assessment

Assessment, according to Diaz-Rico and Weed (1995), is defined as planned evaluation of instruction learning and policy for more effective management (p. 2, Figure I-1.). In this project, I am concerned with two types of assessment: assessment of students' gains in competence and assessment of the model and accompanying methodology. The first follows from Diaz-Rico and Weed's claim that “assessment is a process for determining the current level of a learner's performance or knowledge,” “in order to "modify or improve the learners' performance or knowledge” (p. 176). The second determines whether the model is effective and efficient in promoting students' skills and achievement. Assessment can loosely determine whether a more “liberal teaching and learning strategy” is appropriate to a Korean setting.

Assessment of Students

According to Diaz-Rico and Weed (1995), “in an English language development context, assessment can test language ability or content knowledge, or both” (p. 176).

Assessment also assists the teacher in a language class to diagnosis and place students; tests indicate what level of instruction is suitable for those particular students and in what areas lie students’ weaknesses and strengths. Cooter (1990) adds that assessment gives tips to teachers as to where to start their lessons. According to Finocchiaro (1989), assessment is the check tool by
which teachers evaluate students' achievement. By evaluating students' achievement, teachers know whether they need to reteach, and in what specific area a student needs to be retaught. Additionally, assessment monitors students' progress, offering information which is not available from other sources, such as standardized and criterion-referenced tests (Johns, 1982). Chamot and O'Malley (1994) distinguish formative ongoing versus summative (final) assessment. In most cases, formative assessment is done in informal ways so that teachers can assess students' mastery of each task. During the process the teacher goes around and observes students' work while they are working on work sheets. Summative assessment can be viewed as an examination that tests overall understanding of the lesson or a specific unit or class.

Chamot and O'Malley (1994) suggest that teachers should use formative assessment because it includes multiple perspectives; it is process and product oriented; it is continuous, so that it reveals students' growth throughout the entire school year; it interacts with instruction in that it is responsive to students' urgent needs; and it provides feedback on the task. Teachers and students are better served if assessment focuses on the formative aspect.

**Assessment of Student's Competence**

Assessment of students' progress should be formal and informal. It should measure the use of metacognitive skills and strategies in dealing with material and the mastery of these skills themselves. It should be noted that metacognitive skills and strategies include and involve self-assessment.
Therefore, it is also pertinent to have students offer self-reports as to how they are processing text so as to determine which skills and strategies have been used or learned.

Informal task assessment can be carried out by having students complete work sheets and observing them as they go about these tasks. Work sheets accompany each lesson; these are thirteen work sheets in the unit.

Work sheets include exercises in word analysis, contextual vocabulary comprehension, and review. Test sheets follow each lesson (six in all) and require students to answer more complex questions.

As a part of their lessons, students will be asked to use their critical and creative reading skills through discussions and by writing short argumentative essays. One should be aware that there are no correct answers in responding to written material; only stronger or weaker logic, and supports which still contain elements of subjectivity. Hence any judgment as to skill in this area will have to be approximate.

Access to strategy use is mainly through students' self-report, aside from exercises exclusively testing cognitive skills. Only students themselves can supply data as to how they approach a text. Through the TOEFL test that most students will be taking, metacognitive skills can be indirectly assessed as it can be assumed but not proven that the higher cognitive skill, the higher will be the students' score on the test. However, whatever assessment is done in this domain should not distract from the emphasis on reading as a constructivist
process.
APPENDIX

UNIT OVERVIEW

Lesson One: The Yellow Ribbon
Lesson Two: Cities Deciding that It's Time for Teen Curfews
Lesson Three: The Doctor Who Had Three Wives at The Same Time
Lesson Four: Brother, Don't Spare a Dime
Lesson Five: The Joy Luck Club
Lesson Six: A Chess Problem
Lesson One: The Yellow Ribbon

Target level: College students

Objectives
To learn about genre
To learn about the genre newspaper column
To learn about skimming/scanning
To learn about narrative structure
To learn about vocabulary in context
To learn about adverb clause
To learn about complex sentence
To learn time-ordering pattern

Vocabulary: vanish, bluntness, parole, crack, fortify, hushed, exaltation, billow

Materials
Focus Sheet 1, Task Sheet 1.1, 1.2, Work Sheet 1.1, 1.2, 1.3, Test Sheet 1

Arousing Interest
Play the song, “Tie a Yellow Ribbon Round the Old Oak Tree” to students
Ask students questions:
Is there anything that the song and the title remind them of, and if so, what about?
If they had read the story in the Korean version, what kind of genre was it? Was it fiction or nonfiction?

Task Chain on Strategy
1. Teacher gives a brief explanation on skimming/scanning in Task Sheet 1.1-B; then, students are asked to skim the Focus Sheet 1; after that, they are asked to do Work Sheet 1.1-A (to write what they have read in five sentences). By doing that, students are taught to apply skimming to get a general idea of the text
2. Teacher explains briefly about the genre of newspaper column in Task Sheet 1.1-A
3. Teacher explains narrative structure in Task Sheet 1.1-C; after that students are asked to do Work Sheet 1.1-B (to find these elements in this column). By doing that, students are taught to apply scanning to get details of the text; finally students correct answers in class

Task Chain on Analysis
1. Teacher presents the contextual meaning of a word in Task Sheet 1.2; then
teacher asks students to do exercise in Work Sheet 1.2-A
2. Students are asked to reread the text carefully and find new vocabulary and try to guess the meaning in the context; write the possible meaning of a word in Work Sheet 1.2-B; after that, make a small group and discuss the meaning of new words.
3. Teacher briefly presents time-ordering pattern in Task Sheet 1.2-B; and teacher asks students to do Work Sheet 1.2-C and walks around the class while they are working; finally students check the answers in class.
4. Teacher presents sentence structure in Work Sheet 1.2-C.

Task Chain on Critical/Creative Reading
1. Students are asked to do Work Sheet 1.3 from 1 to 4; and make groups and share their answers with members.
2. After that, make a group decision; finally each group presents group decision.

Assessment
1. Formative assessment will be done with work sheets by observing students' working; criteria will be using reading strategies, knowledge of narrative structure, the contextual meaning of word; knowledge of pattern.
2. Summative assessment will be done with Test Sheet 1; criteria will be genre knowledge, vocabulary, organizational pattern, and comprehension question requiring critical reading.

<table>
<thead>
<tr>
<th>Informal assessment</th>
<th>Formal assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading strategies</td>
<td>Genre knowledge</td>
</tr>
<tr>
<td>Knowledge of narrative structure</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Contextual meaning of words</td>
<td>Organizational pattern</td>
</tr>
<tr>
<td>Knowledge of pattern</td>
<td>Comprehension question</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>89-99</td>
</tr>
<tr>
<td>B</td>
<td>77-88</td>
</tr>
<tr>
<td>C</td>
<td>66-76</td>
</tr>
<tr>
<td>D</td>
<td>55-65</td>
</tr>
<tr>
<td>F</td>
<td>&lt;55</td>
</tr>
</tbody>
</table>
Lesson Two: Cities Deciding that It's Time for Teen Curfews

Target level: College student

Objectives
To learn about the characteristics of the news story
To learn about reading strategies, main idea and previewing
To learn the cause and effect pattern
To learn about essay structure

Vocabulary: Chosen by students

Material
Focus Sheet 2, Task Sheet 2.1, Work Sheet 2.1, Test Sheet 2, U.S. newspaper

Arousing Interest
Let students discuss rules and laws in their school or community:
Ask students if the rules and laws limit their individual freedom and there is any benefit from the rules and laws
Ask students if they had a similar regulation in their high school days, and how they felt about it

Task Chain on Strategy
1. Students are asked to skim the Focus Sheet 2; and students are asked to Work Sheet 2.1-A
2. Teacher asks "What kind of genre is it?" "From where do you expect to read this kind of writing?"; teacher briefly explains the characteristics of a news story, presents reading strategy in Task Sheet 2.1-A, B; then students are asked to complete Work Sheet 2.1-B

Task Chain on Analysis
1. Teacher briefly explains the cause and effect pattern in Task Sheet 2.1-C; then students are asked to do Work Sheet 2.1-C

Task Chain on Critical/Creative Reading
1. Students are asked to Work Sheet 2.1-D; after that, teacher gives a brief explanation on Task Sheet 2.1-D; and students are asked to take one of the five positions described in Work Sheet 2.1-E and write a 150-200 words essay on one's opinion about the curfew system with cause and effect pattern
2. After that students are grouped according to their opinions about the system; finally students present group opinions in class
Homework: Write a 150-200 word essay on one's opinion about the curfew system if they didn't finish in class

Assessment
1. Formative assessment will be done with Work Sheet 2.1 by observing students' working; criteria will be figuring out topic, main idea, organizational pattern, comprehension questions
2. Summative assessment will be done with Test Sheet 2; criteria will be word's contextual meaning, main idea, and organizational pattern
3. Grade will be A: 90-100, B: 80-89, C: 70-79, D: 60-69, F: <60

<table>
<thead>
<tr>
<th>Informal assessment</th>
<th>Formal assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figuring out main idea</td>
<td>Contextual meaning of words</td>
</tr>
<tr>
<td>Organizational pattern</td>
<td>Main idea</td>
</tr>
<tr>
<td>Comprehension questions</td>
<td>Organizational pattern</td>
</tr>
<tr>
<td>Feature of news story by questioning</td>
<td></td>
</tr>
<tr>
<td>Essay structure by writing</td>
<td></td>
</tr>
</tbody>
</table>

A 90-100
B 80-89
C 70-79
D 60-69
F <60
Lesson Three: The Doctor Who Had Three Wives at the Same Time

Target level: College students

Objectives
- To learn about the characteristics of the feature article
- To learn the compare/contrast pattern
- To learn about the study skills of paraphrasing and summarizing
- To learn about word formation by prefixes and roots
- To continue to study the skill of previewing
- To continue to study contextual word meaning

Vocabulary: Chosen by students

Materials
Focus Sheet 3, Task Sheet 3.1, 3.2, Work Sheet 3.1, 3.2, 3.3, Test Sheet 3, magazine Good Housekeeping

Arousing Interest
Ask students their feeling about monogamy:
If your mate had other mates outside the home how would you feel?
Should polygamy be prevented? Why, why not?

Task Chain on Strategy
1. Teacher presents the characteristics of the feature article in Task Sheet 3.1-A and compares with news story in newspaper by showing them a U.S. newspaper
2. Teacher asks students to preview and skim Focus Sheet 2 and asks if there is a specific hint that they think gives a clue where the article comes from; then briefly introduces the magazine Good Housekeeping
3. Teacher explains the reading strategies: summarizing, and paraphrasing using Task Sheet 3.1-B
4. Students are asked to reread Focus Sheet 2 and summarize it in their own words in Work Sheet 3.1-A

Task Chain on Analysis
1. Teacher presents cause and effect pattern using Task Sheet 3.1-C, then students are asked to do Work Sheet 3.1-B
2. Teacher presents word formation by prefixes and roots using Task Sheet 3.2, then students are asked to do Work Sheet 3.2-A
3. Students are asked to find new vocabulary and guess the meaning by contextual clue and word formation in Work Sheet 3.3
Task Chain on Critical/Creative Reading

1. Students are asked to choose one of the wives in Focus Sheet 3 and to answer the prompt “If I were you…”, then make groups and discuss why they would act in a specific way.

Assessment

1. Formative assessment will be done with work sheets by observing students’ working; criteria will be knowledge of pattern, word analysis, word meaning in context
2. Summative assessment will be done with Test Sheet 3; criteria will be general comprehension question
3. Grade will be; A: 91-100, B: 81-90, C: 71-80, D: 61-70, F: <60

<table>
<thead>
<tr>
<th>Formative assessment</th>
<th>Summative assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of pattern</td>
<td>General comprehension</td>
</tr>
<tr>
<td>Word analysis</td>
<td></td>
</tr>
<tr>
<td>Contextual meaning of words</td>
<td></td>
</tr>
<tr>
<td>Paraphrasing, summarizing</td>
<td></td>
</tr>
<tr>
<td>Ask question about feature article</td>
<td></td>
</tr>
</tbody>
</table>

A 91-100
B 81-90
C 71-80
D 61-70
F <60
Lesson Four: Brother, Don’t Spare a Dime

Target level: College students

Objectives
To learn about editorials
To learn the reading strategy of inference
To learn the addition pattern
To learn about fact/opinion
To learn about reference words
To continue the study of summarizing
To continue the study of guessing the meaning of words in context

Vocabulary: Chosen by students

Materials
Focus Sheet 4, Task Sheet 4.1, Work Sheet 4.1, 4.2, 4.3, Test Sheet 4

Arousing Interest
Ask questions to students:
What do you think the reason is for homelessness?
Have you had any experience that affected your opinion on homelessness?
How much responsibility does government have for the homeless?

