



English Reading Comprehension



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PREFACE

The objective of this book is to provide reading strategies for comprehension for students majoring and minoring in English who need to read effectively for their success in university learning. This book is also appropriate for general public who may wish to improve their reading comprehension skill.

The book covers various reading strategies that can enhance reading comprehension skill, starting from basic strategies, e.g., guessing word and sentence meanings, reading for main ideas, and reading for details, to the more complicated strategies, e.g., making inference and critical reading in which I have applied Halliday's transitivity analysis as a tool to analyze the underlying meaning in a text in order to develop critical reading skill for the readers. A number of examples illustrated in this book were compiled from various resources and of various topics concerning Thai, Asian, and world contexts in order to help expand the reader's knowledge.

I would like to express my sincere appreciation to the authors whose work and ideas I have used to produce this book. My special thanks are also given to my students whose questions inspire me to write the book. Last but not least, I am very grateful to the committee of Textbook Development Project of Faculty of Humanities and Social Sciences, Khon Kaen University for granting a fund for me to complete the book.

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UNIT 1: READING PROCESS AND READING STRATEGIES FOR COMPREHENSION

I. LEARNING OBJECTIVES:

1. Learners are able to explain the reading process.
2. Learners are able to explain reading strategies for comprehension.

II. UNIT OUTLINE:

- 1.1 Reading Process
- 1.2 Factors Affecting Reading Comprehension
- 1.3 Reading strategies for comprehension

WARM-UP ACTIVITY:

Instructions: Work in pairs. Discuss the questions below.

- What is the reading process?
- What are reading strategies for comprehension?

This unit is an introductory unit that provides the overall picture of basic concepts related to reading and reading comprehension. It comprises of three parts: reading process, factors related to reading comprehension and reading strategies for comprehension.

1.1 READING PROCESS

A number of scholars have differently defined what reading, but all agree that the role of the reader is active rather than passive (e.g. Buck, 1979; Goodman, 1984; Grabe & Stoller; 2002; Rumelhart 1979; Wallace, 1992 as cited in Chalaysap, p.2).

Rumelhart (1979) states that reading as a process involves the reader, the text, and the interaction between the reader and the text. The meaning is not lying in the text to be passively absorbed, but the reader actively interprets the text in order to figure out the meaning.

Buck (1979) and Goodman (1984) believe that reading is the process of deriving meaning from written or printed symbols and is similar across languages and across contexts. Readers of all languages draw on similar processing strategies even when the writing systems are very different.

Wallace (1992) notes that reading is reacting to a written text as a piece of communication. While a writer might have some communicative intent, a reader also has some purpose in attempting to understand. In this sense, the term “reading” can then be replaced by “interpreting”.

Grabe & Stoller (2002) define that reading is related to a set of significant processes. They explicate that reading must occur rapidly with specific processes being carried out efficiently. Reading is an interactive process as the reader interacts with the text, using both linguistic and background knowledge to build his interpretation of the text. Next, a reader must be strategic, combining many selected skills needed for comprehension. A reader must have a reading purpose and such purpose can trigger his motivation to read. He must read flexibly in line with changing purposes and the ongoing monitoring of comprehension. In the meantime, he must evaluate whether the information he gets from the reading matches his reading purpose. Reading involves not only a comprehending process but also a learning process, as the reader learns new information through reading. Finally, a reader needs to employ linguistic features of the text in interpreting the meaning.

In brief, reading is an interactive process that involves a reader, a text, and interaction between the reader and the text. Reading process is commonly viewed as comprising of two components: decoding and comprehension which includes linguistic skills and interpreting this understanding with the reader's background knowledge.

ACTIVITY 1

Group work

Instructions: Work in a group of 5. Discuss the definition of reading in the photo below. Present the opinion of your group to the class.



(Photo credit: The Language Nerds. 30 March 2019.
<https://www.facebook.com/thelanguageners/photos/a.1617884278326668/2255179374597152/?type=3&theater&ifg=1>)

1.2 FACTORS AFFECTING READING COMPREHENSION

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

The first factor is the reader. The aspects of reader that affect reading are the prior knowledge or schemata, language proficiency, purposes in reading, worldview, motivation and interest and characteristics. For example, the reader characteristics that hinder their reading are defective reading habits. Some readers may read slow and carefully, but they still do not get the main idea of the text. Others may read quickly but do not pay enough attention to details. In this case, they can get the overall meaning of the text but misunderstand some particular point. Many are imaginative readers who have strong opinions about the text they are reading. They tend to interpret the text based on their experiences and viewpoints. It is difficult for them to separate what the author says from what they feel themselves (Swan 1975 as cited in Chalaysap, 2012, pp. 6-7 & 22)

The second factor is the writer. The aspects of writer that affect reading encompass the purpose of writing, the writing style, worldview, attitude towards readers and the topic of the text he is writing about. For instance, some writers favor a wordy and repetitive style; others may express an important idea directly. Readers thus need to be sensitive to the implications and draw inferences based on the information provided. (Chalaysap, 2012, pp. 7 & 22).

The last factor that can cause comprehension problem is the text itself. The aspects of texts that affect comprehension involve topic and content, text type or genre, literary and non-literary texts, text organization, typographical features, verbal and nonverbal information, and medium of text presentation. For example, the text that contains long and complicated sentences in L2 even when the vocabulary is easy or the text with unfamiliar topic can also cause reading problems (Chalaysap, 2012, pp. 7 & 22).

1.3 READING STRATEGIES FOR COMPREHENSION

Three important elements contributing to reading comprehension are word meaning, sentence meaning and paragraph meaning. Sosothikul (2007) gives details on each element as follows (pp. 34-36):

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

Sentence is a group of words which has meaning—a complete thought. Readers, therefore, have to consider the meanings of the key words which contribute to the main idea and pay attention to the relationship of each sentence to the sentences that precede and follow it.

A paragraph is a group of related sentences that has one main idea. Readers, thus, must be able to identify the main idea of each paragraph. However, some writers do not clearly state the main idea in a paragraph. In this case, readers need to figure out the main idea of the paragraph by considering the meaning of sentences in the paragraph and the relationship with the paragraph that comes before and after it.

Sosothikul (2007) adds five intellectual abilities contribute to comprehension. First, the ability to retain information and recall it when required. The readers should be able to remember reasonable number of ideas expressed in a text. Second, the ability to select important points. The readers should be able to differentiate major facts or ideas from the minor ones. Third, the ability to interpret information and ideas. The readers should be able to understand the meaning and significance of those facts or ideas to make use of what he learns from his reading. Fourth, the ability to make deductions from what has been read. Often points are not stated clearly and obviously, and thus the readers need to make inferences or conclusions after reading. Last, the ability to relate knowledge to experience. The readers should be able to relate what they read to what they have read and learned before and modify their understanding of a subject. In this way, his comprehension will improve in his future reading (pp. 35-36).

Effective reading is related to a flexible and appropriate response to the text being read. Successful readers make judgment in terms of degree of care and attention to the text when they read. In other words, they adjust their approach to the text by selecting appropriate reading strategies (Richards, 2012, p. viii). Reading strategies are the decisions the reader make when dealing with the text. Reading strategies vary considerably, depending on tasks as well as on the reader's motivations, purposes, and language abilities.

The rest of the book, therefore, aims to develop various reading strategies for the learners. It begins from basic strategies dealing with the meanings of vocabulary in unit 2 and those of complicated sentences in unit 3. Then the reading strategy to get the general idea of the text—skimming—is presented in unit 4. Unit 5 explains scanning strategy which is used to identify specific details in a text. Unit 6 deals with strategy of identifying patterns of organization which is beneficial in understanding the text. Unit 7 explicates the more complicated strategy of making inference which is used to figure out the information that the writer does not directly state in the text. is explicated in unit 7. The book ends with an advanced skill of critical reading in unit 8 to help learners make judgement about the text they are reading in order to enhance learner's critical thinking skill, one of the most important skills in the 21st century.

ACTIVITY 2

Instructions: Read the text below, and answer the questions that follow.

Patisserie Valerie - Cambridge

About:

Why not indulge in a **scrumptious** Afternoon Tea at Patisserie Valerie - Cambridge. Enjoy the great British tradition at this iconic chain that has been treating its customers to delicious patisseries since 1926.

Patisserie Valerie have been famous for their handmade pastries ever since Belgian born Madam Valerie opened their first store in Soho. Afternoon Tea is served in the main restaurant, which pays tribute to the chain's continental heritage with its traditional bistro furnishings.

Their Afternoon Tea menu features a variety of classic savouries, alongside scones and a selection of sumptuous patisseries that have given the chain **its** international reputation.

Patisserie Valerie - Cambridge is situated in the heart of the city, just a short distance away from the prestigious University of Cambridge.

Time: Afternoon Tea is served 11am to 6 pm Monday-Friday, 3pm to 6pm on Saturday & 11am to 5pm on Sunday

Price: £25 for two

Credit cards: All major credit cards accepted

Booking: Booking is essential

Nearest railway station: Cambridge

Dress code: No dress code

Children: Children of all ages welcome

Disabled access: Yes

Where to sit: In the store

Music: No live music

Dogs: Guide dogs only

Outdoor Seating: No

Adapted from: <https://www.patisserie-valerie.co.uk/>

Questions:

1. How many types of food served in the Afternoon Tea?

2. What does the word “scrumptious” mean?

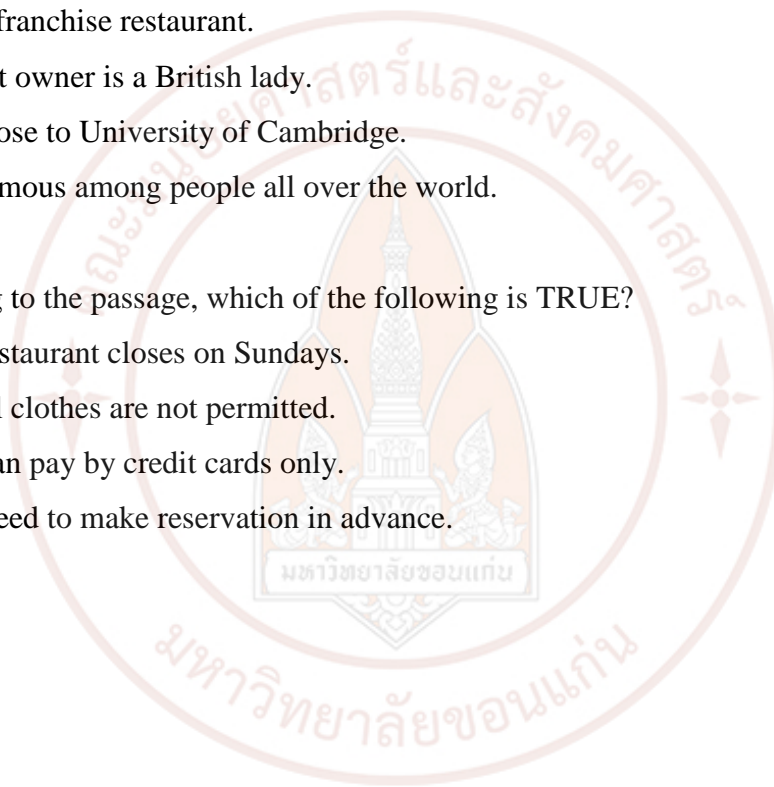
3. What does the pronoun “its” refer to?

4. Which statement is NOT TRUE about Patisserie Valerie?

- a. It is a franchise restaurant.
- b. Its first owner is a British lady.
- c. It is close to University of Cambridge.
- d. It is famous among people all over the world.

5. According to the passage, which of the following is TRUE?

- a. The restaurant closes on Sundays.
- b. Casual clothes are not permitted.
- c. You can pay by credit cards only.
- d. You need to make reservation in advance.



Instructions: Work in pairs. Discuss the following questions.

- ▶ What is the reading?
- ▶ What is reading process?
- ▶ What are reading strategies for comprehension?



UNIT 2: BUILDING VOCABULARY KNOWLEDGE

I. LEARNING OBJECTIVES:

1. Learners are able to use dictionary effectively.
2. Learners are able to recognize different types of context clues and explain how they work.
3. Learners are able to use word structure to guess meanings effectively.
4. Learners are able to recognize multiple meanings of words.
5. Learners are able to recognize different types of reference words and explain how they work.

II. UNIT OUTLINE:

- 2.1 Using Dictionary
- 2.2 Using Context Clues
- 2.3 Guessing Meaning from Word Structure
- 2.4 Considering Multiple Meanings of Words
- 2.5 Understanding References

WARM-UP ACTIVITY:

Instructions: Answer the following question and share your idea to class.

- What do you usually do when you come across an unknown word in the text you are reading?

Vocabulary knowledge is very important to reading comprehension. Without a good sense of vocabulary, one would not be able to read well or critically (Yaworski, 2006, p. 37). This unit presents five strategies in building readers' vocabulary knowledge: using dictionary, using context clues, guessing meanings from word structure, considering multiple meanings of words, and understanding references.

2.1 USING DICTIONARY

Dictionaries provide not only the definitions of words but many more: spelling, pronunciation, syllable division, etymology or word derivation, part of speech, usage (British, American, formal, colloquial, dialectical, archaic, poetic, idiomatic, or slang), abbreviations, synonyms, and antonym (Sosothikul, 2007, p. 75).

Dictionaries list all possible meanings of a word. When readers look up the meaning of the word, they must select the meaning that fits the context it is in. Sosothikul (2007) proposed two helpful techniques: using context and substituting the chosen definition in the dictionary for the word in the sentence. If the sentence make sense with the substitution, it means that the selected definition is probably right (pp. 76-77).

Sosothikul (2007) also suggests us to choose a good dictionary, be acquainted with it, and get as much information from it as we can. Avoid dictionaries that are out of date, small paper-back or extremely abridged dictionaries, and native language to English dictionaries since they are frequently poorly edited or out of date and a word in one language may not have an equivalent in another language. Thus, we might make mistakes in our vocabulary use (p.77).

Currently, good English dictionaries are available online for free access such as *Cambridge Dictionary* (<https://dictionary.cambridge.org/dictionary/>) and *Oxford Learners' Dictionaries* (<https://www.oxfordlearnersdictionaries.com/>). These sites provide such basic information as the traditional ones plus other features such as word list, grammar, quizzes, and useful resources which help develop and expand learners' vocabulary knowledge.

EXERCISE 1

I. Instructions: Study the excerpt from online *Cambridge Dictionary* and answer the questions on the next page.

The image shows a screenshot of the Cambridge Dictionary website. The page displays the entry for the word "prejudice". At the top, there is a search bar and the Cambridge Dictionary logo. The word "prejudice" is prominently displayed in a large, bold font. Below it, the word is identified as a noun, with its pronunciation in both UK and US English. The main definition is: "an unfair and unreasonable opinion or feeling, especially when formed without enough thought or knowledge". Several example sentences are provided, such as "Laws against racial prejudice must be strictly enforced." and "He claims that prejudice against homosexuals would cease overnight if all the gay stars in the country were honest about their sexuality." Below the main definition, there is a section for the phrase "without prejudice to sth", which is noted as formal or specialized. Its definition is: "If a decision or action is made without prejudice to a right or claim, it is made without having an effect on that right or claim." This is followed by more examples, such as "My client accepts the formal apology without prejudice to any further legal action she may decide to take." At the bottom of the page, the verb form of "prejudice" is also shown, with its definition: "Someone or something that prejudices you influences you unfairly so that you form an unreasonable opinion about something." and "Something or someone that prejudices something else has a harmful influence on it."

(Cambridge University Press, 2018)

Questions:

1. Is the word “prejudice” a countable or an uncountable noun?

2. Give one sample sentence of the word “prejudice” as a verb.

3. Which syllable is the main stress in the word “prejudice”?

4. What is the meaning of the phrase “without prejudice to something”?

5. Does the verb “prejudice” take an object?

II. Instructions: Study the excerpt from online *Oxford Collocation Dictionary* on the next page and answer the questions below.

1. What is the difference between common dictionaries and collocation dictionaries?

2. Which preposition is used with the noun “study”?

3. Give examples of two adjectives that can occur with the noun “study”.

4. What adverb is used with the verb “study” that means “spend time learning about something”?

5. What is a sample sentence of the phrase “a field of study”?

Index

study noun
study verb
study at phr verb
study for phr verb
stuff noun
stuff verb
stuffed adj.
stuffer noun
stuff in phr verb
stuff into phr verb
stuff with phr verb
stuffy adj.
stumble verb
stumbling block noun
stump noun
stumpy adj.
stun adj.
stun verb
stun into phr verb
stunned adj.
stunning adj.
stunningly adv.
stunt noun
stunt verb
stunted adj.
stupid adj.
stupidity noun
stupidly adv.
stupor noun
sturdy adj.
stutter noun
stutter verb
style noun
style verb
styling noun
stylish adj.
stylishly adv.
stylist noun
stylistic adj.
stymie verb
Styrofoam™ noun
sub noun
sub-agma adj.
subconscious adj.
subculture noun
subdivided adj.
subject adj.
subject noun
stuff verb
stuffed adj.
stuffer noun
stuff in phr verb
stuff into phr verb
stuff with phr verb
stuffy adj.
stumble verb
stumbling block noun
stump noun
stumpy adj.
stun adj.
stun verb
stun into phr verb
stunned adj.
stunning adj.
stunningly adv.
stunt noun
stunt verb
stunted adj.
stupid adj.
stupidity noun
stupidly adv.
stupor noun
sturdy adj.
stutter noun
stutter verb
style noun
style verb
styling noun
stylish adj.

Genie Exercises

study noun

1 learning

ADJECTIVE

- full time, part time
- graduate, postgraduate
- independent, private
This grammar book is suitable both for classroom use and for independent -.
- academic
The course integrates academic - and practical training.
- language

... OF STUDY

- course, programme/program

VERB + STUDY

- take up
Now that her children are all at school, she's going to take up full-time - again.

STUDY + NOUN

- group
A - group meets every Sunday at the church.
- programme/program
- leave (BrE)
The company allows its staff to take paid - leave.
- skills
The first part of the course is designed to develop students' - skills.
- hall (AmE), period

PREPOSITION

- - for
full-time - for an MA

PHRASES

- an area of -, a field of -
Students do a foundation year before specializing in their chosen field of -.

2 studies sb's learning activities

ADJECTIVE

- further
Many undertake further studies after college.

VERB + STUDIES

- begin, undertake (formal)
- continue, pursue
- complete, finish
When he has completed his studies, he'll travel around the world.
- resume, return to

study verb

1 spend time learning about sth

ADVERB

- hard
- abroad

PREPOSITION

- at
to - at college
- for
She is -ing hard for her exams.
- under, with
He studied under Professor Sager.

2 examine sth carefully

ADVERB

- carefully, closely, in depth, in detail, intensively, intently
She picked up the letter and studied it carefully.
In the third year a number of areas are studied in detail.
- extensively, widely
- fully, thoroughly
- systematically
- thoughtfully
He studied her thoughtfully, then smiled.

PHRASES

- be well studied
This area has not been well studied.
The influence of heredity is best studied in identical twins.

Study is used with these nouns as the subject: **EYE, RESEARCHER, SCIENTIST**

2.2 USING CONTEXT CLUES

When readers read, it cannot be possible for them to know the exact meaning of every word in the text being read. However, if readers keep looking up the meaning of every word in a dictionary, it will slow down their reading and also make reading boring. Consequently, an important part of developing learner's reading skill is learning how to guess the meaning of an unfamiliar word. Pookcharoen (2011) and Wiener and Bazerman (2000) agree that experienced readers usually use context clues as their strategy to deal with unfamiliar words. Context refers to surrounding words, phrases, sentences, and paragraphs that an unfamiliar word occurs. Using context clues to guess the meaning of an unfamiliar word can improve the pace of readers' reading, help them understand the text easily, and expand their existing vocabulary repertoire.

The common types of context clues are definitions, restatement, examples, comparison and contrast, and cause and effect (Pookcharoen, 2011, pp. 2-7; Tanthanis, 2009, pp. 1-3; Yaworski, 2006, pp. 38-46). The details and examples of each context clue are as follows:

Group work

Instructions: Work in a group of 5 people. Study the type of context clue assigned with your group members. Then, present it to the class by briefly explaining the assigned context clue and guessing the meanings of the words in bold in the examples.

2.2.1 Definitions

A writer directly defines a word in the same sentence or in the surrounding paragraph in which it is used. A definition clue can be in the form of an explanation or a synonym. The signal clues for definitions are:

to be	to mean	to define
to refer to	to be called	to be defined as
to consist of	to be seen as	to be described as
to be thought of	to be regarded as	which means

Examples:

1. **Implicature** is a component of speaker meaning that constitutes an aspect of what is meant in a speaker's utterance without being part of what is said (Horn, 2006, p. 3).

2. The force that makes it difficult for one object to slide along the surface of another or to move through a liquid or gas is called **friction** (*Cambridge Dictionary*).

