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Faculty of Arts and Languages

Department of English Language

**Reading and Text Analysis: A Course Designed to
L1 LMD Graduate Students of English Language
Studies.**

**The Course is Guided by the Syllabus Approved by the Department of Arts
and English Language at the University of El- Oued**

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Introduction

“Reading and Text Analysis: A Course Designed to L1 LMD Graduate Students of English Language Studies.” is a handout designed for first year L1 LMD students at the department of Arts and English language in the faculty of Arts and Language at Ecahahid Hamma Lakhdar University in El-oued.

“Reading and Text Analysis” is a module which is presented during two academic semesters in a form of TDs. Lessons are balanced between theory and Practice trying to cover different theoretical aspects related to the reading skill beside practical and technical issues that can improve the students reading comprehension and text analysis. The current course sheds light on the major notions, theories and practices related to the field of Reading and Text analysis.

This document contains a series of lessons which are organized into twenty (27) major segments. The course aims at realizing the following objectives at the end of the academic year:

Course Objectives

- Develop students' reading / comprehension skills.
- Read and interpret different speeches.

Prerequisite

Students should be at least at a lower-intermediate level in English.

1. Definition of Reading and Reading Comprehension

Objectives: This lesson aims at providing students with different definitions of the Reading skill.

Reading is generally defined as a process that helps us to decode, decipher and identify the words in print, articulate, speak and pronounce the words in print, understand, interpret and sense the meaning of the words in print.
(https://www.researchgate.net/publication/377588382_Reading_Skill)

Thomas, 2009 claims argues that “reading is not passive, as it involves the reader in active interaction with what is presented in the text in order to make sense of what is written”(Thomas.P.20)

M.Bojovic (2010) says “reading is complex, purposeful interactive, comprehension and flexible activity that takes considerable time and resource to develop.”(M.Bojovic.P01)

“Reading comprehension ability is the potency of students that they can grasp the meaning of the written texts, text details and main ideas.”
(https://www.researchgate.net/publication/349573070_Reading_skill)

Reiss (1983) contends that “the more our students read, the more they become familiar with the figurative and imaginative dimensions and also creativeness native speakers of the language.”

Rivers (1981) believes that reading is the most important activity in any language class (p. 259)

The researchers offer a variety of theoretical definitions of reading strategies in the literature, during the past decades. Duffy (1993), and Richards and Renandya (2002, p. 278) stated that reading strategies means, plans for solving problems encountered in constructing meaning. According to Brantmeier (2002) reading strategies are “the comprehension

processes that readers use in order to make sense of what they read.”

Goodman (1976) argues that reading is a “psycholinguistic guessing game” in which the reader reconstructs as best as he can a message which has been encoded by a writer”. Grabe also describes Goodman’s perception of reading which is seen as an: “active process of comprehending where students need to be taught strategies to read more efficiently (eg. Guess from context, define expectations, make inferences about the text, skim ahead to fill in the text, etc” (1991, P.377).

A.Tierney (2005) states” learning to read is not only learning to recognize words; It is also learning to make sense of texts.

2. The Evolution of Perspectives on Reading

Objectives: By the end of this lecture, the students will be able to trace the evolution of perspectives on reading.

Reading instruction has been the subject of a long evolution. Although reading is not possible without a system of writing, Fischer (2003) described writing as the antithesis of reading. Writing is a skill; reading is a faculty. Writing is expression; reading is impression. Writing is public; reading is personal. “Writing was originally elaborated and thereafter deliberately adapted; reading has evolved in tandem with humanity’s deeper understanding of the written word’s latent capabilities” (p. 8).

Historical analysis of the human activity of reading demonstrates continuous progress or, according to Fischer (2003), “successive stages of social maturation” (p. 8). In addition to the evolution of written symbols and conventions which made reading increasingly accessible, social expectations and assumptions about reading correspondingly evolved (Finkelstein & McCleery, 2005). Ancient historians note that “all early ‘reading’ involved very simple code recognition, and was invariably task-oriented” (Fischer, 2003, p. 17).

Kinzer (2010) argued “that literacy is being redefined as a result of the use of digital media” (p. 51). Accordingly, even reading practices have been redefined by the evolution of the technology.

3. Techniques of Reading / reading skills and strategies

Objectives: This lesson aims at presenting and clarifying techniques of Reading / reading skills and strategies

Paris, Wasik&Turner(1991), define reading as “a strategy is a plan selected deliberately by the reader to accomplish a particular goal or to complete a given task (Paris, Lipson &Wixon 1983). According to Garner(1987), reading strategies are generally deliberate, playful activities undertaken by active learners, many times to remedy perceived cognitive failure”(p.95).

Reading is defined as a cognitive process that helps to derive the meaning of words in a specific language. The reader has to use numerous strategies to decode the information and comprehend its meaning. Reading strategies often refer to an intelligent and efficient read.

Essential Elements of Reading Strategies

Some essential elements required to read correctly are as follows

- Phonemic Awareness
- Phonics instruction
- Fluency instruction
- Vocabulary Instruction
- Comprehension Instruction

3.1. Classification of Reading Strategies

Three categories can be recognized: Metacognitive, Cognitive, and Social/affective strategies.

3.1.1. Metacognitive Reading Strategies

Metacognitive strategies are devoted to monitoring or regulating cognitive strategies. They involve thinking about the learning process, planning for learning, monitoring of comprehension while it is taking place, and self-evaluation of learning after the language activity is completed (Skeham1993, p.87).

According to Brown (1994, p.115), metacognitive strategies include “checking the outcome of any attempt to solve a problem planning one’s next move, monitoring the effectiveness of any attempted action, testing, revising and evaluating one’s next strategies for learning”.

3.1.1.1. Self- Monitoring Strategy

Self- monitoring will lead to autonomous learners becoming “agents of change” (Hanson 1996 p.173-191).

3.1.1.2. Evaluation Strategy

Evaluating is another form of a reading strategy. This strategy is based on encouraging the reader to form opinions, make judgments, and develop ideas while reading and mainly after reading. Asking evaluation questions before a reading task by teachers can assist student to make generalizations and critically evaluate a text.

3.1.2. Cognitive Strategies

Cognitive Strategies are defined as “mental steps or operators that learners use to process both linguistic and sociolinguistic content” (Wenden & Rubin, 1987, p.19). William and Burden state that Cognitive strategies are seen as mental processes directly concerned with the processing of information order to learn, that is for obtaining, storage, retrieval or use of information (1997, p.148).

These strategies require of readers to make predictions and hypothesis about the text content by relating the new information to their prior knowledge, meaning that readers use those strategies to strengthen the relationship between new and existing knowledge of the learners.

The cognitive strategies used in reading include guessing from the context, analyzing, skimming, scanning, note taking and summarizing.

3.1.2.1. Activating Prior Knowledge

It is a reading strategy that occurs before the student is introduced to reading material. The instructor uses pre-reading activity which can be done in the form of class discussion. This enables the reader to make connections between something they already have knowledge of and the new knowledge from the text.

3.1.2.2. Predicting

Malegiano(1993) states that “prediction strategy involves thinking about what might be coming next in the text. It is applied by effective reading that means, the used picture, headings and text as well as personal experience to make prediction before they begin to read”. The reader predicts what may happen; afterwards he confirms or denies his prediction. Also, this strategy motivates learners to share ideas and to work in pairs or in groups.

3.1.2.3. Skimming and scanning

Skimming is a reading technique that is used to get a quick glance of a section or chapter to extract the main ideas. It is used by readers to generate “a general idea about the content of printed materials through reading the text quickly, i.e. , in this strategy readers will look for something quite specific or develop general ideas before putting effort into close reading” (Grellet, 1991).

Scanning is a reading technique which implies, reading quickly to locate specific information, according to Grellet, (1998), “it is a tactic that requires reader to search information without reading the whole text, through looking at its title, table of content, and so on.” Both of reading strategies can be used by readers in order to assist them in extracting specific information in a short amount of time.

3.1.2.4. Summarizing

Oxford(2006) defines “summarizing as a short description of the main ideas or points of something without any details (p:77)”.Reading Rockets organization(2014) points out : “ summarizing teaches students how to discern the most important ideas in a text, how to ignore irrelevant information and how to integrate the central ideas in a meaningful way. Teaching students to summarize improves their cognitive ability about what they read.” Summarizing begins with outlining, but instead of merely listing the main ideas, a summary recomposes them to form a new text. It involves putting ideas together again with the reader’s own words and in condensed form.

3.1.2.5. Previewing

This tactic enables readers to get a sense of what the text is about and how it is organized before reading it closely. This simple strategy includes seeing what you can learn from the head notes or other introductory material, skimming to get an overview of the content and organization, and identifying the rhetorical situation.

3.1.3. Social/Affective Strategies

Socio-affective strategies include considering factors such as emotions and attitudes.

3.1.3.1.Social strategies

The readers can seek assistance from peers or teachers

3.1.3.2. Affective strategies

refer to strategies which are related more to the learner's psychology. Readers may constantly make statements to encourage themselves and may pay attention to factors that interfere with the success.

4. Components of the Skimming Strategy

Objectives: This lesson seeks to present an overview about the components of the “Skimming Strategy”.

The main components of the skimming strategy are: Previewing and predicting; making inferences. Skimming is a reading technique . It refers to the process of reading only main ideas within a passage to get an overall impression. Skimming is recommended in Pre-reading activities and in reviewing an already seen text.

Yan Shem (2009) explained that “skimming is a fast-reading skill that does not require reading word by word, but it does require a high degree of concentration” (Yan.P.164),

Robert (2011) added that “skimming is a form of speed reading that is useful for extracting the main idea and supporting details from a reading selection”.

Li ismaawati et al (2014) argues that: “skimming is a method of rapidly moving the eyes over text with the purpose of getting only the main ideas and a general overview of the content. It indicates that the students avoid reading a whole text but have to read selectively to get general information of a text”

Warren R (2016) describes that: “skimming is reading that looks only for general idea of a reading material. It is just like what the word is, you are just reading parts of the story, article, or report in generalized manner. It is used when the selected material for reading is quite long”

Martha and Maxwell (1972) in their research about skimming and scanning claims that “the goal and perhaps the result of developing effective skimming and scanning techniques is to get the student to read more actively”.

Robert (2011) also says “the purpose of skimming is to locate the topic sentences, the

main idea, and some of the major supporting details” .Skimming can be realized by:

- Reading the title.
- Reading the first paragraph.
- Reading the first sentence.
- Noticing any picture, chart or graph to get an overview of the topic.
- Reading the summary or last paragraph/conclusion.

We can also get quick information through dipping into the text to find:

- Clue words answering : who, what, when, where, why and how.
- proper nouns
- Words with unusual typographical features and capitalized words.
- Enumerations
- Typographical features: italics ,boldface, underlining

4.1. Previewing and Predicting

Previewing and predicting are pre-reading comprehension strategies that help readers prepare for and engage with text. Previewing involves skimming a text to gather information about its content and structure before reading in detail, while predicting uses this previewed information and prior knowledge to anticipate what the text will be about

Previewing and predicting are pre-reading activities that prepare readers to anticipate the content of the reading text. They give students a glimpse into the content of the text without entirely reading it.

According to Tsung & Huang (2009) “a preview is an introductory text presented to students before they begin reading to help them better understand the text.”

to Bailey (2015) , “Predicting allows students to use information from text, such as titles, pictures and diagrams to anticipate what will happen in the story”

4.2. Making Inferences

‘Inference’ is a mental tool used by readers to associate words and phrases in an article with other similar background information that they have already known, based on the readers life experience. When we read a sentence in an article, we are likely to infer or to make association of those phrases and words with our own understanding of the situation. In addition, our mind will seek out clues found in the sentence to give that sentence a meaning that we can understand and associate with.

The objective of giving students exercise activities on ‘inference’ is to get students to practice reading logically without going into minute details.

5. Components of the Scanning Strategy

Objectives: This lesson aims at presenting the components of the Scanning Strategy.

Scanning is a reading technique used to find specific information quickly. Reading is then devoted only to find an answer to certain specific question asked by the teacher or found in the readers' mind. Scanning can be useful when trying to find specific information about names, dates, statistics...etc

Mildered R (2009) explained the scanning strategy as “scanning involves rapid reading to locate answers to very specific questions concerned with matters such as names, dates, or telephone numbers”. Ward’s (1998) defined scanning as “useful for finding answer to simple questions and permits the eyes to move rapidly down the page searching for the answer. Once it is found, reading stops”.