Task Chain on Strategy
1. Teacher explains the characteristics of editorials using Task Sheet 4.1-A
2. Teacher explains the reading strategy, inference using Task Sheet 4.1.B; after that students are asked to do WorkSheet 4.1-A

Task Chain on Analysis
1. Teacher presents how to distinguish facts from opinion using Task Sheet 4.1-C; after that, students are asked to do Work Sheet 4.1-B
2. Teacher presents the addition pattern using Task Sheet 4.1-D; after that, students are asked to do Work Sheet 4.1-C
3. Teacher presents reference words using Task Sheet 4.1-E; then students are ask to do Work Sheet 4.1-D

Task Chain on Critical/Creative Reading
1. Students are asked to do Work Sheet 4.2 and 4.3; after that they are asked to write a letter to the editor of this magazine about the article; then students make groups and share their letter in class
2. Students are asked to summarize the article
3. Students are asked to write their opinion about “The Homeless”; they are
encouraged to use the cause and effect pattern and the addition pattern

Assessment
1. Formative assessment will be done with work sheets by observing students’ working; criteria will ability of inference, knowledge of fact and opinion, pattern, reference words, and general comprehension
2. Summative assessment will be done with Test Sheet 4; criteria will be contextual meaning of words, reference words
3. Grade will be; A: 91-100, B: 81-90, C: 71-80, D: 61-70, F: <60

<table>
<thead>
<tr>
<th>Informal assessment</th>
<th>Formal assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability of inference</td>
<td>Contextual meaning of words</td>
</tr>
<tr>
<td>Distinguishing facts from opinion</td>
<td>Reference words</td>
</tr>
<tr>
<td>Pattern</td>
<td></td>
</tr>
<tr>
<td>Reference words</td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>91-100</td>
</tr>
<tr>
<td>B</td>
<td>81-90</td>
</tr>
<tr>
<td>C</td>
<td>71-80</td>
</tr>
<tr>
<td>D</td>
<td>61-70</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
</tr>
</tbody>
</table>
Lesson Five: The Joy Luck Club

Target level: College students

Objectives
To understand the characteristics of novels
To learn about the reading strategy of questioning
To learn more about reference words
To learn author's purpose
To continue the study skills of skimming/scanning and summarizing

Vocabulary: Chosen by students

Materials
Focus Sheet 5, Task Sheet 5.1, Work Sheet 5.1, Test Sheet 5

Arousing Interest
Ask students some questions:
When you date somebody, what is the most important thing to choosing a boyfriend or girlfriend?
Is there any difference between to choosing a boyfriend/girlfriend and to choosing a mate?
In the decision of your marriage, what factors will you count, such as educational background, wealth, potential energy for overcoming present status, or parents' agreement?

Task Chain on Strategies
1. Students are asked to skim Focus Sheet 5; then asked to identify the genre, and discuss the reason that they think that it is a specific genre
2. Teacher briefly presents the characteristics of fiction using Task Sheet 5.1-A
3. Students are asked if they found the main character of the story while skimming/scanning
4. Teacher presents the reading strategy of questioning/predicting using Task Sheet 5.1-B
5. Students are asked to make a possible plot by questioning to themselves; finally they write the possible plot and setting
6. Students are asked to reread the text and write the summary of the text

Task Chain on Analysis
1. Teacher presents author's purpose using Task Sheet 5.1-C; then students are asked to do Work Sheet 5.1-A
2. Teacher presents reference words II using Task Sheet 5.1-D; then students are asked to do Work Sheet 5.1-B
Task Chain on Critical/Creative Reading
1. Students watch the video, Joy Luck Club
2. Students are asked to write an essay "What is the most important factor in one's marriage?"
3. Based on individual opinions, student are grouped with others of the same opinion to make a list and present it in front of the class

Assessment
1. Formative assessment will be done by observing students' doing work sheets; criteria will be knowledge of author's purpose, reference words,
2. Summative assessment will be done by Test Sheet 5; criteria will be general comprehension
3. Grade will be Grade will be; A: 91-100, B: 81-90, C: 71-80, D: 61-70, F: <60

<table>
<thead>
<tr>
<th>Formative assessment</th>
<th>Summative assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of author's purpose</td>
<td>Comprehension of the text</td>
</tr>
<tr>
<td>Reference words</td>
<td></td>
</tr>
<tr>
<td>Characteristics of novels by</td>
<td></td>
</tr>
<tr>
<td>questioning</td>
<td></td>
</tr>
<tr>
<td>Questioning strategy</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>91-100</td>
</tr>
<tr>
<td>B</td>
<td>81-90</td>
</tr>
<tr>
<td>C</td>
<td>71-80</td>
</tr>
<tr>
<td>D</td>
<td>61-70</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
</tr>
</tbody>
</table>
Lesson Six: A Chess Problem

Target level: College students

Objectives
- To understand the characteristics of detective stories
- To learn the reading strategy of story map
- To learn about plot
- To continue the study skill of inference

Vocabulary: Chosen by students

Materials
- Focus Sheet 6, Task Sheet 6.1, 6.2, Work Sheet 6.1, 6.2, Test Sheet 6

Arousal Interest
Ask students some questions:
- Have you heard about Agatha Christie? Who she or he is?
- Do you like detective stories?
- Have you seen Agatha Christie's detective story movies?
- Do you have ideas about what detective stories commonly include?

Task Chain on Strategies
1. Teacher briefly mentions about author using Task Sheet 6.1; then, explains the characteristics of detective stories using Task Sheet 6.2-A
2. Students are asked to skim the first page of Focus Sheet 6 and write the main character, problem, the setting
3. Teacher briefly presents the reading strategy of story map using Task Sheet 6.2-B; then students are asked to make story map using Work Sheet 6.2
4. Teacher presents about plot using Task Sheet 6.2-C; then, students are asked to predict the next plot occurrence after they read several pages; then, students are asked to make a group and compare their prediction with group members

Task Chain on Critical/Creative Thinking
1. Students are asked to make inference about the personality of characters in Work Sheet 6.2
2. Teacher presents problem solving using Task Sheet 6.2-D; then, students are asked to make their own solution for this story and make groups to present in class

Assessment
1. Formative assessment will be done by work sheets; criteria will be general understanding of fiction story
2. Summative assessment will be done by Test Sheet 6; criteria will be general understanding of fiction story
3. Grade will be; A: 91-100, B: 81-90, C: 71-80, D: 61-70, F: <60

<table>
<thead>
<tr>
<th>Formative assessment</th>
<th>Summative assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characteristics of detective stories by asking</td>
<td>Comprehension</td>
</tr>
<tr>
<td>Reading strategy; story map</td>
<td></td>
</tr>
<tr>
<td>Knowledge of plot</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A</th>
<th>91-100</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>81-90</td>
</tr>
<tr>
<td>C</td>
<td>71-80</td>
</tr>
<tr>
<td>D</td>
<td>61-70</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
</tr>
</tbody>
</table>
APPENDIX B

MATERIALS OF THE UNIT
They were going to Fort Lauderdale, the girl remembered later. There were six of them, three boys and three girls, and they picked up the bus at the old terminal on 34th Street, carrying sandwiches and wine in paper bags, dreaming of golden beaches and the tides of the sea as the gray cold spring of New York vanished behind them. Vingo was on board from the beginning.

As the bus passed through Jersey and into Philly, they began to notice that Vingo never moved. He sat in front of the young people, his dusty face masking his age, dressed in a plain brown ill-fitting suit. His fingers were stained from cigarettes and he chewed the inside of his lip a lot, frozen into some personal cocoon of silence.

Somewhere outside of Washington, deep into the night, the bus pulled into a Howard Johnson's, and everybody got off except Vingo. He sat rooted in his seat, and the young people began to wonder about him, trying to imagine his life: Perhaps he was a sea captain, maybe he had run away from his wife, he could be an old soldier going home. When they went back to the bus, the girl sat beside them and introduced herself.

"We're going to Florida," the girl said brightly. "You going that far?"

"I don't know." Vingo said.

"I've never been there," she said. "I hear it's beautiful."

"It is," he said quietly, as if remembering something he had tried to forget.

"You live there?"

"I did some time there in the Navy. Jacksonville."

"Want some wine?" she said. He smiled and took the bottle of Chianti and took a swig. He thanked her and retreated again into his silence. After a while, she went back to the others, as Vingo nodded in sleep.

In the morning they awoke outside another Howard Johnson's, and this time Vingo went in. The girl insisted that he join them. He seemed very shy and ordered black coffee and smoked nervously, as the young people chattered about sleeping on the beaches. When they went back on the bus, the girl sat with Vingo again, and after a while, slowly and painfully and with great hesitation, he began to tell his story. He had been in jail in New York for the last four years, and now he was going home.

"Four yours!" the girl said. "What did you do?"

"It doesn't matter," he said with quiet bluntness. "I did it and I went to jail. If you can't do the time, don't do the crime. That's what they say and they're right."

"Are you married?"

"I don't know."

"You don't know?" she said.
“Well, when I was in the can I wrote to my wife,” he said. “I told her, I said, Martha, I understand if you can’t stay married to me. I told her that. I said I was gonna be away a long time, and that if she could just forget me. Get a new guy—she’s a wonderful woman, really something—and forget about me. I told her she didn’t have to write me or nothing. And she didn’t. Not for three-and-half years.”

“And you’re going home now, not knowing?”

“Yeah,” he said shyly. “Well, last week, when I was sure the parole was coming through I wrote her. I told her that if she had a new guy, I understood. But if she didn’t, if she would take me back she should let me know. We used to live in this town, Brunswick, just before Jacksonville, and there’s a great big oak tree just as you come into town, a very famous tree, huge. I told her if she would take me back, she should put a yellow handkerchief on the tree, and I would get off and come home. If she didn’t want me, forget it, no handkerchief, and I’d keep going on through.”

“Wow,” the girl said. “Wow.”

She told the others, and soon all of them were in it, caught up in the approach of Brunswick, looking at the pictures Vingo showed them of his wife and three children, the woman handsome in a plain way, the children still unformed in a cracked, much-handled snapshot. Now they were 20 miles from Brunswick and the young people took over window seats on the right side, waiting for the approach of the great oak tree. Vingo stopped looking, tightening his face into the ex-con’s mask, as if fortifying himself against still another disappointment. Then it was 10 miles, and then five and the bus acquired a dark hushed mood, full of silence, of absence, of lost years, of the woman’s plain face, of the sudden letter on the breakfast table, of the wonder of children, of the iron bars of solitude.

Then suddenly all of the young people were up out of their seats, screaming and shouting and crying, doing small dances, shaking clenched fists in triumph and exaltation. All except Vingo.

Vingo sat there stunned, looking at the oak tree. It was covered with yellow handkerchiefs, 20 of them, 30 of them, maybe hundreds, a tree that stood like a banner of welcome blowing and billowing in the wind, turned into a gorgeous yellow blur by the passing bus. As the young people shouted, the old con slowly rose from his seat, holding himself tightly, and made his way to the front of the bus to go home.

(cited in Langan, 1992, p. 345-347)
Task Sheet 1.1
A. Genre

Kind, sort, or style. A particular style or category of works of art; especially a type of literary work characterized by a particular form, style, or purpose (Murray, Bradley, Craigie, & Onions, 1989, Vol. VI, p. 446)

Fiction

That which, or something that, is imaginatively invented; feigned existence, event, or state of things; invention as opposed to fact (Murray et al., 1989, Vol. V, p. 872). For instance, in literature, novels, short stories, poetry, drama.

Nonfiction


Column

A special feature, especially one of a regular series of articles or reports (Murray et al., 1989, Vol. III, p. 508)

B. Reading Strategy

Skimming

Skimming reading skill is to find general ideas quickly. Three reasons for skimming are; (1) to anticipate the general content of a text they are going to read; (2) to decide if a text has the kind of information they are looking for; (3) to get the general idea of a text they do not have time to read. When you skim material:

1. Read the title. If the piece is an article, check the author, publication date, and source.

2. Move your eyes across the lines rapidly; do not stop, and instead of looking back, look forward; focus as much possible on key words; remember that the first sentence usually prepares the reader for the paragraph. (from Zukowski/Faust et al., 1982)
Scanning

Scanning is a method of selective reading that is used when you are searching for a particular fact or the answer to a question. Scanning can best be described as a looking rather than a reading process. As you look for the information you need, you ignore everything else. When you finish scanning a page, the only thing you should know is whether it contained the information you were looking for. You already use the technique of scanning daily: you regularly scan telephone books, television listings, and indexes. When you are scanning,

1. State in your mind the specific information you are looking for. Phrase it in question form if it possible.
2. Try to anticipate how the answer will appear and what clues you might use to help you locate the answer. If you are scanning to find the distance between two cities, you might expect either digits or numbers written out as words. Also, a unit of measurement, probably miles or kilometers, will appear after the number.
3. Determine the organization of material: it is your most important clue to where to begin looking for information. Especially when you are looking up information contained in charts and tables, the organization of the information is crucial to rapid scanning.
4. Use headings and any other aids that will help you identify which sections might contain the information you are looking for.
5. Selectively read and skip through likely sections of the passage, keeping in mind the specific question you formed and your expectations of how the answer might appear. Move your eyes down the page in a systematic way. While there are various eye movement patterns, such as the “arrow pattern” (straight down the middle of the page) or the “Z pattern” (zig-zagging down the page), it is best to use a pattern that seems comfortable and easy for you.
6. When you reach the fact you are looking for, you will find that the word
or phrase will stand out, and you will notice it immediately.

7. When you have found the needed information, carefully read the sentences in which it appears in order to confirm that you have located the correct information

(from McWhorter, 1995)

Text Structure

Narrative Structure

Narrative structure is used in story. There are nine elements in it; setting, character, plot, conflict, symbol, point of view, tone, irony, and theme (Kennedy, 1991). Writers usually give general description and repeats vocabulary frequently. Readers’ attention can be held by plot or description. Because a writer tries to offer entertainment, readers can read fairly rapidly.