2.2.2 Restatements

Sometimes, the writer uses signals of words that follow an unknown word or expression to restate or explain what the antecedence words means. The signal clues for restatements are:

or	that is	that is to say
in other words	to put it another way	i.e. (id est)
comma ,	commas ,.....,	dash –
dashes –.....–	parentheses ()	

Examples

1. Students can gain a better understanding of a science concept if the teacher were to use a **metaphor**, that is by referring to something else which has the same quality with the concept being discussed (Pookcharoen, 2011, p.3).
2. Seventeenth-century attempts to preserve anatomical specimens brought about modern **embalming**, the preservation of the body after death by artificial chemical means (Pookcharoen, 2011, p.3).

2.2.3 Examples

Often, the writer uses an example or illustration of word to identify the unknown meaning of the word. Readers should draw on background knowledge to guess the meaning of the unknown word. The signal clues for examples are:

for example	for instance	such as
such...as	like	e.g. (exempli gratia)
colon :	comma ,	dash –

Examples:

1. The play we attend last night contained a variety of **morbid** events: the death of a young child, the suicide of his father, and the murder of an older brother (Pookcharoen, 2011, p.3).

2. The waiter in the luxurious discotheque was always well **remunerated** for his work. For example, his tip money amounted to at least 1,000 baht a night (Tanthanis, 2009, p. 3).

2.2.4 Comparison and Contrast

The writer, sometimes, uses connectives showing comparison and contrast to indirectly help define an unknown word. The signal clues for comparison and contrast are:

Comparison

as/as....as	like/alike	similar to
resemble	similarly	likewise
correspondingly	in the same way	in like manner
compared to	as if/as though	as well as

Examples:

1. **Repartee**, as well as other kinds of conversation which is fast and full of intelligent and amusing remarks and replies, kept the talk show from becoming boring (Pookcharoen, 2011, p.3).
2. If you **invert** the letter “W”, you will get the letter “M”. In the same way, you get the letter “u” by turning the letter “n” upside down (Pookcharoen, 2011, p.3).

Contrast

but/yet	however/nevertheless	while/whereas
instead of	on the other hand	on the contrary
in contrast	conversely	despite/in spite of
though/although/even though		

Examples

1. A crowd of people gathered in the street during the protest although they were not supposed to **congregate** there (Pookcharoen, 2011, p.4).

2. Despite proposed **cutbacks** in financial support for domestic students, assistance for foreign students studying and training in the United States is to be sharply increased (Pookcharoen, 2011, p.4).

2.2.5 Cause and Effect

An unknown word is sometimes indirectly defined by connectives indicating cause and effect. The signal clues for cause and effect are:

Cause

because	since	as
for	now that	because of
owing to	due to	on account of

Examples:

1. These flowers bloomed earlier in May but are **languishing** now because of the heat and lack of rain (Pookcharoen, 2011, p.4).
2. Due to an **oversight** of those inexperienced engineers, the electricity supply for the whole town failed (Pookcharoen, 2011, p.4).

Effect

so	therefore	thus
hence	accordingly	consequently
as a result	so that	in order that

Examples:

1. They knew that the young people needed a meeting place; therefore, they **converted** an unused house into a teen center (Pookcharoen, 2011, p.4).
2. The eagle builds her nest high on a rocky cliff. As a result, she will have no **apprehension** that anyone will steal her eggs (Pookcharoen, 2011, p.4).

EXERCISE 2

Instructions: Read the following sentences and use the context clues as a guide to define the words in bold type. Write your answer in the space given and also explain the signal cues. Do ***not*** use a dictionary.

1. Before the competition, the athletes appeared calm although we all knew they were extremely **agitated**.

Definition : _____

Clue : _____

2. **Hypnotism** is the process of inducing a state of relaxation in which people seem to behave in ways they may not do otherwise.

Definition : _____

Clue : _____

3. Due to the **scarcity** of food in her territory, the mother lioness had to roam far to find a meal for her child.

Definition : _____

Clue : _____

4. Hercules is an example of a **demigod**. Even though Zeus is his father, but he is not a god because his mother, Alcmena, is human.

Definition : _____

Clue : _____

5. Carlos looked **dazed**, that is, stunned, as if someone had shocked him with bad news or with a heavy blow to the head.

Definition : _____

Clue : _____

(Adapted from Ducksters Education Site, 2020; Pookcharoen, 2011, p.5; Wiener & Bazerman, 2000, pp. 11&18)

EXERCISE 3

Instructions: Use context clues to figure out the meaning of the word in bold type. Then write a synonym or meaning for each in the blank.

Meanwhile, in Thailand's north- eastern provinces of Srisaket and Ubon Ratchathani monks have **erected** more than 300 pagodas in the middle of the forest. The pagodas were set up to follow the example of the Venerable Ajahn Chah (1918-1992), who founded the Nong Pa Phong temple which is located six kilometers from the capital of Ubon Ratchathani, in 1954.



Ajahn Chah was known to have spent most of his life **meditating** in the forest and living peacefully among wild animals. His wisdom was widely known so much so that monks from other countries came to ask for his **counsel** and to seek training.

"Pagodas built in places where there are not enough trees remind people not to cut the remaining trees, and to respect the principle of **immersion** in the forest," says the Venerable Moha Souphom, head of the monks of the Phu Ding Deang temple in Kantharalak district in Srisaket.

1. erected _____
2. mediating _____
3. counsel _____
4. immersion _____

(Texts credit: Adapted from Tantanis, 2009, p. 6; Photo credits: <https://www.fotolia.com> and http://moziru.com/explore/Pagoda%20clipart%20cartoon/#go_post_6541_pagoda-clipart-cartoon-1.jpg)

2.3 GUESSING MEANING FROM WORD STRUCTURE

This section talks about two types of word formation in the English language: adding affixes to roots and compound words

2.3.1 Adding affixes to roots

Another strategy to discover the meaning of an unknown word is to break it down into meaningful parts: **prefixes, roots, and suffixes** (Pookcharoen, 2011, pp. 8-10; Winer & Bazerman, 2000, pp. 20-30).

A prefix is a group of letters with a special meaning that appears in front of a word. Adding a prefix to a root changes meaning.

A Suffix is a group of letters with a special meaning that appears at the end of a word. Adding suffix to a root changes part of speech.

The root is the basic part of the word. Prefixes and suffixes are added to some roots to create new words. In most cases, a word is created from at least one root. Words can have more than one prefix, root, or suffix. For instance, “peace/-ful/-ly”.

The strategy of analyzing word structure can help readers grasp the meanings of unknown words. For example, “transcription” can be divided into:

The prefix “trans” means “across.”

The suffix “-tion” means “state of.”

The root “script” means “to write.”

“Transcription” means “the state of writing across”. That is, when you transcribe something, you change it from one form to a written form – that is you “write across” as in the sentence “Many spoken interviews are turned into transcriptions so you can read what you said” (Wiener & Bazerman, 2000, p 22).

LET’S TAKE A BREAK 1! 😊

Be careful! "De" is not always a prefix!



(Photo credit: The Language Nerds. 29 January 2019.)

EXERCISE 4

Instructions: Study the word parts below and their meanings given. Then, choose the most appropriate word in the box which best fits in each blank.

congenital	degenerate	gene	genealogist	genealogy
generate	genitals	genocide	genus	photogenic
progenitor	progeny			

Prefixes

con-(with)

de- (down, away)

pro- (forward)

Roots

cide (kill)

gen (birth, race, kind)

logy (study of)

photo (light)

Suffixes

-al (that, which)

-ate (to make)

-ic (relating to)

-ist (one who)

-or (one who)

-us (that, which)

-y (result of)

1. The chemical units that carry heredity characteristics from parents to offspring are called _____, which determine the characteristics of a living thing.
2. A _____ quality is one that has always been part of your character and is unlikely to change.
3. _____ is the intentional destruction of a race but it can be extended to include social or political groups.
4. It is important to grasp that being naturally beautiful or striking does not necessarily translate to being _____ in photos.
5. Completing the project on time and under budget _____ a feeling of pride and accomplishment among the team.

2.3.2 Compound words

Compound words are created from two words. Considering each word part can help readers recognize the unknown word and try to figure out its meaning. For example, consider the following words:

bookmark	(book + mark)	landlocked	(land + locked)
openminded	(open + minded)	undercut	(under + cut)
paperwork	(paper + work)	upstart	(up + start)

EXERCISE 5

Group work

Instructions: Work in a group of 3 people. Try to figure out the meaning of the compound word below by looking at the words that make it up and write a definition in the blank provided. Next, draw pictures of the compound words assigned. Then, present your pictures for the class to guess what the compound word mean.

1. breakneck _____
2. steelhead _____
3. mainstay _____
4. toehold _____
5. gatekeeper _____

(Text credit: Adapted from Wiener & Bazerman, 2000, pp. 20-21)

2.4 CONSIDERING MULTIPLE MEANINGS OF WORDS

Some words have many different meanings, and they tend to cause problem for readers; e.g. the word “light”. Look at the uses of the word in the following sentences. What does “light” mean in each case?

1. Please **light** the fire in the fireplace. _____
2. Esteban wore a **light** jacket despite the cold. _____

3. I painted my room in a **light** blue. _____

4. We didn't know about his criminal record; only today has it come to **light**. _____

5. The wall cuts off our **light**. _____

(Wiener & Bazerman, 2000, p. 30).

In addition, the meaning of a verb can differ when it is an intransitive, another when it is a transitive, and another when it is a linking verb. Consider the meaning of the verb "grow" in the sentences below, identify type of verb in each sentence, then guess the meaning of each one.

	type of verb	meaning
1. The trade volume is growing .	_____	_____
2. Thai farmers grow rice.	_____	_____
3. We grow old.	_____	_____

From the above sentences, it can be concluded that the same word can have more than one part of speech and the meaning of each part of speech may not be the same. Therefore, in guessing the multi-meanings of a word, readers need to notice how the word functions (part of speech) in the sentence, also use their background knowledge and context clues to help draw conclusion about the meaning. Then, test the meaning they guess in a sentence (Chalaysap, 2012, p. 75; Wiener & Bazerman, 2000, p. 30).

EXERCISE 6

Instructions: Read each of the sentences that follows and decide the specific meaning of the underlined word. Then choose the appropriate definition provided.

- **pay**

- a. have a good result
- b. give money in order to buy something
- c. suffer from something you have done
- d. money received from doing their jobs

_____ 1. "Crime does not pay" is the message you get from the film.

_____ 2. The employers in the factory were demanding higher pay.

- **shoot**

e. firing a gun

f. making a film

g. taking advantages of

h. asking and acting quickly

_____ 3. She was shooting at bottles on a wall.

_____ 4. They are going to start shooting tomorrow morning.

_____ 5. Journalists were shooting questions at the Prime Minister

(Adapted from <https://www.oxfordlearnersdictionaries.com/>)

2.5 RECOGNIZING REFERENCES

Reference words are words or phrases which are used to refer to the ideas that have already been stated in order to avoid repetition. They can be either *anaphoric references* (those that point back to what was mentioned previously) or *cataphoric references* (those that refer to what will be expressed later). The strategy of recognizing reference words is to find the relationship of words or phrases in the passage (Pookcharoen, 2011, pp. 28-30; Tanthanis, 2009, pp.48-59).

The four common types of references words are pronouns, specific words, noun substitutes, and synonyms. The details of each one is presented below. It should be noted that the reference word is underlined, whereas its antecedent or the word or phrase that the reference word refers to is in bold.

2.5.1 Pronouns

A pronoun is used to replace the noun that has already been mentioned; e.g., I, me, you, he, him, her, they, them, it.

Examples:

1. **My nephew** always stays with my mother. He always helps her with chores.

2. **A thousand men** built Bhumibhon Dam for 8 years. They worked day and night on the dam.

(Tanthanis, 2009, p. 48)

2.5.2 Specific Words

Specific words give precise meaning according to the function in the sentence. These words are: “this”, “that”, “these”, “those”, “here”, and “there”.

Examples:

1. My hometown is in **the North of Thailand**. That place is very cold in January.
2. Otto **passed the entrance examination**. This made him happy.
3. **Songkhla** is near my hometown, but I haven’t been there.

2.5.3 Noun substitutes

This is a writing technique used by the writer in which the writer purposefully leaves out nouns that have already been stated. The following words are used to refer to the noun that has been omitted: “one”, “another”, “the other/others”, “some”, “those”, “all”, “the former”, “the latter”, etc.

Examples:

1. There are ten **textbooks** for the students to read in the Semantic Course. Some are available in the central library.
2. **Two men** are talking in the meeting room. One is my professor and the other is his friend.
3. **Matthew and David** are my colleagues. The former is handsome, but the latter is ugly. (Tanthanis, 2009, p. 49)

2.5.4 Synonyms

Synonyms refer to words that have similar meanings. The writer usually uses them to make the text interesting. For example, my son is **playing and jumping** in the garden. He enjoys skipping and hopping like a rabbit. (Tanthanis, 2009, p. 49)

EXERCISE 7

Instructions: Read the passage below and write what the underlined reference words refer to.

Watch someone yawn, and try not to yawn yourself. It can be impossible to resist. Even reading about yawning can make you do it. Now, a new study offers insight into why contagious yawning is such a powerful force.

Yawning when **others** yawn, the study suggests, is a sign of empathy and a form of social bonding. Kids don't develop **this deeply rooted behavior** until around age four, the study found. Kids with autism are half as likely to catch yawns. In the most severe cases, **they** never do.

Yawning might eventually help doctors diagnose developmental disorders. The work could also lead to a better understanding of the subtle ways that people communicate and connect. "Emotional contagion seems to be a primal instinct that binds us together," said Molly Helt, a graduate student in clinical psychology at the University of Connecticut, Storrs. "Yawning may be part of **that**."

Inspiration for her study came when she tried to get her own autistic son to clear his ears on an airplane. She repeatedly yawned at him, hoping he would yawn back. He never **did**. "The fact that autistic kids don't do it might mean they're really missing out on that unconscious emotional linkage to **those** around them," she said. "The big thing people try to figure out in infant development is how we become humans who understand that humans have minds that are different from **ours**," she added. "Autistic people never sort of seem to understand **that**."



1. "others" (line 4) refers to _____
2. "this deeply rooted behavior" (line 5) refers to _____
3. "they" (line 6) refers to _____
4. "that" (line 10) refers to _____
5. "did" (line 12) refers to _____
6. "those" (line 13) refers to _____
7. "ours" (line 15) refers to _____
8. "that" (line 16) refers to _____

(Text credit: Pookcharoen, 2011, p. 28; Photo credit:

https://ecurrent.fit.edu/blog/academics/psychology/scienceminute/282-contagious-yawning/#!page_id=15105748a8a44c82b,all)

LEARNING REFLECTION

Instructions: Work in pairs. Discuss the question below.

- What are the strategies in building vocabulary knowledge you have learned from this unit?

READING PORTFOLIO 1

Instructions: Choose one passage of your interest from any resources and do the following:

1. Select 5 unknown words from the passage. Then, guess the meaning of each word ***and*** identify which vocabulary strategy you use in guessing by using the format below.

	word	meaning	strategy
(1)	_____	_____	_____

2. Select 5 referent words from the passage. Then, identify the antecedent that each referent words refer to by using the format below.

	referent word	antecedent
(1)	_____	_____

Your reading portfolio 1 includes:

1. an original passage with reference
2. a list of 5 unknown words with definitions and strategies used in guessing meanings
3. a list of 5 referent words with their antecedents

UNIT 3: UNDERSTANDING SENTENCE STRUCTURES FOR COMPREHENSION

I. LEARNING OBJECTIVES:

1. Learners are able to analyze organization within a sentence.
2. Learners are able to analyze sentences with complicated structures
3. Learners are able to apply grammatical knowledge in reading.

II. UNIT OUTLINE:

- 3.1 Organization within a Sentence
- 3.2 Sentences with Complicated Structures
- 3.3 How to Read Sentences with Complicated Structures

WARM-UP ACTIVITY:

Instructions: Work in a group of 5. Discuss the following questions:

- What make sentences difficult to read?
- What are your strategies in making sense of sentences with complicated structures?

This unit deals with building learner's grammatical knowledge on sentence structures that can be applied in reading. The unit begins with organization within a sentence. Then, it presents sentences with complicated structures. In the last section, the guidelines on how to read sentences with complicated structures are provided.

3.1 ORGANIZATION WITHIN A SENTENCE

At every level of writing, writers always select, weigh and arrange words to express their ideas. Even at the sentence level, the arrangement of ideas can have effect on readers (Chalaysap, 2012, pp. 118-119).

Consider these two sentences:

- A. The beauty contest followed the arrival of the guests.
- B. The arrival of the guests preceded the beauty contest.



Question: Which of the following sentences (C or D) is likely to follow sentence A and which is likely to sentence B? Give a reason.

- C. Now, she feels, her months of strict diet and patient practice would be rewarded. She would win. She must become the beauty queen!
- D. Now at last she would see him. Surely, he has come! She is searching anxiously among the crowds, and there he is, waving at her.

Answer: _____

(Text credit Chalaysap, 2012, p. 118; Photo credit: <https://th.wikipedia.org/wiki>)

Most readers match sentence A with sentence C and sentence B with sentence D (although different interpretations are possible). In sentence A, the topic of the sentence is the beauty contest, so readers expect the writer to tell them more about it; therefore, sentence C is a suitable continuation. In sentence B, the topic is the arrival of the guests, so readers expect to know more about this as in sentence D.

The organization of a sentence reflects the writer’s view of the topic/subject and the comments to be made on it. This in turn influences of the reader’s train of thought. For example, the writer wants to express the following ideas:

Susan is kind. Susan is not pretty.

The writer can join these sentences with “although” in two different ways:

- A. Although Susan is kind, she is not pretty.
- B. Although Susan is not pretty, she is kind.

Question: *What is the difference between these two sentences? How each sentence reflects the writer’s view of Susan?*

Answer: _____

The writer may write sentence A to show that the person who said this does not like Susan, and conversely, he/she may use sentence B to show a comment on her by a friend of hers. The reason is that the main clause is where a more important idea is stated.

Question: *In the next example, which of the sentences indicates disapproval?*

- C. Peter stood up **when** the bus conductor asked him to sacrifice a seat for an old woman.
- D. Peter did not stand up **until** the bus conductor asked him to sacrifice a seat for an old woman.

Answer: _____

The conjunction selected by the writer clearly shows his attitude toward Peter. Sentence C, in which “when” is used, suggests the writer’s approval of Peter’s behavior, whereas sentence D, in which “until” is used, indicates that he disapproves of his behavior.

3.2 SENTENCES WITH COMPLICATED STRUCTURES

The fact that sentences are difficult to understand is not always due to the difficulty to follow ideas or due to unfamiliar words used by the writer. Sometimes a very simple idea can become much more difficult to read just because of the way the sentences are constructed (Chalaysap, 2012, pp. 119-130).

Look at these five sentences:

- A. Two smugglers have been killed.
- B. They were ethnic Wa.
- C. They carried 5,000 speed pills.
- D. They had a gunfight with Thai soldiers.
- E. The fighting happened near the border in Chiang Mai's Mae Ai district.

Now look at a different way of presenting the same facts:

Two ethnic Wa **smugglers** carrying 5,000 speed pills **have been killed** in a gunfight with Thai soldiers near the border in Chiang Mai's Mae Ai district.

Question: *What makes the second version more difficult to understand than the first version?*

Answer: _____

The first sentence (Two smugglers have been killed) has been used as a sort of skeleton, and everything else has been patched on it. The subject and the predicate parts of the skeleton sentence (“Two smugglers” and “have been killed”) have been separated from each other by a post-noun modifier, so that it is not easy at first to see the connections between them, and the sentence becomes harder to follow.

The following part presents three types of subordinate clause which forms a complicated sentence structure: relative clause, adverb clause, and noun clause.

3.2.1 Relative clause

A relative clause or an adjective clause is a subordinate clause that expands or add more information for a noun. It is introduced by a relative pronoun (e.g. who, whom, which, that, whose) and placed right after the noun it modifies.

Examples:

- (a) Jose Arcadio Buendia, who has still not been consoled for the failure of his magnets, conceived the idea of using that invention as a weapon of the war.

Main clause = Jose Arcadio Buendia conceived the idea of using that invention as a weapon of the war.

Relative clause = who has still not been consoled for the failure of his magnets

- (b) Korea is blessed with magnificent unique cultural art, which have made it different from any other countries in Asia, as shown through its traditional dance performance and drawings.

Main clause = Korea is blessed with magnificent unique cultural art.

Relative clause = which have made it different from any other countries in Asia

- (c) As Rose was creating an image of the planets, stars, and galaxies of outer space for the next step of the cure, a scan of her own brain, in which yellow areas highlighted the ravages of Parkinson's disease, has been shown by her doctor.

Main clause = A scan of her own brain has been shown by her doctor.

Relative clause = in which yellow areas highlighted the ravages of Parkinson's disease

- (d) Golden Gate Bridge, whose name refers both to a natural and to a man-made wonder, connects San Francisco and Marin County.

Main clause = Golden Gate Bridge connects San Francisco and Marin County.

