

**People's Democratic Republic of Algeria**  
**Ministry of Higher Education and Scientific Research**  
**Frères Mentouri Constantine 1 University**  
**Faculty of Letters and Languages**  
**Department of Letters and the English Language**



**Course Title:**

**Essential Academic Study Skills**  
***For 1<sup>st</sup> Year LMD Students***

**Prepared by:**

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## **General Course Information**

Course title: Essential Academic Study Skills

Target audience: 1<sup>st</sup> year LMD students of English

Coefficient: 01

Credits: 04

Average teaching hours: 45 hours (15 weeks)

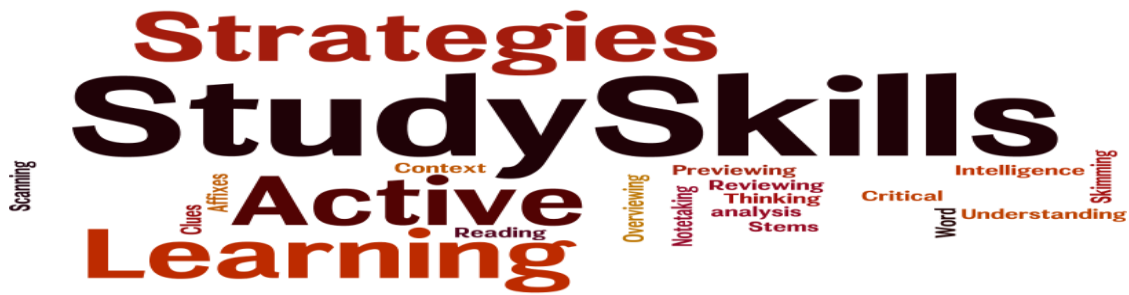
Number of sessions per week: 2 sessions (1 of one hour and a half per each week)

Course delivery modality: TD

Follow-up and evaluation modality: continuous assessment -formative-

- In-class assignments
- Individual work

## Essential Academic Study Skills



Fear of the unknown is something one cannot simply rule out, especially when embarking on something different from what used to be. The transition from high school to university usually represents a challenge for freshmen as the type of learning at university differs from the one that students were accustomed to at high school. This transition appears to be even more frustrating in an EFL context; wherein students not only struggle with how to learn what should be learnt, but also with the language in which the information is delivered. However, if students are aware of *how* learning takes place, much of this fear will fade.

### ➤ Description of the Course

*Essential Academic Study Skills* course is intended for first year LMD students majoring in English as a foreign language. It is designed to support the students' first steps in university by presenting the set of skills they need to be equipped with in order to optimize their learning gains and encourage them to engage in a fruitful learning process. The course is composed of *four units* that will be equally divided into *2 units* to be covered over a period of approximately *12 to 14 weeks* per each semester; that is a total of *26 to 28 weeks* over the entire academic year. The course is taught twice a week, each session lasts for one hour and a half (i.e. 36 to 42 hours per semester).

Each lesson is delivered mostly in a form of teacher-student interaction followed by a series of tasks that are meant to keep the student engaged in the learning process. The course is organized as follows:

### ❖ **Study Skills Checklist**

A study skills checklist is first administered to the students in order to identify their learning-related weakness as well as strength points in different learning skills and habits. The checklist will be followed by a teacher-students discussion in an attempt to guide their learning steps and find practical solutions to their areas of struggle.

### ❖ **Unit One: Active Learning**

This unit deals with the differences between active and passive learning skills and highlights the importance of becoming a learner who engages in the learning process, and possesses higher level thinking skills, not merely a passive receiver of the information. It, furthermore, allows the student to distinguish active learning strategies from their passive counterparts, and develop effective habits meant to optimize their learning gains.

### ❖ **Unit Two: Multiple Intelligences and Learning Techniques**

This unit deals with Gardner's notion of Multiple Intelligences and allows students to identify their personal type of intelligence and test some of their abilities that will help them to better recognize areas where they feel comfortable the most. It also allows students to discern the way in which they perceive information -via identifying what type of learners they are-, and, accordingly, adapt their learning techniques to their preferred learning style in order to reap maximum benefit from what they learn.

### ❖ **Unit Three: Critical Thinking**

This unit highlights the importance of not taking for granted every information you come across. It deals with how learners should develop critical thinking skills that will allow them to evaluate the viability of the information. It revolves around building critical questions;

distinguishing facts from opinions; identifying bias, persuasive and distracting techniques; and developing awareness of the flexibility nature of words.

#### ❖ **Unit Four: Academic Reading**

This unit highlights the importance of becoming selective readers as students, at university, are expected to deal with a growing pile of reading materials, mostly over a short period of time. It allows students to distinguish between different reading skills that vary depending on the purpose (general idea vs. specific information), use context clues and word parts as reading techniques that will help them build vocabulary and decipher the meaning of the new words they come across while reading (as an alternative to dictionary use).

**Important:** For easiness of reference, the sources used in writing this course are placed at the end of each unit. Whenever something is taken *verbatim* or *slightly adapted*, the source appears as a footnote within the lesson (*titles for books and URL for websites*).

#### ➤ **Objectives of the Course**

Essential Academic Study Skills enables the student to:

- ✓ Distinguish active learning from passive learning.
- ✓ Develop effective learning strategies for active learning.
- ✓ Adapt learning techniques to their preferred learning style.
- ✓ Develop critical thinking skills.
- ✓ Build selective and effective reading skills.
- ✓ Adopt vocabulary-building strategies while reading.

# Annual Partition of the Course

## Semester One

### Study Skills Checklist

#### Unit One: Active Learning

- |                                       |   |
|---------------------------------------|---|
| 1. Guidelines for Effective Learning  | 1 |
| 2. Active Learning: How to Learn Well | 4 |
| 3. Active Learning Strategies         | 6 |

#### Unit Two: Multiple Intelligences & Learning Techniques

- |  |    |
|--|----|
| 1. Multiple Intelligences Checklist      | 9  |
| 2. The Eight Intelligence Types          | 13 |
| 3. Perceptual Learning Style Preferences | 22 |
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## Semester Two

#### Unit Three: Critical Thinking

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| 2. Facts, Opinions, and Identifying Bias       | 31 |
| 3. Critical Argumentation Skills               | 34 |
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#### Unit Four: Academic Reading

- |  |    |
|--|----|
| 1. Purposes of Academic Reading          | 44 |
| 2. Reading Skills: Skimming vs. Scanning | 46 |
| 3. Context Clues                         | 57 |
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## Study Skills Checklist

Name: .....

Date: .....

Prior to introducing the common study skills this manual seeks to focus on, it is advisable that students shall take the Study Skills Checklist to identify their learning-related weakness points as well as their strength points so that they can work on improving the former and reinforce the latter. Study Skills Checklist helps to provide students with a basic self-assessment of their study routines.