- Setting; the place and time where a story takes place
- Plot; happening in the story
- Characters; people in the story
- Conflict; struggle between character, between a character and an outside, or between two choices within the same character; plot depends on conflict
- Symbol; an object or act in the story representing a deeper or larger meaning; usually connected with the theme
- Point of view; teller of the story; in omniscient point of view, a narrator knows everything from outside the story; in limited third person point of view, a narrator knows everything from the outside, but he/she holds only one person’s view point; in first person point of view, one of the characters is the teller, “I”
- Tone; the emotional feeling which reveals writer’s attitude towards topic
- Irony; a difference between what is expected and what happens
- Theme; the main idea of the story
Task Sheet 1.2

A. Vocabulary in Context

What is context?

If you tried to define the meaning of the words, torrid, ascertain, and euphoria, you might have some difficulty. As explaining above, the meaning of a word can be concrete when it is a sentence; before a word has relationship with other words in the sentence, it merely has many possible meanings. This fact allows you to have several chances to predict the meaning of unknown words in the context. However, you can’t 100% sure that you can understand a word from its context, because the meaning of a word is chosen from many possible meanings, your prediction might be wrong. There are four types of context clues; examples, synonyms, antonyms, and general sense of the sentence or passage.

(from Langan, 1992, p.9)

B. Pattern of Organization I

Time Ordering

<table>
<thead>
<tr>
<th>Time Ordering</th>
<th>first, next, as, while, second, before, now, during, then, after, until, when, since, soon, later, finally</th>
</tr>
</thead>
</table>

Example:

Albert Einstein was born near the end of the 1800s in Ulm, Germany. He graduated from the University of Zurich in Switzerland at the age of 26. Fourteen years later he won the Nobel Prize for physics. For the next ten years he lived in Germany. Then, in the early 1930s, he had to leave Germany because of Hitler and the Nazi Party. He moved to the United States, where he lived until the time of his death at the age of 74. He lived a long and productive life.

(from Mikulecty & Jeffries, 1996, p. 101)
C. Sentence Structure

Complex Sentence

Complex sentence is composed of one independent clause and one or more dependent clauses. A clause is a group of words that contains a subject and a predicate. An independent clause contains a subject and predicate. It can stand alone as a sentence, but dependent clause should combine to independent clause. Adverb clauses, adjective clauses, and noun clauses belong to the class of independent clauses.

Adverb Clause

An adverb clause starts with subordinating conjunctions and functions as an adverb. Subordinating conjunctions are when, while, before, after, because, although, if, and as.

Example: The homeowners feel happier because they know the flooding will soon be better controlled.

(from Troyka, 1993, p. 187-188)
Work Sheet 1.1

A. Practice skimming
Directions: After you skim the text, write what it is about in five sentences.


B. Analyzing narrative structure
Directions: Find the elements of narrative structure in the column, if any.

• Setting:


• Characters:


• Conflict:


• Symbolism:


• Point of view:
Which strategy did you use to find the information?
A. Vocabulary in Context

Directions: Try to guess the meaning of the italicized words in the sentences.

1. To avoid the burning sun in torrid climates such as deserts, many animals come out only at night.
   a. familiar  
   b. extremely hot and dry  
   c. very bright

2. The officer tried to **ascertain** the truth about the accident by questioning each witness separately.
   a. create  
   b. avid  
   c. find out

3. In their euphoria, the fans of the winning team danced in the stadium aisles and chanted victory songs, until their intense joy was dampened by a sudden downpour.
   a. intense joy  
   b. hurry  
   c. disappointment

4. Nocturnal creatures, such as bats and owls, have highly developed senses that enable them to function in the dark.
   a. feathery  
   b. flying  
   c. active at night

5. The adverse effects of this drug, including dizziness, nausea, and headaches, have caused it to be withdrawn from the market.
   a. deadly  
   b. harmful  
   c. expensive

6. My sister Kathy is lively and outgoing; however, I am rather **introverted**.
   a. friendly and helpful  
   b. quiet and withdrawn  
   c. strong and athletic

7. He was born to a family that possession great wealth, but he died in **indigence**.
   a. a hospital  
   b. an accident  
   c. poverty

8. Despite the **proximity** of Ron’s house to his sister’s, he rarely sees her.
   a. similarity  
   b. nearness  
   c. superiority

9. The car wash we organized to raise funds was a **fiasco**, for it rained all day.
   a. great financial success  
   b. welcome surprise  
   c. complete disaster
10. The lake water was so **murky** that my hand seemed to vanish when I dipped it only a few inches under the surface.

a. cold  
b. dangerous  
c. dark  
d. inviting  

(from Langan, 1992)

B. New Word Section
Directions: Write down new words from the text and guess possible meanings.
C. Pattern of Organization
Directions: Underline the time signal words.

In January of 1954, Ernest and Mary Hemingway left Nairobi on a vacation trip on which they flew over grazing elephants, hippos bathing in the lakes, and huge flocks of feeding flamingos. As they were circling a spectacular waterfall, a flock of ibises flew in front of the plane. When the pilot dived to avoid the birds, he struck an abandoned telegraph wire that crossed the gorge. In the crash that followed, Ernest sprained his shoulder. Mary was only slightly injured. Luckily, a boat came down the river the next morning, and its crew rescued them. By that evening, they were on board a small plane bound for Entebbe. The plane lifted form the plowed field that served as a runway, then crashed and burst into flames. Ernest escaped by breaking through another window. Twice in two days they had crashed and come out alive, but Ernest had injured his head, his backbone, and a kidney; after this, even writing a letter was difficult for him.

(from Langan, 1992, p. 264)

Directions: Arrange the scrambled sentences below into a logical paragraph by numbering them 1, 2, 3, 4, and 5 in an order that makes sense. Then circle the letter of the primary pattern of organization used.

____ A third reaction to danger used by opossums is to bluff their way out of a tight spot by hissing and baring their teeth.
____ The opossum reacts to danger in one of several ways.
____ First, some varieties of opossum can spray an unpleasant odor.
____ Opossums are also very likely to run away from danger.
____ Finally, the best-known of possum defenses is to "play dead" by entering into a comalike state brought on by fear.

a. time order    b. list of items    c. comparison    d. definition and example

(from Langan, 1992, p. 259)
Worksheet 1.3

1. According to the information in the selection, what is Vingo’s attitude toward his wife?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Has Vingo assumed responsibility for his crime, in your opinion?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. While there is much we don’t learn about Vingo in this very short narrative, Hamill does provide us with clues to some important aspects of his personality. What evidence is there that he is a decent man, a person whom we could feel deserves a second chance?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. Many people are thrilled, some even to tears, by this story. What makes “The Yellow Ribbon” have such a powerful effect on readers?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

(from Langan, 1992, p. 351)
Test Sheet 1

Directions: Answer the following questions. (Each question is worth in points)

1. The word fortifying in “tightening his face into the ex-con’s mask, as if fortifying himself against still another disappointment.
   a. strengthening
   b. watching
   c. hurrying
   d. losing

2. The word acquired in “the bus acquired a dark hushed mood.”
   a. needed
   b. took on
   c. stopped
   d. lost

3. ______ True or False? Vingo felt he should not have been put in prison.

4. ______ True or False? The transition words as, when, after, now, and then, which Hamill uses throughout this selection, all signal indicate time.

5. The main pattern of organization of paragraph 2 is
   a. cause and effect.
   b. comparison and contrast.
   c. list of items.
   d. time order.

6. The main pattern of organization of the entire selection is
   a. cause and effect.
   b. comparison and contrast.
   c. list of items.
   d. time order.

7. In telling this narrative, Hamill
   a. stresses his own opinions.
b. leaves out any of Vingo's opinions.
c. leaves out any of the young people's opinions.
d. includes some of Vingo's and some of the young people's opinions.

8. The main purpose of "The Yellow Ribbon" is to
a. inform readers that a convicts' life can be rebuilt after prison.
b. persuade readers to avoid a life of crime.
c. entertain readers with a heartwarming story.

9. What is the best definition of the "column"?
   a. It deals with special issue.
   b. It deals with news.
   c. It deals with various topics and is written regularly.

   (from Langan, 1992, p. 247-249)
Focus Sheet 2
Cities deciding that it's time for teen curfews

By Mark Potok
USA TODAY

DALLAS—Melissa Vela, 16, says she should be allowed to walk the streets of her neighborhood, even late at night. But her mother disagrees, Melissa says.

"My mom tries to argue about it, but I just go to my room," say the Dallas teen, strolling through a shopping mall.

Now, the city of Dallas is taking her mother's side.

Since the U.S. Supreme Court last week let stand a controversial city curfew on teen-agers, Dallas—along with hundreds of other cities nationwide—has been doing its best to keep kids under 17 inside late at night.

Under the law, children are barred from public places after 11 on weeknights and midnight on weekends. The curfew lasts until 6 a.m. Since the curfew began May 1, more than 100 youths have been ticketed; fines run to $500. Others have been warned.

Curfews have been used since at least early this century, but Dallas' court victory may have opened the floodgates."
"We expect this Supreme Court decision will encourage many communities to look at curfews," say Doug Peterson at the National League of Cities. "It is one more tool in their toolbox."

With violent crime among teens up 57% in the past decade, city after city has imposed curfews, but some have been struck down as overly broad. Dallas' law was upheld, in part, because of the many exceptions it provides—for children running errands for parents, going to jobs and taking part in school or church-sponsored activities.

"More cities are going to go this route because they're desperate," say Assistant City Attorney Don Postell, who helped draft Dallas' law. "We're losing kids at astronomical levels."

In many cities, the American Civil Liberties Union has argued that curfews curtail teens' freedom of assembly and speech and, in effect, criminalize a class of people. The ACLU argues curfews can be enforced primarily against inner-city youth, mainly minorities.

"Now police can just go up to anyone they don't like the looks of without a reason," say Yale student Sbrina Qutb, 19, who helped challenge Dallas' law in court.

"We believe children ought to be in at some reasonable hour," says Joe Cook, regional ACLU director in Dallas. "But that decision belong to the parent, not police officers and politicians."

Still, curfews are booming;

• In Denver, enforcement of a new curfew for youths under 18 begins tonight. Violators face fines up to $50.
• Orlando, Fla., officials plan to enforce a new curfew, applying only to the downtown bar district, late this week.
• In Cedar Hill, a Dallas suburb of about 24,000 people, an ordinance that closely parallels Dallas' law was passed in late May. Enforcement of the law, including tickets of up to $500, begins at month's end.
• Dickinson, N. D., is expected to approve today a curfew banning teens from the streets between 11 p.m. and 5 a.m. on weekends.
• Fort Worth officials expect to adopt a law patterned on the Dallas statute.

Many adults are delighted.

"It's the devil's workshop if you're outside after 9," say Rosie Prettyman, 69, of Dallas. "The government has to step in. If they're smart enough to make some kind of control system for these kids."

But experts such as Yale sociologist Albert Reiss say it's not clear if curfews prevent crime. "We've been trying in this country for at least 80 years to decide if curfews are effective. Nobody's ever been able to show they are, and there are a lot of reasons to conclude that they are not."

Brandy Montgomery, 15, is livid.
“I hate it,” she says, adding that most of her friends regularly break the Dallas curfew. “I understand how bad crime is, but this is a free country. If we want to risk our lives staying out late, we should be able to do that.”

(from Tiersky & Dickstein, 1995, p. 9)
Task Sheet 2.1

News Story

A. Genre

In the front page, you will find the latest and most important news. The most significant story of the day becomes the lead article. The newspaper’s biggest headline has often a photograph with it. In many papers, the lead story is placed in the left-hand column, right below the first word of the banner headline. In other papers, the lead story is centered, sometimes under picture.

“Straight” (or “hard”) news stories are written in an objective style. Journalists include only the facts, never their own opinions, reactions, or judgments. Any comment upon what happened comes from experts, observers, or those directly involved in or affected by the event. If the article is about a controversial subject, people with opposing viewpoints are quoted and, ideally, given equal space in the article.

An objective news story does not reveal the author’s viewpoint. However, a story can be ‘slanted’ in one direction or another by the inclusion or exclusion of certain facts, by the amount of space given to various facts or quotations, and by the location of various pieces of information in the article. A fact mentioned briefly near the end of the article is less likely to be noticed than information presented earlier and in greater detail. In deciding what kind of slant to give a story, journalists consider the interests and educational level of their paper’s typical reader.

The Five Ws

Who, what, when, where, and why--these are the standard questions that every good new story must answer. (In some stories, how must be included, too.) Journalists try to get all or expect. Many readers scan leads to get the gist of stories. Then they read further only those articles of interest to them.

Straight news stories never end with a ‘punch,’ as feature stories sometimes do. After the lead, the writers present the details in order of decreasing importance. The last paragraph or two usually provide nonessential
background. Then, if the last inch or two of the story is cut for lack of space, nothing important is lost.

(from Tiersky & Dickstein, 1996, p. 36-37)

B. Reading Strategy

*Previewing/ Predicting:* When you gather information about a book by examining its cover, you are previewing. The aim of previewing is to help you to predict or make some "educated guesses" about what is in the book. You should develop the habit of applying these skills whenever you read. Previewing and predicting can make a big difference. You can get some ideas about what you will read. That way you will begin to process the information far more quickly. You will also be able to follow the writer’s ideas better. Though it takes a few minutes to preview and predict, those few minutes are well invested. You will find that later you save reading time and gain comprehension.