Relative clause = whose name refers both to a natural and to a man-made wonder



- (e) Students in higher education whose quality depends on the aptitude and motivation need teacher's counselling and orientation.

Main clause = Students in higher education need teacher's counselling and orientation.

Relative clause = whose quality depends on the aptitude and motivation

(Text credit: Adapted from Pinijsakkul, 2007, pp. 56-69; Photo credit: <https://th.wikipedia>)

3.2.2 Adverb clause

An adverb clause is a subordinate clause that expands a verb. It is introduced by subordination conjunctions (e.g. when, because, as, although, if). Adverb clause functions as adverbials modifying the main clause to give information telling time, manner, condition, result, reason, purpose, and contrast. However, adverb clause of place modifies only the main verb.

Examples:

- (a) Though Beijing remains deeply vexed by growing US-Taiwan defense ties, it has generally sought to avoid excessive reactions to these developments.

Main clause = It has generally sought to avoid excessive reactions to these developments.

Adverb clause = Though Beijing remains deeply vexed by growing US-Taiwan defense ties

- (b) The government's policy of promoting non-career diplomats as ambassadors should stand unless the process of choosing the heads of foreign missions was irrational.

Main clause = The government's policy of promoting non-career diplomats as ambassadors should stand.

Adverb clause = unless the process of choosing the heads of foreign missions was irrational

- (c) Yesterday's explosion turned the busy central Baghdad street outside the compound into a battlefield as flames devoured cars and licked at the brick walls sealing off the Green Zone.

Main clause = Yesterday's explosion turned the busy central Baghdad street outside the compound into a battlefield.

Adverb clause = as flames devoured cars and licked at the brick walls sealing off the Green Zone

- (d) If we now fail to promptly return full sovereignty to the Iraqis, the invasion will stand exposed as nothing more than old-fashioned imperial plunder of the region's oil riches.

Main clause = The invasion will stand exposed as nothing more than old-fashioned imperial plunder of the region's oil riches.

Adverb clause = if we now fail to promptly return full sovereignty to the Iraqis

- (e) Although the company reassures that its fried chicken was safe, restaurants and supermarkets have seen a sharp drop in poultry sales since the exercise of bird flu was confirmed in Thailand.

Main clause = Restaurants and supermarkets have seen a sharp drop in poultry sales.

Adverb clause 1 = although the company reassures that its fried chicken was safe

Adverb clause 2 = since the exercise of bird flu was confirmed in Thailand

(Text credit: Adapted from Pinijsakkul, 2007, pp. 84-93)

3.2.3 Noun clause

A noun clause is a subordinate clause that functions as a noun. A noun clause can be a subject, an object of a verb, an object of preposition, or a subject complement in a sentence with complicated structure. A noun clause is introduced by the connectors such as that, who, what, when, where, why, how, whether/if. In the followings examples the noun clause is underlined.

Examples:

- (a) What urges a person or compels him to strive amidst all failures is ambition.
- (b) Vietnam's officials have been convinced by Nike that ruthless multinational capitalists are better than the state of providing workers with high wages and a good and healthy workplace.
- (c) The difference between the NASA of that golden age and the NASA of today is that the old agency had one principal goal and remained monomaniacally focused on it through 11 years.
- (d) Even though the scholars now know more about the Bronze Age Greeks, they are still struggling to understand exactly why these people arrived on the Greek mainland in the first place.
- (e) The questions that burns in the heart of many people in the fashion and entertainment industry is whether a government ministry should have a monopoly over what constitutes obscenity or what is socially acceptable.

(Text credit: Adapted from Pinijsakkul, 2007, pp. 93-101)

There are four more structures that usually cause confusion to readers when they read texts. They are four types of phrases which are reduced forms of relative clause.

3.2.4 Participial phrase

Participial phrase is used to modify a noun, and it can be divided into two types: present participial phrase and past participial phrase. In the examples below, the participial phrase is underlined and the full form relative clause is in the parentheses.

Examples:

(a) Volcanic eruptions happening as recently as 300 years ago would make life extremely hazardous for any animal which made the lake its home.)

(Volcanic eruptions that happened as recently as 300 years ago would make life extremely hazardous for any animal which made the lake its home.)

(b) In Manila, soldiers convinced of leading a coup face a maximum of 40 years in jail.

(In Manila, soldiers who are convinced of leading a coup face a maximum of 40 years in jail.)

3.2.5 Infinitive phrase

An infinitive phrase expands a noun, and it follows the noun it modifies. In the examples below, the infinitive phrase is underlined and the full form relative clause is in the parentheses.

(a) Her desire to become a popular model drives her to go further.

(Her desire which is to become a popular model drives her to go further.)

(b) Give me the opportunity to solve the traffic problem of Bangkok.

(Give me the opportunity which is to solve the traffic problem of Bangkok)

3.2.6 Prepositional phrase

Preposition is a phrase beginning with a preposition followed by a noun, a noun phrase or pronoun. In the examples below, the prepositional phrase is underlined and the full form relative clause is in the parentheses.

(a) I'd like to go to the sport club on Petchaburi Road.

(I'd like to go to the sport club which is on Petchaburi Road.)

(b) A lady of humor always interests a lot of men.

(A lady who has humor always interests a lot of men.)

3.2.7 Appositive

An appositive is a noun or pronoun—often with modifiers—set beside another noun or pronoun to explain or identify it. In the examples below, the appositive is underlined and the full form relative clause is in the parentheses.

(a) Chinese citizens in the northeastern Shenyang city, the capital of the Japan controlled state of Manchuria during the war, also commemorates the anniversary of Japan's surrender.

(Chinese citizens in the northeastern Shenyang city, which is the capital of the Japan controlled state of Manchuria during the war, also commemorates the anniversary of Japan's surrender.)

(b) Archbishop Martino, head of the Pontifical Council for Justice and Peace, said the Pope was “greatly interested” in new technologies for food development as part of a policy of sustainable agriculture.

(Archbishop Martino, who is head of the Pontifical Council for Justice and Peace, said the Pope was “greatly interested” in new technologies for food development as part of a policy of sustainable agriculture.)

(Text credit: Adapted from Pinijsakkul, 2007, pp. 102-117)

3.3 HOW TO READ SENTENCES WITH COMPLICATED STRUCTURES

Most writers write both long and short and simple and complex sentences. These add variety to their writing and enable them to express themselves adequately. Therefore, the structures of some sentences can cause some readers to stare at the words instead of comprehending ideas. Long and complex sentences can slow readers down and interfere with comprehension unless they know how to read them.

The followings are two strategies for dealing with long, complicated sentences: defining the base clause (identifying basic sentence patterns), simplifying sentences, and identifying key ideas in sentences (Chalaysap, 2012, pp. 138-153).

3.3.1 Defining the base clause (Identifying basic sentence patterns)

The word order in most English language sentences is S + V + (O) which can be in various structures:

S + V (The boy ran.)

S+V+O (The boy hit the ball.)

S + V + Adj. (The boy is small.)

S + V + N. (The boy is John.)

Whenever a reader has difficulty in comprehending a sentence, he should identify the subject-verb-object core or the base clause. The subject and the verb will usually be next to each other, or they may be separated by a phrase or a clause. Identifying the base clause can help readers read sentences with better comprehension.

Instructions

1. Identify the basic clause (S + V + O) of the sentence below:

The student played the large, golden harp like an angel in a concert attended by more than 2,000 people last Sunday.

S = _____, V = _____, O = _____

2. Separate this sentence into 5 clauses.

1. _____
2. _____
3. _____
4. _____
5. _____

3.3.2 Simplifying sentences

Structural complexity can paralyze unconfident readers. When readers encounter long, complicated sentences, an analytical approach is unavoidable. The tip is that the reader should remove all the modifying elements (optional parts) of the sentence until only the core elements remain so that he can see the basic structure of the sentence. Then he can restore the optional elements one by one, by connecting the modifying parts with their head words so that he can make sense of the sentence.

The followings are strategies for analyzing complicated sentences to derive meaning of complicated sentences.

Group work

Instructions: Work in a group of 5 people. Study each step for analyzing complicated sentences below, then complete each blank with appropriate answers.

Model Sentence: More than 500 Dutch Saab lovers toured on Sunday to support the Swedish car brand, which a fan described as the Apple of the car industry, while owner General Motors was preparing the company's wind down.

Step 1: *Identify all the clause connectors in the sentence in order to establish the boundaries of each clause.*

Clause connectors in the model sentence are _____ and _____.

N. B. Sometimes the connectors are omitted. The reader should be able to restore the omitted connectors while reading. For example, "They believed [that] the civil war will end soon." or "The candidate [_____] I interviewed graduated from KKU."

Step 2: *Separate the subject part of each independent clause from the predicate part.*

Independent clause of the model sentence: _____

Subject: _____

Predicate: _____

Step 3: *Break the sentence into two or more clauses by identifying conjunctions or connectors. Also find out whether the clause functions as a modifier (adjective or adverb clause) or a noun clause.*

The model sentence can be separated into 3 clauses:

Clause 1: _____ (Main clause)

Clause 2: _____ (Adj. clause)

Clause 3: _____ (Adv. clause)

Step 4: *Identify the head word of the sentence elements of the independent clauses (i.e., subject, finite verb, direct object, indirect object, subject complement, object complement) in order to see the core elements of the sentence.*

To reveal the core elements of the sentence, first the reader needs to identify its main verb and any other finite verbs. Next, find their subjects and any objects or complements. Then, identify the head word of each.

The core elements of the model sentence are: _____

Step 5: *Link all modifiers with their head words. Deal with words, phrases, or clauses acting as modifiers by working out what word (s) they modify.*

Identify the head words and their modifiers of the model sentence.

Head word	Modifier
1. _____	a. _____ b. _____ c. _____
2. _____	a. _____ b. _____ c. _____
3. _____	a. _____ b. _____ c. _____

EXERCISES

Exercise 1

Instructions: Read each of the following sentences, underline the main verb and put the parentheses around the subject.

1. What I am worried the most is whether the committee will approve my research proposal or not.
2. Monsinee Keeratikrainon, managing director of Accenture Thailand, said that big data is the key driving factor for supporting the 4.0 industries.
3. Several young fans attended the press conference at the hospital yesterday broke down in tears after learning of their favorite singer's severe condition.
4. Despite the government's attempt to explain the purpose of this project, some people still did not grasp what the government has been trying to do.
5. Using a practical how-to approach, the writer provides the tools necessary to work with discourse analysis, with engaging step-by-step tasks featured throughout the book.
6. A tornado sparked chaos near the Canadian capital Ottawa on Friday, injuring dozens, homes damaged, cars flipped over, and over 130,000 people left without power.
7. According to Clair Deevy, Facebook's director of Community Affairs for Asia-Pacific and Latin America, some 52 million Thais use Facebook, of which 51 million access it via mobile.
8. The meeting of North Korean leader Kim Jong-un and his counterpart to the South Moon Jae-in in Pyongyang yesterday appeared warm and productive, which is good news for the two countries and for the world.
9. This year The Peninsula Bangkok Hotel joins hand with an elite selection of restaurants and bars across Bangkok to present a one-of-a-kind culinary showcase dubbed Eat Drink Pink to support underprivileged breast cancer patients.
10. Some of the questions used to identify those at risk of excessive use of internet are "Do you neglect housework to spend more time online?" "Are you frequently checking your e-mail?" and "Do you often lose sleep because you log in late at night?"

(Bangkok Post, 2018; Chalaysap, 2012; Gee, 2014; Pinijsakkul, 2007; Pornwasin, 2018)

Exercise 2

Instructions: (1) Identify the main subject and the main verb from each sentence below.
(2) Identify a participial phrase from each sentence below and then rewrite it into an adjective clause.

1. Flooding from Storm Podul has put RoiEt under water, with Muang and Phon Thong districts seriously hit by downpours on Friday. (*Bangkok Post*, Aug. 30, 2019)
 - a. The subject: _____ The main verb: _____
 - b. Participial phrase: _____
 - c. Adjective clause: _____

2. Traffic Police radio reported floodings in Muang district, with some areas having the water level more than one metre. (*Bangkok Post*, Aug. 30, 2019)
 - a. The subject: _____ The main verb: _____
 - b. Participial phrase: _____
 - c. Adjective clause: _____

3. RoiEt was one of several provinces placed on storm alert until Sunday by the Meteorological Department. (*Bangkok Post*, Aug. 30, 2019)
 - a. The subject: _____ The main verb: _____
 - b. Participial phrase: _____
 - c. Adjective clause: _____

4. A flash flood caused by the storm left students in Phon Thong district of Roi Et stranded at their school. (*Bangkok Post*, Aug. 30, 2019)
 - a. The subject: _____ The main verb: _____
 - b. Participial phrase: _____
 - c. Adjective clauses: _____

5. The Supreme Court has upheld the death sentences passed by the Criminal and Appeal courts for two Myanmar nationals convicted of the September 2014 murder of two British backpackers on Koh Tao. (*Bangkok Post*, Aug. 29, 2019)
 - a. The subject: _____ The main verb: _____
 - b. Participial phrase: _____
 - c. Adjective clause: _____

Exercise 3

Instructions: Read the passages below and answer the questions that follow or do as directed.

Passage A

When elected governments make noises about economic growth in countries where macroeconomic management is sound and prudent, central bankers tend to quietly bristle and brush off such interference and infringement of monetary space at their own risk. *In so doing*, central bankers tend to enjoy the support of domestic and international market participants who value central bank independence more than politicians' vested interests, even if it sometimes undercuts their bottom lines. Accordingly, when central bankers go along with the preferences of elected politicians, the conduct of monetary policy comes into question.

(Adapted from Pongsudhirak, 2019)

1. Write all subordinate clauses in this passage in the space provided below.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

2. Write all the main clauses in this passage in the space provided below.

- a. _____
- b. _____
- c. _____

3. Who or what is the passage about?

4. What does “In so doing” refer to?

Passage B

A new Facebook dating service in Colombia

The social media giant chose the Latin American country as its test lab because Colombians are particularly avid fans of using social networks and websites to find partners. Some 21 million people log in to Facebook every day in Colombia, a country of 50 million people, according to the company.

The new feature, rolled out in Colombia this week, allows users to create a separate “dating” profile not visible to their network of friends, with potential matches recommended based on preferences and common interests.

The service is programmed not to link up people who are already connected as family or friends. Users of Facebook Dating will also be able to block people if they wish. A basic chat service will be available, and the site will bar strangers from sending photos, videos or links.

Mark Zuckerberg, Facebook’s chief, said that the focus would be on helping people find partners, not flings. The dating offer was built with privacy and safety in mind.

(Adapted from *The Santiago Times*, Sep. 20, 2018)

1. Write all subordinate clauses in this passage in the space provided below.

2. Underline the participial phrases in the passage and rewrite them into adjective clauses.

3. Write all appositive noun phrases in this passage in the space provided below.

4. When is the new dating feature available in Colombia?

5. Can your Facebook friend see your profile on this new dating feature?

LEARNING REFLECTION

Instructions: Work in pairs. Discuss the question below.

- ▶ What make sentences difficult to read?
- ▶ What are your strategies in making sense of sentences with complicated structures?

READING PORTFOLIO ๒

Instructions: Choose a 300-word-passage (or an excerpt of a whole passage) about any topic from any resources and identify the subject and the main verb in each sentence. Use the format below.

Sentence 1: Subject _____
Main verb _____

Your reading portfolio 2 includes:

1. the original passage with reference
2. a list of a subject and a main verb of each sentence

UNIT 4: SKIMMING

I. LEARNING OBJECTIVES:

1. Learners are able to define and explain the process of skimming strategy.
2. Learners are able to skim texts effectively.
3. Learners are able to identify topics.
4. Learners are able to identify main ideas.

II. UNIT OUTLINE:

- 4.1 Definition of Skimming and How to Skim
- 4.2 Skimming for Topics of Paragraphs
- 4.3 Skimming for Main Ideas of Paragraphs
- 4.4 Skimming for General Ideas of Passages

WARM-UP ACTIVITY:

Instructions: Work in a group of 5. Discuss the following questions:

- What is skimming strategy?
- When do you use skimming strategy?
- How do you skim a text?
- What is a topic?
- What is a main idea?
- Where can we find the main idea in a paragraph?

This unit presents the skimming strategy in terms of its definition and the way of skimming a text to identify topics and main ideas of paragraphs and general ideas of passages.

4.1 DEFINITION OF SKIMMING

Skimming is another fast reading strategy. When you skim, you do not have to read everything carefully, nor do you know and remember all of the facts and ideas. You can skim by **glancing rapidly** through a text in order to get the **general meaning** or to determine its **gist** (Chalayasap, 2012, p.263; Mikulecky & Jeffries, 2004, p.137).

By skimming, you can

- (1) quickly get information from magazines and newspapers,
- (2) re-read difficult texts that you have already read closely,
- (3) get some information from textbooks when you are pressed for time,
- (4) move through a stack of mail in a hurry, and
- (5) find out how a good novel ends.

4.2 SKIMMING FOR TOPICS OF PARAGRAPHS

Topic is a general point that the paragraph explains. While you skim a paragraph, you should ask yourself these questions: “What is the paragraph about?” and “What general point is the paragraph trying to make?” (Wiener & Bazerman, 2006, pp. 141-143). Remember that it is not necessarily to read every word in the paragraph, just glance through a paragraph to get the general point. Then, state the topic of the paragraph in a few words. Avoid using terms that are too general or too specific.

(Photo credit: https://www.youtube.com/watch?v=9JajyzW_ezA)



Examples

A. To what use does a kangaroo put its great heavy tail? It leans back and props itself on it, as a man does on a shooting stick. Many lizards use their tails that way too. The original monster lizards, almost certainly, swung their tails as weapons, in a carry-over from the tail-swinging technique of fish. And today? Is it true that a crocodile uses its tails as a weapon? Yes. It can knock a man over with one wallop. Do any warm-blooded animals do the same sort of thing? Yes again. Take ant bear. It thwacks with its tail as powerfully as a bear with its forepaw.

Topic: the ways some animals use their tails



(Text credit: Wiener & Bazerman, 2006, p.143; photo credit:
<http://moziru.com/explore/Turtle%20Dove%20clipart%20noah's%20ark/>)

B. The earth is getting warmer. This is called global warming. Scientists have done research on the temperature of places around the world. They say that the earth's temperature is higher now than it was years ago. As a result, the climate is changing in many countries. There are more storms, and the storms are stronger. The summers are hotter in some places, and the winters are colder.

(Mikulecky & Jeffries 2004, p.99).

Topic: _____

EXERCISE 1

Pair Work

Instructions: Work with your partner. Skim the following paragraphs and write the topic of each paragraph in the space provided.

1. Asian and European cities led the list of most expensive cities around the globe in 2019. That's according to the Economist Intelligence Unit's annual Worldwide Cost of Living report, which highlights the top 10 most expensive cities around the globe. The report uses more than 400 prices across 160 different products and services — including food, drink, clothing, and home rents — to calculate rankings.

Topic: _____

2. Dugongs have historically provided easy targets for hunters. As the anthropologist A. Asbjørn Jøn has noted, people around the world developed cultures around dugong hunting. Dugong meat and oil have traditionally been some of the most valuable foods of Australian aborigines. Dugongs have played a role in legends in Kenya, and the animal is known there as the “Queen of the Sea”. Body parts are used as food, medicine, and decorations. Dugong oil is important as a preservative and conditioner for wooden boats to people in around the Gulf of Kutch in India, who also believe the meat to be an aphrodisiac. In the Philippines, dugongs are thought to bring bad luck, and parts of them are used to ward against evil spirits. In areas of Thailand it is believed that the dugong's tears form a powerful love potion.



Topic: _____

3. Drive-in theatres aren't the only dying corner of Americana. Instant coffee is also going by the wayside. Invented in 1906, instant coffee had the same allure that later extended to other quick-fix beverages and foods like orange-flavored drink crystals and instant puddings. It was inexpensive and fast, and it always tasted the same. But today, a new generation of Coffee Hounds is pushing instant coffee off the shelf. Their favorites are more expensive and less convenient, but they taste better.

Topic: _____

4. After World War I, nationalist groups arose in Asia and Africa to challenge continued European rule. Turks formed the Republic of Turkey. Persians gave their country a new name: Iran. In North Africa, Egypt gained its independence, but Great Britain continued to control the Suez Canal, Palestine, and colonies in Africa. The British refused to grant India its independence, so Mohatma K. Gandhi and others led nonviolent protests against British rule. In China the nationalist army of Chiang Kai – shek vied for power with communist forces. The military leaders of Japan believed they could solve the problems of a growing population and limited resources by conquering new territories, including China. Latin American countries resented their economic dependence on the United States and its periodic military intervention when American interests were threatened.



Topic: _____

5. The Industrial Revolution began in Great Britain during the late 1700s. Changes in the way land was used and new farming methods increased productivity. Farmers displaced by rural changes went to the cities to find work in factories. Skilled inventors developed new technology, and entrepreneurs with money invested in new or expanded ventures. The availability of such natural resources as coal, iron, and water power led to the use of power – driven machines in factories. Industrialization spread to the rest of Europe and to North America, creating a new social order. A growing middle class of prosperous factory owners and managers began to exert political power, while an even larger working class pressed for reforms to improve working conditions and their daily lives.