- Read the following study habits/attitudes carefully, then check **Y** if it applies to you and **N** if it does not.
- *This is **NOT** a test, so you ought to be honest as the aim of taking this checklist is to identify the areas you might want focus on improving.*

<b>Motivation</b>	<b>Yes</b>	<b>No</b>
I usually borrow school belongings from my classmates.		
I stop working on a task as soon as I experience difficulty.		
I skip classes whenever I find the opportunity.		
I do not have a clear idea what I would like to do in the future.		
I usually come to class without preparing the lesson.		
If the material I'm studying is boring, I lose interest and drop out.		
I find all kinds of excuses for not doing something I am asked to do.		
I drag out assignments as long as I can.		
I frequently put off/postpone my tasks/assignments.		
<b>Focus/Concentration</b>		
I get distracted easily by what happens around me while I am studying.		
I cannot stay on task when I am doing homework.		
I doodle/daydream when the teacher explains the lesson.		
I blurt out answers before I think them through.		
I usually overlook details when working on an assignment.		
I make careless mistakes when I write or take a test.		
I get discouraged when faced with a long and arduous challenge.		
<b>Time management/procrastination and organization</b>		
I spend more time than necessary studying for what I am learning.		
I spend hours cramming the night before an exam.		
I cannot balance between my social life and my study time.		
I often study in a sort of disorganized, haphazard way.		
When my teachers assign me papers and projects, I often feel so overwhelmed that I really struggle to get started.		
More often I do my homework the night before they are due.		
I have difficulty managing my time when I have more than one thing to do.		
I underestimate how long it will take to complete a task.		
<b>Reading</b>		
I frequently end up getting lost in the details of reading and have trouble identifying the main ideas and key concepts.		
I do not usually change my reading speed in response to the difficulty level of what I'm reading, or my familiarity with the content.		

I read few passages in a longer period of time.		
I struggle identifying what the text is about if I do not understand some words.		
I browse the headings, pictures, charts, questions and summaries before I start reading a chapter.		
I sometimes read long passages only to find out later that they are irrelevant.		
<b>Memorization</b>		
I have difficulty remembering what I have -just- read, heard, want to say, or was told to do.		
I usually find myself forced to guess as I cannot recall the information needed.		
I have difficulty following multi-step directions.		
I have problems with activities that require remembering and processing.		
I have difficulty retaining new words.		
I struggle with solving problems that require holding the information in mind.		
I have difficulty integrating new information with prior knowledge.		
<b>Note taking</b>		
I always struggle to understand the notes I have taken when going back to them.		
I often end up getting the wrong material in my class notes.		
I make sure I write down everything the teacher says in classroom.		
I write my notes in full, well-structured sentences.		
I write my notes using the same words used by the teacher.		
I usually cannot figure out what is the most important information to note.		
When I'm taking notes, I cannot keep up with how fast my teachers speak.		
<b>Exam/Test Taking</b>		
I usually run out of time in exams and cannot finish all the assignments.		
I start with the most challenging activity and move to the easiest.		
I answer directly on the answer sheet to save time.		
I continuously check how much time is left.		
I spend more time trying to elaborate my answer.		
I am not good at allocating time between different activities.		
<b>Exam/Test Anxiety</b>		
While taking a test, I get so nervous and I miss a lot of points even when I feel well prepared and know the material well.		
I study a lot for each test, but when I get to the test my mind draws a blank.		
If I forget something related to one part of the test, I become nervous and cannot concentrate on the other parts.		
After taking a test, I remember information I could not recall during the test.		
While taking a test, my emotional feelings interfere with my performance.		
<b>Critical Thinking</b>		
I find difficulty reading between the lines and pulling out meaning even when it is literally spelled out.		
I struggle using background knowledge to make inferences and draw conclusions.		
I take for granted every piece of information I come across.		
I am not good at relating parts to understand the whole.		
I struggle asking the right questions in order to deduce conclusions.		

- Once you finish, count how many 'yeses' you have within each area. The more 'yeses' you have, the more you need to seek for improvement.



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**Unit One :**

**Active Learning**

# Guidelines for Effective Learning

## What do students need to know about the learning process?

Learning is definitely not an easy task, but it is not an impossible task, too. As a student at university who is on the verge of embarking on a rather daunting learning journey, you need to be aware of some simple principles that are meant to pave the way for *learning* to take place. Indeed, much ink has been split on what makes people learn most effectively. The following are some guidelines that might change the perspective you have about learning and ease your academic fears.

**Learning is an emotion-driven process:** *Love what you do if you are not doing what you love.* How you feel towards the studies you are enrolled in is fundamental in determining the path you will pursue. Not all the students do what they love; therefore, studying something different from what you initially wanted should not be a barrier to success. If you show devotion and commitment, understand that there is always a silver lining in each cloud you face and be willing to do what it takes you to do, you will end up developing a sense of respect towards what you do, and this will help you overcome the cannot-blend-in with the community thoughts.

**Learning is a goal-driven process:** It is advisable to know what you want from studying at university at the very beginning of the learning process. This should help you identify what should be done in an attempt to achieve your goal. This helps you build up your motivation that will act as a push to successfully achieve a desired learning outcome.

**Learning is a natural process of trial and error:** You are prone to make mistakes no matter how fastidious you think you can be. The learning process in this sense is therefore developmental; prone to ups and downs. Perseverance is said to be the key. There is no better

teacher than a mistake. Indeed, it is scientifically proven that we tend to learn from the mistakes we make. As Henry Ford said once, the only real mistake is the one from which we learn nothing. Making mistakes, then, is a healthy process, and it should not discourage you.

**Every brain is uniquely organized:** people are different, so are their learning strategies. These differences one can identify among individuals stem from their different linguistic system, cultural, and social background. Therefore, our capacity of the uptake eventually differs. Each one of us is inclined towards a given way of learning. Gardener's Theory of Multiple Intelligences says that there is no one way learning that is superior to another. There are many ways by which people know, understand, and learn about their environment. You should not project somebody's learning style on everything you are trying to learn. Each one has his/her learning style and a given learning capacity. Therefore, it might be counterproductive if you compare yourself to someone else and try to do exactly what s/he does.

**Learning is a process of reciprocity and cooperation:** "Of the many cues that influence behaviour, at any point in time, none is more common than the action of others." –Albert Bandura. You should know the benefits of collaborative learning even if you are not a wildly extroverted person. It is universally acknowledged that learning in groups make a huge difference to how people behave and how they learn. You are likely to thrive and do better if you get involved with others, observe their behaviours, exchange your ideas with them and hear their points of view. Indeed, learning is influenced by many contextual factors: differences in prior knowledge; thinking patterns; and culture and sociolinguistic backgrounds.

**Learning is an active process:** It is important to know that you cannot soak up knowledge the way a sponge absorbs water. Learning happens best when you feel invested as an active

participant in the learning process, not merely a passive observer. A student needs to actively engage with and test hypotheses about the information s/he receives, work out ideas in action as Benjamin Franklin once said “tell me and I forget, teach me and I remember, involve me and I learn”. This way, a sense of reflection would be developed and the student would be able to connect new and old information, correct previous misconceptions, and reconsider existing thoughts or opinions.