(from Mikulecky & Jeffries, 1996)

*Main idea and Supporting details*

To fully understand any selection that you read, it is important to find the main idea and its supporting details. One way to find the main idea is to use a two-step process:

1. Find the topic.
2. Then find the writer’s primary point about that topic. You will now have the main idea.

Any selection that you read will be about a particular topic. The topic is a selection’s general subject. The topic of a paragraph, for example, might be “My Roommate.” In contrast, the main idea is the writer’s primary point about the subject. The main idea of the paragraph on the roommate might be that the roommate is messy. The rest of the paragraph might be a few sentences that give examples of the messiness.

(from Langan, 1992)
C. Pattern of Organization II

*Cause and Effect*: One statement is the reason or premise for another statement.

<table>
<thead>
<tr>
<th>Cause and Effect</th>
<th>Thus, because, because of, causes, as a result, result in, result, effects, therefore</th>
</tr>
</thead>
</table>

Example:

In 1989, the Exxon Valdez oil tanker spilled millions of gallons of oil in Alaska’s Prince William Sound. Biologists who have studied the local wildlife have noted the consequences of the spill. It has resulted in a great decline in the number of birds in the area. The spill also has caused many young harbor seals to suffer from brain damage and death. Killer whales also felt the impact of the spill. Since 1989, more than one third of the whale population has disappeared.

D. Essay Structure

*Introduction*: The general statement(s) with which you begin your introduction should make your audience interested in your topic, and should lead logically to your statement of thesis.

*Body*: The goal of each body paragraph is to state a topic sentence that is directly related to the thesis, and to support that topic sentence.

*Conclusion*: The conclusion borrows from everything that has gone before, summarizing without repeating exactly, suggesting, predicting. In so doing, it gives the essay its final shape, ad gives writers a single last chance to show that their theses are valid.  

(from Reid, 1988)
A. Comprehension Check

Directions: After reading Focus Sheet 2, select the best completion for each statement.

1. According to the article, ____________________________.
   a. curfews are effective in curtailing crime
   b. the number of American cities with curfew has been increasing
   c. teenagers like curfews
   d. the ACLU agrees with the U.S. Supreme Court on the curfew issue

2. Teenagers don't like curfews because ____________________________.
   a. they don't understand the dangers of being out late
   b. they want to decide for themselves whether to risk the danger of late hours
   c. they have no respect for the law
   d. their parents approve of them

3. When people under age eighteen violate a curfew, the punishment is usually
   a. a short jail sentence
   b. a fine
   c. a caning
   d. being pounded for a month

4. Curfew have been used in various places in this country _____________.
   a. only recently
   b. for at least 80 years
   c. only in Texas
   d. since May 1994 (from Tiersky & Dickstein, 1996)
B. Main Idea and Supporting Details

Directions: Circle the letter of the correct topic of each paragraph. (To find the topic, remember to ask yourself, "Who or what is the paragraph about?"") Then circle the letter of the main idea—the author's main point about the topic.

1. According to one scientist who has studied aging, there are ways to remain healthy in old age. The key, he believes, is to continue to find mental and physical challenges. In addition, he recommends that people stick to a balanced, low-cholesterol diet and a reasonable exercise program throughout their lives. He also cautions people about the dangers of smoking.

   **Topic:**
   a. Science  b. Mental and Physical Challenges  
c. Health in Old Age  d. A Balanced Diet

   **Main Idea:**
   a. A balanced diet helps the elderly stay healthy.  
b. According to one researcher, health in old age can be achieved in various ways.  
c. Science includes the study of aging  
d. A scientist who has studied aging cautions people about the dangers of smoking

2. A good way to find a part-time job is to create one yourself. Two high school students, for example, realized that many people prefer not to leave their pets at a kennel. Those students started a business of feeding and exercising pets while their owners are on vacation. And a housewife runs her own pet-taxi service, for which she drives people's caged pets to the vet or the kennel.

   **Topic:**
   a. Finding a Part-time Job  b. Student Jobs  
c. Animal Care  d. A Pet-Taxi Service
Main Idea:

a. Many people work in animal care.
b. One good part-time job is running a pet-taxi service
c. Many students as well as people in general need part-time jobs
d. One way to get a part-time job is to create one that fills a need.

3. Some people believe that if you spill salt, you must toss a pinch of salt over your left shoulder “into the Devil’s face” in order to avoid bad luck. That is just one of many superstitions that cover everyday events. Others are the beliefs that umbrellas should not be opened indoors and that people should leave a friend’s house by the same door they entered.

Topic:

a. Spilling Salt  b. Umbrellas  c. Superstitions  d. Bad Luck

Main Idea:

a. People are afraid of bad luck.
b. Some people consider opening an umbrella indoors to be bad luck.
c. Many superstitions are about everyday events.
d. According to one superstition, if you spill salt, you should toss a pinch of salt over your shoulder. (Langan, 1992, p.28)

C. Pattern of Organization

Directions: The following sentences describe a cause-and-effect relationship. For each sentence, identify both the cause and the effect

1. The orange crop in Florida is poor this year because of a late spring freeze.

   Cause: _______________________________________________________
   Effect: _______________________________________________________
2. Mr. Coleman's bankruptcy was the result of his compulsive gambling.

   Cause: ____________________________________________
   Effect: __________________________________________

3. Last winter I twisted my ankle by slipping and falling on a patch of ice.

   Cause: ____________________________________________
   Effect: __________________________________________

Directions: The following sentences all list either two causes leading to the same effect or two effects resulting from a single cause. Identify causes and effects in each sentence. Here is an example of how to do this activity.

4. Because the defense lawyer's objection was valid, the judge threw out the evidence and dismissed the case.

   Valid objection: __________________________________
   Thrown-out evidence: ________________________________
   Dismissed case: ____________________________________

5. Tonia's grades have improved since she put herself on a study schedule and stopped going out on weeknights.

   A study schedule: __________________________________
   Tonia's better grades: ________________________________
   Not going out on weeknights: __________________________

   (Langan, 1992, p. 99-100)
Directions: The following passages lists either several causes leading to the same effect or several effects resulting from a single cause. In the spaces provided, identify the causes and effects in the passage.

Even the best listeners cannot possibly listen carefully to everything that they hear. Among the reasons for this is the overload of messages most of us encounter each day. Besides the numerous hours we spend hearing other people speak, we may spend several more hours listening to the radio or television. It isn't possible to avoid having our attention wander at least part of all this time. Preoccupation with our personal concerns is another reason we don't always listen carefully. A romance gone sour or a good grade on a test may take prominence in our mind even as someone is speaking to us. In addition, the simple fact that we are at times surrounded by noise interferes with listening. For example, many voices at a noisy party or the sound of traffic may simply make it difficult for us to hear everything that is being said.

Inability to listen carefully all the time: ____________________________
Message overload: ________________________________________________
Surrounding noise: ________________________________________________

(Langan, 1992, p. 100-101)

D. Comprehension

Directions: In the article, the reporter presents the viewpoints of several groups (teenagers, parents, and so on). In the chart below, list five of these groups. How does each group feel about curfews for teenagers? Check for or against.

<table>
<thead>
<tr>
<th>Group</th>
<th>for</th>
<th>against</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Test Sheet 2

Directions: Use context clues (in the Focus Sheet 2.1) to determine the meaning of each italicized expression from the article. The paragraph in which each expression is used is indicated in parentheses. Match each word or phrase in the first column with its literal meaning in the second column by writing the correct letter on each blank line. (each 10 points)

----- 1. Let stand (4) a. very high amounts
----- 2. Opened the floodgates (6) b. time and place to learn evil ways
----- 3. One more tool in their tool c. an area in or near the center of a city box (7)
----- 4. Overly broad (8) d. very similar to; following the same pattern
----- 5. At astronomical level (9) e. increasing; growing in popularity
----- 6. Inner-city (10) f. allow to remain in effect
----- 7. Booming (13) g. another way of working on a problem
----- 8. Closely parallels (13) h. caused a great increase in something by making that action possible
----- 9. The devil's workshop (15) i. applying to too many people or situations

(Tiersky & Dickstein, 1996, p. 12)

Directions: Find main idea, cause, and effect.

A young child’s untreated ear infection can lead to serious consequences. The infection can spread to the throat and cause a general illness. It can also do permanent damage to a child’s hearing ability. Perhaps the least-known consequence of untreated ear infection involves language development. Language learning depends on good hearing. Children with frequent or untreated ear infections cannot hear well. The result is a delay in their ability to speak and use language effectively. (Langan, 1992, p. 101)

Main Idea: ________________________________________________________________
Cause(s) ________________________________________________________________
Effect(s) ________________________________________________________________
Dr. Norman Lewiston juggled three households, three lives, three wedding anniversaries, and never made a mistake—and then he died...

By Gloria Jones

Everyone knows that truth is stranger than fiction. But sometimes the true, real facts are so weird that you can only shake your head in total disbelief. Here, Good Housekeeping presents a true story of people who might easily be your neighbors but whose real-life stories stretch credulity to the breaking point.

In June 1991, Robyn Lewiston’s last words to her husband of two years, Dr. Norman J. Lewiston, were an uncanny prophecy. “Some day,” she said, “you’re going to drop dead and I’m not going to your funeral because I don’t know how many wives you have.”
Two months later, on August 6, Dr. Lewiston, 52—a distinguished professor of medicine at Stanford University, in Palo Alto, Calif., and a pioneer in lung transplants for children—did just that... he collapsed of a heart attack, not at home in San Diego with his wife Robyn, but in the house in Palo Alto that he shared with his wife of 31 years, Diana Lewiston.

He was rushed to Stanford Medical Center where he died. Afterward, his secretary telephoned the bad news—not to Robyn’s house but to yet another house in Los Altos, a house that the doctor had shared since 1985 with Katy Mayer-Lewiston. Katy was the woman his friends and medical colleagues believed to be his wife. The secretary told Katy, “Norm died this morning.”

“I’m afraid it is,” the secretary continued. “And the other things I have to tell you is that he died at his wife Diana’s house.”

So it was that on that August day, Stanford University lost a pioneering surgeon and teacher, and three women—Diana, 51, Katy, 44, and Robyn, 42—lost their husband.

Diana and Katy, especially, were plunged into grief—and disbelief. They both knew their husband maintained a frantic professional schedule, but neither had ever suspected that he ran an equally frantic marital calendar. Lewiston’s third wife, Robyn, had recently caught on to her husband’s polygamous ways and was in the process of obtaining an annulment.

How did the doctor do it? How did he keep three homes going and maintain a distinguished practice that brought honor to him and his hospital and life-giving hope to children critically ill with cystic fibrosis” Everyone who knew the friendly teddy bear of a man with piercing blue eyes is baffled. Recalls Katy, wife number two, “He never called me by a wrong name, he never confused a movie I’d seen with him.” Adds Robyn, “He never forgot a birthday. His calendar must have been incredible.”

Dr. Lewiston came to California in the early 1970s from Yale New Haven Hospital in Connecticut. The young doctor and his wife, Diana, bought a house where they raised their two sons and a daughter. Beginning as a resident, Lewiston rose to chief of allergy and pulmonary diseases. In 1996 he had made a will naming Diana as his heir.
Robyn L. Phelps, as slender blonde, was a nurse in San Diego, some 450 miles south of Pal Alto; she had a young child a failing marriage. She met Dr. Lewiston in the mid-1970s when he was doing medical research in San Diego, and they entered into a romance. Telling her he was divorced and planning to retire to San Diego, he proposed to her in 1980. But the marriage never took place because she discovered that the divorce papers he showed her were false.

Katy Mayer worked in the patient-registration department of Dr. Lewiston's hospital; she and Lewiston began dating after Robyn broke up with him. Katy accepted his story that he was divorce from Diana, and she married him in 1985. They bought a house together and were known at Stanford as a devoted husband and wife. Yes, of course, Katy knew Lewiston was away from home a great deal. His schedule was so heavy that he frequently slept at the hospital. He often came home for an early dinner, then dashed to the bedside of a patient. Or so he said.

In reality, of course, he was going home to Diana and his children to spend the night with his original family. And, in the past couple of years, he frequently flew to San Diego to relax with "old friends." The old friends turned out to be Robyn, who had let down her guard sufficiently to believe him when he assured her that he was now divorced from both Diana and Katy and free, at last, to marry her. They wed in 1989.

So began two years of triple wedlock for the good doctor, who was always cool and collected, who had friendly words for his young patients, and who was dedicated to his lifesaving work and devoted to the three women who believed they were happily married to an outstanding man.

Diana and Katy first knew of each others' existence after Lewiston died, when both claimed his body. Later Katy checked out a phone number she found among her late husband's papers; Robyn answered. "Were you having an affair with my husband?" Katy asked. "Of course not," Robyn replied. "I was married to him."

In a TV interview for A Current Affair after the funeral, Katy and Robyn described the doctor's Thanksgiving Day arrangements, which seemed to epitomize his whirligig life.

"I flew up from, Sam Diego for an early dinner with him," Robyn recalled. "Then he rushed off to make rounds at the hospital."

Katy remembers it this way. "We'd have dinner, and he was usually beeped just before dessert. He'd leave and return two hours later and we'd have dessert and clean up together."

"Then," Robyn chimed in, "he took me to the airport. I guess he had time then for a third dinner."