Yan Shen (2009) also said that “scanning is helpful technique when students are looking for answer to a particular question. Scanning involves moving through the passage seeking specific words and sentences ”(Yan, P.165)

Lynn (2009) said that:

“you will probably use the technique of scanning when looking for specific name in a telephone directory. You look for the initial letter, or possibly for the first few letters, and ignore all of the other information on the page. However, when scanning for information out of a book that is more interesting than a list of names, it is easy to become distracted. You may stop scanning to read some information that you have found to be interesting but is not relevant to what you be looking for”(Lynn, P.13)

Warren R (2016) argued that “scanning may be similar to skimming but you are mainly

looking at facts that are in the text. You are not reading text at all but instead you are only reading specific information”

Nobert (2013) provided an example about skimming and scanning, he suggested:

“when we want information from a manual, we will search for that information by some combination of scanning for key terms and skimming small segments for meaning to see if we are in the right area of the text. When we read newspaper we read headlines and often skim news stories to see if we want to slow down and read more carefully”

Parmila and G.C. Ahuja (2007) suggest that

“skimming is quickly reading topic sentences but skipping over large sections of material. It is a sort of reading that is used to survey a selection to get an overall picture of its holdings. This is the first stage for scanning. Scanning becomes easier if the skimming activity has been performed earlier” (Parmila &G.C.Ahuja. P154)

They add:

“skimming and scanning are two very important and useful advanced reading skills which help the reader to read in fantastic speeds. Skimming demands fast moving of eyes down a page in zigzag manner looking for some words or phrases, or sentences here and there to get the kernel of the material; scanning demands a quick answer to a specific question from a passage or a chapter”(Ibid)

5.1. Understanding paragraphs (the topic and main ideas)

The characteristics of the main idea of a paragraph can be stated as follows: (READING Main Ideas Rev. August. 2005)

“- The main idea is the central, or most important, idea in a paragraph or passage. It states the purpose and sets the direction of the paragraph or passage.

- The main idea may be stated or it may be implied.

- When the main idea of a paragraph is stated, it is most often found in the first sentence of the paragraph. However, the main idea may be found in any sentence of the paragraph.

- The main idea may be stated in the first sentence of a paragraph and then be repeated or restated at the end of the paragraph.

- The main idea may be split. The first sentence of a paragraph may present a point of view, while the last sentence presents a contrasting or opposite view.

- To find the main idea of any paragraph or passage, ask these questions:

a- Who or what is the paragraph about?

b- What aspect or idea about the ‘who’ or ‘what’ is the author concerned with? ”

Practice: (READING – Main Ideas Rev. August. 2005)

Read and think about the following sample paragraphs, in which the main idea sentences are underlined.

Paragraph One

It is often said that lightning never strikes twice in the same place, but this isn't true.

Go ask the forest rangers. Rangers who spend their summers as fire-fighters will tell you that every thundershower brings several bolts of lightning to their lookout stations.

(Notice that the first sentence tells what the paragraph is about; the sentences that follow support the idea stated in the first sentence.)

Paragraph Two

Costs were low that year and the output high. There was a good person for each job and the market remained firm. There were no losses from fire. All in all it was the best years in the history of the company.

(Note that the first three sentences give details to explain why it was the best year in the company's history.)

Paragraph Three

There are great numbers of deer around here. This whole area is great country for hunters and fishermen. There are bears, mountain lions, and coyotes. To the east there are streams full of trout, and there are ducks and geese.

(The author begins and ends with examples. The main idea is stated in the second sentence.)

Paragraph Four

Advertising affects our lives every day. Brand names are common household words. We start each day using the toothpaste, soap, and breakfast foods promoted by advertisers. Ads have made the cars we drive signs of our success. Our choices of food, dress, and entertainment are swayed by ads. Not one aspect of American life is untouched by advertising.

(The main idea is stated at the beginning of the paragraph and then restated at the end.)

Paragraph Five

Penicillin is one of the greatest of the wonder drugs. It has saved thousands of lives already and will save many more in the future. Unfortunately it has no effect at all on most of the ills of mankind. Penicillin is a very good drug, but it is certainly not a cure-all.

(The author has split the main idea. This paragraph begins with positive comments on penicillin. The word **but** signals a shift in thought, and the paragraph ends with a statement of its limitations.)

Paragraph Six

Do you wear glasses? Make sure your glasses fit well. The earpieces should be at eye level. Don't try to adjust the earpieces yourself. Take your glasses for adjustments to the place you bought them. Keep your glasses in a case when you're not wearing them. This will prevent scratches. Keep the lenses clean. A soft cloth is best for cleaning.

(The main idea is implied. All of the sentences in the paragraph give details about a main idea. In this paragraph the implied main idea is that taking care of your glasses involves many steps.)

Exercises: from READING – Main Ideas Rev. August. 2005

Each paragraph is followed by four statements. Select the statement that best expresses the main idea. Circle the letter of that statement.

1. People often refer to taxes in terms of their being much too high. In reality, they are probably even higher than you think, because in addition to the federal income tax we are now studying, there are many other Federal, State, and local taxes, including sales taxes, inheritance taxes, state income taxes, personal property taxes, real estate taxes, and others. These are just some of the most obvious ones.

- a. Taxes are much too high.
- b. We pay more taxes than we may realize.
- c. Inheritance taxes and real estate taxes are unfair.
- d. Some taxes are hidden.

2. The fact that electronic computers are now used for data processing has led the general public to believe that it is a mysterious, complicated science and that the computers are giant brains. Both of these ideas are false. A computer is basically just a high-speed adding machine that performs the functions it is told to. If the input data are varied even a little, the computer is unable to operate until it is programmed to accept the variations. The business operations it performs are impressive only because of the extremely high speed of manipulation, but most of these operations have been used for

decades. Unlike man, the computer performs repetitive calculations without getting tired or bored.

- a. A computer is a high-speed adding machine.
- b. A computer is a mysterious giant brain.
- c. A computer is impressive because of its high speed.
- d. A computer is superior to man in many ways.

3. The Louisiana Purchase proved to be one of the shrewdest business pacts in the entire history of the United States. The purchase doubled in the area of the country and provided territory from which fourteen new states were created either wholly or in part. It also gave us control over the mouth of the Mississippi River and opened up the way to foreign trade. Prior to the purchase, the waterway had been blocked by the Spanish, probably with the approval of Napoleon. The land that was bought was rich in timber, minerals, and natural resources of many kinds. Finally, the cost of the transaction was unbelievably low; the total of \$15 million amounted to about four cents an acre.

- a. The Louisiana Purchase was a very good business deal for the U.S.
- b. The land bought by the Louisiana Purchase was rich in minerals.
- c. The land bought by the Louisiana Purchase was very cheap.
- d. Most Americans were very pleased with the purchase.

4. There is a common belief that while the dog is man's best friend, the coyote is his worst enemy. The bad reputation of the coyote traces back to his fondness for small animals; he hunts at night and is particularly destructive to sheep, young pigs, and poultry. Yet it is sometimes wise to encourage coyotes. Provided valuable farm animals

are protected, the coyote will often free the property of other animals, like rabbits, which are ruinous to crops and certain trees. He is especially beneficial in keeping down the rodent population. Where coyotes have been allowed to do their work without molestation, ranchers and fruit growers have found them so valuable that they would no more shoot them than they would shoot their dogs.

- a. Under certain conditions the coyote is helpful to man.
- b. The coyote is feared because of his fondness for small animals
- c. Modern ranchers would no sooner shoot coyotes than they would shoot dogs.
- d. The coyote usually prefers rabbits and other rodents to sheep and poultry.

5. In earlier days those who had overseas business which they believed should be discussed personally, took ship and set out across the briny deep. Once aboard they transacted their affairs, engaging in commercial and social matters or conducting government business. Today ships and passengers continue to sail the seven seas, and airplanes soar overhead. But above them all, words speed through the sky – telephone conversations quickly bring together in the most personal fashion people who are separated by thousands of miles.

- a. Overseas telephone service today is ruling out all need for overseas travel.
- b. Nothing can take the place of person-to-person conversation in settling business, social, and government problems.
- c. Many conversations which once required overseas travel can now be conducted by telephone.
- d. Even with modern overseas telephone service people continue to travel abroad by ship or by plane.

Exercises series two: selected from Parlin Pardede: Developing Reading Comprehension Skills: Chapter 4: Understanding Paragraphs (pp: 35-50)

Exercise 01

After reading each of the following paragraphs, choose the option that best expresses the topic.

1. The people in the United States speak the same language as the people in Great Britain. However, American English is different from British English in many ways. First, some sounds of American English are different from those of British English. For example, most Americans pronounce the “r” in the word “car” but most Britons do not. Most Americans pronounce the word “dictionary” like this: “dik-shun-, ary,“ but the British pronounce it like this: “dik-shun-ry.“ Some spellings are also different. People in Britain write “colour” and “centre,” but people in the United States write “color” and “center.” Finally, some words are different. People in the United States use “gasoline” in their cars, but people in Britain use “petrol.” Gasoline and petrol are the same thing, but the Americans and the British use different words for it.

What is the topic of this paragraph?

- a. American English
- b. the English language
- c. the different sounds of American and British English
- d. the differences between American and British English

2- There are many reasons why students go to college. Some of them attend college to enjoy the social life offered by a university campus. Others go to college because their best friends are going. Still others go because their parents expect them to. There are also a few students who attend college because they do not want to find jobs and support themselves. But there seems to be an increasing number of students who attend college to become better educated and better prepared for a meaningful career

What is the topic of this paragraph?

- a. most students attend college just for fun.
- b. reasons why students go to college
- c. the best reason for attending college
- d. college life.

3. Over the years, many different systems of physical exercise designed to improve the health and appearance of the body have emerged. One of the best ever to come forth was hatha yoga, a form of yoga consisting of various postures that exercise the whole body. Facial muscles, for example, can be toned by daily performance of “the Lion,” a posture that imitates the face of a roaring lion. Back muscles can be made more flexible by regular practice of “the Cobra,” a posture that resembles the arching head of the poisonous snake. “The Crow,” which resembles the headstand, is said to improve circulation and relieve tension.

What is the topic of this paragraph?

- a. systems of physical exercise.

b. hatha yoga postures

c. “the crow” posture

d. emergence of physical exercis

4. New species of plants are being discovered every year. It is estimated that the yearly average for the higher groups of plants alone is approximately 47,000 proposed new species.

It is obviously necessarily, from a practical as well as from scientific standpoint, that attention be given to the naming and proper classification of the fast assemblage of plant, both native and cultivated. The scientists who do these things are systematic botanists or taxonomists. Most certainly it is essential for those working the various fields of plant science—whether they are agriculturists, florists, foresters, physiologists, or morphologists—to know which plants they are dealing with; they must know their proper scientific names and their relationships.

What is the topic of this paragraph?

a. the role of taxonomists

b. new plants species

c. plant science

d. importance of classifying new plan species.

Exercise 02

Read each of the following paragraphs and write the topic in the space provided. Be sure to limit the topic to a short phrase.

1. Computer chips have changed our way of life. With computer chips, we can make very small computers. Space scientists use these small computers in satellites and space ships. Large companies use these small computers for business. We can make very small calculators with computer chips. Some calculators are as small as a credit card, and these calculators are

not very expensive. Computer chips are also used for making digital watches. A normal watch has a spring and moving hands, but a digital watch has no moving parts. A digital watch show the time and date with numbers, and some digital watches even have an alarm and a stopwatch. The computer chip makes all of this possible.

Topic:

2. Modern people, in spite of their scientific knowledge, often seem as superstitious as their ancestors. Astrology is a half-billion dollars business. Intelligent persons still believe that lines on their palm or the arrangement of tea-leaves in a cup predict the future. Airplanes do not have a row of seats numbered 13, and buildings omit a thirteenth floor. Black cats, broken mirrors, and spilled salt create fear and anxiety in many people.

Topic:

3. Poetry is basically divided into two types, and knowing which type you are reading will help you understand the poem more easily. Lyric poetry, the first type, describes a feeling or state of mind. It does not tell a story. As a reader, you need to be sensitive to the images presented and to the connotations of the words. Narrative poetry, the second type, tells a story. Though images and language are significant, the action of the poem is even more important. As a reader of narrative poetry, you need to be sensitive to the significant events of the story line.

Topic:

4. Discovery and invention are sometimes confused. Essentially, however, they are quite distinct. Discovery is the finding of something that has always been there, though its existence or its meaning has remained hidden. Invention is the design of something new to be made from known materials. America, for example, was discovered; the United States was invented. America has always been there, though its existence was unknown, at least to Europeans, until navigating explorers found it. But the United States was a combination of known materials: land, law, and people.

Topic:

5. When you learn a language, you learn the sounds used in that language, the basic units of meaning, such as words, and the rules to combine these to form new sentences. The elements and rules constitute the grammar of language. The grammar, then, is what we know; it represents our linguistic competence. To understand the nature of a language we must understand the nature of this internalized, unconscious set of rules that constitutes the grammar.

Topic:

Exercise 3

Read each of the following paragraphs and underline the topic sentence.

1. Have you ever thought about the study of mathematics? To a certain extent, it may be likened to the study of a language. In fact, mathematics is a language, the language of number and size. Just as the rules grammar must be studied in order to master English, so must certain concepts, definitions, rules, terms, and words be learned in the pursuit of mathematical knowledge. These form the vocabulary or structure of the language. The more a language is studied and used, the greater becomes the vocabulary; the more mathematics is studied and applied, the greater becomes its usefulness.