**People do not learn best when it is all high stakes:** along your learning journey, you will most likely come across some difficulties and challenges, be they emotional or practical. In such circumstances, you need to find a safe and comfortable zone where you do not worry about the consequences; where you assess/test your acquired knowledge and skills. It is important to develop your ideas in contexts within your academic capacities in order to gain confidence as a preparation for tougher tests. After all, learning does not take place when you are overwhelmed with negative feelings.

**Learning is not an easy win:** “learning is not attained by chance; it must be sought for with ardour and attended to with diligence.” Abigail Adams. Learning is not served in a silver platter; you must know that it is a long journey with ups and downs. It is not always a straight road without obstacles; there will certainly be times when you feel frustrated, but being willing to working hard and doing your best in order to succeed will eventually bear fruit.

## Active Learning -How to learn well-

### Objectives:

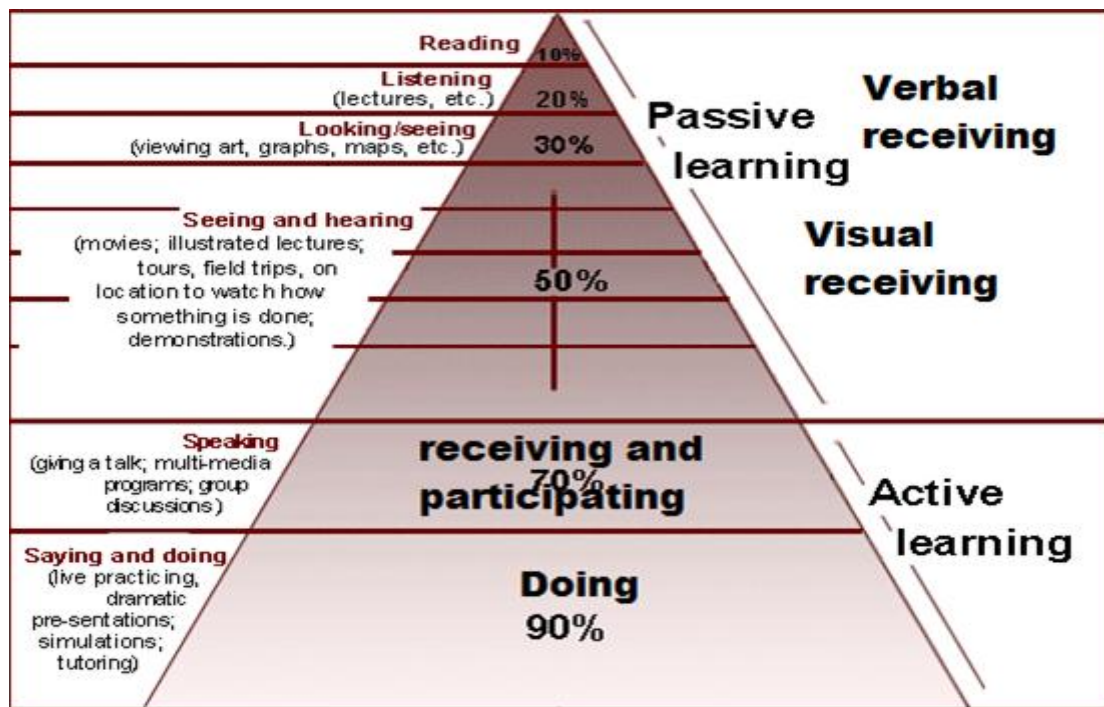
- ✓ Develop a good knowledge of learning modalities.
- ✓ Identify the strategies that set active learners apart from passive learners.

The teacher discusses the meaning of the following adage with the students:

**“Showing up is half the battle”, Woody Allen**

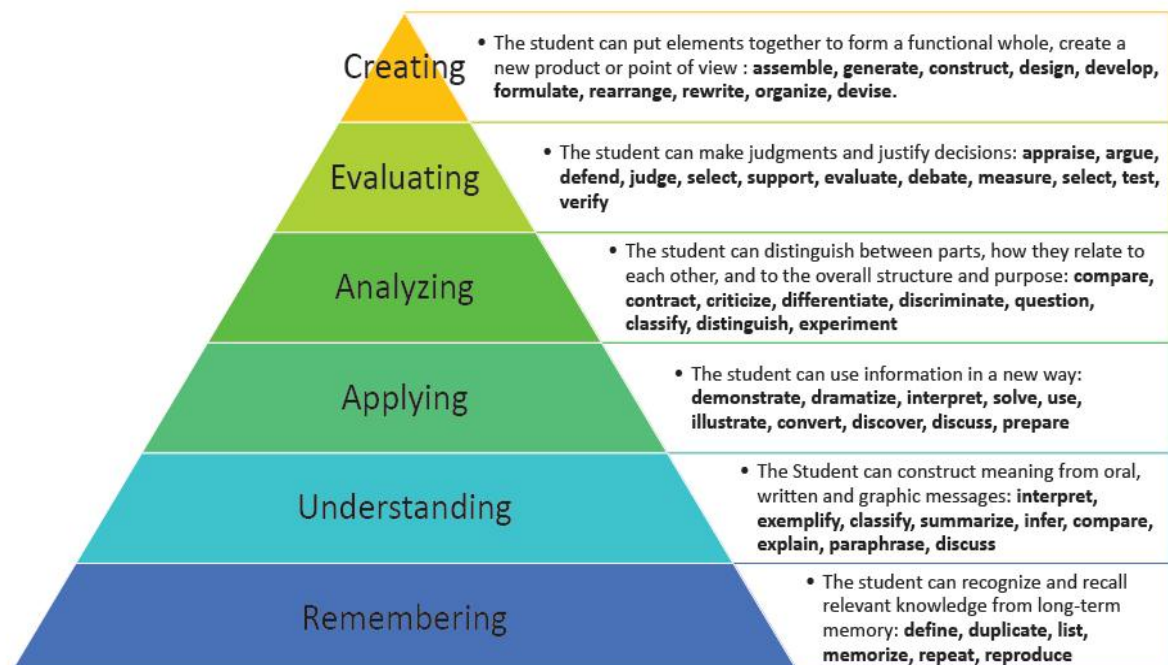
It is true that being present in the classroom, listening and absorbing information is learning, but it is only **HALF** the battle. To get the most out of yourselves and your education, you need to do more. You need to be **ACTIVE** learners.

The adage will be better illustrated by the following cone of learning, adapted from Edgar Dale’s *cone of experience*, 1946. The cone was first introduced by Dale to explain the diversity in the learning environment, which may particularly help students identify the strategies and styles they would opt for when learning.