A year ago, Robyn, suspicious of her husband's hide-and-seek ways, hired an investigator. When the investigator uncovered the two other marriages, she began action for annulment. Robyn said that she's often wondered about the doctor's final thoughts—in the instant before death, did he exclaim, "Oh, my God, what a mess I've made!"
Yes, he's left plenty of mess—dumbstruck colleagues, an embarrassed medical school, grieving wives, and financial chaos. Katy co-signed a loan that she now thinks the doctor intended to use to pay a settlement to Robyn. Longtime wife, Diana, who has refused to talk about her situation, has inherited their house, Lewiston's pension, his insurance, and his Social Security. She has also the house he owned with Katy, claiming that he had diverted community property from their marriage to acquire that house and she needs the money to pay his debts. Stanford is auditing funds Dr. Lewiston handled that were donated for cystic-fibrosis research.

After the doctor’s death. Katy found a scrapbook in his office in which he had collected mementos of all his tangled lives: photographs of his three wives, tender at-home scenes in the three homes, holiday celebrations, family snapshots with his three children—all the loving memorabilia of a fond husband and father.

"I don’t think he desired to cause pain," Katy says, "but he surely did," Says Robyn. "He fooled a lot of people, but I don’t think he fooled himself." Katy now operates a secretarial service: Robyn is a nurse-administrator in the San Diego County Health ailment. "Of course, he was overweight." Robyn commented. "He was eating the meals three wives were serving him."

But the most nagging question of all is why did he do it? Was he unable to commit completely to one woman? Was he too easily bored? Did he require constant excitement and challenge? Did he not want to hurt anyone? The answer could be any of the above—or none. But the question will forever haunt all who knew Dr. Lewiston.

(cited in Good Housekeeping/Feb. 1992)
**Task Sheet 3.1**

**A. Genre**

*Feature article:* A feature article deals with various factors involved in a large current issue. In newspaper usually anecdotal leads are connected to larger issues. Unlike news story writers, feature article authors may express opinions to appeal to readers’ emotions and to offer an interpretation of the issues. Because it is about “feature,” it needs sources from the outside. Sources may come from research or interviews. If the topic is important enough it is written about by several writers. The topics of feature articles are various, from political events to personal stories. (from Hennessy, 1993)

**B. Reading Strategy**

*Summarizing*

A summary is a brief statement or list of ideas that identifies the major concepts in a book. Its main purpose is to record the most important ideas in an abbreviated and condensed form. A summary is briefer and less detailed than an outline. A useful way to summary is:

1. Identifying the author’s main point
2. Identifying the most important information the writer includes to support or explain his or her main point. Include these main supporting ideas in a summary.

*Paraphrasing*

When you paraphrase, you precisely restate in your own words a passage written (or spoken) by another person. The word paraphrase combines the Greek word for tell with the Greek prefix para- meaning “alongside.” Thus, paraphrase describes a parallel text, one that goes alongside an original writing. Your paraphrases offer an account of what various authorities have to say, not in their words but in yours. Guidelines for writing a paraphrase are
1. Reproduce the source's emphases
2. Use your own words, phrasing, and sentence structure to restate the message. If certain synonyms are awkward, quote the material—but resort to quotation very sparingly
3. Read over your sentences to make sure that they do not distort the source's meaning
4. Expect our material to be as long as, and possibly longer than, the original 
   (Troyka, 1993, p. 564)

   C. Pattern of Organization III

   *Comparison and contrast:* Comparisons are for similarities and contrasts are for differences.

<table>
<thead>
<tr>
<th>Comparison</th>
<th>like, just like, just as, alike, likewise, equally, resembles, also, similarly, same, similar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contrast</td>
<td>However, on the other hand, in contrast, as opposed to, differently, instead, unlike</td>
</tr>
</tbody>
</table>

   Example:

   Visitors see some similarities between New York and San Francisco. Both cities, for example, are exciting cultural enters. They are equally attractive to people from many parts of the world. The cities are also alike because they both have many beautiful buildings, large, lovely parks, and grand bridges. On the other hand, the two cities have important differences. One difference is the lifestyle. New Yorkers are always in a hurry and are much less friendly than residents of San Francisco. The streets in the California city are very clean, unlike New York, where the streets are often dirty. Another major difference is safety: San Francisco has much less crime than New York.

   (Mikulecky & Jeffries, 1996, p. 101)
## Task Sheet 3.2

### A. Word Formation with Prefixes and Roots

<table>
<thead>
<tr>
<th>Prefixes</th>
<th>Meaning</th>
<th>Roots</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ad-, as-</td>
<td>to, toward</td>
<td>pel, pulse</td>
<td>push, drive</td>
</tr>
<tr>
<td>dis-</td>
<td>not, away, apart, remove</td>
<td>quire</td>
<td>ask, seek</td>
</tr>
<tr>
<td>e-, ex-</td>
<td>out, from</td>
<td>solve, solut</td>
<td>loosen</td>
</tr>
<tr>
<td>in-, im-</td>
<td>in, into</td>
<td>spect, spic</td>
<td>look at, see</td>
</tr>
<tr>
<td>re-</td>
<td>back, again</td>
<td>vene, vent</td>
<td>come</td>
</tr>
<tr>
<td>sub-</td>
<td>under, lower</td>
<td>pose</td>
<td>put</td>
</tr>
<tr>
<td>intra-</td>
<td>within, on the inside</td>
<td>act</td>
<td>do, make</td>
</tr>
<tr>
<td>inter-</td>
<td>between, among</td>
<td>ced, cede, ceed, cess</td>
<td>go, come</td>
</tr>
<tr>
<td>intro-</td>
<td>into</td>
<td>flex</td>
<td>bend</td>
</tr>
<tr>
<td>de-</td>
<td>from, off, down</td>
<td>gress</td>
<td>step, move</td>
</tr>
<tr>
<td>pre-, pro-</td>
<td>before, in front of, on behalf of</td>
<td>fer</td>
<td>carry, bring</td>
</tr>
<tr>
<td>con-, com-, co-</td>
<td>together or with</td>
<td>scend</td>
<td>climb</td>
</tr>
<tr>
<td>super-</td>
<td>over, beyond</td>
<td>sume</td>
<td>use up, take</td>
</tr>
<tr>
<td>circum-</td>
<td>around, about</td>
<td>vert</td>
<td>turn</td>
</tr>
<tr>
<td>ob-, of-</td>
<td>against, toward</td>
<td>sign</td>
<td>mark, sign</td>
</tr>
<tr>
<td>se-</td>
<td>away, apart, without</td>
<td>ject</td>
<td>throw</td>
</tr>
<tr>
<td>ante-</td>
<td>before</td>
<td>duce, duct</td>
<td>lead</td>
</tr>
<tr>
<td>trans-</td>
<td>across, beyond, through</td>
<td>hes, here</td>
<td>stick</td>
</tr>
<tr>
<td>on or to</td>
<td>other side</td>
<td>tract</td>
<td>draw away, pull</td>
</tr>
<tr>
<td>retro-</td>
<td>backward, behind</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mono-</td>
<td>one</td>
<td></td>
<td></td>
</tr>
<tr>
<td>poly-</td>
<td>more than one</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(from Gear, 1996, p. 263-266)
Work Sheet 3.1

A. Reading Strategy: Summarizing

Directions: After reading the Focus Sheet 3 summarize what happened in your own words. Use the essay structure.
B. Organizational Pattern

Directions: Choose the word that correctly completes each sentence.

1. Our teacher was absent, __________ the test was postponed.
   a. so        b. while       c. but

2. Bob is convinced that Helen dislikes him. __________, she likes him very much, but is so shy to let him know.
   a. Also     b. However     c. Later

3. "___________ you chop an onion," Carla said patiently to Harry, "you must peel it."
   a. Since     b. Before      c. Although

4. The windshield wipers squeak, and __________ they don't clean well.
   a. also      b. yet         c. instead

5. Freedom of religion is what drew many to the New World. not all who sought such freedom were anxious to grant it to others.
   a. Yet      b. Likewise    c. For instance

Directions: In these paragraphs, the signal words are not underlined. Read each paragraph. Underline the signal words. Then write the main idea and the signal words and examples on the lines below.

1. The latest kind of vending machine is nothing like the vending machines of the past. Like the old machines, the new ones are a quick and convenient way to buy food. But the new machines have been improved in several important ways. The old machines worked with coins that were sometimes "swallowed" without providing your food. The new machines, however, work with plastic cards that
can be used many times without error. The food supplied by the old machines was usually not very good: stale pastries or tasteless sandwiches. In contrast, the new machines sell all kinds of delicious meals. They may offer fresh, oven-baked pizza, espresso coffee, or fresh pasta. In general, these new machines sell more interesting and better-tasting food.

Does this paragraph include similarities, differences, or both?

Main idea

Signal word

Examples

2. The next big technological change will be the shift from gasoline to electric-powered automobiles. In some ways, the cars are quite similar. Like gasoline cars, the electric vehicles provide convenient, private transportation. The interior of the two vehicles is much the same. Steering, brakes, and wheels are not different. On the other hand, there is a major difference. Unlike gasoline cars, the electric vehicle is totally silent. In contrast to the sound of the ignition in a gasoline engine, the sound of starting an electric car is “click.” There is no engine sound, either, in the electric car.

Does this paragraph include similarities, differences, or both?

Main Idea

Signal Words

Examples

Directions: Choose the pattern used the following passage:

Mass hysteria is a type of group behavior that involves a widely held and contagious anxiety, usually as a result of a false belief. The medieval witch hunts were a case of mass hysteria; they were based on the belief that witches were the cause of the many problems in late medieval society, including natural disasters and illness. Those accused of being
witches (mainly old women) were tortured until they confessed or they died. If they confessed, they were burned to death. They were also forced under torture to name an accomplice until they confessed or they died. If they were also forced under torture to name accomplices, the list of witches grew, feeding the hysteria. As many as 500,000 people were burned to death by the clergy between the fifteenth and seventeenth centuries.

a. Time order.  
b. Comparison  
c. Cause and Effect

(from Langan, 1992, p. 265)
Work Sheet 3.2

A. Word Analysis
Direction: Choose the meaning of a underlined word

1. Mary bought her new coat on an impulse.
   a. a shopping trip b. sale c. credit d. a whim

2. Sam hasn’t made any money on his invention.
   a. fabrication b. anecdote c. creation d. composition

3. The inquiry took more than two hours.
   a. deliberation b. appraisal c. commentary d. investigation

4. Medical services retrogressed after funding had been cut.
   a. progressed b. modernized c. transformed d. regressed

5. The law was retroactive to 1980.
   a. abolished in b. enacted in c. backdated to c. overturned in

6. Lisa felt dejected after the interview.
   a. elated b. determined c. discouraged d. convinced

7. The speaker interjected anecdotes about the football team.
   a. inserted b. transformed c. interrupted d. delivered

8. Such deduced what had happened in the playground.
   a. surmised b. provoked c. appealed d. condoned

9. The operator was transferred after twenty years at her job.
a. relocated  b. dismissed  c. retired  d. honored

10. I had complete several transactions before the house could be sold.
a. deals  b. renovations  c. alterations  d. removals

(Gear, 1996, p. 263-266)
Work Sheet 3.3

Directions: Explain below phrases in your words by using contextual clues

1. Truth is stranger than fiction

2. Shake your head in total disbelief

3. Stretch credulity to the breaking point

4. drop dead

5. plunged into grief

6. ran a frantic (marital) calendar
7. teddy bear of a man

8. piercing blue eyes

9. rose to chief

10. broke up with

11. let down her guard
12. cool and collected

13. whirligig life

14. make rounds

15. beeped

16. chimed in

17. hide-and-seek ways
Test Sheet 3

Look at the corresponding numbers in the article. Explain the underlined phrases, giving definitions if necessary. (each 5 points except, 5, 13)

1. What did he do? What is in a household on page first line?

2. What is a synonym for "credulity"? Restate this sentence in your own words page 11th line.

3. What was Dr. Lewiston's job? What did he do with lung transplants on page 2nd-3rd line?

4. What are colleagues? Where did he meet them? What did they believe on page 9th line?

5. What is a surgeon? Who lost him? What does this sentence mean on page 14th line? (15)

6. Describe his schedule. What made it frantic on page 17th line?
7. What is a synonym for "critically"? Who did he help (in this sentence)? How did he help them on page 23rd?

8. What is a synonym for "baffled"? Why was everyone baffled on page 24th line?

9. What did he do? What does "or so he said" mean on page 13th line?

10. What is a synonym for "epitomize"? Explain this sentence in your own words on page 13th line from bottom.

11. What does "beeped" mean? Why was he beeped? Who beeped him? When on page 9th line?

12. Explain this sentence in your own words. Why did Robyn hire an investigator on page 5th line from bottom?
13. What is the meaning of chaos? Give an example of his financial chaos on page 2nd line. (15)

14. What were his wives not aware of?

15. What is a synonym for "nagging"? What is the most nagging question of all?

16. What kind of reading strategy did you use to find answers?
Focus Sheet 4
Brother, Don't Spare a Dime.
By L. Christopher Awalt.

Homeless people are everywhere—on the street, in public buildings, on the evening news and at the corner parking lot. You can hardly step out of your house these days without meeting some haggard character who asks you for a cigarette or begs for “a little change.” The homeless are not just constant symbols of wasted lives and failed social programs—they have become a danger to public safety.

What’s the root of the homeless problem? Everyone seems to have a scapegoat: advocates of the homeless blame government policy; politicians blame the legal system; the courts blame the bureaucratic infrastructure; the Democrats blame the Republicans; the Republicans blame the Democrats. The public blames the economy, drugs, the “poverty cycle” and “the breakdown of society.” With all this finger-pointing, the group most responsible for the homeless being the way they are receives the least blame. That group is the homeless themselves.