2. In arithmetic, it is never possible to add unlike quantities. For example, we should not add inches and gallons and expect to obtain a sensible answer. Neither should we attempt to add volts, amperes, kilocycles and microfarads, ohms and watts, etc. So it goes through algebra we can never add quantities unless they are expressed in the same units.

3. How does an immune person fight off disease bacteria? The answer to this difficult question slowly becomes clear as the result of hundreds of experiments in the laboratories of Koch and Pasteur. The scientists found that the injection of weakened or killed bacteria into the bodies of animals would make the animals immune. They could then fight off an injection of powerful bacteria that would otherwise have killed them quickly. In the blood plasma (liquid part of the blood) of these immune animals, the scientist found that they were seeking.

4. Modern people's tendency to consume fast food necessitates them to take vitamin supplement by having pills and other forms vitamin supplement. A daily vitamin supplement is surely beneficial, but large doses of vitamins can do more harm than good. Vitamin A, for example, if taken in large quantities, can cause serious skin problems. Likewise, too much vitamin C can lead to the formation of kidney stones, while an excess of vitamin D can cause kidney damage. Excessive amount of vitamin E can also have negative side effects, reducing the blood's ability to clot.

5. According to many parents in the U.S. today, their children are not learning enough in school, and some researchers support this claim. For example, according to recent studies, the number of high school students who cannot read is increasing, not decreasing. The number of students who have difficulty with simple mathematics is increasing too. Even students who graduate from high school and go to college show a depressing lack of knowledge. In a geography class at a large university, 40% of the students could not find London on a map, 41% could not find Los Angeles, and almost 9% could not find the city where they were attending college. Realizing these findings, there is no wonder why many people in the U.S. today are not satisfied with the quality of education that young people are receiving in the public schools.

Exercise 4

The first sentence in each group of sentences is a topic sentence. It is followed by four supporting sentences that should explain it. Choose the one sentence that does not fulfill this function.

1. In the 1800s, the Abolitionists condemned slavery in America as immoral.

- a. The abolitionists supported England in the American Revolution.
- b. The abolitionists believed that slave owners were criminals and should be punished as such.
- c. The abolitionists were deeply religious people who constantly referred to passages in the Bible that clearly condemned any form of servitude.
- d. The abolitionists emerged in the early 1800s as the moral voice of America.

2. Computers have many uses today.

- a. Computers are still very expensive to many people.
- b. Computers can solve difficult problems and control complex machines.
- c. Many people use small computers called calculators to add, subtract, multiply, and divide numbers quickly.
- d. Some computers are designed to help you learn languages.

Exercise 5

Each of the following exercises is a statement that could function as the topic sentence of a paragraph. Following each statement is a number of sentences containing details that may relate to the main idea statement. Read each sentence and make a check mark (✓) beside those that contains details that can be considered primary support for the main idea statement

1- The development of speech in infants follows a definite sequence or pattern of development.

- a. By the time an infant is six months old, he or she can make twelve different speech sounds.
- b. Before the age of three months, most infants are unable to produce any recognizable syllables.

- c. During the first year, the number of vowel sounds a child can produce is greater than the number of consonant sounds he can make.
- d. During the second year, the number of consonant sounds a child can produce increases.
- e. Parents often reward the first recognizable word a child produces by smiling or speaking to the child.

3. In some parts of the world, famine is a constant human condition and exists due to a variety of causes.

- a. In parts of Africa, people dying of hunger by the tens of thousands.
- b. Famine is partly caused by increased population.
- c. Advances in medicine have increased life expectancies, keeping more people active for longer period of time.
- d. Agricultural technology has not made substantial advances in increasing the food supply.
- e. Due to the growth of cities, populations have become denser, and agricultural support for these population centers is not available.

4. An individual deals with anxiety in a variety of ways and produces a wide range of responses.

- a. Anxiety may manifest itself by such physical symptoms as increased heart activity or labored breathing.
- b. Fear, unlike anxiety, is a response to real or threatened danger.
- c. Psychologically, anxiety often produces a feeling of powerlessness, or lack of direct control over the immediate environment.
- d. Temporary blindness, deafness, and the loss of the sensation of touch are examples of extreme physical response to anxiety.
- e. Some people cannot cope with anxiety and are unable to control the neurotic behavior

associated with anxiety.

5. The two main motives for attending a play are the desire for recreation and the need for relaxation.

- a. By becoming involved with the actors and their problems, members of the audience temporarily suspend their personal cares and concerns.
- b. In America today, the success of a play is judged by its ability to attract a large audience.
- c. Almost everyone who attends a play expects to be entertained.
- d. Plays allow the audience to release tension, which facilitates relaxation.
- e. There is a smaller audience which looks to theater for intellectual stimulation.

Exercise 6

Read each paragraph below and identify the topic and main idea. Write each in the spaces provided. (Don't forget that a topic is generally expressed in a phrase consisting of two or more words; whereas a main idea should be expressed in a complete sentence). Then underline the major supporting details.

1. Newspapers are the largest single advertising medium in the nation. They have extensive coverage; hardly a city or town in the country is not served by a local paper or by one from nearby larger city. For this reason, an advertiser can be highly selective about the markets to which he advertises if he uses them. If he needs a campaign in a limited local area, he can cover just that area by newspapers and not pay for wasted circulation, which he would do if he used a magazine or a large metropolitan daily. Because newspapers are printed either weekly or daily, the advertiser can take advantage of local opportunities rather quickly; he can advertise in the paper on a few hours notice.

Topic:

Main Idea:

4. Culture can be defined as behavior that is learned and transmitted to members of a group. A child learns a particular behavior through observation as well as through positive and negative feedback from family and peers. A minor point to remember is that this feedback can be overt or covert. Much covert feedback involves nonverbal cues that an outsider to that culture would not understand.

Topic:

Main Idea:

5- . I.P. Pavlov, a Russian physiologist, conducted experiments with dog that revealed some startling learning laws. He showed that a secondary stimulus would soon cause a dog to salivate without even the presence of the primary stimulus, usually meat. Incidentally, in most of his experiments a bell became the secondary stimulus. Pavlov showed that he could condition a dog's response by associating the sound of a bell with a dog's hunger drive.

Topic:

Main Idea:

Exercise 7

In each of these paragraphs, the main idea is not directly stated. Read the paragraph, identify the topic, and write it in the space provided. Then write a sentence which expresses the main idea of the passage.

1. Food supplements are hawked by the myth builders on the basis that methods of food processing and cooking remove or reduce some of the nutrients in our foods, particularly vitamins and minerals. Methods of food processing have been developed to preserve nutritional values, or if necessary, carefully calculated supplements for nutritional improvement as recommended by authorities are added.

Topic:

Main Idea:

2. Traffic is directed by color. Pilot instrument panels, landing strips, road and water crossings are regulated by many colored light and signs. Factories use color to distinguish between thoroughfares and work areas. Danger zones are painted in special colors. Lubrication points and removable parts are accentuated by color. Pipers for transporting water, steam, oil, chemicals, and compressed air, are designated by different colors. Electrical wires and resistances are color-coded.

Topic:

Main Idea:

3. On the average, babies pronounce recognizable syllables by the third month. As a child matures, his syllables become sharper, cleaner, and more distinct. Cooing and babbling, repeating the same sound over and over again, like “da da da” and “ga ga ga,” begin at about this time and continue until about the end of the first year. Early babblings are probably not attempted imitations of adult’s speech, but rather sounds the child makes for his own amusement. Toward the end of the first half year, the infant is likely to “talk” to his parents and other familiar people when he is being played with or talked to. Imitation of sounds made by others generally begins after approximately nine months.

Topic:

Main Idea:

5. The computer can perform any computations that have, in the past, been made by hand or by mechanical calculator. In addition, the stored program used by a computer permits complex problems to be prepared for computer analysis, and the electronic speed of the computation means that problems that could not be solved because of the time required for manual computation can now be solved in minutes by computer. Not only the time, but also the cost of computation has been dramatically reduced. A popular, large computer system can do computations in one minute that it would take about five years to do manually. Yet, the commercial rental cost for using such a system is only about \$8 a minute. A man-year of computation, on this basis, costs less than \$2.

Topic:

Main Idea:

Exercise 8

This exercise is designed to test your understanding of the details in a paragraph. Choose the most suitable answer for each of the questions based on the preceding paragraph.

A. Can we SEE that the earth is a globe? Yes, we can, when we watch a ship that sails out to sea. If we watch closely, we see the ship begin to disappear. The bottom of the ship disappears first, and then the ship seems to sink lower and lower, until we can only see the top of the ship, and then we see nothing at all. What is hiding the ship from us? It is the earth. Stick a pin most of the way into an orange, and slowly turn the orange away from you. You will see the pin disappear, just as a ship does on the earth.

1. What is the topic of this paragraph?
 - a. the shape of the earth.
 - b. traveling to the New World.
 - c. sailing ships in the old days.
 - d. the shapes of fruits, such as oranges.
2. The ship in this story ...
 - a. probably sank to the bottom of the ocean.
 - b. was going farther and farther away.
 - c. was actually a toy.
 - d. was a sailing ship.
3. A globe is shaped like ...
 - a. a box.
 - b. a pyramid.

c. an orange.

d. an ice cream cone.

4. The pin on the orange is most like ...

a. the ship on the earth.

b. a person watching the ship.

c. a sailor on the ship.

d. a needle for mending a rip.

B. After months of colder weather, the days get longer, the buds come out in the trees, birds sing, and the world puts on a green dress. Spring passes into summer. Everyone knows that summer will not last. The power of all the wisest men and women in the world cannot keep it for us. The corn becomes ripe, the leaves turn brown and then drop to the ground, and the world changes its green dress for a dress of autumn colors.

1. During which season does the world put on a green dress?

a. Summer

c. Spring

b. Winter

d. Autumn

2. What is the topic of this paragraph?

a. the wisdom of nature.

b. the beauty of the seasons.

c. change.

d. the shortness of summer.

3. What is the season described at the end of the story?

- a. Summer
- b. Autumn
- c. Spring
- d. Winter

4. What is it that the world cannot keep for us?

- a. Spring
- b. Power
- c. Summer
- d. The world's dress

C. Some American Indians grew corn, sunflowers, squash, beans, and pumpkins in garden plots. To prepare a garden plot, they first killed the trees there by cutting off a ring of bark to kill the tree. Then they scratched the ground with a stone hoe or with the bone of a deer or buffalo, or they used a stick sharpened in the fire. Some Indians put a dead fish into the hole where they planted the corn in order to provide food for the corn plant.

1. What is the topic of this paragraph?

- a. hunting .
- b. fishing.
- c. farming.
- d. vegetables.

2. The dead fish in the story was used -

- a. to keep away wild animals.
- b. to provide food.
- c. to put out a fire.
- d. as bait.

3. Why did the Indians kill the trees?

- a. So that sunlight could reach the growing plants.
- b. To provide room for the growing plants.

- c. To let food and water in the soil go to the plants instead of to the trees.
- d. All of the above.

4. Which of these is not mentioned in the story?

- a. Tomatoes
- b. Squash
- c. Corn
- d. Pumpkins

D. At any ocean beach you can see the water rise up toward high tide. Something is pulling the water up. We now know that the moon is doing the pulling. How can it pull? We call the pull gravitation. All matter everywhere pulls all other matter everywhere. The bigger the object, the greater the pull. The moon is big enough to pull the earth, and it pulls the water on the earth. The moon pulls the water facing the moon. When you see high tide, you know that the moon is pulling the water up.

1. When you drop something, and it falls to the ground, it falls because of ...

- a. the moon.
- b. its size.
- c. gravitation.
- d. the sun.

2. High tide is caused by ...

- a. gravitation.
- b. all matter everywhere.
- c. the earth.
- d. the water.

3. The moon pulls ...

- a. all matter.
- b. water only.

c. the earth only.

d. the tides.

4. If the earth did not spin, ...

a. there would be no tides.

b. the moon would not pull the water.

c. the earth would not pull the moon.

d. there would be no gravitation.

E. We know that gold and silver are elements. An element consists of atoms of only one kind, unlike water, which consists of both hydrogen and oxygen. Another element is radium. Radium is especially interesting, because it produces heat. When soil is carried by rivers down to the sea and falls to the bottom, it often carries radium in it. As more and more soil is washed down into the ocean, more and more radium is carried in it. There, as elsewhere, it constantly produces heat.

1. What is the topic of this paragraph?

a. a heat-producing element.

b. gold and silver.

c. soil that is washed down into oceans.

d. atoms of only one kind.

2. Oxygen and hydrogen ...

a. are not in the same class as silver and gold.

b. are unlike water.

c. are elements.

d. are not elements.

3. Some heat on the ocean floor comes from ...

- a. oxygen and hydrogen.
- b. radium.
- b. the water from rivers.
- c. gold and silver.