The cone shows several methods related to the learning process, which have a direct relation to information retention and the senses/skills involved. It classifies these methods in terms of effectiveness, from the least effective -which happens to be the most abstract-, to the most effective -which happens to be the most concrete-. Students are likely to learn better if they are involved in concrete activities involving **active skills** i.e. speaking, saying and doing, rather than abstract activities involving **passive skills** i.e. reading, listening to spoken words, and watching.

To help students become active learners (not just passive receivers of the information), Benjamin Bloom designed the following taxonomy -six learning levels- to help you develop *higher level thinking in education skills*: going beyond passive learning, wherein students merely try to **recall knowledge and comprehend** it to becoming active learners who **apply, analyze, evaluate and create**.



## Active Learning Strategies

### Objectives:

- ✓ Distinguish active learning from passive learning.
- ✓ Develop active learning strategies.

Learning at university differs from the previous learning you were accustomed to, wherein your sole job was to absorb information as given by your instructor, internalize it and, at best, regurgitate it at exams. *At university*, however, learning is not something that just happens to you, it is rather something YOU do. *At university*, you are no longer considered an empty vessel waiting to be filled, but a learner in control of his/her own learning; who takes responsibility for his/her own learning and constantly engages the use of higher-level cognitive skills in an attempt to develop the ability to effectively use what is learned.

### ➤ Characteristics of passive and active learners

The following table summarizes some of the most prevalent differences between active and passive learners:

<b>Active learners would:</b>	<b>Passive learners would:</b>
Ask questions to help make things clearer and to confirm that they have correctly understood the information.	Accept the information without asking questions in order to check for understanding.
Reflect about what they learned and try to make connections and inferences between ideas expressed by different people in order to eventually shape their own thoughts.	Use information in the way others –their teachers or recommended readings- have used it.



Work with other classmates to benefit from their ideas and discuss and construct a framework of knowledge.	Like to work alone and never feel the need to share ideas with others.
Learn by thinking, reflecting, exploring, wondering to enhance their own knowledge and command of a subject	Learn things off by heart, learning by rote, learning to reproduce information.
Link information to see how they can apply it to different situations.	Treat different pieces of information as separate units; therefore, they are not able to use what they learn in different situations.
Adopt regular habits of reading, writing, engaging with learning materials.	Cram at the end of a series of lectures or before an assignment or exam.
Ask for feedback and make use of it so to learn and follow the teacher's observations.	Not ask for feedback and ignore the teacher's remarks.
Go beyond the learning materials recommended to explore aspects of the subject that particularly interest them.	Stick to the bare minimum as they consider the instructor and handbooks the ultimate sources of knowledge.
Take charge of their learning and manage it like a project so they feel confident that they know what to do, when and why.	Expect others to prompt them or to remind them of steps, stages, and deadlines. So, they often feel uncertain about what to do next.

### **Task 1: Active learning strategies**

Using what you know about the characteristics of active learners, and with the members of your group, think of the active learning strategy(s) that you would adopt in the following contexts/tasks<sup>1</sup>:

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<sup>1</sup> Adapted from *The Ultimate Study Skills Handbook*

- Studying in large class settings
- Course assignments
- Class lectures
- Subjects that you are already good at
- Subjects that you find difficult

**Task 2: Effective Learning vs. Virtuous Learning**

Sometimes you feel that you are doing your best as you are studying hard following a *pseudo-perfect method*, but the results you get do not reflect your efforts. This is mainly because you are working **virtuously**, not **effectively**. In this case, you should set back and work to identify what is this thing that is not working with the strategies you adopted.

Leila is a hard working student, yet her results are steadily worsening. Read carefully the strategies adopted by Leila, listed in the following table, and try to see why she is not improving<sup>2</sup>.

- Explain how the strategies she uses are not productive.

Strategy	Why ineffective?
1. She reads every book on the reading list.	
2. She reads every book from cover to cover.	
3. She writes very detailed notes.	
4. She writes her notes neatly, and in full sentences.	
5. She works long hours with few breaks.	
6. She locks herself away to work solidly.	

- Jot down any other examples of ineffective strategies you have noticed (either yours or others'). What would you do differently in order to make these strategies effective?
- Jot down any ideas you have about making yourself a more active learner.

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<sup>2</sup> Adopted from *The Study Skills Handbook*

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## **Unit Two:**

# **Multiple Intelligences and Learning Techniques**

## Multiple Intelligences Checklist

### Objectives:

- ✓ Develop an awareness of the notion of ‘Multiple Intelligences’.
- ✓ Identify your type of intelligence(s).

**“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.”**

*Albert Einstein*

We usually ascribe words like *clever, smart, bright, brilliant, or intelligent* to people when they succeed in doing something others cannot easily do. However, in academic settings, such a definition of the term ‘intelligent’ is something of a misnomer. Academically speaking, being intelligent means being able to acquire knowledge, and, most importantly, being able to apply this knowledge effectively in different academic situations, using strategies that are appropriate to your *own ways of learning*, and to your *own learning capacities*. This learning ability differs from one student to another, and it definitely does not belong to a unique mode of learning. According to Gardner (1991), “students possess different kinds of minds and therefore learn, remember, perform, and understand in different ways”.

Before dealing with Gardner’s Multiple Intelligences, students need first to identify their own type of intelligence(s) via completing the following Multiple Intelligences Checklist<sup>1</sup>.

- Check, among the 80 coded<sup>2</sup> items, any item that seem to apply to you. Notice that the maximum number of checks per each code is 10.

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<sup>1</sup> Adapted from [https://www.wtc.ie/images/pdf/Multiple\\_Intelligence/mi7.pdf](https://www.wtc.ie/images/pdf/Multiple_Intelligence/mi7.pdf). It is originally put by Thomas Armstrong, the author of ‘7 Kinds of Smart’, based on Gardner’s MI, and adapted by Jeanne Mancour. The author sought to further adapt some content to match the level of her students.

<sup>2</sup> The name of each type of intelligence was deliberately coded to give the students an opportunity to identify what all the items sharing the same code have in common. The codes do not always represent the first letter of each intelligence type.

W	I enjoy reading books.	
L	I have always liked math and science classes best.	
S	I enjoy drawing, painting and doodling.	
K	I love being outdoors and enjoy spending my free time outside.	
M	I have a pleasant singing voice and I like to sing.	
P	I'm the kind of person others come to for advice.	
I	I have some important goals for my life that I think about often.	
N	I love animals and I spend a lot of time with them.	
W	I like English, social studies and history better than math and science.	
L	I try to look for patterns and regularities in things.	
S	I like to figure out how to take apart and put back together things like toys, etc.	
K	I am an active person and if I can't move around I get bored.	
M	I frequently listen to music because I enjoy it so much.	
P	I like going to parties and social events.	
I	I think I am a very independent person.	
N	I enjoy watching nature shows on television like the Discovery Channel.	
W	I am good at using words to get others to change their minds.	
L	I am interested in discoveries in science and solving science related problems.	
S	When I watch a movie, I am more interested in what I see than what I hear.	
K	I am good at practical tasks that require hand/eye coordination.	
M	I can play a musical instrument.	
P	I don't like to argue with people.	
I	Sometimes I talk to myself.	
N	It's fun to watch birds or other animals and learn more about them.	
W	I'm good at Scrabble and other word games.	
L	I believe that almost everything has a logical explanation.	
S	When I close my eyes, I can see clear images in my head that seem real.	
K	I have good skills in one or more sports and learn new sports quickly.	
M	I can identify different musical instruments from their sounds.	
P	I enjoy getting other people to work together.	
I	I like to spend time alone thinking about things that are important to me.	
N	I'm very good at telling the difference between different kinds of birds, etc.	
W	I like to learn new words and know their meanings.	