Topic: _____

(Text credit: Perino, 2019; Tanthanis, 2009, pp. 13-14; Wiener & Bazerman, 2006, pp. 144-145; Wikipedia, 2019)

(Photo credit: <https://www.insider.com/dugong-marium-dies-in-thailand-after-ingesting-plastic-2019-8>; <https://www.thinglink.com/scene/632204080718020609>; <https://www.tes.com/lessons/N9FURTTKiz-HCw/industrial-revolution-political-cartoon-analysis>)

4.3 SKIMMING FOR MAIN IDEAS

The main idea is the point of the paragraph. It refers to what a paragraph or an article is about. It is the most important thought about the topic. A main idea sentence has two parts, usually called the topic and the controlling idea (Tanthanis, 2009, pp.11-12).

- **The topic** is what the paragraph is about.
- **The controlling idea** is what we learn, or what we find out in the paragraph about the topic.

The main idea can be divided into 2 types.

4.2.1 Stated main idea

This type of main idea is clearly stated in the paragraph. The writer can locate the main idea in different places within a paragraph and uses the rest of the paragraph to support the main idea. The main idea can appear at the beginning, the middle, or the end of a paragraph. To find a stated main idea, first a reader identifies the topic of the paragraph. Next, ask oneself a question: “What is the paragraph saying about the topic?.” Then, finds the one or two sentences that sum up the paragraph. (Tanthanis, 2009, p.11; Wiener & Bazerman, 2006, pp. 149-152).

Examples:

A. The rules of conduct in an examination are clear. Books, calculators and papers are not allowed in the examination room. Proctors will not permit anyone with such items to take the examination. A candidate who is caught cheating will be asked to leave the examination room. His or her examination paper will be retained by the proctor who will report the incident to the proper authority. Failure to abide by these rules will result in the student failing the examination.

(Tanthanis, 2009, p.12)

Topic: the rules of conduct in an examination

Main idea: The rules of conduct in an examination are clear.

Group work

Instructions: Work in a group of 5 people. Read the paragraphs below and identify the topic and main idea of each paragraph.

B. Preferences about what tastes good vary markedly, and many examples exist of foods that are acceptable in one culture and not in another. In China, most people think that cheese is disgusting, but in France, most people love cheese. One distinction exists between eating animals that are alive and animals that are dead. In a few cultures, consumption of live, or nearly live, creatures is considered a gourmet specialty; for example, a Philippine dish includes ready-to-be-born chicks. In many cultures where hunting and fishing are dominant ways of procuring food, people believe that freshness of the catch is important. They consider canned meat or fish highly undesirable.

Topic: _____

Main Idea: _____

C. During the first cold snap, I usually go over to the American Automobile Club's towing headquarters and tag along as they go out to rescue motorists who can't get their car started. Amazingly, seldom do the AAA mechanics have to do anything mechanical to the car. Most often, the mechanic simply hops in the car and starts it. The driver stands there looking foolish and says something like, "I can't understand it...I tried it a dozen times and it just wouldn't start." Most often, the driver's mistake is pumping the gas pedal. That's how I was taught to start a car in cold weather, but pumping is dead wrong. The correct way: Depress the gas pedal once (that sets the choke). Let the pedal all the way up. Then turn the key.

Topic: _____

Main idea: _____

D. We huddled together in the cool spring night, whispering in hoarse voices, thrumming with the excitement that vibrated through the crowd gathering in the parking lot outside the Ames train station. All the way home from Des Moines we had hugged each other, laughed, cried, and hugged each other again. When we passed through the small farming towns between Des Moines and Ames, we rolled down the windows of the Harbingers' station wagon and shouted down the quiet streets, "We beat Marshalltown in seven overtimes! We beat Marshalltown in seven overtimes!" It had a rhythmic beat, a chant we repeated to each other in unbelieving ecstasy. We beat Marshalltown in seven overtimes! For the first time in ten years, Ames High School had won the state basketball championship.

Topic: _____

Main Idea: _____

(Wiener & Bazerman, 2006, pp. 151-152)

4.2.2 Implied main idea

This type of main idea is not clearly stated and so it is called an implied main idea. It is more difficult to identify a main idea when it is inferred or implied. It can be implied through other words in the paragraph. To identify the implied main idea, first the reader needs to find out the topic and ask oneself the same question: "What is the paragraph saying about the topic?." Then, the reader can identify the implied main ideas by drawing from facts, reasons, or examples that give hints or suggestions concerning the main idea. These hints will be clues leading the reader to discover the main idea in the selected text (Tanthanis, 2009, p.12; Wiener & Bazerman, 2006, pp.161-162).

Examples

A. At the weekend, as soon as Matthew gets out of bed, he seats himself in front of the television set and tunes in to his favorite program. His mother urges him to have his breakfast first but her words fall on deaf ears. Matthew pays no attention to her request. Eventually, when his mother calls him again Matthew reluctantly moves to the dining table but not before he has adjusted the television set so that it faces the dining table. Throughout breakfast his complete attention is focused on the television and, just as soon as he can, he moves the television set back to its original position. Matthew remains in front of it with rapt attention until the end of the final program at 7.00 pm.

(Tanthanis, 2009, p.12)

Topic: Matthew's weekends

Main idea: Matthew spends the whole day watching television.

B. Sociologists reserve the term “small group” to refer to a group small enough for members to interact simultaneously, that is, to talk with each other or at least be acquainted with each other. Small groups such as work groups and families are the intermediate link between the individual and the larger societies. This intermediate position defines their importance in terms of attitudes, values, and behaviors. For this reason, sociologists are interested in what happens when people get together in small groups, whether it is to share gossip, reach a decision, or even play card games.

Topic: _____

Main idea: _____

(Wiener & Bazerman, 2006, pp.161-162)

EXERCISE 2

Instructions: Skim each paragraph and write the main idea in the space provided.

1. Have you ever had trouble working with others because of their approach to time? Some people are prompt in completing their part of a project, while others are slow. Some people are on time for meetings, while others are late. Some people focus on getting the task done in time, while others spend time chatting and making sure everyone is feeling comfortable. Why are we different in the ways we approach time? (Tanthanis, 2009).

Main idea: _____

2. Temperature influences the growth, fruiting, and survival of the plants upon which various animals depend for food. A prolonged cold spring delays the development of grasses and leaves upon which many insects, rodents, and grazing animals forage and may determine their survival. Unseasonable weather at blossoming time may reduce the subsequent crops of berries or seeds on which various birds feed, forcing them to wander elsewhere for food or starve (Tanthanis, 2009).

Main idea: _____

3. Certain rulers had the bad luck of acquiring some outspoken enemies who used unflattering adjectives—and even, in one case, a vegetable—to describe them. Firstly, Ivaylo, Tsar of Bulgaria embodies the rags-to-riches tale. Born a peasant, he was known by his Bulgarian nickname, “Cabbage.” He led an uprising in northeastern Bulgaria in 1277 wherein he and his army gained multiple victories against the Tartars. Secodly, The Do-Nothing Louis V of France was known for his disappointing and uneventful reign. He never succeeded in his efforts to retake Aquitaine and try archbishop of Reims for treason. Lastly, Mary I, Queen of England, became the first sole female monarch of England. From the beginning of her reign, in 1553, she was determined to make Catholicism England’s primary religion through her marriage to Phillip II of Spain. A Protestant rebellion led by Sir Thomas Wyatt soon erupted but was quickly suppressed by her supporters, who left a bloody residue of massacred “heretics” (Adapted from Yalzadeh, 2018).

Main idea: _____

4. “*Ar-nah-deh*” is a Myanmar cultural trait which means that they will not speak frankly if they believe that this might hurt another’s feelings. Even if Myanmar people are angry with you, they may still smile. Do not lose your temper or raise your voice or scold your Myanmar staff, particularly in front of others. In Myanmar this is regarded as a weakness and will result in a loss of “face” for you and your staff. Do not take every “yes” at face value. Myanmar people may answer “yes” rather than “no” to avoid loss of face for the parties concerned. It is not considered rude to ask how much you earn. As a result, the salary market is very transparent in Myanmar. There is no legal requirement for annual bonuses. But some employers pay a 13th month salary, give presents at Christmas or Thingyan, or use festive seasons for staff outings or other forms of recognition or motivational reward (Adapted from DICA, 2019).

Main idea: _____

5. During Pride Month, it is not uncommon to see the rainbow flag being proudly displayed as a symbol for the LGBT rights movement. In 1978, the artist Gilbert Baker, an openly gay man and a drag queen, designed the first rainbow flag. Baker saw the rainbow as a natural flag from the sky, so he adopted eight colors for the stripes, each color with its own meaning (hot pink for sex, red for life, orange for healing, yellow for sunlight, green for nature, turquoise for art, indigo for harmony, and violet for spirit). The first versions of the rainbow flag were flown on June 25, 1978, for the San Francisco Gay Freedom Day parade. However, because of production issues, the pink and turquoise stripes were removed and indigo was replaced by basic blue, which resulted in the contemporary six-striped flag (red, orange, yellow, green, blue, and violet). Today this is the most common variant of the rainbow flag, with the red stripe on top, as in a natural rainbow. The various colors came to reflect both the immense diversity and the unity of the LGBT community (Adapted from Gonzalez, 2018).



Main idea: _____

(Photo credit: <https://www.amny.com/things-to-do/brooklyn-and-queens-pride-month-organizers-announce-virtual-events/>)

4.4 SKIMMING FOR GENERAL IDEAS OF PASSAGES

You should skim when you want to find out the general idea quickly. Speed is important for this kind of skimming, too. You should skim at least two times faster than you usually read.

When you skim for the general idea, you must change the way you read. You can't read every word or even every sentence. You have to skip over a lot. In fact, you should skip over everything and pay attention to only a few important words. These are the words that tell you the general idea.

Guidelines for skimming for General Ideas

1. Read the first sentence or two at your usual speed. Ask yourself, “*What is this about?*”
2. As soon as you guess the general idea, go to the next paragraph. Remember, you don't need to know the details. You only need to learn something very general about the passage.
3. Read only a few words in each paragraph after that. You should look for the words that tell you about the general idea. Often, they are at the beginning of the paragraph, but they may also be at the end.
4. Always work quickly. Remember that details are not important.

SKIMMING



Looking quickly through texts to give a general impression of what the text is about.

(Text credit: Adapted from Mikulecky & Jeffries, 2004, p.142; Photo credit: <http://www.teachinabox.com.au/iteminfo.aspx?itemid=2673>)

Example

You can skim an article from a newspaper or a magazine to find the general ideas.

Instructions: *Most of the words in this passage have been blacked out.*

Pair Work

Read the words and sentences that are left. They will help you find the general ideas. Read as quickly as you can. Then answer the questions below. Then compare your answers with your friend.

A Taste of Thailand
By Susan Alexander

Thai restaurants are very popular in the [redacted] also [redacted]
United States these days. One reason is that [redacted] reasonable prices.
many people from Thailand [redacted] especially popular [redacted]
immigrants [redacted] Students [redacted]
But [redacted] also popular [redacted] Thai restaurants [redacted] good,
[redacted] not from Thailand. friendly service [redacted] peaceful [redacted]
[redacted] Special Visit to Thailand.
dishes
unusual
[redacted] spices.

Questions:

1. What is the text mainly about?

2. What is one reason why Thai restaurants are popular?

3. What is special about Thai restaurants?

4. Are Thai restaurants only for immigrants?

Show your answers to your partner. Do you have the same answers? Did you get the general ideas? Now turn to the next page and read the whole article.

A Taste of Thailand

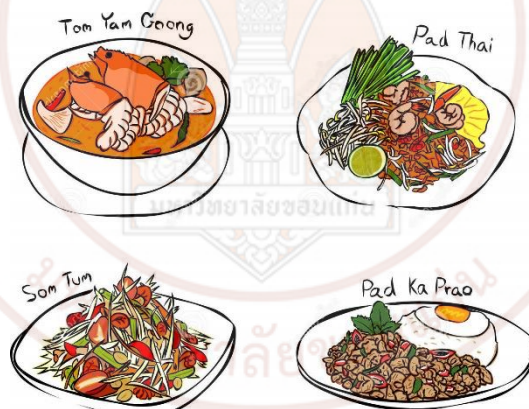
By Susan Alexander

Thai restaurants are very popular in the United States these days. One reason is that many people from Thailand live there. These immigrants like eating the food of their home country.

But the restaurants are also popular with people who are not from Thailand. They love the food because of the special dishes cooked with unusual spices.

People also like to eat in Thai restaurants because of their reasonable prices. In fact, that's why Thai food is especially popular near universities. Students can afford to have a full, tasty meal with a traditional dessert.

Thai restaurants are known for good, friendly service in a peaceful setting. For many people, it's like a visit to Thailand.



(Text credit: Mikulecky & Jeffries, 2004, p.144; Photo credit: <https://www.dreamstime.com/stock-illustration-thai-foods-thailand-delicious-food-world-image53266212>)

EXERCISE 3

Instructions: Skim this news article to get the general idea. Remember, you need to read only a few sentences and words. Read as quickly as you can. Then, answer the questions below.

Thailand ready to tap busy Muslim travel market

Fast-growing halal tourism has sparked development of new products and services



Muslim visitors take a picture at Samila beach in Songkhla province.

(Photo by Pattarapong Chatpattarasill)

Halal tourism is one of the fastest-growing tourism sectors, with faith-based needs and behaviour from Islamic travellers gaining, according to the Global Muslim Travel Index (GMTI) 2019, an annual survey by Mastercard and CrescentRating. In its fifth edition, the GMTI revealed robust growth in the market and named Thailand as a friendly country for Muslim travellers.

The GMTI 2019 shows that Thailand ranked second among the top 10 preferred destinations for Muslim travel among countries outside of the Organisation of Islamic Cooperation (OIC) with a score of 57, behind Singapore with 65. The Muslim travel market is expected to reach US\$220 billion by 2020 with 160 million tourists.

Growing market

In Thailand, an estimated 3.6-3.7 million Muslims visited Thailand last year, accounting for nearly 10% of total international arrivals.

As the market trend is promising, the Tourism and Sports Ministry has launched a project for the development of halal tourism and services. The Tourism Department in March hired Sasin Graduate Institute of Business Administration at Chulalongkorn University to carry out a project, including in-depth research on the demands of Muslim travellers and their behaviour in order to design tourism products and services to fit their needs and meet halal criteria.

The institute must introduce at least four travel routes and use them as pilot tracks for the department to develop other destinations. These future travel routes should be tested by tourism experts such as bloggers specialising in tourism.

A handy travel guidebook for the routes, containing other tourism destinations, hotels, food restaurants, mosques and products from Muslim communities, should be produced, the source said.

Sasin is set to hold training courses for Halal tourism for tourism operators and related government and private agencies for some 700 participants nationwide. The department expects the project to be completed by mid-September.

Proposed Halal routes

Sukre Sarem, a lecturer for the Institute of Asian Studies at Chulalongkorn University, has praised the halal travel route project because it would let Muslim visitors experience the culture, arts and communities of Thai Muslims.

Speaking at a seminar, Mr Sukre, also an expert on Muslim history in Thailand, pointed to several potential travel routes that could inspire Muslim travellers, especially relating to Islamic heritage in Thai history.

In the capital, paintings of Turkish soldiers are at Chakri Maha Prasat Throne Hall in the Temple of the Emerald Buddha. Ban Khrua, an old community that dates back to the reign of King Rama I, has conserved Islamic art, in particular the Ottoman Empire symbol on the pediment. In addition, there are many picturesque mosques scattered around the capital.

Mr Sukre said the river route along the Chao Phraya River could be a perfect trail to see residents from different cultures and religions that live together in peace and harmony.

The travel route project should keep Thailand in the forefront of Muslim tourists' minds, encouraging a high percentage of repeat visitors

Source: Adapted from Worrachaddechchai, D. Thailand ready to tap busy Muslim travel market 2019. *Bangkok Post*, 17 June 2019.

Questions: 1. What is the text mainly about?

2. What are parts of the project carried out by Sasin Graduate Institute of Business Administration to develop halal tourism and services?

3. Name four potential travel routes mentioned in the text.

LEARNING REFLECTION

Instructions: Work in a group of 5. Discuss the following questions again.

- ▶ What is skimming strategy?
- ▶ When do you use skimming strategy?
- ▶ How do you skim a text?
- ▶ What is a topic?
- ▶ What is a main idea?
- ▶ Where can we find the main idea in a paragraph?

READING PORTFOLIO 3

Instructions: Choose 5 paragraphs about any topic from any resources. Skim each paragraph by following the tips and guidelines you study in this unit. Then identify the topic and main idea. Use the format below.

Paragraph 1

Topic: _____

Main idea: _____

Your reading portfolio 3 includes:

1. the original paragraphs with references
2. a list of the topic and main idea of each paragraph

UNIT 5: SCANNING

I. LEARNING OBJECTIVES:

1. Learners are able to define and explain the process of scanning strategy.
2. Learners are able to scan different types of English text effectively.

II. UNIT OUTLINE:

- 5.1 Definition of scanning
- 5.2 How to scan
- 5.3 Scanning different types of text

WARM-UP ACTIVITY:

Instructions: Work in pairs. Discuss the questions below.

- What is scanning?
- What is the objective of scanning?
- How do you scan?
- Give examples of text types that you usually use scanning strategy.

This unit describes the definition of scanning and explains how to effectively scan different types such as a table of contents, an index of a textbook, a job classified advertisement, an announcement, travelling brochure, news article, and magazine article.

5.1 DEFINITION OF SCANNING

Scanning is a very fast reading strategy. Readers scan by glancing quickly through a text with the purposes of searching for a specific piece of information or to get an initial impression of whether the text is suitable for a given purpose.

5.2 HOW TO SCAN

Since scanning is used to locate a bit of information that the reader knows on the page as quickly as possible, it is not necessary for the readers to read every single word on the page. The following tips can help readers scan rapidly and effectively (Chalaysap, 2012, p. 269; Douglas & Bohlke, 2015, p. 13; Pookcharoen, 2011, p. 14):

1. *Concentrate on the piece of information you are looking for.* Have that piece of information; e.g. the name, the date, the place, the number etc., in the front of your mind. Repeat it over and over to yourself as you look. When you scan, notice any pictures, charts, graphs, and italicized or boldface words or phrase.
2. *Use different eye movements than you would read.* When you scan, you need to make a quick look at a certain bit of information. Thus, you cannot read slowly. You should not move your eyes from left to right across the page, line by line. Instead move your eyes over several lines at a time. When you find what you are looking for, read the whole sentence.

5.3 SCANNING DIFFERENT TYPES OF TEXT

Readers might use scanning strategy to scan for a specific information in various types of text. For instance, they may use scanning strategy to check what time their favorite TV programs are on a timetable; to find a page number in a table of contents in a book; to look for information in a travelling brochure; to select the website from options on a Google search, or to look for a job in classified advertisements, etc. Practice with scanning can help readers read faster and understand better (BBC, 2011, para.6; Chalaysap, 2012, p. 269; Mikulecky & Jeffries, 2004, p. 39).

EXERCISES

A. Scanning a table of contents

Exercise 1

I. Read each question and scan the table of contents of the book entitled, *Critical Discourse Analysis: The Critical Study of Language*, on the next page to find the answers.

1. How many academic articles (papers) are there in this book?

2. On what page can the reader find the definition of “enterprise discourse”?

3. Which paper focuses on the aims of discourse analysis?

4. Does this book have an editor?

5. Which section deals with the analysis of language features in the text ?

Pair Work

II. Write one more question about this table of contents. Then, ask one of your classmates to scan the table of contents to find the answer of your question.

1. Q. _____

A. _____

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Table of contents of *Critical Discourse Analysis: The Critical Study of Language*
(Fairclough, 1995)

B. Scanning an index of a textbook

Exercise 2

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

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

Pair Work

II. Write two more topics from the index. Then, ask one of your classmates to scan the index for the topics you wrote.

Topic	Page (s)
1. _____	_____
2. _____	_____

parts of speech, 97

phrase structure rules, 94f

phrases

- adjective phrase, 99-100
- adverbial phrase, 97
- head of, 98
- noun phrase
 - definition of, 94
 - expansion of, 99-102
- prepositional phrase, 97
- verb phrase
 - definition of, 94
 - expansion of, 97-99

Poe, Edgar Allan, 283

poetic stress rule, 157

pragmatics, 238, 272-273

prosody, definition of, 139

relative pronouns, 115

rhythm, 139-141

Rowling, J.K., 280-281

Saussure, Ferdinand de, 8

semantic field, 60

sentences

- complexity of, 93-120
- types of, 118

Shakespeare, William, 73,78

Come Unto These Yellow Sands, 25

Simson Paul, 18, 123

sociolinguistic variable, 179

southern vowel shift, 179

speech acts

- defined, 239-240
- direct, 240-241
- in literature, 243-249
- indirect, 241-243

structuralism, 8-12, 312

style shifting, 199,138

stylistics, definition of, 18

syntax definition of, 92

transformational rules, 102-110

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

C. Scanning a job classified advertisement

Exercise 3

I. Read each question and scan an excerpt of online job classified advertisements on the next page to find the answers.

1. How many jobs require an applicant with Bachelor's Degree or higher?

2. Which company is looking for a personal assistant?

3. Which company is situated in many districts around Bangkok?

4. Which job is the latest one that is posted on this website?

5. Which job requires a bilingual applicant?

Pair Work

II. Write one more question about this announcement. Then, ask one of your classmates to scan the page of dictionary to find the answer of your question.