4. One heat-producing element is ...

- a. gold.
- b. silver.
- c. radium.
- d. hydrogen.

5.2. Distinguishing between literal and implied meaning

“Literal meaning refers to the direct, unambiguous interpretation of words or phrases, while implied meaning involves interpretations that are not explicitly stated but are suggested by context or indirect language. Literal meaning is what a statement literally, or directly, says, whereas implied meaning is what a statement suggests or conveys without being directly stated.”

In reading, distinguishing between literal and implied meaning involves understanding the direct words on the page (literal) and interpreting what the text suggests but doesn't explicitly state (implied). Literal meaning is straightforward, while implied meaning requires inferencing and contextual understanding.

Elaboration:

- **Literal Meaning:**

This refers to the direct, surface-level meaning of the text, as stated by the author. It's the plain, unambiguous meaning of the words.

- **Implied Meaning:**

This goes beyond the surface level and involves understanding what the author suggests or hints at, even if it's not directly stated. It requires the reader to make inferences based on the text and their own knowledge and experience.

-

Examples:

- **Literal:** "The dog barked loudly." (The sentence means the dog made a loud noise.)
- **Implied:** "The dog barked loudly." (The reader might infer that the dog was excited, scared, or territorial, even though the sentence doesn't explicitly say so.)

Distinguishing between the two:

- **Look for explicit statements:** Literal meaning is directly stated in the text.
- **Consider context and background knowledge:** Implied meaning relies on context and the reader's knowledge to understand what the author suggests.
- **Make inferences:** Implied meaning requires readers to draw conclusions or make deductions based on what they have read.

In reading tasks:

- **Identify key words and phrases:** Look for words that directly state facts or opinions.

- **Pay attention to the context:** Consider the surrounding text to understand the nuances of the author's message.
- **Ask "why" and "how" questions:** These questions can help you uncover implied meanings and draw inferences.
- **Use different reading strategies:** Techniques like skimming and scanning can help you quickly identify key information and understand the author's purpose.
- **Consider the author's purpose and tone:** Understanding the author's intent can help you interpret their implied meanings

5.3. Analyse Vocabulary (Word Parts and Collocations)

Carver (2000, 2003) argued that the relationship between vocabulary knowledge and reading comprehension is so strong that they can produce perfect correlations.

In the case of the reading–vocabulary connection, when we know a word well, we access at least nine components of word knowledge (cf. Nation, 2001), as listed in Table 13.1.

Table 1. Components of word knowledge

1. Orthography (spelling)
2. Morphology (word-family relations)
3. Parts of speech
4. Pronunciation
5. Meanings (referential range, variant meanings, homophones)
6. Collocations (what words very commonly go with a word)
7. Meaning associations (topical links, synonyms, antonyms, hyponyms)
8. Specific uses (technical, common)
9. Register (power, politeness, disciplinary domain, formality, slang, dialect form)

When we learn a word, we do not know everything about a word

A number of research studies and research syntheses have identified several specific approaches for direct instruction of vocabulary that provide effective word-learning outcomes (Beck, McKeown, & Kucan, 2002; Blachowicz & Miller, 2000; Graves, 2000; Nation, 2001; Sanaoui, 1995). The techniques and activities outlined in Table 13.3 all provide ways for students to learn vocabulary through direct instruction.

Table 2. *Direct instruction that promotes vocabulary learning*

1. Engaging in semantic mapping and word mapping
2. Developing concept-of-definition maps
3. Attending to glosses in texts
4. Learning key words before reading
5. Experiencing multiple exposures to words
 - A. Repeating words multiple times
 - B. Encountering words in multiple contexts
 - C. Manipulating words in multiple activities and for multiple purposes
 - D. Encountering words in structured overviews, reading guides, and advance organizers before reading
6. Developing strategies for independent word learning
 - A. Using mnemonic strategies (key-word methods) as well as analogies and imagery
 - B. Learning word-part, word-root, and word-affix information
 - C. Reading ahead, rereading, verbally repeating the word, paraphrasing, substituting synonyms
 - D. Using a dictionary
 - E. Working with synonym word lists and flash cards

As Stanovich (2000) notes:

Landauer's (1998) work . . . has demonstrated how the paradox of vocabulary growth – how children's vocabularies grow at prodigious rates despite the seeming inefficiency of direct instruction in vocabulary – can be explained by the effect of mere exposure. Specifically, when a word is encountered in the context of other known words, it is not just the representation of the unknown word that is sharpened, but that of all related words in the lexicon (which, in the abstract, includes all words in the lexicon). (Stanovich, 2000: 254)

There needs to be a continual effort to recycle words into new lessons. A number of researchers have generated important principles for direct vocabulary instruction (Anderson, 1999; Beck, McKeown, & Kucan, 2002; Nation, 2001; Stahl, 2005; Stahl & Nagy, 2006). Drawing on these ideas, 17 key implications for planning vocabulary instruction emerge:

1. Prioritize instruction so that key activities are practiced consistently and systematically over time. (Vocabulary learning is a long-term incremental process.)
2. Provide vocabulary exposures in multiple contexts. Teach different words in different ways (e.g., words for which students know synonyms, words that can be explained well with definitions and examples, words that represent new or complex concepts).
3. Teach words while working with the reading texts that they come from. Teach at the point of contact; use discussion around texts to teach vocabulary.
4. Read aloud to students and draw their attention to key words while reading.
5. Develop procedures for selecting words to teach.
6. Teach a limited set of key words for depth, precision, and multiple encounters.
7. Focus on word relationships (parts-of-speech variations, word families, synonyms, antonyms, graded relations).
8. Provide word instruction that combines contextual information and definitional information (word-part information, cognates, context cues, affix information, flash cards, imagery).
9. Help students learn word-part information and apply it to greater word awareness.
10. Use visual supports and mapping techniques.
11. Work with dictionary definitions and rewrite more accessible definitions.
12. Develop activities that recycle a lot of words at one time (e.g., sorting words into lists, semantic mapping, matching activities, word recognition fluency activities, repeated reading practice).
13. Create a vocabulary-rich environment.
14. Raise student awareness of words: Have students collect, keep, use, and share words they want. Talk about words and build word consciousness and word interest.
15. Recycle vocabulary over time to ensure multiple exposures to words throughout vocabulary instruction (rereading prior texts for new purposes, having students nominate words to work with, adding words from prior units as part of sorting, classifying, and connecting activities).
16. Give students some choices in word learning.
17. Develop student motivation for word collecting and provide a supportive learning environment.

(Cited in Vocabulary and reading comprehension 283-284)

5.4. Coherence and Cohesion

Halliday and Hasan argue that coherence in a text can be achieved by:

- reference,
- substitution,
- ellipsis,
- conjunction,
- lexical cohesion,

5.4.1. Reference

Reference refers to how the speaker or writer introduces participants and then keeps track of them once they are in the text (Eggins, 1994:95).

Reference items in English include

personal pronouns, such as I, you, he, she, it;

possessive adjectives, such as my, your, his, her;

possessive pronouns, such as mine, yours, his, hers;

demonstratives, such as this, that, these, those; and the definite article, the.

There are two basic types of reference:

- **Anaphora (to preceding text)**

Anaphoric reference: the subsequent items can only be interpreted with reference to the initial phrase of the first sentence. Typically, anaphoric reference refers to a participant mentioned nearby (one or two sentences previously), but sometimes it may refer back to an item mentioned many pages before.

- Cataphora (to following text)

Cataphoric reference: it points the reader forward, it draws us further into the text in order to identify the elements to which the reference items refer (Nunan: 1993: 22).

5.4.2. Substitution

A substitution is the replacement of a word (group) or sentences segment by a “dummy” word. The reader can fill in the correct element based on the preceding sentences. Substitution is replacement of language element into others in a bigger composition in order to get clearer difference, or to explain some certain language elements.

Examples

- There are some new tourism resorts in Indonesia. These ones have become the most attracting places to visit.
- John : Bill says you went to Bali last week.
- Brown : So did you!
- Smith : Are father and mother going to have vacation to East Java?
- Brown : I think so

5.4.3. Ellipsis

Omission of a word or part of a sentence occurs when some essential structural elements are omitted from a sentence or clause and can only be recovered by referring to an element in the preceding text (Nunan, 1993: 25).

According to Halliday and Hasan (1976: 144) ellipses occur when something that is structurally necessary is left unsaid, there is a sense of incompleteness associated with it.

- There are also three kinds of ellipsis: nominal, verbal and clausal ellipsis

Ex 01 My father likes to go to a crowded tourism place, but I like **a peaceful**.

Ex 02 John : Have you been to Paris? Brown : Yes, I **have**

5.4.4. Conjunction

A relationship which indicates how the subsequent sentence or clause should be linked to the preceding or the following (part of the sentence) . Conjunction signals the way the writer wants the reader to relate what is about to be said to what has been said before. Conjunction expresses one of a small number of general relations.

The main relations are :

1. additive (and, or, also, in addition, furthermore, besides, similiarly, likewise, by contrast, for instance),

2. adversative (but, yet, however, instead, on the other hand, nevertheless, at any rate, as a matter of fact),

3. causal (so, cosequently, for, because, under the circumstances, for this reason),

4. temporal (then, next, finally, after that, on another occasion, in conclusion, an hour later, at last),

5. continuative (now, of course, well, anyway, surely, after all)

Examples

- My family likes to spend holidays by visiting some places **and** they **also** like to go fishing in the sea.
- It was raining very hard yesterday. **However**, my classmates went to the exhibition.
- I am afraid I'll be home late tonight. **Nevertheless**, I won't have to go in until late tomorrow.

- Chinese tea is becoming increasingly popular in restaurants, and even in coffee shops.

This is **because** there is belief that tea has several health-giving properties.

5.4.5. Lexical Cohesion

It is defined as “the use of the same or similar or related words in successive sentences.

Example

- the words the poor creature in “The donkey died; the poor creature has worked hard all his life”.

The lexical devices can cross short or large pieces of the discourse. The same word or a synonym is used and repeated throughout the discourse. Related words (such as superordinate or general words) are used, and this repetition of the same concept strengthens the cohesion of the discourse.

Lexical Cohesion

The two types of lexical cohesion are : reiteration and collocation.

- **Reiteration**, where the same word is repeated. Some writers try to avoid this by the use of what is called elegant variation, this involves using devices as
 - Repetition
 - Synonyms
 - Hyponyms and Superordinates
 - Antonyms
 - General nouns
 - Lexical Cohesion

A collocation is an expression consisting of two or more words that correspond to some conventional way of saying things. A sequence of words or terms that co-occur more often than would be expected by chance. In other words, two or more words that often go together.

6. Exercises on Previewing

Objectives: More practice

Exercise 1

(https://www.google.com/search?q=About+https://agungspratama.files.wordpress.com/2015/07/reading1.pdf&tbm=ilp&ctx=atr&sa=X&ved=2ahUKEwj2jbz_mqqNAxXRpycCHbbDD4oQv5AHegQIABAC)

Read the information from book covers given below and make some predictions about each book. Which book would you choose? Why? Tell a student next to you about your choice.

Did you choose the same book?

Book 1

Things Fall Apart by Chinua Achebe. This book was first published in England in 1958. It is the author's first and most famous novel. A classic of modern African writing, it is the story of a man whose life is dominated by fear and anger. It is a powerful and moving story that has been compared with Greek tragedy. The writer's style is uniquely and richly African. Subtly and ironically, Achebe shows his awareness of the human qualities common to people everywhere.

Things Fall Apart is also a social document. It shows traditional life among the Ibo people in a Nigerian village. The novel documents life before Christianity, and demonstrates how the coming of white people led to the end of the old tribal ways.

Book 2

This Rough Magic by Mary Stewart. This novel was on *The New York Times* best-seller list

for eight months, and the reviewer wrote that the tale is “a magical concoction...warm and

sunny for all its violence.

Stewart tells the story of a beguiling young actress, Lucy Waring, who visit Corfu for a holiday. With no warning, she stumbles into strange violence and is threatened with terror

Book 3

Black Cherry Blues by James Lee Burke. Winner of the Edgar Award for best novel, this 1989 detective story is “full of low-lives and rich crooks. Burke shows that ‘serious’ literary craftsmanship is compatible with the hard-boiled genre of the crime novel.

Burke’s story leads his hero from Louisiana to Montana as he strives to escape a phony

murder charge, protect his little girl, and find a professional killer. Reviewers call

Exercise 2

(https://www.google.com/search?q=About+https://agungspratama.files.wordpress.com/2015/07/reading1.pdf&tbm=ilp&ctx=atr&sa=X&ved=2ahUKEwj2jbz_mqqNAXXRpycCHbbDD4oQv5AHegQIABAC)

Find a book that you have not read. Use the previewing and predicting list below to find out all you can about the book from its cover.

Title: Author:

Type of book:..... FictionNon-fiction

Front and back cover information

Based on your preview, what can you predict about this book?

Would you like to read it? Why?