L	I like to play games and solve brainteasers that require tactics and strategy.	
S	I am good at reading maps and finding my way around unfamiliar places.	
K	I don't like organized team sports as much as individual sports activities.	
M	I know the tunes and titles of many songs and musical pieces.	
P	I consider myself a leader (and others call me that).	
I	I would rather spend a vacation in a cabin in the woods than at a fancy hotel.	
N	I enjoy visiting zoos, natural history museums, etc.	
W	It's easy for me to memorize things at school.	
L	It is fun for me to work with numbers and data.	
S	I like some colours better than others.	
K	I don't mind getting my hands dirty from activities like painting, clay, etc.	
M	Sometimes I catch myself walking along with a song in my mind.	
P	When I have a problem, I'll probably ask a friend for help.	
I	I think I know what I am good at and what I'm not so good at doing.	
N	I like being outside whenever possible.	
W	I like to look things up in the dictionary or any encyclopaedia.	
L	I like to ask people questions about how things work.	
S	I sketch or draw when I think.	
K	Sometimes when I talk with people, I gesture with my hands.	
M	I like to make up my own tunes and melodies.	
P	I have at least three close friends.	
I	I have hobbies and interests that I prefer to do on my own.	
N	I like camping and hiking.	
W	I like to talk to friends and family better than watching TV.	
L	I have an easy time understanding new math concepts in school.	
S	I enjoy reading things more when they have lots of pictures and drawings.	
K	I would rather play a sport than watch it.	
M	I tap to the beat or humming the tune when I am studying or talking on the phone.	
P	I am easy to get to know.	
I	I want to be self-employed or maybe start my own business.	
N	I want to become a volunteer in an ecological organization.	
W	I like to write things like stories, poems and reports.	
L	I like things better when they are organized, categorized or measured.	

S	I am good at playing Pictionary, doing jigsaw puzzles, and solving mazes.	
K	I prefer physical to non-physical leisure time activities.	
M	I can tell when notes are off-key.	
P	I feel comfortable in the midst of a crowd.	
I	I like to spend time by myself thinking about things that I value.	
N	I used to dislodge rocks from the ground to discover the living things underneath.	
W	I'm really good at describing things in words.	
L	I am good at working with numbers and data.	
S	I am better at remembering faces than names.	
K	I like working with my hands in activities such as sewing, carving, etc.	
M	I know what I like and don't like in music.	
P	I am good at making new friends.	
I	I like to think about things before I take any action.	
N	I am good at keeping plants alive and healthy.	

- Count how many check marks you have per each code, write the total scores for each category in the tally sheet, and then rank your scores in their related columns.

Code	Total Score	Ranking
W		
L		
S		
K		
M		
P		
I		
N		

- Try to identify what all the statements sharing the same code have in common. Try to figure out the name of the type of the intelligence.

Code	Type of Intelligence
W	
L	
S	
K	
M	
P	
I	
N	



## The Eight Intelligence Types

### Objectives:

- ✓ Distinguish between the different types of intelligence.
- ✓ Be able to link activities to each type of intelligence.

In 1983, Howard Gardner, a psychologist and professor of neuroscience at Harvard University, asserted that the eight intelligences, identified by the previous questionnaire, are all used by individuals in varying degrees, but one type is more likely to be developed than others. Furthermore, understanding the nature of each type of intelligence will provide learners with a range of learning styles and ways through which they might prefer to demonstrate their intellectual abilities. The following are the eight intelligence types:

<b>Linguistic Intelligence</b>	- It is the ability to use words, whether orally or in writing to effectively express thoughts. It includes sensitivity to the sounds/rhythms -phonetics and phonology-, meanings -semantics and pragmatics-, and the influence of words on oneself and others.
<b>Logical/Mathematical Intelligence</b>	- It is the ability to use numbers effectively and to think conceptually and reflectively. It includes sensitivity to logical patterns, make connections between different phenomena and to understand relationships between actions (conditional, causal, etc.).
<b>Visual/Spatial Intelligence</b>	- The ability to perceive the spatial world accurately and convert these perceptions into creative transformations. It includes sensitivity to colour, shape, dimensions, distance, etc. and the relationships that exist between these elements.

<b>Bodily/Kinaesthetic Intelligence</b>	- It is the ability to use one's body to express feelings and ideas, process information through body movements and do things physically, using hands or any other body organ.
<b>Musical Intelligence</b>	- It is the ability to discriminate, produce, express and make meaning of different musical patterns and sounds. It includes sensitivity to pitch, melody, timber, etc.
<b>Interpersonal Intelligence</b>	- It is the ability to understand and respond appropriately to the moods, motivations, intentions, and actions of other people. It includes sensitivity to verbal cues like voice and non-verbal cues like facial expressions and gestures.
<b>Intrapersonal Intelligence</b>	- It is the ability to be self-aware and in tune with inner feelings, values, beliefs and intellectual abilities. It is related to acting adaptively on the basis of what you know about yourself.
<b>Naturalist Intelligence</b>	- It is the ability to recognize and categorize the fauna, flora, weather formations and other objects in the environment.

**Task:** The students are encouraged to brainstorm the *possible jobs* related to each type of intelligence, and how this type of intelligence is *demonstrated in a given job specialty*. Follow the same pattern of the example below:

<b>Linguistic Intelligence</b>		
<b>Core elements</b>	<b>Job</b>	<b>Tasks and activities</b>
<b>Words and language</b>	- Lawyer -	- Use language to convince the judge to take a specific course of action. -

## Practice on Linguistic Intelligence

### 1. Metaphor

A metaphor is a figure of speech in which a word or phrase literally denoting one meaning or an idea is used in place of another to suggest a likeness or analogy between them:

- The literal meaning of ‘drown in’ is *to completely cover something/someone in water or another liquid*: No one has drowned in the ocean lately.
- The figurative meaning of ‘drown in’ is *to overwhelm someone with an abundance of something*: I will drown you in money.

Once the students understand the concept of metaphor, they will work on the following activity that addresses linguistic intelligence (preferably a group work):

- The following are pairs of sentences<sup>1</sup> wherein the missing word is used in its literal meaning in one sentence, and in its figurative meaning in the other sentence. The students are then asked to identify the missing verbs using the analogies drawn between the two situations. The first one is given as an example:

- - I **grilled** the meat for five minutes.
  - The police **grilled** him for hours about what he’d done that night (questioned).
- - The crime novel was so exciting, the time .....
- My parents ..... to Brazil last week.
- - It was so cold that the lake .....
- When I saw the burglar, I ..... and couldn’t move.
- - The soup wasn’t ..... enough so I put it in the microwave.
  - He got a ..... welcome from my cousin.