1. Q. _____

A. _____

SAMSUNG

4. [Korean Interpreter](#)

Thai Samsung Electronics Co., Ltd.
(Chonburi)

Salary : **Negotiable**

Degree : **Bachelor's Degree**

Location : **Chonburi**

🕒 Yesterday

 Add to
wish list

 Apply
now

HONDA

7. [Japanese Interpreter](#)

Honda R&D Asia Pacific Co.,Ltd.

Salary : **Depend on qualifications and
experience**

Degree : **Bachelor's Degree**

Location : **Bangkok (Bangkhen)**

🕒 16 Jun 20

 Add to
wish list

 Apply
now

TOSHIBA Leading Innovation >>>

29. [Chinese - English Translator](#)

TOSHIBA CONSUMER PRODUCTS
(THAILAND) CO., LTD.(Refrigerator)

Salary : **Negotiable**

Degree : **Bachelor's Degree or Higher**

Location : **Pathumthani**

🕒 02 Jun 20

 Add to
wish list

 Apply
now

KARMART

30. [Copywriter English](#)

Karmarts Public Company Limited

Salary : **15,000 - 20,000 baht/month +
Commission**

Degree : **Bachelor's Degree**

Location : **Bangkok (Pranakorn, Thonburi,
Nongkhaem, Sampantawong, Bangkae,
Bangkhuntien, Pasicharoen, Bangkoknoi,
Ratburana, Jomthong, Khlongsan,
Thaweewattana, Bangkokyai, Sathorn,
Bangbon, Talingchan, Bangkor-laem,
Bangrak)**

🕒 02 Jun 20

 Add to
wish list

 Apply
now

KING POWER KING OF SHOP FREE

31. [Personal Assistant to Director](#)

King Power International Group Co.,Ltd

Salary : **Negotiable**

Degree : **Bachelor's Degree or Higher**

Location : **Bangkok (Rachathewi)**

🕒 01 Jun 20

 Add to
wish list

 Apply
now

An excerpt of online job classified advertisements (Jobtopgun, June, 2020)

D. Scanning an announcement

Exercise 4

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

1. Which place in Disney Resort will remain open during COVID-19?

2. Why will the hotels of Disney Resort be close after March 16?

3. How many COVID-19 patients found in Disneyland Resort?

4. How long will Disneyland Park and Disney California Adventure be close?

5. What do you need to do if you want to cancel your reservation at Disneyland Resort?

Pair Work

II. Write one more question about this announcement. Then, ask one of your classmates to scan the page of dictionary to find the answer of your question.

1. Q. _____

A. _____

UPDATE ON DISNEYLAND RESORT OPERATIONS

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

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

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

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

E. Scanning a travelling brochure

Exercise 5

I. Read each question and scan the excerpt from travelling brochure of Satoyama Experience on the next page to find the answers.

1. What is Takayama famous for?

2. If you want to participate in the Snowshoe Tours, do you need to book the tours in advance?

3. How long does the Food & Culture Walk last?

4. How many menus will the tourist who joins the Sake Brewery Visit and Japanese Tapas Cooking learn how to make?

5. What is the place of appointment for the tourist who wants to take part in Shinhotaka Snowshoeing?

Pair Work

II. Write one more question about this brochure. Then, ask one of your classmates to scan this brochure to find the answer of your question.

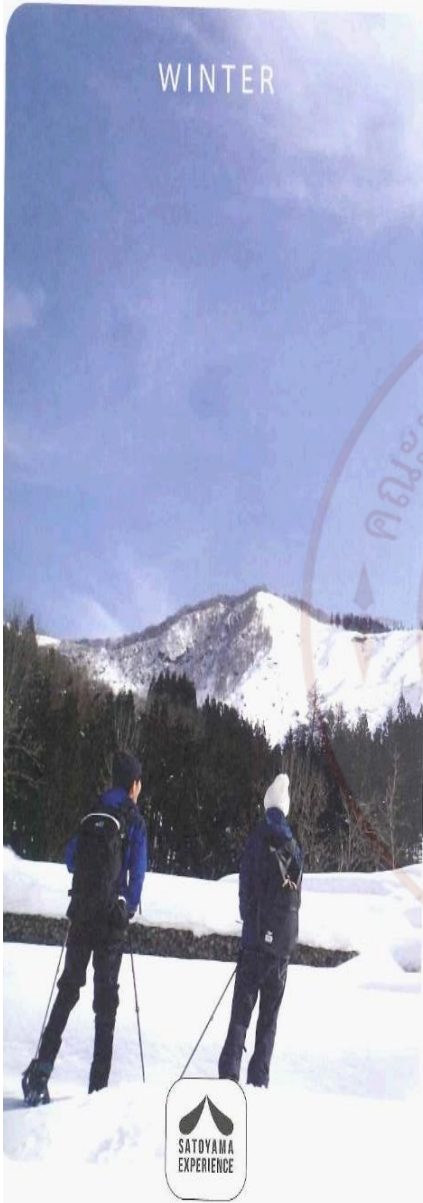
1. Q. _____

A. _____



SATOYAMA EXPERIENCE

Guided Tours in HIDA - TAKAYAMA



satoyama-experience.com

SNOWSHOE TOURS

Mountains covered with a blanket of snow welcome us with a different expression from the summer. This guided tour takes you into a frozen forest and lets you experience how closely we live together with nature.

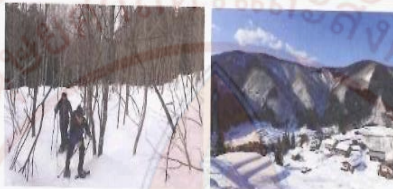
VILLAGE SNOWSHOEING

■ 13:00-16:30 ■ 7,000yen/person

Meeting point Hida-Furukawa DESK

1/4-2/28 [blackout dates 12/30-1/3]

Our guides let you freely explore the timeworn nooks and crannies around a breathtaking snow-dusted village, its mountains landscape dotted with terraced rice fields.



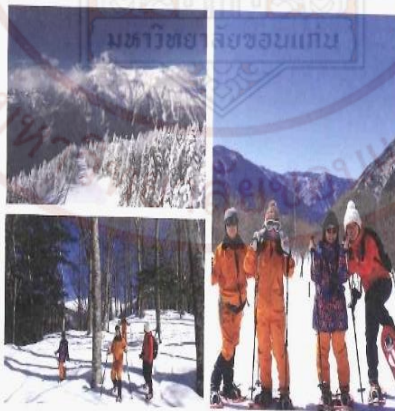
SHINHOTAKA SNOWSHOEING

■ 10:40-13:00 ■ 7,500yen/person

Meeting point Shinhotaka visitor center

12/22-3/4 [blackout dates 12/30-1/3]

Held on the Nabedaira Heights, this snowshoe tour enables our visitors the chance to experience winter in a forest of the Chubu-Sangaku National Park.



Reservations are required for all tours

FOOD & CULTURE WALK

■ 9:30-12:00 ■ 5,000yen/person

Meeting point Entrance gate of Takayama Jinya

all year [blackout dates 12/30-1/3]

Takayama is a town famed for being deeply rooted in its local culture and history, where daily life still revolves around its longstanding traditional shops such as the tofu seller, sake brewery, Japanese sweets shop and many more.



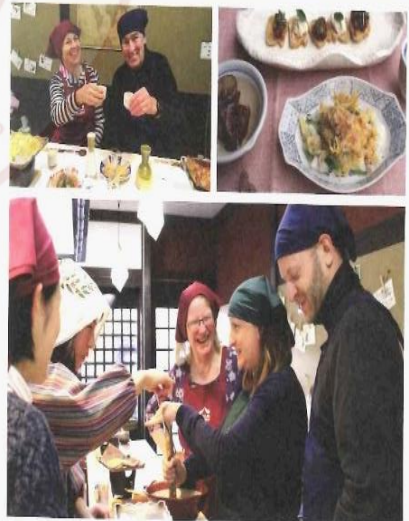
SAKE BREWERY VISIT AND JAPANESE TAPAS COOKING

■ 13:30-16:00 ■ 5,500yen/person

Meeting point Funasaka Sake Brewery

12/1-3/15 [blackout dates 12/30-1/3]

This tour gives you the opportunity to visit a Takayama sake brewery and learn how to make three dishes from fresh local ingredients.



An excerpt from a Travelling Brochure of Satoyama Experience

(Satoyama Experience, 2017)

F. Scanning newspaper and magazine articles

Exercise 6

I. Read each question and scan the newspaper article “Mobile phones banned in schools in France” on the next page to find the answers.

1. Why mobile phones are banned in French schools?

2. How many French students aged 12-17 own a mobile phone?

3. What is the reason of the persons who disagree with the law?

4. What is the political view of Macron?

5. What is Macron’s strategy in reducing education inequality in France?

Pair Work

II. Write one more question about this news article. Then, ask one of your classmates to scan this news article to find the answer of your question.

1. Q. _____

A. _____

Mobile phones banned in schools in France

The ban on mobile phones in schools across France hopes to reduce distraction and bullying and encourage children to be more active. The ban, a campaign pledge of President Emmanuel Macron's, was brought in under a law passed in July which also banishes tablets and smart watches from French primary and junior high schools.

High schools, taking students aged 15 to 18, will also be allowed to initiate partial or total bans, though they will not be obligatory. Proponents say the law, which has prompted vigorous debate, will reduce distraction in the classroom, combat bullying and encourage children to be more active during recess.

Nearly 90% of French adolescents aged between 12 and 17 have a mobile phone. Supporters of the ban hope it will help limit the spread of violent and pornographic content among children.

Education Minister Jean-Michel Blanquer has hailed the legislation as "a law for the 21st century" that would improve discipline among France's 12 million schoolchildren.

"Being open to the technologies of the future doesn't mean we have to accept all their uses," he said in June when the bill was going through parliament.

But critics have dismissed the ban as a public relations exercise and predicted it will be difficult to apply. The government has left schools to decide how to implement the new rules, recommending that they store students' phones in lockers during the day -- but some schools don't have them.

Research shows that in French schools that had already introduced their own bans, many students admitted to breaking the rules and using their phones anyway. Schools all over the world have struggled to adapt to the rise of pocket-sized devices as parents grow increasingly anxious about the amount of time their children spend glued to the screen.

In 2015 New York Mayor Bill de Blasio lifted a ban on phones in his city's schools on security grounds, saying parents should be allowed to stay in touch with their children.

Macron, a 40-year-old centrist, pledged widespread reforms when he was elected and education has been no exception.

Along with the mobile phone ban, he has halved class sizes in high-priority areas to 12 in a bid to narrow the massive gap in performance between children from poor and wealthy families.

Exercise 7

I. Read each question and scan the magazine article on the next page to find the answers.

1. What is “Osechi”?

2. Why do the Hida locals decorate their houses with “hana mochi”?

3. What is a sign to indicate that the process of sake making is complete?

4. When does the Sake Brewery Visit & Japanese Tapas Cooking Tour begin?

5. What is a recommended menu for tourists who visit Hida during New Year celebration?

Pair Work

II. Write one more question about this magazine article. Then, ask one of your classmates to scan this magazine article to find the answer of your question.

1. Q. _____

A. _____

THE NEW YEAR'S CELEBRATION is an important family affair to the Japanese, spending time at home with their families. We prepare many things to celebrate the coming year by making gorgeous food called Osechi for New Year's Day, and cleaning up and decorating the houses. Hida people traditionally eat Osechi on New Year's "Eve", and prepare 2 local decorations, hana-mochi and pine trees. Hana-mochi is a flowering tree made of pink and white rice cakes. Since there are not many colorful flowers to rejoice New Year's Day as Hida is heavily covered with snow, hana-mochi can spice up the home decor. The rice cakes can be fried and eaten as rice crackers on the Doll's festival in March. Pine trees are known as Japanese typical decorations for New Year's Day. However, the Hida locals take it to another level by decorating it with ornaments looking like a Christmas wreath, and hanging them from the ceilings or on the walls. You will probably see the lovely decorations at many places in the town as well as on cars!



SAKE BREWING SEASON is announced by "Sugidama". It is a cedar ball hanged at the entrance of a sake brewery to indicate that new sake has just been made from rice harvested this fall. The change of its green color to brown shows the maturation process of sake. Our tour, Sake Brewery Visit & Japanese Tapas Cooking, starting from 1st December, is the best way to learn about sake and local food. You will discover the wonder of sake at a famous brewery and make 3 local tapas which perfectly match with sake. We will guarantee that it will be a highlight of your Japan trip!



THE YELLOWTAIL HIGHWAY, a road from Toyama Bay to Shinshu through Hida, has been essential for the Hida locals to access fish in the winter. Yellowtails are called "Shusseuo", which literally means promotion fish, whose name changes as they grow as if they were being promoted and highly priced. It comes from the custom of Samurai and scholars changing their names as they got promoted. The flavorful and fatty yellowtail has been a signature of the New Year feast in Hida. Visit our tour desk and find out some places where you can try it!



Let's make the most of your Hida trip!



Find out more at
SATOYAMA EXPERIENCE
iCafe Takayama Tour Desk
(Opening Hours from 9:00 am to 6:00 pm)

LEARNING REFLECTION

Instructions: Work in pairs. Discuss the questions below.

- ▶ What is scanning?
- ▶ What is the objective of scanning?
- ▶ How do you scan?
- ▶ Give examples of text types that you usually use scanning strategy.

READING PORTFOLIO 4

Instructions: Select one text on the topic of your interest from any resources. Write 10 questions related to a specific piece of information in the text. Then, ask one of your classmates to scan the text for the answers of your questions. Your reading portfolio 4 includes:

- (1) the original text with reference
- (2) 10 questions that you write together with your friend's answers
- (3) answer keys

UNIT 6: FINDING ORGANIZATION PATTERNS

I. LEARNING OBJECTIVES:

1. Learners are able to recognize signal words used in each pattern of organization.
2. Learners are able to identify pattern of organization of a paragraph.

II. UNIT OUTLINE:

- 6.1 The Listing Pattern
- 6.2 The Time Order Pattern
- 6.3 The Comparison and Contrast Pattern
- 6.4 The Cause and Effect Pattern

WARM-UP ACTIVITY:

Instructions: Work in a group of 5. Discuss the following questions:

- What are patterns of organization?
- What are common patterns of organization in English language?

In this unit, learners will learn how to recognize four common patterns: listing, time order, comparison and contrast, and cause and effect. In addition, learners also learn the signal words used in each pattern.

6.1 THE LISTING PATTERN

Patterns of organization refer to text structure. To put it in another way, they are the way the writer organizes the information in a text (Mikulecky & Jeffries, 2004, pp. 110-136; Tanthanis, 2009, pp. 37-47). To read well in English, readers must be able to find the patterns used in the text they are reading. Patterns of organization help readers understand and remember what they read.

In the listing pattern, the writer gives a list of details to explain the main idea. The details are usually reasons or examples. Signal words for the listing patterns are:

first	and	one	last
second	also	another	finally
third	too	other	for example

Examples:

Group work

Instruction: Work in a group of 5 people. Read the paragraphs below. Find the topic, main idea, and details. Underline the signal words and fill in the blanks. The first one has been done for you.

A. Diamonds are expensive for several reasons. First, they are difficult to find. They are found in only a few places in the world. Second, they are useful. People use diamonds to cut other stones. Third, diamonds do not change. They stay the same for millions of years. Finally, diamonds are beautiful.

Topic: Diamonds

Main idea: Diamonds are expensive for several reasons.

Signal words

Details

first

difficult to find

second

useful

third

do not change

finally

beautiful



(Text credit: Mikulecky & Jeffries, 2004, p. 111;

photo credit: <http://www.tourismattler.com/news/trade-news/the-7-cs-of-buying-a-diamond/13266>)

B. Computer language can be funny at times. For example, we say computers have a "memory." We know they do not really remember or think. But we still say "memory". Also, computers programs have "menus". Of course, we are not talking about restaurants or food. This is a different kind of menu, one for choosing a program or section of the memory. Another example is the "mouse" we use to "talk to" the computer. It's hard not to think about a real mouse when you hear the word. But there are no little gray animals in the machine.

(Mikulecky & Jefferies, 2004, p. 113)

Topic: _____

Main idea: _____

Signal words

Details

6.2 THE TIME ORDER PATTERN

The time order pattern or chronological order pattern is a way of organizing the ideas in a paragraph in the order of time. The writer uses this pattern in two ways: to tell a story and to explain the steps in doing something. Signal words for the time order patterns are:

Dates and times (years, ages, days)

Other words:

first	before	soon	while	at last
next	after	then	during	finally
last		later		

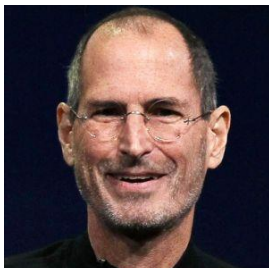
Examples:

Group work

Instruction: Work in a group of 5 people. Read the paragraphs below.

Find the topic, main idea, and details. Underline the signal words and fill in the blanks.

A. Steven Paul Jobs was an American inventor, designer and entrepreneur who was the co-founder, chief executive and chairman of Apple Computer. He was born on February 24, 1955, in San Francisco, California to two University of Wisconsin graduate students who gave him up for adoption. He attended Reed College in 1972 before dropping out and experimenting with different pursuits. In 1976, he co-founded Apple Computer with Steve Wozniak. However, in 1985, Jobs left the company and launched Pixar Animation Studios. He married Laurene Powell on March 18, 199. More than a decade later, he returned to Apple. He died from pancreatic cancer on October 5, 2011.



Adapted from: <https://www.biography.com/people/steve-jobs-9354805>

Topic: _____

Main idea: _____

Signal words

Details

February 24, 1955

1972

1976

1985

March 18, 1991

More than a decade later

October 5, 2011

B. Big companies in Florida make orange juice entirely by machine. First, the oranges are placed in a big washing machine. The oranges move slowly through the machine and are washed with strong soap. After they're washed, the oranges roll into the juicing machines. The juicing machines press and squeeze about 100 oranges per minute. Then, the oranges go through a long tube with holes in it. That's how the juice is separated from the orange skins. The skins can't go through the holes, so they come out at the end of the tube. Next, the orange juice goes into another machine that takes out the seeds and other tiny objects. Last, the orange juice goes into a packing machine. In this machine, the juice is poured into bottles or cartons. The bottles or cartons are closed, and the juice is ready to be sold.

(Mikulecky & Jefferies, 2004, p. 116)

Topic: _____

Main idea: _____

Signal words

Details

first

after

then

next

last

6.3 THE COMPARISON AND CONTRAST PATTERN

The writer uses the comparison and contrast pattern to show how two things are alike and how they are different. The content of this pattern can vary. Some paragraphs emphasize similarities, while others emphasize differences. The writer can also discuss both similarities and differences in one paragraph. Signal words for the comparison and contrast pattern are:

Words that show similarity

alike, similar, same, also, both, too

Words that show difference

different, unlike, more than, less than,
but, however, on the other hand

Examples:

Group work

Instruction: Work in a group of 5 people. Read the paragraphs below. Find the topic, main idea, and details. Underline the signal words and fill in the blanks.

A. Lemons and limes are similar kinds of fruit. Both grow in warm places. Both have hard skins and soft insides. They are also eaten in a similar way. People don't usually eat whole lemons and limes because both of them have a very sour taste. The two fruits are often used in desserts and main dishes. People make juice from lemons and also from limes. Finally, lemons and limes have the same vitamin in them—vitamin C.

(Text credit: Mikulecky & Jefferies, 2004, p. 123;

Photo credit: <https://modenahair.com/blog/citrus-beautiful-strong-healthy-hair/>

(Mikulecky & Jefferies, 2004, p. 124)

Topic: _____

Main idea: _____

Signal words

Details



B. Lemons and limes are citrus fruits, but they are different. First of all, lemons are yellow, but limes are green. The taste is a little different, too. Lemons are grown all over the world, but limes are grown only in a few places. This is because people knew about lemons thousands of years ago. Limes, on the other hand, are a new fruit. They are really a special kind of lemon. Scientists made them from lemons only about 50 years ago.

Topic: _____

Main idea: _____

Signal words

Details

_____	_____
_____	_____
_____	_____
_____	_____

C. In Paris today, people can shop for food at supermarkets or at small shops. The supermarkets and small shops are similar in some ways. In both places, you can buy meat, bread, fruits, vegetables, and other foods. Both supermarkets and small shops are found in every neighborhood. They both have the kinds of food that Parisians enjoy. However, their differences are important. While the supermarkets open every day and in the evening, small shops are open fewer hours. Often the food is more expensive in small shops. But many Parisians say that the food there is often fresher and tastier in the small shops.