7. Exercises on Skimming

Objectives: This lesson aims at providing more practical exercises to students about skimming.

The following exercises are taken from “Professional Development Service for Teachers/
Adapted from Liverpool College: Reading strategy flexi-packs”

Skimming should help you to:

- read more quickly
- decide whether you want/need to read something in more detail
- think about your reading and ask questions

Skimming means reading something very quickly just to get an idea of what it is about.

Just skim over the surface of it to find the main point and don't read every detail. You need to be quite good at reading before you try skimming.

- 1 Start off with a short piece e.g. a short text task. As usual, get as much information as you can **before you begin.**
 - What sort of piece is it?
 - What is the title?
 - Is there a picture or diagram to help?
- 2 Let your eyes move over it quickly looking out for important words. Don't bother with little words like 'the', 'to' and 'are' or the descriptive words like 'very'.
- 3 Find out as much as you can as quickly as you can.

Tips

- Don't read every word.
- Don't read every sentence.
- Let your eyes move quickly.
- Keep thinking about the meaning.

While skimming Concentration should be on:

- the title
- any diagram/pictures
- the first paragraph
- the last paragraph
- the first line of the other paragraphs

Skimming Exercise

Before you start, read the 'How To Skim' sheets.

- Read the words in this notice that are in larger print.

LOST CAT

We lost our cat, Sam on Thursday 2nd October. She has never run away before and we think that she has wandered out and got lost.

BLACK AND WHITE

She's large, round and healthy looking. She is a well looked after and much loved pet. She was last seen in the

CHAPEL STREET AREA.

If you have seen her or think you know where she might be
Contact:

JULIUS JORDAN

as soon as possible on 727 2496.

REWARD

available for anyone who gives us useful information.

Thank you.

Questions

- 1 Put into your own words what you think this is about before reading the whole notice.

.....

.....

.....

.....

- 2 Read the whole notice.

- 3 What extra information did you get?

.....

.....

- 4 Did you already have a good idea what the notice was about?

.....

Skimming

Newspaper Article

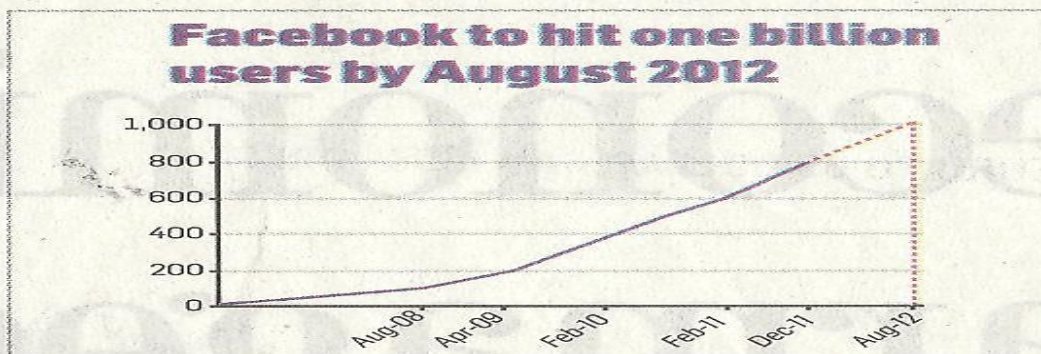
Before you start, read the 'How To Skim' sheets.

- Read the headlines .
- Read the first and last paragraph only.

- Read them as quickly as you can.
- Think what the newspaper article is about.
- Answer the questions at the end of the article.

⋮ TechBriefing ⋮

Facebook to hit one billion users by August 2012



IF social networking giant Facebook continues on its current growth trajectory, it will reach one billion active users by August of this year, digital marketing agency iCrossing predicts.

Last September at F8, Facebook CEO Mark Zuckerberg confirmed Facebook had breached the 800 million member milestone.

iCrossing analytics expert Gregory Lyons said Facebook's growth has slowed or stopped in early adopter countries like the US and UK.

"However, developing countries such as India and Brazil have shown strong growth, with India growing from 22 million users to 36 million and Brazil going from 13 million to 30 million in the last nine months.

"Both are large countries with millions of potential users who have yet to sign up to Facebook, with only 3pc of India's population on Facebook and 16pc of Brazil's, compared to 49pc of America's population or 47pc of the UK's population. Countries such as these will clearly contribute heavily to Facebook's continued growth," Lyons added.

Questions

1 From reading the first and last paragraphs, what do you think the article is about?

.....

.....

.....

2 What specific information does it give you?

.....

.....

.....

3 Now read the whole article. What extra information did you get?

.....

.....

4 Did it change your idea of what you thought the article was about?

.....

.....

8. The paragraph (types of paragraphs, components)

Objectives: This lecture aims at presenting the different types of paragraphs and the specific characteristics of each type.

A paragraph is a series of sentences that are organized and coherent, and are all related to a single topic. Almost every piece of writing you do that is longer than a few sentences should be organized into paragraphs.

The function of paragraphs lies in :

- Breaking the text into manageable units, so that the reader can clearly see the main sections.
- Organising ideas: each paragraph should have just one main idea within it.
- Providing a narrative flow through the document, as one idea links to the next.

There are three main parts of a paragraph:

- **Topic sentence** : it has the main idea.
- **Supporting sentences** : details that relate to and support the topic sentence.
- **Concluding sentence**: a brief reflection or statement about the main idea.

There are four types of paragraphs in writing:

- descriptive.
- narrative.
- expository.
- persuasive.
- Comparison and contrast

8.1. Descriptive paragraph

A description paragraph aims at describing features or characteristics of people or objects. This may include how something looks, sounds, smells, tastes, or feels. You should provide specific details of the most important features and use appropriate adjectives to describe attributes and qualities.

Descriptive writing is writing in which the author's intent is to create a vivid image of what he/she is describing in the mind of the reader. It relies on the author using detailed descriptions that convey the sensory details of what he/she is describing, often with the use of specific techniques.

When you write description, you use your observations to create a vivid impression for your readers. There are two basic approaches to description: objective description and subjective/impressionistic description

8.2. Narrative paragraph

Narrative paragraphs and essays aim at telling a story or speaking about an event that happened or a historical event. Narratives usually have a beginning, middle, and an end, but the story does not have to be told in chronological order

There are many well-known examples of narratives. They include novels, short stories, comics, musicals, and plays. Anything that really has a story could be considered a narrative.

8.3. Expository paragraph

An expository paragraph's primary function is to explain a topic clearly and concisely. It does this by breaking down the topic into its key components, providing supporting details, and using logical organization to ensure the reader understands the information presented. Expository paragraphs are common in academic writing, textbooks, and other informative texts

8.4. Persuasive paragraph

A persuasive paragraph aims to convince the reader of a particular viewpoint by presenting logical arguments, evidence, and compelling reasoning. It typically starts with a clear topic sentence stating the main point, followed by supporting sentences that elaborate on the argument with examples or evidence. The paragraph concludes with a summarizing sentence that reinforces the main idea

The main aim of a persuasive paragraph is to make an effective argument. Thus, persuasive paragraphs are written as if the writer is attempting to convince their audience to adopt a new belief or behaviour. While expository paragraphs strive to explain or clarify a topic, persuasive paragraphs take a stand on an issue.

8.5. Comparison and contrast paragraph

A comparison and contrast paragraph examines the similarities and differences between two or more subjects. It can focus on either comparison (similarities) or contrast (differences), or both. The paragraph should have a topic sentence, body sentences that explain the similarities and differences, and a concluding sentence.

Compare focuses on similarities. Contrast focuses on differences. Essay questions of this type will involve the use of several compare/contrast paragraphs that will work together as a whole. Topic sentence identifies the topic/feature of X and/or Y and the intention to compare/contrast the similarity or difference.

9. Extensive Reading Versus Intensive Reading

Objectives: This lesson aims at clarifying the difference between extensive reading and intensive Reading.

9.1. Extensive Reading

Extensive reading involves reading a large quantity of material for pleasure and general understanding, focusing on fluency and enjoyment rather than detailed analysis. It contrasts with intensive reading, which emphasizes close analysis and comprehension. Extensive reading aims to improve fluency and increase vocabulary through broad exposure to language

Key aspects of extensive reading:

- **Reading for pleasure:**

The focus is on engaging with the text and enjoying the experience, encouraging readers to choose materials that genuinely interest them.

- **Large volume of reading:**

Extensive reading involves reading many books or articles, rather than focusing on a few texts in depth.

- **Focus on fluency:**

Readers are encouraged to read quickly and with a good understanding of the general meaning, even if they don't understand every word.

- **Low-pressure environment:**

Extensive reading encourages self-paced reading and minimizes the need for close scrutiny or detailed analysis.

- **Improved language skills:**

Extensive reading has been shown to improve vocabulary, reading speed, and overall language proficiency.

- **Individualized reading:**

Learners can choose books at their own level, allowing them to focus on material that is easily comprehensible.

Benefits of extensive reading:

- **Improved fluency:** Reading extensively helps learners become more comfortable and confident in reading.
- **Vocabulary development:** Exposure to a wide variety of texts helps learners encounter new words and phrases in context.
- **Increased motivation:** Reading for pleasure can make learning more enjoyable and engaging.
- **Enhanced comprehension:** While not the primary goal, extensive reading can also improve comprehension skills.
- **Greater confidence in language use:** Extensive reading can boost confidence in using the language in various contexts

9.2. Intensive Reading

Intensive reading is a focused reading approach that involves close, detailed examination of a text with specific learning goals, such as understanding vocabulary, grammar, or the text's structure. It contrasts with extensive reading, which focuses on broader understanding and reading for enjoyment.

Key Characteristics:

- **Focused attention:** Intensive reading requires a high level of concentration and attention to detail.
- **Specific learning goals:** The reader has a clear objective, such as identifying the main idea, finding pronoun referents, or understanding the text's literary devices.
- **Detailed understanding:** The reader aims to grasp the literal meaning of the text, as well as its nuances and underlying themes.
- **Active engagement:** Intensive reading often involves pausing to look up new words, analyze sentences, and actively connect with the text.

Examples of Intensive Reading Activities:

- **Analyzing a text for specific information:** This could involve finding answers to comprehension questions, identifying the author's purpose, or analyzing the text's structure.
- **Studying a text for vocabulary:** Learners might focus on new words, their meanings, and how they are used in the context of the text.
- **Examining a text for grammatical structures:** Intensive reading can involve studying sentence patterns, verb tenses, and other grammatical features.
- **Identifying the main idea and supporting details:** This helps learners understand the central argument and the evidence used to support it.
- **Inferring meaning from context:** Readers use their existing knowledge and the text's surrounding language to understand unfamiliar words or phrases.

Contrast with Extensive Reading:

While intensive reading involves close examination of specific texts, extensive reading focuses on broader reading for enjoyment and skill development. Extensive reading allows learners to choose their own texts and read at their own pace, while intensive reading often involves more structured activities with specific learning goals

10. Models of Reading

Objectives: This lesson aims at presenting the different models of writing

The bottom-up, top-down, and interactive models of reading each offer a different perspective on how readers process text. The bottom-up model emphasizes decoding individual words, while the top-down model prioritizes using prior knowledge and context. The interactive model integrates both approaches, recognizing the interplay between decoding skills and comprehension strategies.

10.1. Bottom-Up Model of Reading

The Bottom-Up model of reading is a reading strategy that focuses on breaking down text from its smallest components to build understanding. It prioritizes decoding individual letters, sounds, words, and sentence structures to ultimately grasp the meaning of the entire text. This model is sometimes called the "part-to-whole" method.

Key Features of the Bottom-Up Model:

- **Emphasis on Decoding:** It emphasizes the reader's ability to decode individual letters, sounds, and words to form words, sentences, and eventually understand the text.
- **Sequential Processing:** The model suggests that reading progresses in a sequence, starting with identifying letters and sounds, then progressing to words, sentences, and finally, understanding the whole text.
- **Focus on Foundational Skills:** It highlights the importance of building foundational reading skills, such as phonics and word recognition, as the basis for comprehension.
- **Direct Instruction:** This model often involves direct instruction in specific reading skills like phonics and decoding.

- **Limited Emphasis on Prior Knowledge:** The bottom-up model may not always fully acknowledge the role of a reader's background knowledge and expectations in comprehension.

How the Bottom-Up Model Works:

- **Identify Individual Components:** The reader starts by recognizing individual letters and sounds.
- **Decode Words:** They then combine these letters and sounds to recognize and decode words.
- **Build Sentences:** They process the words in a sentence, understanding their meaning and how they relate to each other.
- **Understand the Whole Text:** Finally, they integrate all these elements to grasp the overall meaning of the text.

When is the Bottom-Up Model Effective?

- **Early Reading Instruction:** The bottom-up model is often used in early reading instruction, particularly in lower elementary grades, where the focus is on building foundational reading skills.
- **Students Struggling with Decoding:** It can be helpful for students who are struggling with decoding and word recognition.
- **Explicit Instruction:** This model is particularly effective when used with explicit instruction in phonics and other decoding skills.