---

<sup>1</sup> Adopted from *Face2Face Advanced Student’s Book*

- - I have to get up at ..... to drive to work.
- It suddenly ..... on the inspector who the suspect might be.
- - The market is ..... with cheap, plastic goods.
- If it rains anymore, the roads will soon be .....
- - I suddenly noticed the large ..... in the ceiling.
- Vicky is a good choice for the job because she doesn't ..... under pressure.
- - The police ..... the building and rescued the hostages.
- The forecast warns a severe ..... is on its way.

*The teacher might need to give the students some hints about the analogies drawn between the literal meaning and the figurative one as s/he checks their progress from time to time.*

## **2. Euphemisms**

A euphemism is a word or phrase used to avoid saying an unpleasant or offensive word in a direct way: *Senior citizen* is a euphemism for *old person*.

- Identify the euphemistic expressions in the following sentences<sup>2</sup> along with their meanings:

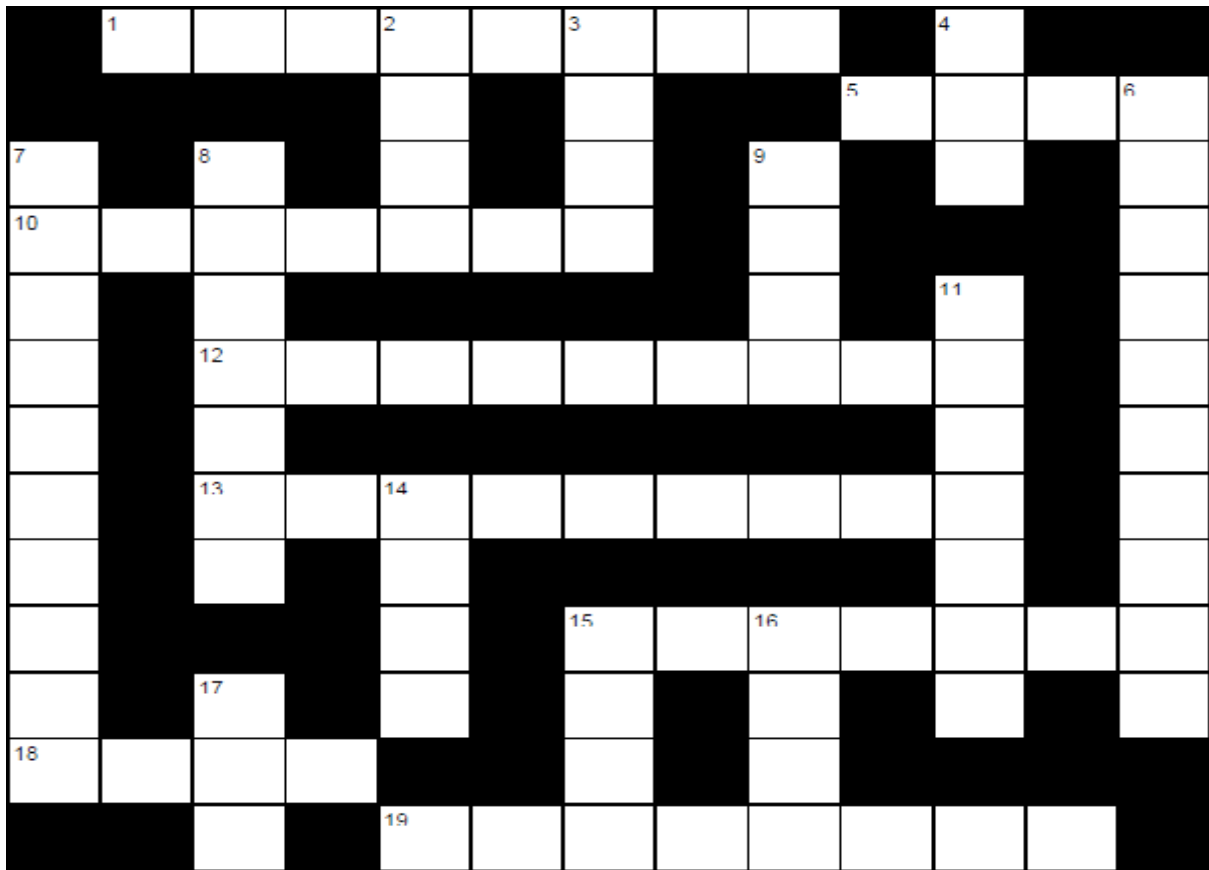
- I think you were being economical with the truth on that occasion.
- My dad's somewhat behind the times when it comes to technology.
- You'll have to speak up; she's getting on a bit and she is hard of hearing.
- I was feeling a little under the weather yesterday, so I stayed in bed.
- It's a bit on the chilly side in this room. Can we turn the heating up?
- Your son can be a bit of a handful at times and finds the work we're doing challenging.

---

<sup>2</sup> Adopted from *Face2Face Advanced Student's Book*

### 3. Adjectives Crossword<sup>3</sup>

With the help of the across and down hints, try to identify the relevant adjectives. You are not allowed to use dictionaries.



Clues Across	Clues Down
1 Feeling or showing gratitude	2 Lean, narrow, fine
5 Firm and solid, difficult	3 Holding all its limits
10 Existing always, without an end	4 Inferior, unpleasant
12 Concerning mechanical arts	6 Firm, resolute
13 Having high rank or authority	7 Having sound judgement
15 Unusual, peculiar	8 Confident, convinced
18 Morally bad, wicked	9 Grand, heroic
19 Without somewhere to reside	11 Flagrant, unashamed
	14 Lacking adequate money
	15 Of narrow shape
	16 Actually existing
	17 Of considerable size

<sup>3</sup> Adopted from <https://www.tes.com/teaching-resource/adjectives-crossword-puzzles-11726916>

## Practice on Logical/Mathematical Intelligence

### 1. Brainteasers

A *brainteaser* is a puzzling question/situation considered as a problem to be solved or guessed. Students need to reflect upon the description of the situation so that they can be able to answer the question. Riddles and puzzles are a good way to make students hone their mental acuity and problem-solving skills.