(Mikulecky & Jefferies, 2004, p. 125)

Topic: _____

Main idea: _____

Similarities

Differences

_____	_____
_____	_____
_____	_____

6.4 THE CAUSE AND EFFECT PATTERN

Cause and effect paragraphs are concerned with the way in which the writer explains why things happen (causes) and what happens as a result (effects). In other words, this pattern shows how one thing causes another. In some paragraphs, one cause has many effects, whereas in the others one effect has many causes. Signal words for the cause and effect pattern are:

The cause signal words

because, since, as, due to, one cause is, another is, for, one reason why..., one of the most important reasons why..., the main reasons why ..., there are other reasons, too

The effect signal words

consequently, as a result, as a consequence, consequently so, thus, result in, one result is, another is, therefore

Examples:

Group work

Instruction: Work in a group of 5 people. Read the paragraphs below. Find the topic, main idea, and details. Underline the signal words and fill in the blanks.

A. A cold winter can cause serious problems in Florida. The farmers there grow a lot of oranges. Very cold weather causes orange tree to die. Cold weather also results in fewer tourists. There are many hotels and vacation places in Florida. These places are in trouble if there are fewer tourists. Finally, very cold weather can cause health problems. Many people do not have heating in their homes, and they become ill from cold.

(Mikulecky & Jefferies, 2004, p. 130)

Topic: _____

Main idea: _____

Cause

Signal Words

Effects

B. Today, more than half of all Americans are too fat. They are more than twenty pounds (9.1 kg) overweight. This problem is caused by the way Americans eat. They like to eat “fast foods” like hamburgers, French fries, and pizza. These foods have lots of fat, salt, and sugar in them. People also become fat because of the amount of food they eat. Americans eat much more than they need at meals. Many Americans also eat chips and sweets between meals. Doctors say that being overweight is partly caused by too little exercise. Many Americans like driving everywhere instead of walking. In their homes, they often lie on the couch and watch TV. They don’t get any regular exercise.

Topic: _____

Main idea: _____

Causes

Signal Words

Effect

_____	_____	_____
_____	_____	_____
_____	_____	_____



(Text credit: Mikulecky & Jefferies, 2004, p. 132;

Photo credit: <https://www.vectorstock.com/royalty-free-vector/couch-potato-vector-1049868>)

EXERCISES

Exercise 1

Instructions: Read each of the following paragraphs, underline the signal words, and decide what the pattern is. Then, identify the topic and main idea and write your answers in the space provided.

1. There are many requirements for teachers to receive a teaching license. First of all, teachers must know their subjects very well. At a minimum, they should take several college courses and pass a written test in every subject that they teach. Also, they should take refresher classes every few years to keep their knowledge up-to-date. Third, teachers should take education classes in college to learn how to teach. Fourth, they should have spent at least one year practice-teaching. Practice-teaching is teaching real children in a real classroom under the supervision of an experienced teacher. Only after a person has met these requirements should he or she receive a teaching license (Adapted from Oshima & Hogue, 2007, p. 42).

Pattern: _____

Topic: _____

Main idea: _____

2. It's a choice every learner has to make at some point – which model of English pronunciation should I learn? For most, that means a choice between General American or General British, so in this accent article, we look at some key differences between the two. First, 'r' – silent or pronounced? In General American, every written 'r' is pronounced, but in General British, 'r' is only pronounced before a vowel sound. Second, 'got' – rounded or un-rounded? In General British, we round the lips with the back open vowel in 'got' 'what' 'shop', whereas in General American this is an unrounded sound /ɑ/. Last, 't' – tap or plosive? When 't' appears before a weak vowel, in General American it can be pronounced with a voiced tap /ɾ/ – this sounds a bit like a very fast /d/; however, in General British it will be a voiceless plosive /t/ with some aspiration. (Adapted from: Szynalski, n.d.)

Pattern: _____

Topic: _____

Main idea: _____

3. Making a cloth face mask is simple, and many patterns don't require professional sewing skills or even a sewing machine. As long as you have the following, you'll have everything you need to make your own face mask: some type of fabric like an old clean t-shirt or other cloth scissors rubber bands or hair ties ruler or tape measure (Lindberg, 2020).

Pattern: _____

Topic: _____

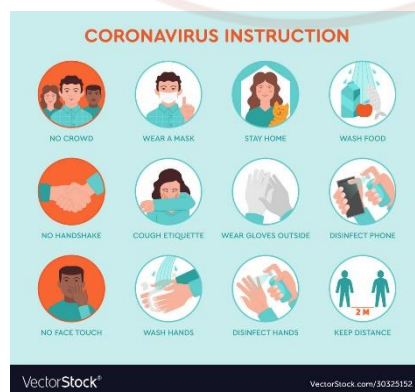
Main idea: _____

4. Besides wearing a face mask, there are other important tips you can take to help prevent the spread of SARS-CoV-2. Whenever possible, stay home. Avoid going out in public, especially for unnecessary trips and errands. Practice physical distancing if you need to leave your home, and always wear your mask if you're near other people. Avoid touching your face when out in public and always cover your mouth and nose when you cough and sneeze. Wash your hands with soap and water often, or use an alcohol-based hand sanitizer if soap and water aren't available. As soon as you get home, rewash your hands before doing anything else. If you have symptoms, call your doctor or local health department. Remain at home until you get clear instructions on what to do about testing (Lindberg, 2020).

Pattern: _____

Topic: _____

Main idea: _____



(Photo credit: <https://www.vectorstock.com/royalty-free-vector/infographic-icons-coronavirus-instruction-vector-30325152>)

5. Music has played an important part of every human culture, both past and present. People around the world respond to music in a universal way. The benefits of music vary. One of the ways music affects mood is by improving mood and reducing stress. There's abundant evidence showing that music can lead to productivity of the employees at work. Listening to and playing music can also make one a better person. For example, one study has found that listening to music makes people more inclined to spent time and energy helping others. (Adapted from Allen, 2017)

Pattern: _____

Topic: _____

Main idea: _____

6. There are a lot of things that we do to give ourselves an energy boost. Some of us wake up at the crack of dawn for a solitary run. Others pound a cup of coffee (or two) every morning. As for me, I'm on that vegetable smoothie train. I usually make batches of smoothies every 2 days and store them in my refrigerator for up to 2 days. It is very easy to make red beet smoothie. First, roughly chop beet, apple, and celery. Then add all ingredients in a blender, and mix until smooth. Taste the smoothie and see if the sweetness is to your liking. Feel free to add a little more fruit if you want something sweeter. Serve immediately. You can store smoothie in a jar for up to 2 days.



(Text credit: Lin, 2016; Photo credit: <https://www.shutterstock.com/th/image-photo/smoothie-beet-apple-celery-beetroot-slices-1061113973>).

Pattern: _____

Topic: _____

Main idea: _____

7. *Outlander* is a historical drama novel about one lady who traveled from the 20th century back to the 17th century. In 1945, Claire and her husband Frank were visiting Scotland. One day, Claire, alone, visited the standing stones at Craigh na Dun where she was mysteriously transported back to 1743. There she met Jack Randal, a British soldier, who attempted to attack her. Jamie, a young Scottish warrior, rescued her. For her own safety from Jack Randall, Claire was forced to marry Jamie. At first, she did not love Jamie, but she gradually fell in love with him. Soon, Claire was pregnant. Meanwhile, the conflict between the Scottish clansmen and the British Army became tense. The battle between these two groups was about to begin. Before the fighting, Jamie asked Claire to return to her own time for the baby's sake. (Adapted from Wikipedia, 2016).

Pattern: _____

Topic: _____

Main idea: _____

8. Llamas and alpacas are primarily found in Peru and Bolivia and are part of the camel family, Camelidae. While often conflated, alpacas and llamas differ in key ways. The most-distinguishing physical differences between alpacas and llamas are their size, their face shapes, and their hair. The most-noticeable difference

between the two animals is their sizes. Alpacas are smaller. Their faces are also dissimilar: alpacas have small, blunt faces with short ears, while llamas have more-elongated faces with banana-sized ears. Another



key difference is their hair. Alpacas have shaggy hair that is used for fleece production. Their hair color can vary greatly, from whites and light yellows to browns and blacks. Llamas' hair is coarser, and their wool is considered inferior. However, llama breeders are working to create a llama breed with finer, softer hair (Text adapted from Grannan, 2018 a, para. 1-3; Photo credit: <https://iwastesomuchtime.com/80717>).

Pattern: _____

Topic: _____

Main idea: _____

9. Bubble tea, which originated in Taiwan, usually consists of sweetened tea with milk and the chewy tapioca balls, also known as boba. Bubble tea comes in many flavors. Plain tea flavors are such as black or jasmine tea. Fruit flavors include strawberry, green apple, passion fruit, mango, lemon, watermelon, grape, lychee, peach, pineapple, cantaloupe, honeydew, banana, avocado, coconut, and kiwi. These fruit flavors are good for your health. Other popular non-fruity and creamy flavors include chocolate, coffee, mocha, black milk tea, Thai tea, lavender tea, and rose tea. Some cafes and shops offer non-creamy drinks by using fruit pulp syrups like passion fruit, honeydew, strawberry, and lychee (Adapted from Lin, 2018).

Pattern: _____

Topic: _____

Main idea: _____

10. Understanding how to get motivated in college is essential. We've all had times when our enthusiasm takes a dip and we aren't sure how to keep going. These are tips for staying motivated in college can revitalize you and help you stick to the goals you've set. One of the best ways is to explore your surroundings. Take time to discover some of the hidden gems in your area—like fringe art galleries, quirky cafés, and less-traveled walking and hiking paths. Next, do the work anyway. Maybe you're afraid of failing. Maybe you fear criticism. You have to push on. You have to keep showing up. You have to do the work anyway. Another tip is don't wait for permission. One of the greatest things about college is that you get to steer your own ship. You don't need permission to pursue the things that will make you successful. Other people might have reasons to wish you weren't in your position—like jealousy—but you don't have to seek their approval. (Adapted from: Villanova University, 2019)

Pattern: _____

Topic: _____

Main idea: _____

Main idea: _____

Exercise 2

Instructions: In a long passage, the writer may use different patterns of organization to write each paragraph in the passage. Read the passage below. Underline signal words and identify the pattern of each paragraph.

Common Cold

1. The common cold is medically referred to as a viral upper respiratory tract infection. It is a self-limited contagious disease that can be caused by a number of different types of viruses. More than 200 different types of viruses are known to cause the common cold, with rhinovirus causing approximately 30%-40% of all adult colds. Other commonly implicated viruses include coronavirus, adenovirus, respiratory syncytial virus, and parainfluenza virus. Because so many different viruses can cause the common cold, and because new cold viruses constantly develop, the body never builds up resistance against all of them. For this reason, colds are a frequent and recurring problem.

Pattern of organization: _____

2. Many people confuse the common cold with influenza (the flu). Flu is caused by the influenza virus, while the common cold generally is not. While some of the symptoms of the common cold and flu may be similar, patients with the common cold typically have a milder illness than patients with the flu. Patients with the flu usually appear more ill and have a more abrupt onset of illness with fever, chills, headache, substantial muscle and body aches, dry cough, and extreme weakness.

Pattern of organization: _____



3. Viruses are responsible for colds and flu, so antibiotics are not able to cure or prevent these illnesses. Plenty of rest, fluids, and home remedies can help relieve symptoms. The following home remedies may help prevent illness, reduce symptoms, and shorten the duration of a cold or the flu. First, take zinc supplementation as a tablet, lozenge, or syrup. Second, try stirring some honey into hot water to soothe a sore throat or cough. Next, use herbal extracts from the Echinacea plant to help prevent colds and relieve nasal symptoms. Another remedy is eating raw garlic, incorporate cooked garlic into meals, or taking a supplement. Last, reduce stress and sleeping well.

Pattern of organization: _____

4. Toddies are great winter drinks even for people who don't have colds. A Food.com recipe shows how to make a mug at a time with whiskey (usually bourbon) enlivened with immune-system boosting lemon and throat-soothing honey. The ingredients are 1 very hot cup water, 1 tea bag (dark tea or green tea), 2 ounces whiskey, 1 tablespoon honey, 1 teaspoon lemon juice, 1 slice fresh lemon. First, place the whisky - honey - tea bag(s) in a large microwave safe mug with 1 cup of very hot water. Next, add the honey. Then pour the hot water into the mug over the spoon you used for the honey to get off the last little drops. After that, add the lemon juice and stir well. Finally, add the lemon slice and serve.

Pattern of organization: _____

(Text adapted from Cooks, 2020; Doerr & Gonzalez, 2020; Sheer, 2020; *Medical News Today*, 2019)

(Photo credit: <https://www.vectorstock.com/royalty-free-vector/young-girl-caught-cold-flu-or-virus-treatment-of-vector-19615806>)

LEARNING REFLECTION

Instructions: Work in pairs. Discuss the following questions.

- ▶ What are patterns of organization?
- ▶ What are common patterns of organization in English language?
- ▶ How can you identify each type of patterns of organization?

READING PORTFOLIO 5

Instructions: Choose **4** paragraphs from any resources that have four different patterns of organization you study in this unit. Then **underline the signal words** and **identify the topic and main idea** of each paragraph. Use the formats below.

Pattern of organization: _____

Topic: _____

Main idea: _____

Your reading portfolio 5 includes:

1. the original paragraphs with signal words underlined. Do not forget to include the reference (s)
2. a list of the topic and main idea of each paragraph

UNIT 7: MAKING INFERENCE

I. LEARNING OBJECTIVES:

1. Learners are able to define and explain the process of making inference.
2. Learners are able to make inference from the given facts in the text effectively.

II. UNIT OUTLINE:

- 7.1 Definition of inference
- 7.2 How to build inference skills

WARM-UP ACTIVITY:

Instructions: Work in a group of 5. Discuss the following questions:

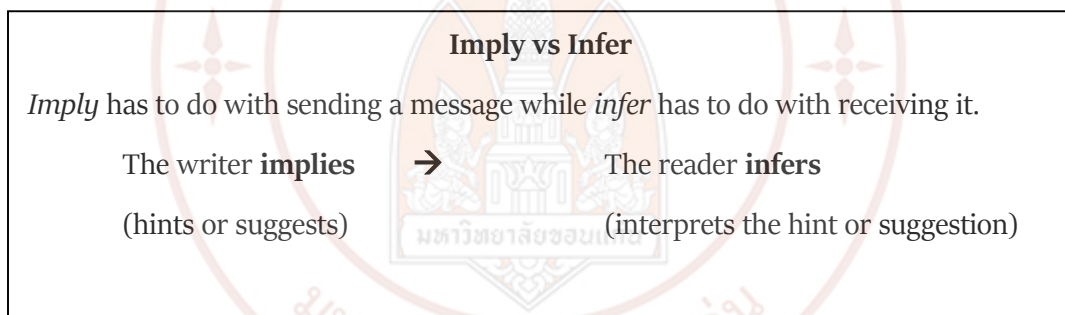
- What is inference?
- How do you make inference?

This unit covers what is inference and how to build the skills of making inference from the given facts in both spoken and written texts of various text types.

7.1 DEFINITION OF INFERENCE

Writers often tell you more than they say directly. They give readers hints or clues that help readers read between the lines. Using these clues to gain a deeper understanding of the text is called inferring. Making an inference, therefore, is the process of forming a conclusion based on a previous statement which the writer has suggested or implied (Tanthanis, 2009, p. 60; Weiner & Bazerman, 2006, pp. 280-281).

Weiner and Bazerman further state that inference in some ways is like a guessing game, but not a wild guessing game. Readers must look carefully at the facts and the details in the text. Readers need to add their own knowledge and experience to those details and follow hunches based on evidence and reasonable judgments. Then readers can judge what other things are likely to be true, even though they are not said directly (Weiner & Bazerman, 2006, p. 280).



7.2 HOW TO BUILD INFERENCE SKILLS

When you infer, you go beyond the surface details to see other meanings the details suggest or imply. The proficient readers use their prior knowledge (schema) and textual information to draw logical conclusions, make critical judgments, and form unique interpretations from text. Readers can follow the guidelines below to make inference effectively (Tanthanis, 2009, p. 60; Weiner & Bazerman, 2006, pp. 280-287).

Guidelines for Building Inference Skills

- Try to read beyond the words. Fill in details, information, and ideas based on the writer's suggestions and your own background knowledge.
- Ask yourself questions about the text you are reading.
- If the writer describes a person, try to understand the person from how the person moves, what the person says, and what the person looks like. You can infer things about someone's character from what the person does. Build a picture in your mind of what the person is like.
- If you have a hard time seeing how information fits together in a selection or what the selection's meaning is, try using inference skills. Sometimes a single inference can make sense of a whole picture.
- If you cannot easily answer a question about what you have read, remember to use inference skills. Return to the reading looking for clues that will help you figure out the answer.
- Try to predict what might happen next. From a series of events, you often can infer the outcome. Being able to predict outcomes is an important part of inference.
- Try to generalize about what you have read. When you *generalize*, you infer extended meanings. These meanings go beyond the particular information in the reading. You form principles, or rules, based on what you've read.

It should be noted that this process has to be carried out with a considerable degree of care and judgment in order to avoid assuming opinions that are the feelings or experience of the reader and not those of the writer. The purpose of making an inference is to **read the writer's mind, not invent the reader's own message** (Tanthanis, 2009, p.60).

Inference skills are beneficial when readers try to understand jokes or riddles since these two genres are culturally oriented. Readers cannot rely on the literal meanings of the texts. On the other hand, they need to use their background knowledge on culture and society to make sense of jokes and riddles.

In the following examples and exercises, readers will practice making inference from various types of spoken and written texts, e.g., conversation, short talk, signs, jokes, cartoons, and articles.

Example A

A story begins in the following way:

Suzanne looked down at the speedometer. Eighty-five. She tightened her grip on the steering wheel. Suddenly she heard a siren behind her.

Question: What can you infer from this introduction?

Suggested answers:

You know many things that haven't been said:	How do you know these things?
❖ Suzanne is in an automobile.	Because your experience gives the stated facts meaning.
❖ She is driving it.	You know that speedometers are in cars.
❖ She is going 85 miles an hour.	The driver is the one who usually looks at the speedometer and grips the steering wheel.
❖ She is breaking the law by going too fast.	The speed is usually given in miles per hour on cars in the United States.
❖ The siren is likely to be that of a police car pulling her over to give her a ticket.	Speed limits in this country do not exceed 70 miles per hour.
	When people drive cars faster than the speed limit, the police often stop them by following them and turning on sirens.

Writers rely on readers' being able to make inferences. The writer can tell the story more quickly and forcefully by depending on the reader to fill in parts of the picture. The more a writer can rely on a reader's inference skills, the more the writer can focus on the really important elements of the story. These elements make the story interesting or important (Weiner & Bazerman, 2006, pp. 280-281).

Example B

Pair Work

Instructions: Work with your partner. Look at this cartoon and apply your inferences skills to answer the questions that follow.



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1. The woman wearing a hat is Mr. Dithers's
 - a. teacher.
 - b. wife.
 - c. secretary.
 - d. mother.
2. The cake had
 - a. many candles.
 - b. very large candles
 - c. few candles.
 - d. no candles.
3. The cake baked itself because
 - a. it was a no-bake cake.
 - b. the day was very hot.
 - c. the oven didn't work.
 - d. the candles made a lot of heat.
4. Mr. Dithers is
 - a. a young man.
 - b. about twenty years old.
 - c. an old man.
 - d. dead.

(Weiner & Bazerman, 2006, pp. 283-284).

Example C

Pair Work

Instructions: Work with your partner. Read each joke below and complete the reasonable inference in the space provided.

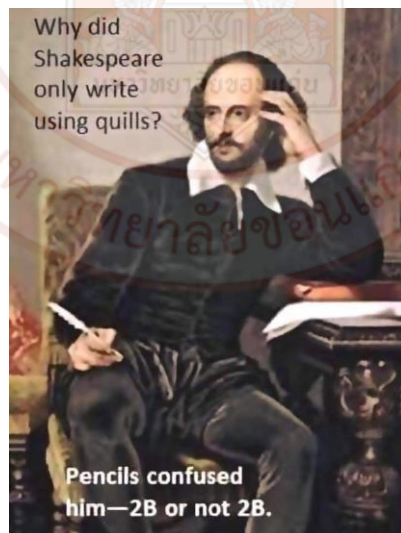
1.



(Photo credit: <https://www.facebook.com/thelanguagenerds/>)

This sign implies that _____.

2.



(Photo credit: <https://www.facebook.com/thelanguagenerds/>)

The punch line of this joke means that _____.

Example D

Pair Work

Instructions: Work with your partner. Read each paragraph and conversation. Complete the reasonable inference in the space provided.

1. Chrysanthemums in Belgium are a reminder of death. Clocks in China are reminders of death and that time is running out. You bring chrysanthemums to a Belgian colleague and a clock to a Chinese colleague. Both react negatively.