Criticisms of the Bottom-Up Model:

- **Limited Role of Prior Knowledge:** Some argue that the bottom-up model may not fully account for the role of a reader's prior knowledge and expectations in comprehension.
- **Not Always Effective for Complex Texts:** It may not be as effective for reading more complex texts that require a deeper understanding of context and author's purpose.

In Conclusion, the bottom-up model is a valuable reading strategy, particularly for early reading instruction and building foundational skills. However, it's important to recognize its limitations and consider the role of other factors, such as prior knowledge and context, in reading comprehension

10.2. Top-Down Model of Reading

The top-down model of reading emphasizes that readers construct meaning from a text by using their prior knowledge and experiences. It's a reading approach where meaning is driven by the reader's existing schema, or background knowledge, and proceeds from the whole text to its parts. This model contrasts with the bottom-up model, which focuses on decoding individual words and building meaning from the bottom up.

Key features of the top-down model:

- **Prior Knowledge:** Top-down readers actively use their existing knowledge and experiences to understand the text.
- **Schema Theory:** This model aligns with schema theory, which suggests that readers create mental frameworks (schemas) to organize their understanding of new information.

Meaning Construction: Readers are not simply passively receiving information but actively constructing meaning by connecting the text with their prior knowledge.

- **Whole to Part:** Top-down readers approach text from the overall meaning, making predictions and then confirming or rejecting them based on details.
- **Focus on Understanding:** This model emphasizes comprehension over decoding individual words, although both are important in the reading process

10.3. Interactive Model of Reading

The Interactive Reading Model is a reading approach that emphasizes engaging students with text through both bottom-up and top-down processing, focusing on student motivation and interest. It suggests that students are more likely to understand and retain information when reading topics that pique their interest. This model involves a teacher acting as a facilitator, fostering collaborative learning and discussions about the texts.

Key Principles:

- **Student Motivation and Interest:** The model prioritizes engaging students by allowing them to read texts of their own choosing, aligning with their interests.
- **Top-Down and Bottom-Up Processing:** It incorporates both top-down (using prior knowledge and expectations) and bottom-up (decoding words) approaches to reading.
- **Teacher as Facilitator:** Teachers act as guides, fostering discussions and collaborative learning rather than simply imparting knowledge.
- **Authentic Texts and Activities:** The model uses authentic texts and incorporates various activities like leveled reading, literacy circles, and writing workshops.

How it Works in the Classroom:

- **Engaging with Authentic Texts:** Students interact with texts that are relevant and interesting to them.
- **Building Background Knowledge:** Activities like discussions and prior knowledge activation help students connect with the text.
- **Collaborative Learning:** Teachers encourage students to discuss the text, share their thoughts, and ask questions.
- **Independent Reading Time:** Students are given opportunities to engage with texts of their own choosing.
- **Writing Activities:** Writing assignments help students reflect on and deepen their understanding of the text.

The Interactive Reading Model aims to make reading a more engaging and meaningful experience for students by incorporating their interests, promoting collaboration, and utilizing various reading activities.

11. Reading Strategies

Objectives : The objective of this lecture is to present the different types of the reading strategies

Reading comprehension strategies are typically categorized into three main phases: pre-reading, while-reading, and post-reading. Pre-reading strategies focus on activating prior knowledge, previewing the text, and setting a purpose for reading. While-reading strategies involve actively engaging with the text, monitoring comprehension, and clarifying any difficulties. Finally, post-reading strategies encourage summarizing, evaluating, and reflecting on the text, often through writing tasks.

11.1. Pre-Reading Strategy

Pre-reading strategies are techniques used before reading a text to enhance comprehension and engagement. These strategies involve previewing the text, activating prior knowledge, setting a purpose for reading, and making predictions about the content.

Key features about the pre-reading strategies:

- **Previewing:** This involves skimming the text to get a general overview, including the title, headings, subheadings, visuals, and any summaries or introductions.
- **Activating Prior Knowledge:** Readers should think about what they already know about the topic or related concepts to build connections and make predictions.
- **Setting a Purpose:** Considering why you are reading the text and what you hope to learn or achieve can help focus your reading.
- **Making Predictions:** Based on the title, headings, and any prior knowledge, make predictions about the text's content or potential outcomes.

- **Other Pre-reading Activities:** Brainstorming, discussions, and using graphic organizers can also be helpful.

-

Examples of Pre-reading Strategies:

- **The 4 Ps:** Purpose, Preview, Prior Knowledge, and Predict.
- **Previewing:** Skimming titles, headings, subheadings, visuals, and summaries .
- **Activating Prior Knowledge:** Brainstorming, discussions, or writing about what you already know .
- **Setting a Purpose:** Identifying why you're reading the text and what you hope to get out of it .
- **Making Predictions:** Based on the title, headings, and prior knowledge, make predictions about the text's content .
- **Using Graphic Organizers:** Visually displaying information to help organize and understand the content.

11.2. While-Reading Strategy

While-reading strategies are techniques used during reading to enhance comprehension, engagement, and critical thinking. These strategies involve actively interacting with the text, such as annotating, making connections, and questioning the text.

Here are some common while-reading strategies:

- **Annotating:** Making notes in the margins, highlighting key points, and circling unknown vocabulary to facilitate understanding and recall.
- **Making connections:** Connecting the text to prior knowledge, personal experiences, and other texts.

- **Questioning:** Asking questions about the text to clarify meaning, explore themes, and engage with the author's ideas.
- **Summarizing:** Identifying the main ideas and key details of a section or passage and summarizing them in your own words.
- **Visualizing:** Creating mental images based on the text to enhance understanding and memory.
- **Monitoring comprehension:** Checking for understanding, clarifying any misunderstandings, and adjusting reading strategies as needed.
- **Using context clues:** Using surrounding words and phrases to infer the meaning of unknown words.
- **Inferring:** Drawing conclusions based on the information in the text.

By using these strategies, readers can move beyond passive absorption and become actively engaged with the text, leading to deeper understanding and improved comprehension

11.3. Post-Reading Strategy

Post-reading strategies are techniques used after reading to help readers reflect on, analyze, and deepen their understanding of the text. These strategies can involve activities like summarizing, writing questions, creating graphic organizers, or engaging in discussions. The goal is to help readers move beyond basic comprehension and engage with the text on a more critical and creative level.

Types of Post-Reading Strategies:

- **Summarizing:** Restating the main ideas of the text in your own words.
- **Questioning:** Asking questions about the text to clarify understanding and identify areas of interest.
- **Retelling:** Re-telling the story in your own words, focusing on key events and characters.
- **Graphic Organizers:** Using visual tools like story maps, Venn diagrams, or outlines to organize information.
- **Think-Pair-Share:** Discussing the text with a partner and then sharing your thoughts with a larger group.
- **Character Analysis:** Examining the motivations, development, and significance of characters in the story.
- **Theme Exploration:** Identifying and discussing the central themes or messages conveyed by the text.
- **Creative Activities:** Engaging in activities like designing a book cover, writing a new chapter, or interviewing characters.
- **Exit Tickets:** Briefly summarizing what was learned before leaving a lesson or activity.

Benefits of Post-Reading Strategies:

- **Improved Comprehension:** By actively engaging with the text after reading, readers can solidify their understanding and make connections between different parts of the text.
- **Enhanced Memory:** Summarizing and retelling can help readers remember key information and details.

- **Critical Thinking:** Analyzing characters, themes, and the author's purpose can help readers develop their critical thinking skills.
- **Increased Engagement:** Creative activities and discussions can make reading more enjoyable and engaging.
- **Assessment of Understanding:** Post-reading activities can provide teachers with valuable insights into students' comprehension and learning.

By incorporating a variety of post-reading strategies, teachers and students can move beyond basic comprehension and develop a deeper and more meaningful understanding of the texts they read.

12. Text Analysis

Objectives: To provide an overview about how reading text are analyzed so as to detect their generic structure.

Reading text analysis involves critically examining a written text to understand its content, structure, and meaning. This process often includes identifying the author's purpose, target audience, main arguments, and underlying themes. Text analysis can be applied to various texts, from short essays to novels, and it helps in developing critical thinking and comprehension skills.

Key aspects of reading text analysis:

- **Thorough Reading:** Reading the text repeatedly and carefully to grasp the main ideas and supporting details.
- **Note-Taking:** Marking key passages, jotting down questions, and summarizing ideas as you read.
- **Identifying the Main Idea and Thesis:** Determining the central point the author is trying to make.
- **Analyzing the Author's Purpose:** Considering the author's motivations, whether it's to inform, persuade, entertain, or analyze.
- **Understanding the Audience:** Identifying the intended reader(s) and how the author's writing style and tone may cater to them.
- **Exploring Themes and Motifs:** Looking for recurring ideas, images, or symbols that add depth and meaning to the text.
- **Considering Context:** Examining the historical, cultural, and social background in which the text was written, as this can influence its meaning.

- **Evaluating the Evidence:**

Assessing the strength and validity of the author's arguments and supporting examples.

- **Drawing Conclusions:** Synthesizing your understanding of the text to form your own interpretation and analysis.

Steps in analyzing a text:

- **First Reading:** Get a general understanding of the text's content.
- **Second Reading:** Focus on specific aspects like the author's voice, style, and structure.
- **Summarizing:** Condense the main points of the text.
- **Analyzing:** Break down the text into its components and examine their relationships.
- **Interpretation:** Develop your own understanding of the text's meaning.
- **Evaluation:** Assess the text's effectiveness and impact.

Benefits of text analysis:

- **Improved comprehension:** Deeply understanding the text's meaning.
- **Critical thinking skills:** Developing the ability to analyze and evaluate information.
- **Enhanced writing:** Understanding different writing styles and techniques.
- **Increased engagement:** Developing a deeper appreciation for literature and other forms of communication.

13. Text types/ Classified According to Communicative Functions

Objectives: To know about the different types of texts and the different communicative purposes they fulfill.

Text types can be classified according to communicative functions, meaning they are grouped based on their primary purpose or the way they are used to interact with the reader or audience. These functions can include instructing, informing, persuading, entertaining, or exploring.

Examples of text types:

- **Instructing:** This type of text provides specific directions or guidance on how to do something, like a recipe or a how-to manual.
- **Informing:** This type of text aims to share factual information, such as news articles, research reports, or encyclopedia entries.
- **Persuading:** This type of text attempts to convince the reader to believe or do something, often seen in advertising, editorials, or political speeches.
- **Entertaining:** This type of text aims to provide enjoyment and amusement, such as novels, short stories, or poems.
- **Exploring:** This type of text delves into a topic, examining different perspectives and potential solutions.
- **Other functions:** Text types can also be classified by other communicative functions, such as requesting, greeting, commenting, protesting, or asking questions...etc

Understanding these communicative functions helps writers choose the appropriate language, structure, and style for their writing, making it effective and targeted for their intended audience.

14- The Description

Objectives: to define this type of texts and to present its distinctive features.

14. 1. DESCRIPTIVE

Purpose: to describe a particular person, place or thing in detail.

Generic Structure

1. Identification: It identifies a certain object to be described.
2. Descriptions: It describes the object in parts size, characteristics, or qualities.

(Dominant) Language Features

1. Using Simple Present Tense
2. Using action verb
3. Using adverb
4. Using special technical terms
5. Using attributive and identifying process.
6. Using adjective and classifiers in nominal group.

Descriptive text is a text which describes a person, thing, place and certain condition in particular. According to *www.sil.org*, the example of descriptive text can be the appearance of a person, detail of location or requirement for employment. Commonly a descriptive text uses the first and third person pronoun as point of view.

Descriptive text portrays the image which the writers catch and is transferred to the readers. Descriptive give detail explanation on how the specific thing, person, or place looks like. The way descriptive text composed is similar to report text. Both try more to show less than tell. However descriptive text tends to specify the described object while report text will describe the object in general. The goal of the descriptive text is transferring the experience of the writers.

Example

Borobudur Temple

Borobudur is Hindu – Buddhist temple. It was build in the nineth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia. Borobudur is well-known all over the world. Its construction is influenced by the Guptaarchitecture of India. The temple is constructed on a hill 46 m high and consist of eight step like stone terrace. The first five terrace are square and surrounded by walls adorned with Budhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire adifice is crowned by a large stupa at the centre at the centre of the top circle. The way to the summit extends through some 4.8 km of passage and stairways. The design of Borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia. Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.

14.2. REPORT

Purpose

- to presents information about something, as it is in general.
- to identify an object and describe the object or thing in its classification, class, group, species.

Generic Structure

1. General classification
2. Description

(Dominant) Language Features

1. Introducing group or general aspect
2. Using conditional logical connection
3. Using Simple Present Tense

Example :

Fax Machine

Fax, the short term for facsimile is a telecommunications technology used to transfer copies (facsimiles) of documents, especially using affordable devices operating over the telephone network.