How can I say this? For the past two years I have worked with the homeless, volunteering at the Salvation Army and at a soup kitchen in Austin, Texas. I have led a weekly chapel service, served food, listened, counseled, given time and money and shared in their struggles. I have seen their response to troubles, and though I’d rather report otherwise, many of them seem to have chosen the lifestyles they lead. They are unwilling to do the things necessary to overcome their circumstances. They must bear the greater part of the blame for their manifold troubles.

Let me qualify what I just said. Not everyone who finds himself out of a job and in the street is there because he wants to be. Some are victims of tragic circumstances. I met many dignified, capable people during my time working with Austin’s homeless: the single father struggling to earn his high-school equivalency and to be a role model for his children; the woman who fled a good
job in another city to escape an abusive husband; the well-educated young man who had his world turned upside down by divorce and a layoff. These people deserve every effort to help them back on their feet.

But they're not the real problem. They are usually off the streets and resuming normal lives within a period of weeks or months. Even while "down on their luck," they are responsible citizens, working in the shelters and applying for jobs. They are homeless, true, but only temporarily, because they are eager to reorganize their lives.

For every person temporarily homeless, though, there are many who are chronically so. Whether because of mental illness, alcoholism, poor education, drug addiction or simple laziness, these homeless are content to remain as they are. In many cases they choose the streets. They enjoy the freedom and consider begging a minor inconvenience. They know they can always get a job for a day or two for food, cigarettes and alcohol. The sophisticated among them have learned to use the system for what it's worth and figure that a trip through the welfare line is less trouble than a steady job. In a society that has mastered dodging responsibility, these homeless prefer a life of no responsibility at all.

Waste of time: One person I worked with is a good example. He is an older man who has been on the streets for about 10 years. The story of his decline from respectability to alcoholism sounded believable and I wanted to help. After buying him toiletries and giving him clothes, I drove him one night to a Veterans Administration hospital, and hour and a half away, and put him into a detoxification program. I wrote him monthly to check on his progress and attempted to line up a job for him when he got out. Four months into his program, he was thinking and speaking clearly and talking about plans he wanted to make. At five months, he expressed concern over the life he was about to lead. During the sixth month, I called and was told that he had checked himself out and returned home. A month later I found him drunk again, back on the streets.

Was "society" to blame for this man? Hardly. It had provided free medical care, counseling and honest effort. Was it the fault of the economy? No. This man never gave the economy a chance to solve his problems. The only person who can be blamed for his failure to get off the streets is the man himself. To argue otherwise is a waste of time and compassion.

Those who disagree will claim that my experience is merely anecdotal and that one case does not policy make. Please don't take my word for it. The next time you see someone advertising that he'll work for food, take him up on it. Offer him a hard day's work for an honest wage, and see if he accepts. If he does, tell him you'll pay weekly, so that he will have to work for an entire week before he sees any money. If he still accepts, offer a permanent job, with taxes withheld and the whole shebang. If he accepts again, hire him. You'll have a fine employee and society will have one less homeless person. My guess is that you won't find many takers. The truly homeless won't stay around past the second question.
So what are the solutions? I will not pretend to give ultimate answers. But whatever policy we decide upon must include some notion of self-reliance and individual responsibility. Simply giving over our parks, or airports and our streets to those who cannot and will not take care of themselves is nothing but a retreat from the problem and allows the public property that we designate for their "use" to fall into disarray. Education, drug and alcohol rehabilitation, treatment for the mentally ill and job training programs are all worthwhile projects, but without requiring some effort and accountability on the part of the homeless for whom these programs are implemented, all these efforts do is break the taxpayer. Unless the homeless are willing to help themselves, there is nothing anyone else can do. Not you. Not me. Not the government. Not anyone.

(cited in Newsweek, Sept. 30, 1991)
Task Sheet 4.1

A. Genre

Editorials

Editorial articles contain a strong point of view either one's own point of view or a special group's point of view, for instance, in the newspaper, editorial board that represents the newspaper. Editorial article has a strong point of view.

(from Tiersky & Dickstein, 1996, p. 59)

B. Reading Strategy

Making inferences and drawing conclusions

Authors try to make all of their ideas clear to readers. However, authors do not always use exact expressions to show their intention. Sometimes readers have to find meanings that are not in print. In this case, readers usually use inference strategy. Inference means "to read between lines." Words in sentences give more information than just their meanings. These extra meanings are called inferences. By using inference strategy, readers can draw proper conclusions.

(from Zukowski/Faust, Johnston, Atkinson, & Templin, 1982, p. 11)

C. Reading for Comprehension

Fact and opinion

A fact is a statement that can be proven true through objective evidence. This evidence may be physical proof or the spoken or written testimony of witnesses. In a friend's comments about the movie, the facts are that it was about aliens invading Earth and that the aliens had green skin and forked tongues. If you wanted to, you could check the truth of these statements by questioning other witnesses or watching the movie yourself. An opinion is a statement that cannot be objectively proven true or false. Opinions usually express the beliefs, feelings or judgments that a person has about a subject. Your friend, for instance, said that the movie's special effects were great and that
the acting was terrible. These statements may be reasonable ones with which
other people would agree, but they cannot be objectively proven. They are
opinions. You might see the movies and reach very different conclusions.

Ex) Fact: Albert Einstein willed his violin to his grandson. (This statement
can be checked in historical publications or with Einstein’s estate.)

Ex) Opinion: The 1990 Cincinnati Reds were the best team in the history
of baseball. (Whether something is “best” is always debatable. “Best” is another
value word.) (from Langan, 1992, p. 116)

D. Pattern of Organization IV

Addition

| Summation       | Altogether, over all, then, thus, in all, therefore, all in all,
|                 | conclusion, in sum, in a word, in brief, briefly, in short, to sum
|                 | up, to summarize |
| Equality        | And, moreover, equally, too, besides, furthermore, likewise,
|                 | similarly, as well, in addition, at the same time, just as |
| Restatement     | Indeed, actually, in actual fact, in fact, namely, that is, that is to
|                 | say, another way of saying this |
| Example         | Next, then finally, last, fore one thing, for another thing, for
|                 | example, first, second, third, one, two, three, for a start, to
|                 | begin with |

Example:

In the past few years, scientists have found several new fuels to replace
gasoline for automobiles. One of these fuels is methanol, a form of wood
alcohol. It can be used in many cars in almost the same way that gasoline is
used. Natural gas is another alternative fuel for cars. However, cars that burn
this fuel must be equipped with special tanks of natural gas. A third alternative,
and perhaps the best, is electricity. Cars fueled by electricity have no engine at
all, though they do have to carry large batteries. (Mikulecty & Jeffries, 1986)
E. Reference Words I

Pronouns: Writers do not like to use the same word many times. They often use other words which mean almost the same thing. Sometimes pronouns are used instead of nouns. They are small words, but they are very important when you are reading. You will understand more if you pay attention to pronouns.

Example:
Mary Simms lives in New York City. She has an apartment hear Central Park. Mary jogs in the park. She thinks that jogging is good for her. So she jogs three times a week. (Mikulecty & Jffries, 1988)
Work Sheet 4.1

A. Inference
Directions: Put a check by the inference most logically based on the information provided.

1. A student always sits in the back of the classroom.
   a. The student dislikes the course.
   b. The student is unprepared for class.
   c. The student feels uncomfortable in the front of the room.
   d. The student is farsighted.

2. A person is in the lobby of a hospital in a wheel chair.
   a. The person is paralyzed.
   b. The person is disabled in some way.
   c. The person would like someone to push him or her.
   d. The person is about to be admitted to the hospital.

3. A car has bumper stickers that read, "I Brake for Animals," "Save the Whales," and "Have You Thanked a Green Plant Today?"
   a. A driver of the car supports environmental issues.
   b. A driver of the car is an environmental scientist.
   c. A driver of the car has pets.
   d. The owner of the car is a college student.

4. The street is wet, but the sidewalks are dry.
   a. An unusual rain fell only on the street.
   b. It rained everywhere, but someone dried the sidewalks.
   c. A street-cleaning vehicle sprayed the street.
   d. Children with water guns must have played on the street.

5. Inside of a car with an out-of-town license are several maps, suitcases, and
bags of snacks.
a. The driver of the car is on vacation
b. The driver of the car is on a business trip.
c. The driver of the car has children.
d. The driver of the car is on a trip of some kind.

(from Langan, 1992, p. 132-133)

B. Fact and Opinion
Directions: Read the following statements and decide whether each is fact or opinion. Put an F (for “fact”) or an O (for “opinion”).
( ) 1. My brother Gray is very handsome.
( ) 2. Last night, a tree outside our house was struck by lightning.
( ) 3. Installing a new sink is an easy job for the do-it-yourselfer.
( ) 4. Richard Nixon was the worst president our country ever had.
( ) 5. Certain birds bury their eggs on the slopes of a dying volcano, where heat from volcanic steam incubates the eggs.

(from Langan, 1992, p. 118)

C. Organizational Pattern
Directions: Choose the word that correctly completes each sentence.

1. Clothing styles can reflect other aspects of society. One men, ________, uses the length of skirts to predict stock market moves.
   a. for instance   b. however   c. similarly
2. _________ humans keep cows for milk, some ants keep aphids for the sweet honeydew they produce.
   a. Because   b. Just as   c. Although
3. All states require that children be buckled into car seats when riding. ________, after reading the obituaries, such thieves may “clean out” a home while a family is at a loved one’s funeral.
a. For example   b. In contrast   C. Consequently

4. Some thieves read the newspapers to find out good times to rob houses. 
   _________, after reading the obituaries, such thieves may “clean out” a 
   home while a family is at a loved one’s funeral. 
   a. In contrast   b. Similarly   c. For instance 

5. Freedom of religion is what drew many to the New World. _________ not all 
   who sought such freedom were anxious to grant it to others. 
   a. Yet   b. Likewise   c. For instance   (Langan, 1992, p.132)

D. Reference Words

Directions: In this passage, the pronouns are underlined. Write the pronouns 
and their referents on the lines below.

The Boston Marathon

Every year, in the middle of April, thousands of people go to Boston. 
They go to run the Boston Marathon. This is one of the oldest road races in the 
United States. It began in 1897.

Each year, more runners join the Boston Marathon. They come from 
every part of the world. In 1984, 6,164 runners from 34 different countries ran in 
the Marathon. About 5,290 of them finished it.

The Boston race is 26.2 miles, or 43 kilometers. The runners go through 
thirteen towns during the race. It ends in the center of Boston. Crowds of 
people watch them as they go through the towns. They clap their hands and 
cheer for them.

<table>
<thead>
<tr>
<th>Pronouns</th>
<th>Referents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Jogging is a very popular activity in New York City. In the winter, the weather is too cold for it. But in the spring, it is warmer, and many New Yorkers go out to jog in Central Park. This is a very good place to run.

Other New Yorkers also like to go to Central Park. Many of them go there with their dogs. Dogs can run in the park. Sometimes the dogs run after the joggers. They may try to bite them. So the joggers sometimes kick the dogs or throw stones at them. The dog owners do not understand. They wonder why the joggers do not like dogs. The park police are trying to solve this problem. They want all of the people to use the park in peace.

(Mikulecty & Jeffries, 1986)
**Work Sheet 4.2**

Directions: Answer the following questions in your words.

1. According to the author, what are some causes of homelessness?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. What/who does he feel is most responsible?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. How does he defend his point of view? What are his qualifications for making such a judgment?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

4. The author defines two types of homeless. What are they and what characteristics does each group have?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
5. The author cites an example of a homeless man he met and tried to help. Briefly summarize his experience.

6. What is his advice to people who want to help the homeless?

7. What are some solutions he gives? What is the one important requirement he states?
Work Sheet 4.3

Directions: Discuss the following questions in your group.

1. How do you feel about the homeless? What is your experience with them?

2. Who do you feel is to blame? Why?

3. Who does the author feel is to blame? Why? Do you agree with him?

4. What are the author’s reasons? Discuss the good and bad points (in your opinion) of each.
Test Sheet 4

Directions: Answer the following questions as completely as you can within the time limits. Use information from context. Do not use your dictionaries. Each is worth 10 points.

1. “Everyone seems to have a scapegoat”
   What do you think “scapegoat” means?

2. “With all this fingerpointing”
   What do you think “fingerpointing” means?

   What does “this” refer to?

3. “They must bear the greater part of the blame for their manifold troubles. “
   What do you think “manifold” means?

   What does “they” refer to?
What does "their" refer to?

Give one example of the troubles referred to here.

4. "These people deserve every effort to help them back on their feet"
   Which people is the author referring to with these?

What do you think "back on their feet" means?

5. "They are eager to reorganize their lives"
   What does "they" refer to?

What do you think "eager" means?

What needs reorganizing? Why?
6. "The sophisticated among them have learned to use the system for what it's worth"
   What do you think use "the system" means?
   Who does "them" refer to?

7. "He was thinking and speaking clearly"
   Who is he?
   How was he thinking and speaking before?
   Why was he like that (before)?

8. "To argue otherwise is a waste of time and compassion"
   What is the other argument?
9. "My experience is merely anecdotal"
   What do you think "anecdotal" means?