It can be inferred from the paragraph that your gifts

2. You bring yellow roses as a gift to your Iranian friend, and your friend looks puzzled. Yellow flowers to Iranians signify the enemy. Yellow flowers send the message that you dislike the person you are sending them to.

It can be inferred from the paragraph that your Iranian friend may think that

3. A: This is one of the reasons I hate working in a big city.

B: I know. Every day, it's the same thing.

A: This is terrible! We may be here all night! I hope we don't run out of gas.

B: No, I think there's enough.

A: Let's turn on the radio. Maybe there's some good music.

B: Sorry, the radio's not working.

A: I think I'll take the train tomorrow!

3.1 It can be inferred from this conversation that now these people are in

3.2 It can be inferred from the conversation that these people are talking about

4. There is some evidence that colors affect us physiologically. For example, respiratory movements increase in the presence of red light and decrease in the presence of blue light. Similarly, eye blinks increase in frequency when eyes are exposed to red light and decrease when exposed to blue. This seems consistent with our intuitive feelings that blue is more soothing and red more provocative.

It can be inferred from the paragraph that after changing a school's walls from orange to blue, the students' blood pressure _____, and their academic performance _____.

(Adapted from Weiner & Bazerman, 2006, pp. 285-286).

EXERCISES

Exercise I

Group work

Instructions: Work in a group of 5. Read the following passages carefully and write **YES** or **NO** after each statement that can be inferred from each passage.

Passage 1

Thai is one of the oldest languages in East and South – East Asia. According to linguists, it may even predate Chinese, at least in its prototypical form. Many of the so – called “loan – words” thought to be borrowed from Chinese by the Thais actually have an Austro – Thai origin. At any rate, Chinese and Thai have many similarities, since both are monosyllabic tonal languages.

In standard central Thai the meaning of a single syllable may be altered using five different tones: normal or middle tone, low tone, high tone, rising tone, and falling tone.

In 1283, King Ramkhamhaeng introduced the Thai script, recently developed in relation to the spoken language. It consists of 44 consonants (but only 21 separate sounds) and 48 vowels and diphthong possibilities (32 separate signs) and is of Sanskrit origin.

There are no plurals in Thai as well as tenses. A word or two is usually added to determine the past, present or future. If you run into difficulties, remember to speak slowly and clearly, stick to the simple present tense and don't use slang or idioms. “**th**” and “**z**” don't appear at all, while some Thai sounds are not commonly used in English either.

In Thai there is a “**politening**” word attached to the end of anything you say. For men it is “**Krap**”, for women it is “**Kha**”. The words have little if any direct translation but a Thai will think very highly of you if you use it.

Written Thai proceeds from left to right, though vowel signs may be written before, above, below, or after consonants, depending on the sign.

(From http://sunsite.au.ac.th/thailand/Thai_Culture/Thai_Language/index.html)

1. Many people enjoy learning Thai. _____
2. Thai people will be impressed when foreigners attempt to speak Thai with politeness markers. _____
3. Some aspects of grammar, like plurals, do not play an important role in the Thai language. _____
4. Trying to speak Thai quickly can lead to communication problems. _____
5. King Ramkhamhaeng created the Thai alphabet. _____
6. Some Thai words have no literal translation and meaning in English. _____
7. Thai is an older language than Chinese. _____
8. The Chinese and Thai languages share the same origins. _____

(Tanthanis, 2009, p. 62)

Passage 2

It Hurts to Look Good

“No pain, no gain” is one of the most famous proverbs of all time. Originally used by sporting coaches trying to elicit greater effort from their charges, the quote is now heard in beauty salons across Seoul as aestheticians justify the “costs” of waxing unsightly patches of hair for their female customers.

Long considered the exclusive domain of women, men are now muscling in on waxing scene as they begin to pay closer attention to the maintenance and control of their body hair.

Kim Kwang - jin, manager of the Green Turtle Total Beauty and Massage Salon in Itaewon, says requests from men for back, chest, arm, leg and eyebrow waxing are increasing as the summer weather approaches. “We’re getting a lot of requests. Men want their backs, chests, arms, legs and eyebrows waxed—especially with the hotter temperatures, they think that it helps them to stay cool,” he says.

With his male waxing clientele of a cross – section of foreigners including bodybuilders, American soldiers and businesspeople, Kim believes vanity and a desire to please their partners are the main reasons men are using the salon’s services.

“A lot of men do it for their wives or girlfriends. These days men are waxing because they want a clean look and are trying to appear younger. Smooth male bodies really appeal to foreign and Korean women,” he says.

While the financial outlay involved in sporting a hairless torso is relatively small, a back or chest wax will set you back 30,000 won (US\$ 26). There is also a serious hidden cost to consider – pain.

Kwon young – a staffer at the Green Turtle, said waxing was a painful process, taking anywhere between 15 and 30 minutes depending on the density of the foliage and the amount of follow-up tweezer work. “The first time hurts a lot but the more you come, the less pain you’ll feel,” she says.

Metrosexual describes an urban male with a strong aesthetic sense who spends a great deal of time and money on his appearance and lifestyle. Given the growing pressure on Korea’s males to take better care of themselves, metrosexuality is helping to make waxing a truly gender – equitable practice.

He Joo – eun, a private home aesthetician, says while she had more female than male waxing clients, the number of men requesting wax jobs was steadily increasing. “I never used to wax any men. But now, Korean men are doing their eyebrows and foreign men all parts of their bodies. I also do male Brazilian waxes,” she said.

A “Brazilian” in this instance is not someone from South Africa but a waxing process in which all their hair between the belly button and tailbone is stripped away. Controversy rages in aesthetic circles over how much hair should be left behind; but for all intents and purpose, think the ‘full monty’ and you’ll be in the right neighborhood.

“I do three male Brazilian waxes a month,” he says. “They’re regular clients whose girlfriends had it done and wanted to try it as well. It looks very clean and neat but it’s really painful.”

While not planning to add “Brazilians” to the Green Turtle’s service list, Kim says male waxing was growing in popularity and was the height of fashion. “Hairy bodies are out of style. Men should wax because it’s getting hot. And remember-no pain, no gain.”

1. Sport coaches like to visit Korea. _____
2. Women enjoy waxing more than men. _____
3. Men think waxing has no benefits for them. _____
4. The interest and the popularity of waxing is multicultural. _____
5. Recently, women have taken more interest in their boyfriends/husbands physical appearance.

6. Waxing is not a painful experience. _____
7. You can never get use to the pain involved with waxing. _____
8. Waxing is appealing to metrosexuals. _____
9. In the past, women did not allow men to wax their bodies. _____
10. Men used to believe waxing was a treatment reserved only for women. _____
11. In the past, men did not generally pay to much attention to their appearance. _____
12. In winter, fewer men get waxes. _____
13. Many men are waxing even if their girlfriends disapprove of it. _____
14. Waxing can be an expensive process. _____
15. Brazilian people prefer not to wax. _____

(Tanthanis, 2009, p. 70)



Photo credit:

https://www.123rf.com/photo_1https://www.123rf.com/photo_111531064_stock-vector-handdrawn-illustration-of-cosmetic-hot-wax-in-jar-with-waxing-spatula.html11531064_stock-vector-handdrawn-illustration-of-cosmetic-hot-wax-in-jar-with-waxing-spatula.html

Exercise II

Group work

Instructions: Work in a group of 5. Read each paragraph and select the best answer the following questions.

Passage 1

Meditation is one of the proven alternative therapies. It can be broadly classified under the mind – body medicine. More and more doctors are prescribing meditation as a way to lower blood pressure, improve exercise performance in people with angina, help with asthma breathe more easily, relieve insomnia and generally relax the everyday stresses of life. Meditation is a safe and simple way to balance a person’s physical, emotional, and mental states. It is simple but can benefit everybody. The use of meditation for healing is not new. Meditative techniques are the product of diverse cultures and peoples around the world. It has been rooted in the traditions of the world’s great religions. In fact, practically all religious groups practice meditation in one form or another. The value of meditation to alleviate suffering and promote healing has been known and practiced for thousands of years.

(Excerpted from <http://www.1stholistic.com/Meditation/>)

1. It can be implied from the passage that _____.
 - a. meditation is the only effective method to cure blood pressure, angina, asthma and insomnia.
 - b. people have just started using meditation to cure blood pressure, angina, asthma and insomnia.
 - c. meditation is one of the methods people use to cure blood pressure, angina, asthma and insomnia.
 - d. people only used meditation to cure blood pressure, angina, asthma, and insomnia in the past.



(Photo credit: <https://www.hindustantimes.com/health-and-fitness/transcendental-meditation-is-a-great-way-to-reduce-trauma-study/story-MVrbnSELAQCWuLmh2XslWN.html>)

Passage 2

A tattoo, or dermal pigmentation, is a mark made by inserting pigment into the skin for decorative or other reasons. Tattoos may be made on human or animal skin. Decorative tattoos on humans are a type of body modification, while tattoos on animals are most commonly used for identification or branding. Tattooing has been practiced worldwide. Despite some taboos surrounding tattooing, the art continues to be popular all over the world. Tattoos have served as rites of passage, marks of status and rank, symbols of religious and spiritual devotion, decorations for bravery, sexual lures and marks of fertility, pledges of love, punishment, amulets and talismans, protection, and as the marks of outcasts, slaves and convicts. The symbolism and impact of tattoos varies in different places and cultures, sometimes with unintended consequences.

Today, people choose to be tattooed for cosmetic, sentimental, memorial, religious and magical reasons, and to symbolize their belonging to or identification with particular groups. Some Maori still choose to wear intricate moko on their faces. In Laos, Cambodia, and Thailand, the yantra tattoo is used for protection against evil.

People have also been forcibly tattooed for various reasons. The best known example is the ka – tzetnik identification system for Jews in part of the concentration camps during the Holocaust.

(Excerpted from <http://en.wikipedia.org/wiki/Tattoo>)

1. Tattoos would least likely have been used _____.
 - a. for preparation of war
 - b. in religious ceremonies
 - c. for a sea orientation technique
 - d. to symbolize relationships
2. Which of the following can be inferred from the passage?
 - a. The purposes of tattoos for humans have not changed
 - b. The purposes of tattoos for humans have partly changed
 - c. The purposes of tattoos for animals have not changed
 - d. The purposes of tattoos for animals have partly changed

(Tanthanis, 2009, pp. 71-74)

Passage 3

The Bedouin people think most highly of people who show loyalty. To them, loyalty does not mean that one is devoted for the country, a place, or a leader. Loyalty means being faithful to one's family and tribe.

The Bedouin take pride in their ancestors. They do not admire a hero from an ordinary or poor family as much as one who comes from an honored family. They particularly respect those who have inherited a good name and then have passed it on to their children.

A man's position among the black-ten people depends upon his ancestors, relatives, and fellow tribesmen. If they are honored, he is also honored. If they are disgraced, he too is disgraced. Therefore, one carefully guards the honor of his family, his lineage, and his tribe.

A man can protect his family's honor by being brave and generous and by giving protection to those who ask for it. He also guards it by carefully watching the women of his family.

A Bedouin woman cannot bring honor to her family, but she can bring disgrace. Even if a woman only looks as if she has done wrong, she may be killed. The honor of her family depends upon her virtue.

1. Based on this passage, you can infer that a Bedouin man will feel disgraced if he
 - a. does not succeed at business.
 - b. needs to ask for help from his brothers.
 - c. does not help a stranger who asks for assistance.
 - d. does nothing when a member of his family is insulted.
2. From this passage, you can predict that if a Bedouin woman betrays her husband with another man, the
 - a. woman will be punished.
 - b. other man will be punished.
 - c. husband will ask for a divorce.
 - d. woman will be forgiven.
3. From this passage, you can infer that the Bedouin people
 - a. respect people who leave their families to seek success on their own.
 - b. respect people who value their families above all else.
 - c. blame government officials who use their power to get special favors for their families.
 - d. are self-centered.
4. You can infer from the passage that Bedouin women are
 - a. treated as the equals of men.
 - b. respected for the many things they do.
 - c. not respected as much as men.
 - d. always listened to carefully when they tell their side of a story.
5. You can infer from this passage that the Bedouins
 - a. are a peaceful people.
 - b. center their lives around their families.
 - c. are not concerned with status and honor.
 - d. are quick to recognize individual excellence.

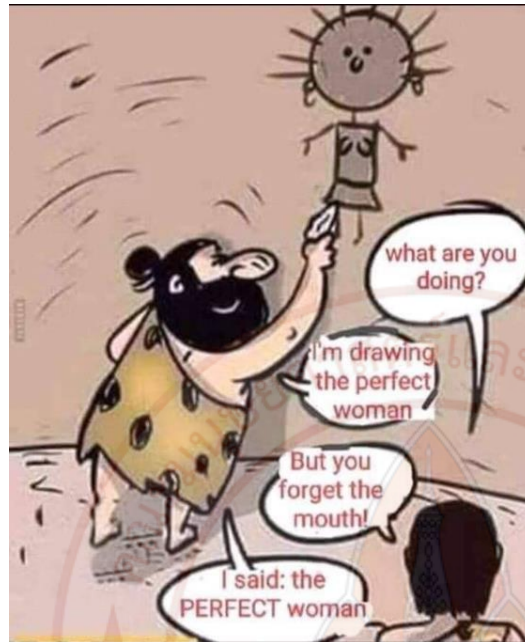
(Weiner & Bazerman, 2006, p. 288)

Exercise III

Group work

Instructions: Work in a group of 5. Read each text. Complete the reasonable inference in the space provided.

1.



(Photo credit: <https://www.facebook.com/thelanguageners/>)

It can be inferred from the conversation that women _____.

2.

"I can end life. I can give life. I bring truth. I bring lies. I'm heard but not seen." Who am I? (Versailles, Season 2, EP 7) 😊

(Versailles TV series, 2017)

The answer of this riddle is _____.

3.



Another reason to get Hawaii's Fastest Internet.

Check your e-mail when you're away from home. It's easy, convenient, and there's no extra charge.

Order now and get two months free.

CALL 643-BEEP.

ROAD RUNNER
HIGH SPEED ONLINE™

Offer valid for new Road Runner residential customers with existing Standard Cable Service. Offer good for one computer only. Installation charges apply. Not to be combined with other offers. Service may not be available in all areas and some restrictions may apply. Offer expires 6/30/09.

(Photo credit: Pollock, 2014)

It can be inferred from this advertisement that customers might need to _____ for an extra charge for other Internet providers if they use the Internet outside of their home.

4.

“I know this sounds crazy, but I watch Saturday Night Live on Sunday.”

Pretty outrageous, right?
Well, I also watch Friday Night Lights on Tuesday. It's not my fault. When I first got Digital Variety Pak from Oceanic, I perused the fabulous shows and movies on the program guide and discovered all of the free On Demand channels: Primetime On Demand, Lifestyles On Demand, Entertainment On Demand, Knowledge On Demand, OCI6 On Demand. It goes on and on. I explored them all. I couldn't help myself. I love the idea of watching a show when it's not on. It makes me feel... wild.

Digital Variety Pak.
Order now and get a free DVR plus Showtime for \$7.00 a month for a year.
Call 643-2337.

Oceanic Time Warner Cable

www.oceanic.com

Not available in all areas. Offer available to new residential Digital Variety Pak & Showtime customers with Standard Cable Service. To receive all services, Digital Variety Pak & Showtime, you must have a new or existing Standard Cable Service. Some services are not available in all areas. Not all equipment supports all services. All services may not be available in all areas. Subject to change without notice. Some restrictions apply. ©2011 Time Warner Cable. All rights reserved. Offer Expires 2/28/11.

(Photo credit: Pollock, 2014)

It can be inferred from this advertisement that Digital Variety Pak allows customers to watch their favorite TV programs _____.

5. Woman: I'm sure that we haven't got this right. Are you sure he said to use the big forks too? We don't usually use them for a corporate event.

Man: Yes, he did. The big ones are from a special set of cutlery, but since we are having so many people eating today, we have to use them.

Woman: How many are eating?

Man: Well, there are 20 more than usual at capacity, so 70 it must be in total.

(Panseeta, 2016, p. 145)

It can be inferred from this dialogue takes place in _____.

6. Thank you for calling Bank of Grandville. Your call is important to us. Please stay on the line. Our representative will be with you shortly. We promise. Do you know that we've got two great, free seminars this December? Learn to finance your business on December 18 at 9:00 am in our Crystal Park office and ways to manage your credit on December 19 at 5:00 pm in our Ballston Branch. You can sign up for both by speaking with the representative or by clicking on our Event Calendar at bankofgrandville.com (Pawatchalothorn, 2019, p. 35)

It can be inferred from the text that the target receiver of this message is _____.

7. One of the most important things in retail business is customer service. It is important to make each customer feel that they are valued and important to the company. Once a person becomes a signed-up customer, everything should be done to keep him happy. If the person decides to leave, it will be very difficult to get them him back. Advertising and sales cost a lot more than running a good customer service team, so it's worth investing in your current customers and making sure they stay content and therefore loyal. Good customer service itself will attract more new customers as the worth of mouth spreads that your company really looks after its customers. So, my advice is increasing the number of staff you have on the phones and treat each customer as special, for a truly loyal patron will give your business custom for the whole of his or her life. (Adapted from Panseeta, 2016, p. 150)

It can be inferred from the text that the speaker of this message is _____.

LEARNING REFLECTION

Instructions: Work in pairs. Discuss the following questions.

- ▶ What is inference?
- ▶ How do you make inference?

READING PORTFOLIO 6

Instructions: Choose a **300**-word passage about any topic from any resources. Read your passage and make interference from the given facts in the passage. Then, write **3** conclusions you can infer from the passage.

Your reading portfolio 6 includes:

1. the original passage with reference
2. a list of 3 conclusions you can infer from your passage

UNIT 8: CRITICAL READING

I. LEARNING OBJECTIVES:

1. Learners are able to define critical reading.
2. Learners are able to apply transitivity analysis for critical reading

II. UNIT OUTLINE:

- 8.1 Critical Reading
- 8.2 Transitivity Analysis
- 8.3 The Application of Transitivity Analysis for Critical Reading

WARM-UP ACTIVITY:

Instructions: Answer the following question and share your idea to class.

- When do you read a text, do you believe in everything the writer tells you?
- What make a text reliable?

To be successful in the current global society, learners need to possess the critical thinking skill which is one of the most important skills in the 21st Century or the 4Cs: communication, collaboration, creativity, and critical thinking. Living in the current Information Age which there are a lot of information to consume, learners need to use critical thinking skill when they read texts as well. They need to have critical reading skills in making judgments about the texts they read. This unit is, thus, suggests way of incorporating transitivity analysis in analyzing English clauses to identify hidden meanings in the text which can strengthen learner's critical reading skills.

8.1 CRITICAL READING

A text contains writer's purposes, worldview, attitude toward the readers, and his feelings toward the subject he writes about. Oftentimes, the writer states his idea indirectly; he implies or suggests what he wants the readers to understand. Sometimes they make assertions that they want readers to accept as true (Alderson, 2000, p. 78; van Dijk, 1977, p. 8).

Consequently, readers should not necessarily accept everything they read about. Adam and Patterson (2005) state that readers must carefully evaluate the writer's arguments and make critical judgments and draw conclusions about the text (p. 132). To put it another way, readers need to have critical reading skills.

Critical reading is deliberate, careful reading in which a reader actively questions assumptions in the text. Critical reading skills are related to the skills of reading between the lines in order to uncover hidden meanings in a given text, to identify writer's underlying writer's purpose, and to distinguish facts from opinions (Adams & Patterson, 2005, p. 131; Bailey, 2011, p. 27; Ousborne, 2014, p. 1; Wallace & Wray, 2011, p. 29).

Many scholars have proposed general guidelines for developing learner's critical reading skills. To identify hidden meanings and writer's underlying purpose, these scholars suggest that readers consider linguistic features in the text such as word choice, the use of modal verbs, the use of an active verb over passive verb, the use of parallel syntax, short sentences, loose sentences, or an inverted order of an interrogative, etc. Some guidelines are in the form of questions. For instance, "Does the author have any bias?", "Do you agree with the writer's views?", and "How would you characterize the tone [writer's attitude] of the essay?" (Bailey, 2011, p. 27; Chalaysap, 2012, pp. 319-328; Ousborne, 2014, pp.8- 9; Yaworski, 2006, pp. 293-304).

However, these are considered broad and general guidelines or questions as a means to develop learner's critical reading skills without giving much details on the way of analysis for a better understanding of the learners. Consequently, the following part will suggest way to incorporate a more practical tool, the transitivity analysis, in order to help answer those questions and enhance critical reading skills of the learners.

8.2 TRANSITIVITY ANALYSIS

This section is divided into two subsections: definition of transitivity and how to analyze the transitivity system.