The word telefax, short for telefacsimile, for make a copy at a distance, is also used as a synonym. The device is also known as a telecopier in certain industries. When sending documents to people at large distances, faxes have a distinct advantage over postal mail in that the delivery is nearly instant, yet its disadvantages in quality and its proprietary format have relegated it to a position beneath email as the prevailing form of electronic document transferral.

14.3. PROCEDURAL

Purpose

- to help readers how to do
- or make something completely

Generic Structure

1. Goal/Aim
2. Materials/Equipments/Tools
3. Steps/Methods

Dominant) Language Features

1. Using Simple Present Tense
2. Using Imperatives sentence
3. Using adverb
4. Using technical terms

Procedural text is one of genre in According to the generic structure, a procedure text is organized through sequenced arrangement, they are goal, equipment, and steps. All these elements, however, are not strictly applied to any instructional text. Some procedure text omit the material or equipment necessarily. The text is written intentionally to show the steps to completely do projects or things.

Example

How to Cook Omelet

Here is the best omelet recipe. What we need and how to cook are shown you below
Ingredients:

1. 1 egg
2. 1-tablespoon milk
3. A pinch of salt
4. A pinch of powdered pepper
5. 1-tablespoon vegetable oil

Cooking direction:

- Crack the egg into a bowl.
- Put milk, salt, and pepper to the egg.
- Beat the egg until mixed perfectly using a whisk or fork
- Heat the pan on the stove over medium heat.
- Spread vegetable oil on the surface of the pan.
- Pour the egg on the pan and wait until the egg half cooked.
- Fold the egg into half round and flip it.
- Wait until the egg fully cooked. Flip if needed.
- Take the omelet out of the pan and put it on the plate.
- Serve omelet immediately

Note:

1. You can add various ingredients to the egg mix such as onion, mushroom, vegetable, smoked beef, cheese, etc., to create different taste.
2. You can substitute vegetable oil with other oil or butter.
3. Milk will make the texture smooth. If you do not have milk or do not like milk, you can substitute it with 1-teaspoon of water.

15. Explanation Texts

Objectives: To know the characteristics of the explanation text genre

Explanation texts, also known as explanatory texts, are a type of non-fiction writing that aims to explain how or why something happens, or how to do something. They provide information in a clear and organized manner, often using diagrams, illustrations, or numbered steps.

An explanation text is a piece of factual writing that explains a process or event. It might be separated into sections, using headings and sub-headings to make it easier for the reader to follow, and also might be accompanied by photographs or diagrams.

Key Characteristics of Explanation Texts:

- **Purpose:** To explain a process, event, or concept.
- **Structure:** Often organized into sections, with a clear introduction, sequenced paragraphs, and a conclusion.
- **Language:** Uses subject-specific vocabulary, factual language, and a formal tone.
- **Visual Aids:** May include diagrams, pictures, labels, and captions to enhance understanding.
- **Time Connectives:** Uses words like "first," "then," "next," and "finally" to show the sequence of events.
- **Non-Fiction:** Deals with factual information and avoids opinions or personal opinions.
- **Present Tense:** Often written in the present tense to describe ongoing processes.

Examples of Explanation Texts:

Instructions for assembling furniture, Recipes, Articles explaining scientific concepts, How-to guides, and Information about the digestive system.

The features that make up a good explanation text are: title, opening paragraph, chronological order with time conjunctions and stages of the process clearly broken down.

Language Features of Explanation Text:

- Using simple present tense.
- Using abstract noun (no visible noun)
- Using Passive voice.
- Using Action verbs.
- Containing explanation of the process.

How to write an explanation text

- Start with a question including how or why.
- Think of the main points you want to highlight in order to effectively answer the question. ...
- Have a clear introduction explaining the topic.
- Write in the present tense and use action verbs.

16. Review Text

Objectives: Clarifying the text review genre.

The Review Text provides the writer's personal opinion of the qualities of the book, film or other type of text being reviewed. These views will be supported by reference to details in the book or film that support the reviewer's comments. A reviewer's overall opinion can be positive or negative.

Review text is an evaluation of a publication, such as a movie, video game, musical composition, book; a piece of hardware like a car, home appliance, or computer; or an event or performance, such as a live music concert, a play, musical theatre show or dance show.

Generic Structure:

Title. Introduction. The basis of the review: analysis, significance, merits and demerits.

Conclusion: value and significance, reasoned judgment, recommendations.

Include a few opening sentences that announce the author(s) and the title, and briefly explain the topic of the text. Present the aim of the text and summarize the main finding or key argument. Conclude the introduction with a brief statement of your evaluation of the text.

A review text is characterized by its purpose to evaluate and discuss a particular subject like a book, movie, product, or service. It typically includes an introduction that provides context, a body that offers detailed analysis and evaluation, and a conclusion with a final recommendation. Key characteristics also include objectivity, critical analysis, and a clear, engaging style.

Purpose:

- **Inform:** The review informs readers about the subject being reviewed.
- **Describe:** It describes the subject's key features, plot, characters, or aspects.
- **Analyze:** The review offers a critical analysis of the subject's strengths and weaknesses.
- **Evaluate:** It provides a judgment or opinion about the subject's quality and worth.
- **Recommend:** The review concludes with a recommendation to readers, suggesting whether they should engage with the subject.

Structure:

- **Introduction:** Sets the stage, provides background information, and may introduce the author's overall opinion.
- **Body:** Develops the review's main arguments, providing detailed analysis and evaluation of the subject.
- **Conclusion:** Summarizes the main points, offers a final recommendation, and may provide a call to action.

Key Characteristics:

- **Objectivity:** Reviews should be based on evidence and avoid excessive personal bias.
- **Critical Analysis:** The review should analyze the subject's strengths and weaknesses, offering informed opinions.
- **Clear Style:** The review should be written in a clear, concise, and engaging style, making it easy for readers to understand and follow.
- **Engaging Language:** Using vivid language, including adjectives and adverbs, can make the review more interesting and persuasive.
- **First Person Perspective:** Some reviews may use the first person ("I") to personalize the review and connect with the reader.

17. Narrative Texts

Objectives: To present the features of this genre of texts.

Narrative texts are writing forms that tell stories, which can be fictional or based on real events. They aim to entertain, inform, or persuade the reader, often using characters, plot, and setting to create a coherent narrative.

The main purpose of a narrative text is to entertain and sometimes to inform or teach a moral lesson. A narrative text usually presents a sequence of events that are connected by characters, conflict, and a meaningful resolution.

Key Characteristics of Narrative Texts:

- **Tell a Story:** Narrative texts focus on recounting events, experiences, or happenings in a chronological or sequential manner.
- **Characters:** Narratives typically involve characters who interact and drive the plot.
- **Plot:** The plot is the sequence of events in a story, including the introduction, rising action, climax, falling action, and resolution.
- **Setting:** The setting refers to the time and place where the story unfolds, influencing the atmosphere and events.
- **Point of View:** Narratives are told from a specific perspective, which can be first-person ("I"), second-person ("you"), or third-person ("he/she/they").
- **Conflict:** A narrative often includes a conflict, which is a problem or challenge that the characters face.
- **Theme:** The underlying message or meaning of the story, often explored through the actions and interactions of characters.

Examples of Narrative Texts:

- **Fiction:** Novels, short stories, poems, plays, scripts, folktales, fables, myths, and legends.
- **Non-fiction:** Biographies, autobiographies, memoirs, news stories, and historical accounts.

In essence, narrative texts use a variety of structures and features to engage the reader and communicate a story, whether it be real or imagined.

How to write a narrative essay

- Choose a topic. The first step is to decide what you want your narrative essay to discuss.
- Create an outline. The second step is to create an outline that determines how you tell your story.
- Write in first-person. ...
- Use creative language. ...
- Proofread your writing.

18. Recount

Objectives: To know about the recount genre and its key features.

A recount is a type of writing that tells about a past event or experience, often in chronological order. Its purpose is to inform or entertain the audience by retelling what happened. Recounts can be personal, factual, or imaginative, and are frequently written in the first person.

Purpose

- to retell something that happened in the past and to tell a series of past event.
- to retell events for the purpose of informing or entertaining readers.

Generic Structure

- Orientation : provides the setting and introduces participants
- Events : tell what happened, in what sequence
- Re-orientation : optional closure of events

(Dominant) Language Features

- Using Past Tense
- Using action verb
- Using adjectives

Narrative and recount in some ways are similar. Both are telling something in the past so narrative and recount usually apply PAST TENSE; whether Simple Past Tense, Simple Past Continuous Tense, or Past Perfect Tense. The ways narrative and recount told are in chronological order using time or place. Commonly narrative text is found in story book; myth, fable, folklore, etc while recount text is found in biography.

Key Features of a Recount:

- **Past Events:** Recounts describe events that have already taken place.
- **Chronological Order:** Events are typically presented in the order they happened.
- **Descriptive Language:** Writers use descriptive language to help the reader visualize the event.
- **Inform or Entertain:** Recounts can be used to inform the audience about an event or to entertain them with a story.
- **First Person (Often):** While not always the case, recounts are often written from the perspective of the person experiencing the event, using "I".

Examples of Recounts:

- Personal diary entries
- Eyewitness accounts of an event
- News reports
- Letters and postcards
- Historical accounts
- Retelling a well-known story
- Accounts of school trips or other events

Types of Recounts:

- **Personal Recounts:** Retell the writer's personal experiences.
- **Factual Recounts:** Describe factual events or incidents.
- **Imaginative Recounts:** Retell imaginative stories or events.

Example of a Recount Structure:

- **Orientation:** Introduces the event, who was involved, where it happened, and when.
- **Events:** Narrates the events in chronological order.
- **Re-orientation:** Provides a final summary or conclusion.

Example of a Recount Text Type**Class Picnic**

Last Friday our school went to Centennial Park for a picnic. First our teachers marked the rolls and then we got on the buses. On the buses, everyone was chatting and eating. When we arrived at the park, some students played cricket, some played cards but others went for a walk with the teachers. At lunchtime, we sat together and had our picnic. Finally, at two o'clock we left for school. We had a great day.

19. News Item

Objectives: To know about the recount genre and its key features.

A news item is a type of text, also known as an informational text, that reports on newsworthy events. Its main purpose is to inform readers about important events of the day. News items typically follow a structure that includes a headline, a summary of the event, background information, and sources. Its purpose is to inform readers about important or newsworthy events.

Purpose

- to inform readers about events of the day which are considered newsworthy or important

Generic Structure

- Newsworthy event(s)
- Background event(s)
- Sources

(Dominant) Language Features

- Short, telegraphic information about story captured in headline
- Using action verbs
- Using saying verbs
- Using adverbs: time, place and manner.

Structure:

- **Headline:** The main point of the news item, often in a reduced clause.
- **Summary of the event:** A brief overview of the main event.
- **Background information:** Explanation of what happened, including who, what, when, and where.
- **Sources:** Statements or comments from participants, witnesses, or authorities.

Key Language Features:

- **Material processes:** Verbs that describe actions and events (e.g., "killed," "destroyed").
- **Verbal processes:** Verbs used to report what people said (e.g., "said," "claimed").
- **Past tense:** Commonly used to describe past events.
- **Simple sentences:** Often used for clarity and brevity.
- **Adverbs:** Used to provide details about time, place, and manner.

20. Spoof

Objectives: To know about the recount genre and its key features.

“The spoof text is commonly written in a story. While we are talking about a story, it will be close related to narrative and recount text. What and How is narrative, what is recount and what is spoof text its self are easily differed from one to other by seeing the generic structure. Spoof, narrative and recount are similar in how they are constructed in the first step. They recount the event and experience which introduce the participant, time and place setting. However in the end of the text, the way they are closed are different from one to other. Narrative will be closed by a resolution which refers to the conflict. Recount will be concluded with a reorientation. While spoof will end the story with some unpredictable way of plot. That unpredictable way is called twist.”

Purpose : to tell an event with a humorous twist and entertain the readers

Generic Structure

1. Orientation
2. Event(s)
3. Twist

(Dominant) Language Features

1. Using Past Tense
2. Using action verb
3. Using adverb
4. Chronologically arranged

21. Argumentative Text

Objectives: To know about the recount genre and its key features.

“An argumentative text is a text whose main aim is to convince the reader of a specific idea, opinion or position. To achieve this, the author presents solid arguments supported by evidence and logical reasoning. These texts may address controversial or debatable topics and usually have an organized structure that includes a clear thesis, development of arguments and a persuasive conclusion.”

An argumentative text presents a clear stance on an issue, supported by evidence and reasoning, and aims to persuade the reader to agree with the author's viewpoint. It's a form of writing that defends a specific thesis or premise by providing facts, logical arguments, and evidence. Argumentative texts are common in academic, professional, and everyday contexts.

Features :

- **Clear thesis:** the text presents a main idea or thesis that is defended throughout the document.
- **Strong argumentation:** the arguments presented are supported by relevant evidence, data and/or examples.
- **Coherence and cohesion:** the text has a logical and well-organised structure, with paragraphs that connect fluidly.
- **Persuasiveness:** the purpose of the text is to persuade the reader to accept the author's position.