**Group work:** Solve the following brainteasers<sup>1</sup>:

#### Coin Toss

A dead body is found at the bottom of a multistory building. Seeing the position of the body it is evident that the person jumped off from one of the floors for attempting suicide. A homicide detective is called to look after the case. He goes to the first floor and walks in the room facing the direction in which the body was found. He opens the window in that direction and flips a coin towards the floor. Then, he goes to the second floor and repeats the process. He keeps on doing it till the last floor. Then, when he climbs down, he tells the team that it is a murder not a suicide. **How did he come to know that it was a murder?**

#### The Cassette Tape

A man is found dead while holding a gun. Next to him was a cassette tape, which had recorded something. When played, this message was heard: "I don't want to live anymore" and then there was a gunshot, and the tape ended. The police knew it was a murder. **How?**

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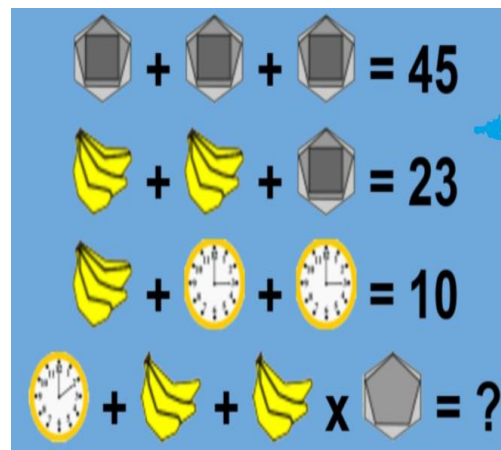
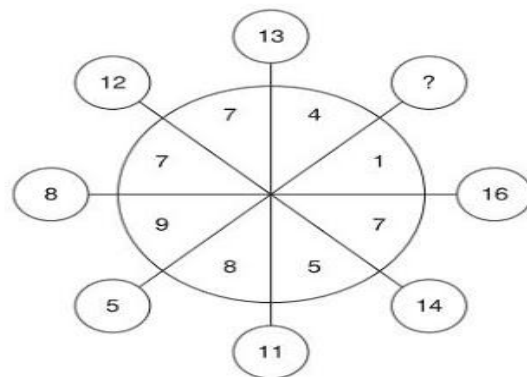
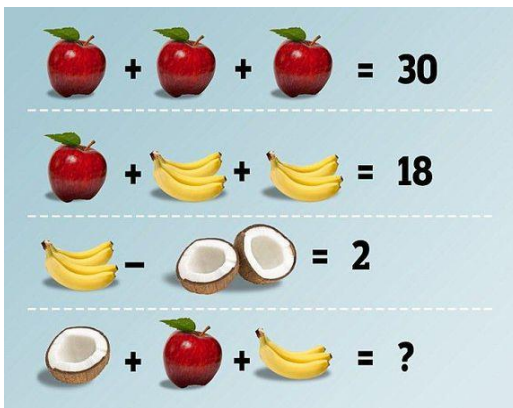
<sup>1</sup> Adopted from <https://www.riddles.nu/hard-riddles/>

## The Three Hats

There are 3 black hats and 2 white hats in a box. Three men (A, B, & C) were asked to reach into the box and place one of the hats on their heads. They cannot see what colour they have chosen. The men are situated in a way that A can see the hats on B & C's heads, B can only see the hat on C's head and C cannot see any hats. A is asked first if he knows the colour of the hat he is wearing, he says no. Then B is asked if he knows the color of the hat he is wearing, he says no. Then C is asked if he knows the color of the hat he is wearing, he says yes and the answer he gave is correct. **What is the colour of this hat and how did he know?**

## 2. Pattern Problems

This kind of puzzles requires students to identify a pattern before they can answer a particular question. Students must use creative and logical thinking to find the answers.<sup>2</sup>



<sup>2</sup> Adopted from <https://spsy6.wordpress.com/2020/04/24/pattern-problem/>

### 3. Identical Relationship Analogies

Analogies illustrate similar relationships between two pairs of words. They require the student to identify the relationship between the first pair before selecting the answer.

Select the pair that have an identical relationship with the following analogies<sup>3</sup> in bold:

- **Nest: Bird**
  - a. cave: bear
  - b. windows: house
  - c. dog: basket
  - d. flower: plant
  
- **Teacher: School**
  - a. businessman: money
  - b. waitress: restaurant
  - c. dentist: tooth
  - d. fish: water
  
- **Fox: Children**
  - a. rat: mouse
  - b. cat: mouse
  - c. dog: cat
  - d. rabbit: hen
  
- **Lawyer: Trial**
  - a. plumber: pipe
  - b. businessman: secretary
  - c. doctor: operation
  - d. hairdresser: blow dryer
  
- **Floor: Ceiling**
  - a. desk: chair
  - b. classroom: board
  - c. conclusion: introduction
  - d. black: white

---

<sup>3</sup> Adopted from <https://www.test-preparation.ca/analogies-practice-questions/>



## Practice on Musical Intelligence

### Vocabulary Song

**Step 1:** The teacher will play the attached mp3 file entitled ‘vocabulary song’ (which is about some words explained by their synonyms or definitions, composed by the melody of ‘let it go’ from frozen), and then ask the students to listen carefully to the lyrics of the song and discuss what is it about. (students are urged to focus on the **nature** of the lyrics; **they are words together with their synonyms or definitions**).

#### Lyrics of the song<sup>1</sup>

Novelty means it’s new

Diminutive means it’s small

Solemnness gloomy silence

Voracious is craving food

I don’t care means I’m nonchalant

Quiescent is calm

Mendacious habitual telling lies

### Step 2 -Group Work-:

Choose some difficult words that are not easy to retain and try to explain them using synonyms, definitions, examples, etc. Follow the same principle adopted in the song. Then, decide on the song whose rhythm fits with the vocabulary you have chosen.

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<sup>1</sup> Adopted from [https://www.youtube.com/watch?v=0xR\\_yvxQTQo&ab\\_channel=kopikostar](https://www.youtube.com/watch?v=0xR_yvxQTQo&ab_channel=kopikostar)

## Perceptual Learning Style Preferences

### Objective:

- ✓ Identify your preferred cognitive learning style.

In the cognitive domain, the process most intimately associated with learning is **perception**; the manner in which the senses receive and extract information from different learning materials. The learner receives and organizes information through his or her preferred sensory channels. Indeed, before information can be processed, it must be perceived by the senses (*seeing, hearing, saying, doing*). Learners differ in the way<sup>1</sup> in which they perceive information; some are **visual** learners, some are **auditory**, and others are **kinesthetic**<sup>2</sup>.

Understanding and identifying your learning style guides the way you learn, and therefore help you study more effectively using techniques that will improve the chances to best understand and retain what you learn.

The following checklist will allow you to discover how you perceive information. Check the items that apply to you, then count how many check marks you have per each learning style.

Which area(s) appear(s) to be the primary way in which you learn?

➤ I am a **visual** learner:

1. I learn better by reading what the teacher writes on the chalkboard.
2. I learn to spell words best in configurations rather than phonetically.
3. I learn more by reading textbooks than by listening to lectures.
4. I learn best when I write things down or to take notes for visual review.
5. I learn best when I picture information in your head.

---

<sup>1</sup> The tactile learning style is ruled out because it is not of relevance to language learning per se.

<sup>2</sup> Terminology may differ among researchers but the core principle of these sensory modalities of learning is the same.