8.2.1 What is transitivity?

Transitivity analysis is the analysis of a clause structure to discover what people are depicted as doing. In other words, the transitivity analysis shows who does what to whom, and how. Transitivity analysis is the analysis of a clause in Systemic Functional Grammar (SFG) which is developed by Michael Halliday to explain how human makes meaning through a system of choices from which the speakers and writers choose to create meanings according to social circumstances. This means that certain word choice or grammatical forms always reflect the attitudes and shapes human perception of the world (Bloor & Bloor, 2004, pp.2 & 228; Fairclough, 2003, p. 8; Machin & Mayr, 2012, p. 12).

8.2.2 How to analyze the transitivity system

A clause is a unit of analysis in a transitivity system. When doing a transitivity analysis, a clause is analyzed into its basic components: “participants”, “processes”, and/or “circumstances” which are optional. These terms are functional labels, indicating the role of each element in the clause in the sense that processes involve participants in certain circumstances. Participants indicate both the doer and the done-to which can be people, things, or abstract concepts. Participants are expressed as nominal groups in a clause. Processes are expressed as verbs and verbal groups in a clause. Circumstances are expressed as adverbial groups or prepositional phrases in a clause, dealing with where, when, and how (Flowerdew, 2013, pp. 16& 17; Machin & Mayr, 2012, p. 105).

Transitivity analysis indicates who is assigned as a subject or an object in a clause which can reveal the relationships between people in the sense that who plays a significant role in a

particular clause and who receives the consequences of that action (Flowerdew, 2013, p. 17; Machin & Mayr, 2012, pp. 12 & 104).

There are six process types or types of verbs: material, mental, relational, verbal, behavioral, and existential. Each process type has different main participants (Halliday, 1994, pp. 109-142). The sample analysis of each process type and the discussion of the analysis of participants in each process type are as follows:

1. Material processes refer to verbs of doing. Main participants are Actor, Goal, and Beneficiaries as shown in Table 1 and 2.

Table 1 Material clause

The Land Transport	will launch	a new app, Taxi OK,	on Jan 25 aimed at improving safety for passengers
Participant	Process	Participant	Circumstance
Actor	material	Goal	

(*Bangkok Post*, January 7, 2018)

Table 2 Material clause

The government	gave	the poor	a welfare card
Participant	Process	Participant	Participant
Actor	material	Beneficiary	Goal

(*Bangkok Post*, December 20, 2017)

Machin and Mayr (2012) explicate that the analysis of how the participants are represented in a clause as actors, goals, or beneficiaries can indicate who is active and who is passive in a clause which can signify power-relations (pp. 106 & 111). Active participants are represented as the ones who do things and make things happen for controlling others (Fairclough, 2003, p. 150; van Leeuwen, 1996, pp. 43-44) as in the two examples above, “The Land Transport” and “The government” are active participants who have authority in launching the new taxi application and providing a welfare card to the poor who are represented as a beneficiary of the government’s action.

However, material processes can involve processes where the actor is omitted, through passive clauses which can conceal the doer of the action as in Table 3.

Table 3 Material clause

The civilians	were killed	during a bombing raid
Participant	Process	Circumstance
Goal	material	

(Machin & Mayr, 2012, p. 106)

In this example, it is not clear who are the bombers.

2. Mental processes refer to verbs of sensing which can be subcategorized into three groups: verbs of cognition, verbs of affection, and verbs of perception. Main participants are Senser and Phenomenon as in Table 4.

Table 4 Mental clause

Women	worry too much about	their physical appearance
Participant	Process	Participant
Senser	mental	Phenomenon

(Machin & Mayr, 2012, p. 107)

Mental processes imply the feelings and states of mind of certain participants which convey passivity of the participants. Mental processes can be one way of showing that the participants appear very busy, even though they participate in no material transactions. Most women or female characters in a novel are usually represented in the media as performing a lot of mental processes such as “worry” in the above example (Machin & Mayr, 2012, p.107).

3. Relational processes refer to verbs of being and having. Main participants are Carrier and Attribute, and Token and Value as in Table 5-7.

Table 5 Relational clause

She	was	in a ward on the third floor
Participant	Process	Participant
Carrier	relational	Attribute

(Bloor & Bloor, 2004, p. 121)

Table 6 Relational clause

A lot of people	have	worries	about immigration
Participant	Process	Participant	Circumstance
Carrier	relational	Attribute	

(Machin & Mayr, 2012, p.110)

Table 7 Relational clause

The smell of durian fruit	is	disgusting
Participant	Process	Participant
Token	relational	Value

(Bloor & Bloor, 2004, p. 121)

Relational Processes can be employed to present opinions as facts as in the two examples above, “A lot of people have worries about immigration” and “The smell of durian fruit is disgusting.” In both examples, the writers present their own subjective opinions as objective statements.

4. Verbal processes are verbs of saying. Main participants are Sayer Receiver, and Verbiage as in Table 8.

Table 8 Verbal clause

Foreign minister	confirms	ex-PM Yingluck has been in London since September, possibly carries a passport of another country as her Thai passports were revoked
Participant	Process	Participant
Sayer	verbal	Verbiage

(*Bangkok Post*, January 9, 2018)

According to Machin and Mayr (2012), participants who are allowed to have a voice in the media may be those who have the most power as in the above example the statement of the minister is cited in the media because of his authority which can make the news reliable. Moreover, in analyzing participants, we can compare who are represented as doers of material processes with goals, but others as thinkers and talkers of verbal processes (Machin & Mayr, 2012, pp.109-110).

5. Behavioral processes include verbs of (typically human) physiological and psychological behavior. Main participants are Behaver and Matter as in Table 9.

Table 9 Behavioral clause

I	'm looking at	John
Participant	Process	Participant
Behaver	behavioral	Matter

(Martin, Matthiessen, Painter, 1997, p. 109)

Behavioral processes do not suggest that an actor has a particularly strong agency, and readers are not given any sense of a goal or a beneficiary (Machin & Mayr, 2012, p.109).

6. Existential processes represent that something exists or happens. There is only one main participant: Existent as in Table 10.

Table 10 Existential clause

There	was	a roadside bomb exploded on Wednesday morning
	Process	Participant
	existential	Existent

(*Bangkok Post*, January 10, 2018)

The participant in the existential clause is usually preceded by “there is”, “there are”, and may be any kind of phenomenon, and often denotes a nominalized action which can have the effect of obscuring the agency and responsibility as readers are not told who may be behind that action as in the example above, it is not clear who are the bombers (Machin & Mayr, 2012, p.110).

EXERCISE 1

Instructions: Identify the process type in each of the following clause. The verbs representing processes of each clause are in bold type.

1. The ruffians **robbed** him. _____
2. The king **retreated** to a nearby bridge. _____
3. The farmer **saw** the battle. _____
4. The farmer **wanted** a farm of his own. _____
5. Kinsmen **performed** the service for 300 years. _____
6. The king **was amused** by his wonder and comment. _____
7. Nothing **could please** me more. _____
8. ...whenever the king **should pass** over the land _____
9. How will I **recognize** the king? _____
10. Willie suddenly **realized** the true rank of the man. _____
11. Sam eagerly **agreed**. _____
12. James **asked** a question. _____
13. James **decided** on peace. _____
14. Willie **answered** slowly. _____
15. James **heard** things about the feuding chieftains. _____
16. He **liked** the simple pleasures. _____
17. "Easily", **replied** his companion. _____
18. "His hat", **repeated** his escort. _____
19. All but the two of us **are** bareheaded. _____
20. Kim **had rescued** the king. _____
21. He **had** a crown on his head. _____
22. He **became** king. _____
23. Tom **fell** to his knees. _____
24. My name **is** John. _____
25. He **was** content with his lot. _____
26. This promise **was kept**. _____

27. He **was attacked** by ruffians. _____
28. Who **are** you? _____
29. Once upon a time, there **was** a beautiful princess. _____
30. Josie **had played** in the car almost all the way to Grandma's. _____
31. From the landing she **could see** the decorations in Grandma's hall. _____
32. There **will be** a storm soon. _____
33. **Have** some hot milk and a biscuit. _____
34. Jose **grew** more and more excited. _____
35. This Josie **knew**. _____
36. She **curled** up tight. _____
37. She **counted** sheep. _____
38. ...and she **was** wide awake. _____
39. This time there **can be** no excuse. _____
40. His father **is going to be** furious. _____
41. The lion **represents** courage. _____
42. Claire **told** an exciting tale of her adventures. _____
43. We always **hope** for a quick response. _____
44. Please **consider** all the options carefully. _____
45. The baby **was watching** me. _____
46. **Listen** to this. _____
47. We **believed** it's the best idea. _____
48. They **love** coffee. _____
49. He **pondered** the situation. _____
50. The terms **ends** in November. _____
51. We're **doing** 'The Coventry Carol'. _____
52. I **will sing** you beautiful songs. _____
53. He **pulled** his little broken wing along. _____
54. A problem **arose** with that situation. _____
55. A bride **appeared** in the distance. _____

(Adapted from Martin, Matthiessen, Painter, 1997, pp. 132-145)

EXERCISE 2

Instructions: Identify the process, participants, and circumstance in the following clause as shown in the example.

Example

Long ago	a small boy	stood	on the ramparts.
Circumstance	Participant	Process	Circumstance

1. Jamie had slept in the car.
2. This lad was James V of Scotland.
3. Shortly after his birth his father had fallen in battle.
4. Disorder spread throughout the kingdom.
5. In the hall, Mum took off his boots.
6. One day he was attacked by a band of ruffians.
7. He retreated to a nearby bridge.
8. Jamie put on his thickest jersey.
9. The farmer had been threshing corn in his barn.
10. He travelled with the king.

(Adapted from Martin, Matthiessen, Painter, 1997, p. 133)

EXERCISE 3

Instructions: Go back to Exercise 1 and label the participants roles in each clause as shown in the examples.

Examples

Willie	said	it
Participant	Process	Participant
Sayer	verbal	Verbiage

Long ago	a small boy	stood	on the ramparts.
Circumstance	Participant	Process	Circumstance
	Actor	material	

The sight of their young king	calmed	the crowds	below.
Participant	mental	Participant	Circumstance
Phenomenon		Senser	

(Adapted from Martin, Matthiessen, Painter, 1997, p. 139)

8.3 THE APPLICATION OF TRANSITIVITY ANALYSIS FOR CRITICAL READING

Transitivity analysis is employed by many practitioners as one of the analytical tools in their studies to analyze such text types as advertisements, news articles, and magazine covers to discover the underlying meanings in those texts to discover the underlying meanings of the texts, to reveal the constructions of certain identities and ideologies (e.g. Heembenson, 2012; Moran & Lee, 2013; Silachai & Poonpon, 2016). The followings excerpt from the study of Jansson (2014) is exemplified to show how transitivity analysis can be applied to reveal the meaning embedded in the magazine covers.

Example

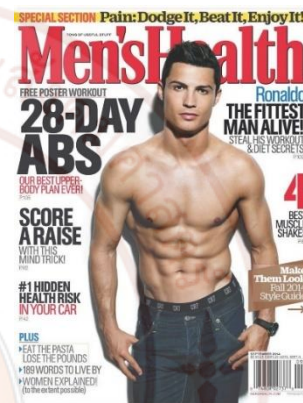


Photo 1: *Women's Health* Cover (Jansson, 2014, p. 25)

Photo 2: *Men's Health* Cover (Jansson, 2014, p. 26)

The clauses in both magazine covers can be analyzed by using transitivity as in the study of Jansson (2014). For example, in photo 1, one clause on *Women's Health's* cover is “Drew Barrymore shares her personal beauty secrets.” which contains the verb “share” that is a verbal process or verb of saying in SFG, and can be analyzed based on a transitivity system as follows:

Drew Barrymore	shares	her personal beauty secrets
Sayer	Process	Verbiage

This clause is related to sharing the female model’s beauty tips to the readers, and this clause is placed on the right side of the image of a female model to provide a clear picture of the word “beauty”.

From photo 2, one of the clauses on *Men's Health* is “Ronaldo (is) the fittest man alive.” which the relational process (the verb “is”) is omitted, and its transitivity analysis is as follows:

Ronaldo	(is)	the fittest man alive
Carrier	Process	Attribute

This clause aims to present the characteristic of a male model that he is strong and healthy. Like *Women's Health* cover, this clause appears next to the image of the model to provide a clear picture of how strong and healthy he is.

Transitivity analysis, therefore, can be applied to analyze texts in order to identify the underlying meanings and reveal more about all participants in the given in the texts.

EXERCISE 4

Pair Work

Instructions: Analyze the clauses in this advertisement using transitivity analysis. Then do as directed in Part 1-3 on the next page.

Studio5ive
skin system / S™

about us | q & a | security | shipping | contact us | product menu | regimens | news & features | current promotion | links | home page

Two Strokes and You're Out

Double Stroke Cream Mascara gently amplifies eyelashes with just two quick strokes of the applicator brush on the ends of the lashes. Unlike clumpy and full coating mascaras for women, this smooth cream formula glides on fast, making it ideal for men who want handsome looking lashes without a "made-up" effect. Available in a single neutral brown shade. Price \$17.90.

- Two-stroke formula insures a natural look
- Smooth cream base glides on fast
- Conditions while it lightly covers lashes
- Easy to apply formula won't clump
- Perfect for men who want more defined eyelashes

[Add to Cart](#)

[View Cart](#)

instructional cd-rom | lash & brow gel | foundation | concealer | bronzer | face powder | beard shader | mascara | eye pencil
cleanser | scrub | mud mask | gel mask | moisturizer | anti-aging serum | under eye serum | shave cream

Double Stroke Cream Mascara gently amplifies eyelashes with just two quick strokes of the applicator brush on the ends of the lashes. Unlike clumpy and full coating mascaras for women, this smooth cream formula glides on fast, making it ideal for men who want handsome looking lashes without a 'made-up' effect. Available in a single neutral brown shade. Price \$17.90.

- Two-stroke formula insures a natural look
- Smooth cream base glides on fast
- Easy to apply formula won't clump
- Perfect for men Relational 8b who want more defined eyelashes

(Text and Photo credit: Harrison, 2008)

Part 1: Study the list of all clauses from the advertisement. Then Identify each verbal process of each clause by filling in the table. The verbs representing processes of each clause are in bold type; the participants are in italic type; and bracketed contents replace elided text.

No.	clause	verbal process
1.	<i>Double Stroke Cream Mascara</i> gently amplifies <i>eyelashes</i> with just two quick strokes of the applicator brush on the ends of the lashes	
2.	Unlike clumpy and full coating mascaras for women, <i>this smooth cream formula</i> glides on fast, making it ideal for men	
3.	<i>who</i> want <i>handsome looking lashes</i> without a ‘made-up’ effect	
4.	[<i>Double Stroke Cream Mascara</i> is] Available in a single neutral brown shade [at a] price [of] \$17.90	
5.	[Its] <i>Two-stroke formula</i> insures <i>a natural look</i>	
6.	[Its] <i>Smooth cream base</i> glides on fast	
7.	[Its] <i>Easy to apply formula</i> won’t clump	
8.	[It] Conditions	
9.	While <i>it</i> lightly covers <i>lashes</i>	
10.	[It is] Perfect for men	
11.	<i>who</i> want more defined eyelashes	

Part 2: Summarize the number of each verbal process and the participants of each verbal process.

1. Material = _____ clauses

List the all the Actors = _____

List the all the Goal = _____

2. Relational = _____ clauses

List the all the Carriers = _____

List the all the Attributes = _____

3. Mental = _____ clause

List the all the Sensors = _____

List the all the Phenomenon = _____

Part 3: Answer the questions, “How the mascara and the men are presented in the advertisement?” and “What might be the underlying meanings in the advertisements?”

EXERCISE 5

Group work

Instructions: Work in a group of 5. Read the text, “Hilltribes go organic” from *The Nation*, one of Thailand’s English newspapers on the next page. Then answer the questions in Part 1-3.

Part 1

Instructions: Answer the questions below to find out about the writer and the publication.

1. Who writes the sample text “Hilltribes go organic”?

2. Where is the text published?

Part 2

Instructions: There are four process types found in the sample text: material, relational, verbal, and mental. Study the list of all 36 clauses from the sample text on the page that follows and answer the questions to find out the underlying meanings in the text. The verbs representing processes of each clause have been underlined. The embedded clauses are put in the brackets.

Sample Text

No.	Clause
1	Hilltribes <u>go</u> organic
2	Tesco Lotus <u>turns</u> its attention to sustainable development, joining up with hilltribe families from Doi Wawee in Chiang Rai province to produce its own brand of organic eggs to supply stores nationwide.
3	The partnership <u>generates</u> a steady income for the families,
4	[who each <u>earn</u> up to Bt 15,000 per month for rearing organic hens].
5	The initiative <u>is</u> part of the retailer's commitment to end-to-end supply chain improvement to uplift the quality of fresh food while keeping prices low for customers.
6	["We <u>are committed</u> to providing great quality products at affordable prices for our customers.]
7	[By working closely with our suppliers at every link of the supply chain, especially at the source, we can <u>ensure</u>
8	[product quality and safety are consistent with our standards.]
9	[As Thais <u>become</u> increasingly health conscious and aware of food safety,
10	organic products <u>are becoming</u> increasingly popular,"]
11	<u>says</u> the chain's Pornpen Nartpiriyarat.
12	"For our organic eggs, we <u>have partnered with</u> Hilltribe Organics,
13	[which <u>works</u> with a network of hilltribe families on Doi Wawee, to rear organic hens and produce organic eggs for Tesco Lotus.]
14	Aside from being able to provide our customers with quality products, we <u>are also helping to generate</u> a decent income for these families."
15	The organic eggs <u>are produced</u> by hens reared by Akha and Karen tribes.
16	The farmers <u>received</u> training from Hilltribe Organics on the basics of organic farming, from organic feeds, farming management to quality checks.
17	Every egg <u>bears</u> a farm number,
18	[which <u>allows</u> traceability of every single egg back to the farm where it was laid.]
19	Families living in Huay Nam Yen village <u>rear</u> organic hens on farms covering around 1.5 – 2 rai of land.
20	Forty-seven farms <u>have joined</u> the project, each raising 700-800 hens.
21	Families now <u>earn</u> between Bt 10,000 to Bt 15,000 monthly from the organic eggs produced.
22	Collectively, the farmers <u>produce</u> around 110,000 eggs per week
23	around 85,000 of which are sold
24	Tesco Lotus <u>buys</u> around 15,000 eggs per week,
25	[while the rest <u>is supplied</u> to hotels, restaurants or sold under the Hilltribe Organics brand.]
26	Maa-Beu Sanchokearun, a 62 year-old Karen woman, <u>said</u>
27	[that her family <u>used to engage</u> in slash-and-burn agriculture growing corn and peanuts and using a lot of pesticides.]
28	Not only <u>was</u> the money not good,
29	their health also <u>suffered</u> from being exposed to toxins.
30	Being involved in this programme <u>has helped improve</u> their quality of life tremendously.
31	Pukkam Lipo, a Karen farmer, used to earn Bt200-300 per day doing odd jobs.
32	[When he learned]
33	[that his fellow villagers were making a living rearing organic hens]
34	he joined the programme.
35	He and his children now look after their hens
36	and earn more income than before.

(The Nation, June 7, 2017)

Questions:

(1) Which **25** verbs represent actions, Material processes? Who are the Actors in these processes? Which things or people are Goals or Beneficiaries? On a separate piece of paper use the format below to write your answers.

Circumstance	Participant	Process	Participant	Circumstance
	Actor	material	Goal/Beneficiaries	

Who or what is represented as most powerful in this text? Who or what as least powerful?

The most powerful participant in the text = _____

The least powerful participant in the text = _____

(2) Which **7** verbs represent Relational processes or states? On a separate piece of paper use the format below to write your answers.

Circumstance	Participant	Process	Participant	Circumstance
	Carrier	relational	Attribute	

Who/what are being described or categorized?

(3) Which **3** verbs represent Verbal processes? On a separate piece of paper use the format below to write your answers.

Circumstance	Participant	Process	Participant	Circumstance
	Sayer	verbal	Verbiage	

Who does the speaking and who do they speak to?

What kinds of effect the Sayers might have on the listeners?

(4) Which **1** verb represents Mental processes? On a separate piece of paper use the format below to write your answers.

Circumstance	Participant	Process	Participant	Circumstance
	Senser	mental	Phenomenon	

Who is the Senser?

Part 3

Instructions: Answer the questions below to find out the underlying meanings in the text.

What explanation can you give for these patterns in the text, i.e. how are the Hilltribes and Tesco Lotus represented? What might be the underlying meanings in the text?

(Adapted from Punksirikul, 2018)

LEARNING REFLECTION

Instructions: Work in pairs. Discuss the questions below.

- ▶ When do you read a text, do you believe in everything the writer tells you?
- ▶ What make a text reliable?

READING PORTFOLIO 7

Instructions: Choose a **300**-word passage about any topic from any resources. Read your passage and do a transitivity analysis for each clause in the passage. Then, write **5** explanations/interpretation about the participants in the passage.

Your reading portfolio 7 includes:

1. the original passage with reference
2. a transitivity analysis of each clause in the passage
3. Five explanations/interpretation about the participants in the passage

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