10. "and the whole shebang"
    What do you think this phrase means? (10)
This is an excerpt from The Joy Luck Club, a popular novel that tells the story of Chinese immigrants to San Francisco. In this passage, one of the characters, Rose Hsu Jordan, reflects on her divorce, and then thinks back to the time when she met her husband.

Tonight I'm watching my mother sweep under the same kitchen table, something she does every night after dinner. She gently pokes her broom around the table leg propped up by the Bible. I watch her, sweep after sweep, waiting for the right moment to tell her about Ted and me, that we're getting divorced. When I tell her, I know she's going to say, "This cannot be."

And when I say that it is certainly true, that our marriage is over, I know what else she will say: "Then you must save it."
And even thought I know it's hopeless—there's absolutely nothing left to
save—I'm afraid if I tell her that, she'll still persuade me to try.
  I think it's ironic that my mother wants me to fight the divorce. Seventeen
years ago she was chagrined when I started dating Ted. My older sisters had
dated only Chinese boys from church before getting married.
  Ted and I met in a Politics of Ecology class when he leaned over and
offered to pay me two dollars for last week's notes. I refused the money and
accepted a cup of coffee instead. This was during my second semester at U.C
Berkeley, where I had enrolled as a liberal arts major and later changed to fine
arts. Ted was in his third year in pre-med; his choice, he told me, ever since he
dissected a fetal pig in the sixth grade.
  I have to admit that what I initially found attractive in Ted were precisely
the things that made him different from my brothers an the Chinese boys I had
dated: his brashness, the assuredness in which he asked for things and
expected to get them; his opinionated manner; his angular face and lanky body;
the thickness of his arms; the fact that his parents immigrated from Tarrytown,
New York, not Tientsin, China.
  My mother must have noticed these same differences after Ted picked me
up one evening at my parents' house. When I returned home, my mother was still
up, watching television.
  "He is America," warned my mother, as if I had been too blind to notice. "A
wai goren."
  "I'm American too," I said. "And it's not as if I'm going to marry him or
something."
  Mrs. Jordan also had a few words to say. Ted had casually invited me to a
family picnic, the annual clan reunion held by the polo fields in Golden Gate Park.
Although we had dated only a few times in the last month—and certainly had
never slept together, since both of us lived at home--Ted introduced me to all his
relatives as his girlfriend, which until then, I didn't know I was.
  Later, when Ted and his father went off to play volleyball with the others,
his mother took my hand, and we started walking along the grass, away from the
crowd. She squeezed my palm warmly but never seemed to look at me.
  "I'm so glad to meet you finally," Mrs. Jordan said. I wanted to tell her I
wasn't really Ted's girlfriend, but she went on. "I think it's nice that you and Ted
are having such a lot of fun together. So I hope you won't misunderstand what I
have to say."
  And then she spoke quietly about Ted's future, his need to concentrate on
his medical studies, why it could be years before he could even think about
marriage. She assured me she had nothing whatsoever against minorities; she
and her husband, who owned a chain of office supply stores, personally knew
many fine people who were oriental, Spanish, and even black. But Ted was
going to be in one of those professions where he would be judged by a different
standard, by patients and other doctors who might not be as understanding as
the Jordans were. She said it was so unfortunate they way the rest of the world was, how unpopular the Vietnam War was.

"Mrs. Jordans, I am not Vietnamese," I said softly, even though I was on the verge of shouting. "And I have no intention of marrying your son."

When Ted drove me home that day, I told him I couldn't see him anymore. When he asked me why, I shrugged. When he pressed me, I told him what his mother had said, verbatim, without comment.

"And you're just going to sit there! Let my mother decide what's right?" he shouted, as if I were a co-conspirator who had turned traitor. I was touched that Ted was so upset.

"What should we do?" I asked, and I had a pained feeling I thought was the beginning of love.

(from Sokolik, 1992, p. 79-80)
Task Sheet 5.1

A. Genre

Novel
The structure of a novel is setting (place and time), theme (symbols and incidents), plot (episode #1, episode #2, episode #3), and characters (main character and supporting characters). The novel has a problem; the problem develops to the climax; and finally the problem is solved.

(from Roe, Stoodt, & Burns, 1998)

B. Reading Strategy

Questioning/Predicting: Before you read next paragraph, predict the next part by questioning to yourself. Then read the text. If use these strategies you will increase your reading comprehension greatly. Enjoy your reading by anticipating the next part and comparing the original one with your prediction.

C. Reading for Comprehension

Purpose of the author
Authors write with a reason in mind, and you can better evaluate what is being said by determining what that reason is. The author’s reason for writing is also called the purpose of a selection. Three common purposes are:

1. To inform: to give information about a subject. Authors with this purpose wish to give their readers facts.
2. To persuade: to convince the reader to agree with the author’s point of view on a subject. Authors with this purpose may give facts, but their main goal is to promote an opinion.
3. To entertain: to amuse and delight; to appeal to the reader’s senses and imagination. Authors with this purpose entertain in various ways, through fiction and nonfiction.

(from Langan, 1992, p. 149)
D. Reference Words II

*Related Words:* Related words are words which refer to the same idea.

Example:

David had a wonderful trip to Paris this spring. He loved the beautiful buildings in the French capital. To him, it was a city full of magic and beauty.

(from Mikulecky & Jeffries, 1986, p. 129)
Work Sheet 5.1

A. Purpose of the Author
Directions: Label each item according to its main purpose: to inform (I), to persuade (P), or to entertain (E).

( ) Nurses assigned to intensive care units should be given shorter shifts and higher pay because the work is unusually demanding and stressful.

( ) Shoparama has low, low prices, an outstanding selection of health and beauty products, and a convenient location near you.

( ) The career of a professional athlete is usually quite short.

( ) An artificial odor is added to natural gas so that people can tell whether or not gas is leaking.

( ) More women should get involved in local politics and support the growing number of female candidates for public office.

(from Langan, 1992, p. 151)

B. Reference Words
Directions: In each passage, there is a word underlined. Find and circle the related words in the passage.

1. Liz and Val moved to Paris last month. They like the city very much.

2. The president of the city council gave a long speech. As the leader, she has to plan many new projects.

3. The tornado hit a small town in Kansas. The storm swept down the main street. The terrible wind caused five stores to fall down.

4. Lemons, limes, and oranges are all very good to eat. These citrus fruits are also very healthy for you. They are a good source of vitamin C.

5. Many Americans skip breakfast. They say they do not have time for food in the morning. But it is a mistake. The human body needs that meal.

6. Joanne’s big car uses a lot of gasoline. She has to stop often to fill the tank with fuel.
7. We saw a lion with three little cubs at the wild animal park. The cats were lying on the rocks in the warm afternoon sun. We were happy to see such wonderful animals in such a nice place.

8. In some countries, the winter is long and cold. It is not a very popular season. Some people are so unhappy at that time of the year, that they get sick.

9. Astronauts form the United States and the Soviet Union all have one problem: they get motion sickness. This illness makes it difficult to do their work. Doctors and scientists are working on this problem.

(from Mikulecky & Jeffries, 1986, p. 129)
Test Sheet 5

Directions: Read the following questions and answer in English. Each number (1-4) is worth 25 points.

1. What sort of woman is Rose’s mother? Why does she not want her daughter to date Ted?

__________________________________________________________________________

__________________________________________________________________________

2. What sort of woman is Ted’s mother? Why does she not want her son to date Rose?

__________________________________________________________________________

__________________________________________________________________________

3. What was Rose’s reaction to what Ted’s mother told her? What was Ted’s reaction when Rose told him about it?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

4. Why do you think Rose fell in love with Ted?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

150
"Never do you drop in to see us nowadays," declared Poirot reproachfully. "Not since the affair of the Yellow Jasmine have we met, and that is nearly a month ago."

"I've been up north—that's why. Take any interest in chess, Moosior Poirot?" Japp asked.

"I have played it, yes."

"Did you see that curious business yesterday? Match between two players of worldwide reputation, and one died during the game?"

"I saw a mention of it. Dr. Savaronoff, the Russian champion, was one of the players, and the other, who succumbed to heart failure, was the brilliant young American, Gilmour Wilson."

"Quite right. Savaronoff beat Rubinstein and became Russian champion some years ago. Wilson is said to be a second Capablanca."
"A very curious occurrence," mused Poirot. "If I mistake not, you have a
particular interest in the matter."
Japp gave a rather embarrassed laugh.
"You've hit it, Moosior Poirot. I'm puzzled. Wilson was sound as a bell—
no trace of heart trouble. His death is quite inexplicable."
"You suspect Dr. Savaronoff of putting him out of the way?" I cried.
"Hardly that," said Japp dryly. "I don't think even a Russian would murder
another man in order not to be beaten at chess—and anyway, from all I can
make out, the boot was likely to be on the other leg. The doctor is supposed to
be very hot stuff—second to Lasker they say he is."
Poirot nodded thoughtfully.
"Then what exactly is your little idea?" he asked. "Why should Wilson be
poisoned? For, I assume, of course, that it is poison you suspect."
"Naturally. Heart failure means your heart stops beating—that's all there
is to that. That's what a doctor says officially at the moment, but privately he tips
us the wink that he's not satisfied."
"When is the autopsy to take place?"
"Tonight. Wilson's death was extraordinarily sudden. He seemed quite as
usual and was actually moving one of the pieces when he suddenly fell forward—
dead!"

..."Yes. Savaronoff fell foul of the Bolsheviks at the outbreak of the Revolution.
He was even reported killed. In reality he escaped, and for three years endured
incredible hardships in the wilds of Siberia. His sufferings were so great that he
is now a changed man. His friends and acquaintances declare they would hardly
have recognized him. His hair is white, and his whole aspect that of a man
terribly aged. He is a semi-invalid, and seldom goes out, living alone with a
niece, Sonia Daviloff, and a Russian manservant in a flat down Westminster way.
It is possible that he still considers himself a marked man. Certainly he was very
unwilling to agree to this chess contest. He refused several times point-blank,
and it was only when the newspapers took it up and began making a fuss about
the 'unsportsmanlike refusal' that he gave in. Gilmour Wilson had gone on
challenging him with real Yankee pertinacity, and in the end he got his way. Now
I ask you, Moosior Poirot, why wasn't he willing? Because he didn't want
attention drawn to him. Didn't want somebody or other to get on his track. That's
my solution—Gilmour Wilson got pipped by mistake."
"There is no one who has any private reason to gain by Savaronoff's
death?"
"Well, his niece, I suppose. He's recently come into an immense fortune.
Left him by Madame Gospoja, whose husband was a sugar profiteer under the
old regime. They had an affair together once, I believe, and she refused
steadfastly to credit the reports of his death."
"Where did the match take place?"
"In Savaronoff's own flat. He's an invalid, as I told you."
"Many people there to watch it?"
"At least a dozen—probably more."
Poirot made an expressive grimace.
"My poor Japp, your task is not an easy one."
"Once I know definitely that Wilson was poisoned, I can get on."

... I could see that Poirot's attention was completely captivated by this new problem. It was so long since he had shown any interest over any outside case that I was quite rejoiced to see him back in his old form... Poirot examined the body attentively. There was no mark on it anywhere, except a small scar on the left hand.

"And the doctor says that's a burn, not a cut," explained Japp.
Poirot's attention shifted to the contents of the dead man's pockets, which a constable spread out for our inspection. There was nothing much—a handkerchief, keys, notecase filled with notes, and some unimportant letters. But one object standing by itself filled Poirot with interest.

"A chessman!" he exclaimed. "A white bishop. Was that in his pocket?"
"No, clasped in his hand. We had quite a difficulty to get it out of his fingers. It must be returned to Dr. Savaronoff sometime. It's part of a very beautiful set of carved ivory chessmen."

"Permit me to return it to him. It will make an excuse for my going there."
"Aha!" cried Japp. "So you want to come in on this case."
"I admit it. So skilfully have you aroused my interest."

... The following morning saw us wending our way to Dr. Savaronoff's flat in Westminster.

"Sonia Daviloff," I mused. "It's a pretty name."
Poirot stopped, and threw me a look of despair.
"Always looking for romance! You are incorrigible."
The door of the flat was opened to us by a manservant with a peculiarly wooden face. It seemed impossible to believe that the impassive countenance could ever display emotion.
Poirot presented a card on which Japp had scribbled a few words of introduction, and we were shown into a low, long room furnished with rich hangings and curios.

... A sudden sound behind us made me spin round, and Poirot spring nimbly to his feet. A girl was standing in the doorway. Her eyes, full upon us, were dark with suspicion. She was of medium height, with a beautiful, rather sullen face, dark blue eyes, and very black hair which was cut short. Her voice, when she spoke, was rich and sonorous, and completely un-English.