- **Objectivity and subjectivity:** although based on objective data, the text may reflect the author's subjective viewpoint or opinion.

Key characteristics of argumentative texts:

- **Thesis statement:** A clear and concise statement of the author's position on the topic.
- **Evidence and reasoning:** Facts, data, statistics, examples, and logical arguments that support the thesis statement.
- **Counterarguments and rebuttals:** Acknowledging and refuting opposing viewpoints to strengthen the author's position.
- **Structure:** Typically organized with an introduction (background information and thesis statement), body paragraphs (evidence and reasoning), and a conclusion (restatement of the thesis and summary of the argument).
- **Persuasive purpose:** The goal is to convince the reader to accept the author's perspective.

Examples of argumentative texts:

- **Essays:** A common assignment in schools and universities.
- **Articles:** Found in newspapers, magazines, and online publications.
- **Debates:** Structured discussions where individuals argue for or against a specific topic.
- **Letters to the editor:** Expressing opinions and arguing for a particular viewpoint.
- **Speeches:** Orations used to persuade an audience to adopt a particular stance.

Benefits of argumentative texts:

- **Develops critical thinking:** Analyzing and evaluating arguments, and recognizing fallacies in reasoning.
- **Enhances communication skills:** Presenting ideas clearly and persuasively.

- **Promotes intellectual curiosity:** Engaging with different perspectives and exploring complex issues.
- **Fosters empathy:** Understanding and appreciating diverse viewpoints.
- **Prepares for real-world situations:** Applying these skills in various contexts, from professional debates to everyday discussions

22. Analytical Text

Objectives: To know about the recount genre and its key features.

An analytical text, also known as an analytical exposition or analytical essay, delves into a specific topic, offering insights and explanations to support a particular argument or theory. It's a form of writing that goes beyond simply describing a subject and aims to analyze, interpret, and explain. Analytical texts often explore the "why," "how," and "so what" of a particular issue, dissecting it to reveal hidden meanings, themes, or underlying structures.

Key Characteristics of Analytical Texts:

- **Focus on analysis:** They go beyond surface-level descriptions and delve into the deeper aspects of a topic.
- **Argumentative:** They often present a thesis or argument and use evidence to support it.
- **Objective:** While they may express an opinion or theory, they are typically based on facts and logic, minimizing personal bias.
- **Explanatory:** They seek to explain the complexities of a subject, often exploring cause-and-effect relationships or underlying motivations.
- **Structure:** They often follow a specific structure, including an introduction with a thesis statement, body paragraphs with supporting evidence, and a conclusion summarizing the main points.

Examples of Analytical Text:

- **Academic essays:** Analyzing literary works, philosophical arguments, or scientific findings.
- **Research papers:** Investigating and explaining the results of experiments or studies.

- **Commentary:** Exploring the implications of current events or societal issues.
- **Textual analysis:** Examining the underlying themes and structures of texts like art, film, or music.

The structures of analytical exposition text consist of:

- **Thesis:** a paragraph to introduce the topic and indicate the writer's position.

Arguments: sentences to support the writer's perspective.

“Analytical writing in all content areas falls into the following six categories. In a longer non-fiction work, such as a book, the author will mix things up, using text structures within text structures”:

- **Compare-Contrast:** A compare-contrast essay focuses on the similarities and differences between at least two objects or ideas. The purpose is to develop the relationship between them and, in the process, explain both in detail.
- **Cause-Effect:** A cause-effect essay first presents a reason or motive for an event, situation, or trend and then explains its result or consequence.
- **Problem-Solution:** A problem-solution essay informs readers about a complex, real-world, philosophical problem (or related problems), followed by actions that could be taken to remedy the problem.
- **Concept-Definition (descriptive writing):** A concept-definition essay provides a personal, but still factually complete and correct, understanding of a particular concept or term. The essay conveys what research and experience have taught the writer (what the concept *is not* is often also part of the definition).

- **Goal-Action-Outcome (process or procedural writing):** A goal-action-outcome essay either tells the reader how to do something or describes how something is done. Math explanations and science lab reports are good examples of goal-action-outcome writing.
- **Proposition-Support (persuasive writing):** A proposition-support essay uses logic, reason, and supporting data to argue that one idea is more legitimate than another. The argument must include sound reasoning and reliable external evidence, stating facts, giving logical reasons, using examples, and quoting reliable experts and original sources.

23. Expository Texts

Objectives: To know about the recount genre and its key features.

Expository texts are non-fiction works that aim to inform or explain a topic to the reader. They provide facts, details, and information in a clear, organized manner, often assuming the reader has little prior knowledge. Examples include textbooks, news articles, how-to guides, and scientific reports.

Key Features:

- **Non-fiction:** Expository texts present factual information and do not rely on fictional narratives.
- **Informational:** The primary purpose is to educate the reader about a specific topic.
- **Clear and Organized:** Information is presented in a logical and understandable way, often using specific text structures like description, sequence, compare and contrast, cause and effect, or problem and solution.

Objective:

Expository texts aim to present facts and information without personal opinions or biases, although the author's perspective may influence the selection and presentation of information.

Common Structures:

- **Descriptive:** Provides detailed descriptions of a topic, often using sensory details to create a vivid image for the reader.
- **Sequential:** Presents information in a chronological order, such as a timeline or process.
- **Compare and Contrast:** Highlights the similarities and differences between two or more subjects.

- **Cause and Effect:** Explains the relationship between events or actions and their consequences.
- **Problem and Solution:** Identifies a problem and presents one or more solutions.

Examples:

- **Textbooks:** Provide information on a wide range of subjects.
- **News articles:** Report on current events and provide factual accounts.
- **How-to guides:** Provide instructions on how to perform a task.
- **Scientific reports:** Present research findings and data.
- **Encyclopedias:** Offer comprehensive information on various subjects

24. A Letter of Motivation

Objectives: To know about the recount genre and its key features.

A letter of motivation, sometimes called a statement of purpose, is a document that explains your reasons for applying to a specific program, scholarship, or opportunity, and how it aligns with your goals and experiences. It's a way to showcase your skills, passion, and motivation beyond your resume or transcript.

More than just a cover letter:

While a cover letter focuses on how your skills match a job description, a motivation letter delves deeper into your personal reasons for applying and how the opportunity aligns with your aspirations.

- **A versatile document:** It can be used for various applications, including academic programs, scholarships, internships, and even volunteer positions.
- **A personal statement:** It's a chance to highlight your unique experiences, skills, and values, making your application stand out.

Key points to consider when writing a motivation letter:

- **Clarity and focus:** Clearly state your purpose for applying and how the opportunity aligns with your goals.
- **Personalization:** Tailor the letter to the specific program or opportunity, demonstrating that you've done your research.
- **Show, don't tell:** Provide specific examples of your skills, experiences, and passion to illustrate your motivation.

- **Formal tone:** Use professional language and structure the letter accordingly.
- **Proofread carefully:** Ensure the letter is free of errors and typos.

Cases of using the Motivation Letter

- **Applying for a PhD program:** You can use a motivation letter to explain your research interests, previous experience, and why you want to study at a particular university.
- **Applying for a scholarship:** You can use a motivation letter to demonstrate your academic achievements, financial need, and your commitment to pursuing higher education.
- **Applying for an internship:** You can use a motivation letter to highlight your relevant skills, experience, and why you are interested in working at a particular company.
- **Applying for a volunteer position:** You can use a motivation letter to explain your motivation to volunteer and how your skills and interests align with the organization's mission

25. Grant Proposal Text Type

Objectives: To know about the recount genre and its key features.

A grant proposal is a formal document submitted to a funding organization to request financial support for a project or program. It outlines the project's goals, objectives, methodology, budget, and anticipated outcomes, persuading the funder of its value and feasibility.

Key Elements of a Grant Proposal:

- **Executive Summary:** A concise overview of the project, highlighting the problem, proposed solution, and requested funding.
- **Needs Statement/Problem Statement:** Clearly defines the problem the project aims to address and its significance.
- **Goals and Objectives:** Specific, measurable, achievable, relevant, and time-bound goals the project intends to achieve.
- **Project Description:** Details the project's activities, timeline, and methodology, including how the project will be implemented.
- **Methodology:** Describes the specific steps and techniques the project will use to achieve its goals.
- **Budget:** A detailed breakdown of the project's costs, including personnel, equipment, travel, and other expenses.
- **Evaluation Plan:** Outlines how the project's success will be measured and evaluated.

- **Project Outcomes/Impact:** Describes the expected benefits and impact of the project on individuals, communities, or society.
- **Organizational Information:** Provides information about the applicant organization, its mission, and its experience with similar projects.
- **Call to Action:** A clear and concise request for funding, highlighting the importance of the project and the funder's role.

Tips for Writing a Grant Proposal:

- **Start Early:** Allow ample time for research, planning, writing, and revisions.
- **Know Your Audience:** Understand the funder's priorities, guidelines, and evaluation criteria.
- **Be Clear and Concise:** Use clear, concise language and avoid jargon.
- **Be Specific and Realistic:** Provide detailed information and be realistic about the project's timeline and budget.
- **Get Feedback:** Seek feedback from colleagues, mentors, or grant writing professionals.
- **Revise and Edit:** Thoroughly review and edit the proposal for clarity, accuracy, and grammar.

For Research Projects, also consider:

- **Preliminary Data:** Include relevant preliminary data to support the project's feasibility and potential for success.
- **Significance:** Clearly demonstrate the significance of the research and its potential impact on the field.
- **Research Environment:** Describe the research environment and the capacity of the research team. By carefully considering these elements and following the tips, you can significantly increase your chances of securing funding for your project or program.

26. The Email

Objectives: To know about the recount genre and its key features.

Emails are nowadays widely used to communicate. Emails utilize various textual features to convey information, including greetings, introductions, subject lines, email body, closing remarks, and signatures. These elements work together to ensure clear and professional communication.

The most common textual sections in emails are :

- **Greetings:**

Emails typically begin with a greeting, such as "Dear [Recipient Name]," "Hi [Recipient Name]," or "Good Morning [Recipient Name],".

- **Subject Line:**

A concise and informative subject line helps recipients quickly understand the email's purpose.

- **Introduction:**

The introduction provides context and sets the stage for the email's main content.

- **Email Body:**

This is the main part of the email where the sender's message is conveyed, including text, links, and sometimes images.

- **Closing Remarks:**

A polite closing, like "Sincerely," "Best regards," or "Thanks," is used to end the email.

- **Email Signature:**

A signature block at the end of the email includes the sender's name, contact information, and sometimes a professional title.

- **Call to Action (CTA):**

Emails may include a CTA, like a button or linked text, encouraging the recipient to take a specific action.

- **Brief Context:**

Providing brief background information helps the recipient understand the email's purpose and context.

- **Friendly Introductory Line:**

Adding a friendly opening line can create a more personable and engaging tone.

- **Main Point and Action Point:**

Clearly stating the main point and desired action can make the email more effective.

- **Friendly Closing Sentence:**

Adding a friendly closing sentence, like "I appreciate your time," can create a positive and professional impression.

- **Email Display:**

Emails can be displayed in various formats, including plain text or HTML, impacting how the text and formatting are rendered

27 . The Academic Essay

Objectives: To know about the recount genre and its key features.

An academic essay is a piece of writing that presents an argument or analysis on a specific topic in a structured and formal manner, typically written for an academic audience. It aims to persuade the reader of a particular position or perspective by providing evidence and reasoning.

Key Characteristics:

- **Formal Tone:** Academic essays use precise language and avoid colloquialisms or slang.
- **Structured Organization:** They typically follow a standard structure with an introduction, body paragraphs, and conclusion.
- **Evidence-Based Arguments:** Essays rely on evidence from research, analysis, and other credible sources to support their claims.
- **Clear Thesis Statement:** The essay's central argument or position is often stated in the introduction.
- **Logical Reasoning:** The essay's arguments are presented in a logical and coherent manner, with clear connections between ideas.
- **Intertextuality:** Academic essays often engage with and build upon existing scholarship through citations and references.

Types of Academic Essays:

- **Argumentative Essays:** These essays aim to persuade the reader of a particular position on a topic.
- **Analytical Essays:** These essays examine and interpret a topic in depth.
- **Expository Essays:** These essays explain a topic or concept in a clear and concise manner.
- **Comparative Essays:** These essays compare and contrast different ideas or perspectives.

Purpose of Academic Essays:

- **Demonstrate Knowledge:** Essays allow students to show their understanding of a topic and their ability to apply critical thinking skills.
- **Develop Critical Thinking:**

Writing essays encourages students to analyze information, form their own opinions, and support them with evidence.

- **Persuade and Inform:** Essays aim to persuade the reader of a particular position or inform them about a specific topic.
- **Contribute to Scholarly Discourse:** Academic essays can contribute to the ongoing conversation within a particular field of study.

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