"I fear my uncle will be unable to see you. He is a great invalid."
"That is a pity, but perhaps you will kindly help me instead. You are Mademoiselle Daviloff, are you not?"
Yes, I am Sonia Daviloff. What is it you want to know?"
I am making some inquiries about that sad affair the night before last—
the death of M. Gilmour Wilson. What can you tell me about it?"
The girl's eyes opened wide.
"He died of heart failure—as he was playing chess."
"The police are not so sure that it was—heart failure, mademoiselle."
The girl gave a terrified gesture.
"It was true then," she cried. "Ivan was right."
"Who is Ivan, and why do you say he was right?"
"It was Ivan who opened the door to you—and he has already said to me
that in his opinion Gilmour Wilson did not die a natural death—that he was
poisoned by mistake."
"By mistake."
"Yes, the poison was meant for my uncle."
She had quite forgotten her first distrust now, and was speaking eagerly.
"Why do you say that, mademoiselle? Who would wish to poison Dr.
Savaronoff?"
She shook her head. "I do not know. I am all in the dark. And my uncle,
he will not trust me. It is natural, perhaps. You see, he hardly knows me. He
saw me as a child, and not since till I came to live with him here in London. But
this much I do know, he is in fear of something. We have many secret societies
in Russia, and one day I overheard something which made me think it was of just
such a society he went in fear."
...She went to the side of the room and brought out a small table. The top
of it was exquisite, inlaid with squares of silver and black to represent a
chessboard.
"This was sent to my uncle a few weeks ago as present, with the request
that he would use it in the next match he played. It was in the middle of the
room—so."
Poirot examined the table with what seemed to me quite unnecessary
attention. He was not conducting the inquiry at all as I would have done. Many
of his questions seemed to me pointless, and upon really vital matters he
seemed to have no questions to ask.
After a minute examination of the table and the exact position it had
occupied, he asked to see the chessmen.
"...Mademoiselle, is it quite impossible that I should see your uncle?"
A faint smile showed itself on her face.
"He will see you, yes. You understand, it is my part to interview all
strangers first."
She disappeared.
...Dr. Savaronoff was a distinct personality. I noted the peculiar formation of his head, its unusual height. A great chess player must have a great brain, I knew. I could easily understand Dr. Savaronoff being the second greatest player in the world.

Poirot bowed.
"M. le Docteur, may I speak to you alone?"
Savaronoff turned to his niece.
"Leave us, Sonia."

..."I have made a will leaving everything to my niece, Sonia Davloff. You do not suggest--"
"I suggest noting, but you have not seen your niece since she was a child. It would have been easy for anyone to impersonate her."
Savaronoff seemed thunderstruck by the suggestion. Poirot went on easily.
"Enough as to that. I give you the word of warning, that is all. What I want you to do now is to describe to me the game of chess the other evening."
"How do you mean--describe it?"
"Well, I do not play the chess myself, but I understand that there are various regular ways of beginning—the gambit, do they not call it?"

Dr. Savaronoff smiled a little.
"Ah! I comprehend you now. Wilson opened Ruy Lopez—one of the soundest openings there is, and one frequently adopted in tournaments and matches."
"And how long had you been playing when the tragedy happened?"
"It must have been about the third or fourth move when Wilson suddenly fell forward over the table, stone-dead."

Poirot rose to depart. He flung out his last question as though it were of absolutely no importance, but I know better.

..."The flat below this, do you know who lives there?"
"Sir Charles Kingwell, a member of Parliament, sir. It has been let furnished lately, though."
"Thank you."

...I considered the question carefully, and then outlined my scheme to Poirot. "Very excellent, very searching, Hastings," said Poirot, as he inserted his key in the door and preceded me up the stairs. "But quite unnecessary."

..."You see," said Poirot, "our questions would have been quite unnecessary." "You foresaw this?"
"I did."
"Why?"
Poirot put his hand into his pocket and pulled out—a white bishop.
"Why," I cried, "you forgot to give it back to Dr. Savaronoff."
"Your are in error, my friend. That bishop still reposes in my left-hand pocket. I took its fellow from the box of chessmen Mademoiselle Daviloff kindly permitted me to examine. The plural of one bishop is two bishops."
He sounded the final s with a great hiss. I was completely mystified.
"But why did you take it?"
"Parbleu! I wanted to see if they were exactly alike."
He stood them on the table side by side.

..."They seem so, I admit. But one should take no fact for granted until it is proved. Bring me, I pray you, my little scales."

..."You see it not, Hastings? I will explain. Wilson was not poisoned, he was electrocuted. A thin metal rod passes up the middle of one of those chessmen. The table was prepared before hand and set upon a certain spot on the floor. When the bishop was placed upon one of the silver squares, the current passed through Wilson's body, killing him instantly. The only mark was the electric burn upon his hand--his left hand, because he was left-handed. The 'special table' was an extremely cunning piece of mechanism. The table I examined was a duplicate, perfectly innocent. It was substituted for the other immediately after the murder. The thing was worked from the flat below, which, if you remember, was let furnished. But one accomplice at least was in Savaronoff's flat. The girl is an agent of a Russian secret society, working to inherit Savaronoff's money."
"And Ivan?"
"I strongly suspect that Ivan is the girl's confederate."
"It's amazing," I said at last. "Everything fits in. Savaronoff had an inkling of the plot, and that's why he was so averse to playing the match."
Poirot looked at me without speaking. Then he turned abruptly away, and began pacing up and down.
"Have you a book on chess by any chance, mon ami?" he asked suddenly.

...I hadn't the least idea what he meant, and told him so.
"I suppose, Hastings, that while you were sitting in this chair, you heard the front door being opened and shut, what would you think?"
"I should think someone had gone out, I suppose."
"Yes--but there are always two ways of looking at things. Someone gone out--someone come in--two totally different things, Hastings. But if you assumed the wrong one, presently some little discrepancy would creep in and show you that you were on the wrong track."
"What does all this mean, Poirot?"
Poirot sprang to his feet with sudden energy.
"It means that I have been a triple imbecile. Quick, quick, to the flat in Westminster. We may yet be in time."

...Poirot went straight to the inner room. A whiff of chloroform met us. On the floor was Sonia Daviloff, gagged and bound, with a great wad of saturated cotton wool over her nose and mouth. Poirot tore it off and began to take measure to restore her. Presently a doctor arrived, and Poirot handed her over to his charge and drew aside with me. There was no sign of Dr. Savaronoff.

"What does it all mean?" I asked, bewildered.

"It means that before two equal deductions I chose the wrong one. You heard me say that it would be easy for anyone to impersonate Sonia Daviloff because her uncle had not seen her for so many years?"

..."Well, precisely the opposite held good also. It was equally easy for anyone to impersonate the uncle!"

..."Savaronoff did die at the outbreak of the Revolution. The man who pretended to have escaped with such terrible hardships, the man so changed that his own friends could hardly recognize him, the man who successfully laid claim to an enormous fortune—is an imposter. He guessed I should get on the right tack in the end, so he sent off the honest Ivan on a torturous wild-goose chase, chloroformed the girl, and got out, having by now doubtless realized most of the securities left by Madame Gospoja."

"But—-but who tried to kill him?"

"Nobody tried to kill him. Wilson was the intended victim all along."

"But why?"

"My friend, the real Savaronoff was the second greatest chess player in the world. In all probability his impersonator did not even know the rudiments of the game. Certainly he could not sustain the fiction of a match. He tried all he knew to avoid the contest when that failed, Wilson's doom was sealed. At all costs he must be prevented from discovering that the great Savaronoff did not even know how to play chess. Wilson was fond of the Ruy Lopez opening, and was certain to use it. The false Savaronoff arranged for death to come with the third move, before any complications of defense set in."

"But, my dear Poirot," I persisted, "are we dealing with a lunatic? I quite follow your reasoning, and admit that you must be right, but to kill a man just to sustain his role! Surely there were simpler ways out of the difficulty than that! He could have said that his doctor forbade the strain of a match."

Poirot wrinkled his forehead.

"Certainement, Hastings," he said, "there were other ways, but none so convincing. Besides, you are assuming that to kill a man is a thing to avoid, are you not? Our impostor's mind, it does not act that way. I put myself in his place, a ting impossible for you. I picture his thoughts. He enjoys himself as the professor at that match. I doubt not he has visited the chess tourneys to study
his part. He sits and frowns in thought; he gives the impression that he is thinking great plans, and all the time he laughs in himself. He is aware that two moves are all that he knows—and all that he needs know. Again, it would appeal to his mind to foresee the events and to make Wilson his own executioner...Oh, yes, Hastings, I begin to understand our friend and his psychology."

"...Would Japp have solved the problem" No; if the false Savaronoff had not made one small mistake he would have run no risk."
"And his mistake?" I asked, although I suspected the answer.
"Mon ami, he overlooked the little gray cells of Hercule Poirot."
Poirot has his virtues, but modesty is not one of them.
Agatha Christie

NOVELIST ON THRILLING TRIP

Agatha Christie and a Lost People

IRAQ SEARCH

In an effort to discover a lost civilisation, believed to have existed for some hundreds of years in Northern Iraq over 6,000 years ago, an expedition under the auspices of the British Museum is leaving London today.

The expedition will be under the direction of Mr. M. E. Mallowan, who assisted Dr. Campbell Thompson in last year’s excavations at Nineveh. Mr. Mallowan’s wife, Agatha Christie, the well-known novelist, is accompanying the expedition.

Sir Edgar Benham-Gar- ter, chairman of the Executive Committee of the British School of Archeology in Iraq, said yesterday:

The expedition is to excavate a prehistoric site at Arpachiyah, near Nineveh, where it is hoped to find evidence of a lost civilisation which existed before the rise of Ur. We confidently expect that Arpachiyah will reveal evidence of that early civilisation in Mesopotamia.

“Dr. Campbell Thompson’s work last year revealed relics of a prehistoric people who were involved in the making of decorative pottery.”

Similar pottery has been found among the mounds near Arpachiyah. We do not know whether great architectural remains are also to be found.

“In one of the mounds of Northern Iraq evidence has been found of habitation over 6,000 years ago, and Mr. Mallowan’s expedition will attempt to gain further knowledge of these ancient people and their work.”

(from Keating, 1977, p. 64)
Task Sheet 6.2

A. Genre

Detective Stories
Detective story has a problem to be solved by an amateur or professional detective through the processes of deduction. The formula in the detective story is that a murder occurs; many are suspect; each suspect is eliminated until the murderer is captured or killed.

B. Reading Strategy

Making a Story Map
Making a story map helps you focus on important information in a story. When you make a story map, look for these main parts of the story:

Character: Who are the people in the story?
Setting: Where does the story take place?
The problem: What is the central issue?
What are the characters trying to do?
Important Events: What happens in the story?

(Kessler, Lee, McCloskey, Quinn, Stack, & Bernard-Johnston, 1996, p. 164)
C. Learn about Plot

Dramatic situation: A person is involved in some conflict
Exposition: The opening portion that sets the scene, introduces the main characters, tells you what happened before the story opened, and provides any other background information that we need in order to understand and care about the events to follow

Protagonist: Principal person who strives; a better term than hero, for it may apply equally well to a central character who is not especially brave or virtuous

Suspense: The pleasurable anxiety we feel that heightens our attention to the story, and cause us to wonder how it will all turn out

Antagonist: People who are against protagonist

Foreshadowing: A storyteller can try to incite your anticipation by giving you some indication of events to come

Climax: The moment of greatest tension at which the outcome is to be decided

Conclusion: Also called resolution or denouement, the problem is solved

(Kennedy, 1991, p. 6-7)

D. Reading Comprehension

Problem Solving: To solve a problem presented, first identify a problem and state it in your own words, after which brainstorm possible solutions. Critical thinking is the next stage because you have to examine the possibilities generated and eliminate unworkable ones. The stage will be:

\[
\begin{align*}
\text{Problem Solution} & \rightarrow \text{Evaluate Possible Solution} & \rightarrow \text{Support Evaluations}
\end{align*}
\]

(Roe, Stoodt, & Brns, 1998)
Work Sheet 6.1

Directions: Write down the main character, problem, and setting using a story map
Work Sheet 6.2

Directions: Describe each character's personality and give an example of character description from the Focus Sheet 6.

Poirot

Japp

Dr. Savaronoff

Sonia

Ivan
Test Sheet 6

Directions: Answer the questions after reading Focus Sheet 6. Numbers, 2, 10, and 15-18 are worth 10 points. The rest of the questions are worth 2 points each.

1. What is the attitude of Poirot to Japp?
   a. cynical
   b. delightful
   c. repentant
   d. disgusting

2. Mark true and false.
   ___ Japp's assumption about Wilson's death was that Savaronoff killed Wilson.
   ___ Poirot thought that Wilson might not have died by poison.
   ___ Savaronoff died in fact.
   ___ Many people died the way that Wilson did.
   ___ Wilson held a chessman when he died.
   ___ The storyteller's name is unknown.
   ___ The storyteller questioned Sonia.

3. How did Japp feel about the case? Give the clue sentence.

4. Guess the meaning of "make out" (p. 152, line 9) in the context.

5. Choose a word indicating Poirot's reaction to the assumption of Japp from page 152, lines 1-8.

6. Find a word that indicates Poirot's character from page 153, line 27.
7. Give a synonym for "scribbled" on page 153, eleven lines from bottom.

8. What will the personality of the manservant?
   a. aggressive
   b. emotional
   c. sociable
   d. cold

9. Does Sonia usually interview people before they meet Savaronoff? If yes, why?

10. How did Poirot make Savaronoff feel comfortable?

11. What is the meaning of the word "scheme" on page 155, eighth line from bottom.

12. What is the meaning of the word "averse" on page 156, 15th line from bottom.

13. What is the synonym for the word "impostor" on page 157, line 17.

14. Why did Poirot stand up suddenly and blame himself on page 156 last line.
15. Why did Savaronoff refuse to have a match with Wilson?

16. Why did the manservant run away?

17. Finally how did the storyteller judge Poirot's character?

18. Write down the plot of the story in your words.
REFERENCES


fostering and comprehension-monitoring activities. Cognition and Instruction, 1, 117-175.


Rivers, W. (1971). Linguistic and psychological factors in speech perception and