➤ I am an **auditory** learner:

1. I can learn best about a subject by listening to lectures and tapes
2. I learn to spell better by repeating words out loud.
3. I learn things best when I use jingles/rhymes.
4. I remember details better when I say them aloud.
5. I understand better when the teacher tells me the instructions.

➤ I am a **kinesthetic** learner:

1. I learn more when I make something for a class project.
2. I learn better when I make drawings as I study.
3. I can remember best by writing things down
4. I prefer to use posters, models, or actual practice and other activities in class.
5. I understand things better in class when I participate in role-playing.

*Note: You may find that one of the perceptual styles is more dominant than the others influencing the way in which information is received. You may as well alternate between different modalities depending on the learning situation.*

**Task<sup>3</sup>:** With the members of your group, brainstorm different strategies or things you can do when you study that capitalize on each of the following modalities. The following are examples to begin with:

<b>Visual</b>	<b>Auditory</b>	<b>Kinesthetic</b>
- Use coloured pens to highlight.	- Talk out loud to study.	- Make wall charts to review.
-	-	-
-	-	-
-	-	-
-	-	-

<sup>3</sup> Adopted from *Essential Study Skills*

# Learning Techniques

## Objectives:

- ✓ Make a link between their learning style and its related technique(s).
- ✓ Develop a productive self-study pattern to optimize academic performance.

**“How you study is way more important than how much you study”**

*Dr. Joe McCullough*

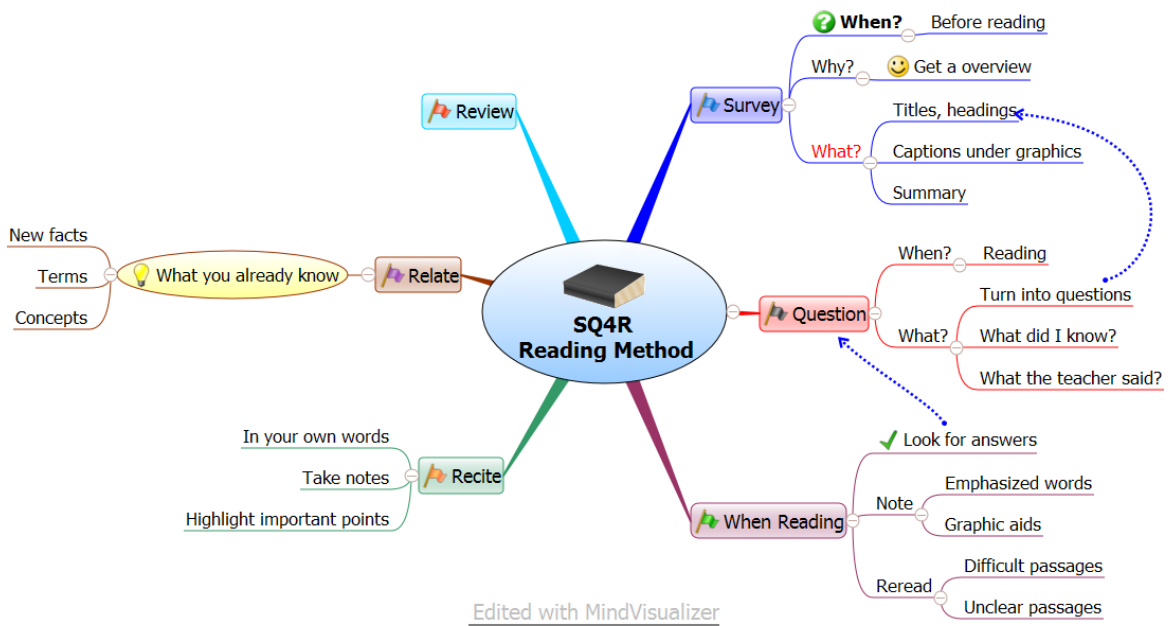
Productive learning means applying good strategies to study, appropriate to the academic level and to your own ways of learning. Learning at University makes greater demands and therefore requires strategies that allow you to use time more effectively, with more enjoyment and better results. What follows is a set of different techniques<sup>1</sup> that apply to various types of information and learning purposes (such as brainstorming, note-taking, memorization, etc.).

### **1. Mind Mapping**

It is a technique best used to visualize and organize a vast amount of interrelated information. It allows you to see the relative importance of concepts and make sense of the relationships between these concepts. Mind maps are created around a central concept (a word, idea, and theme) from which a series of other major related concepts branch off. You may further continue to create branches from every word or concept you add to the map, and keep doing so until you have all the material on your map. Main concepts are linked by connecting words or phrases denoting the relationship between these main concepts and their related branches.

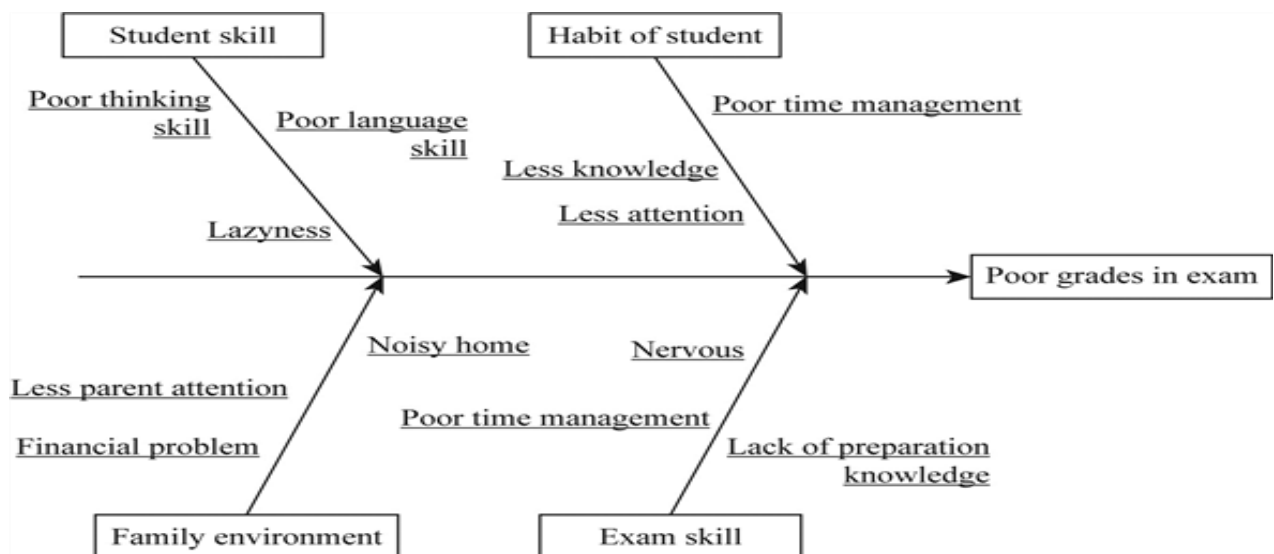
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<sup>1</sup> The list is by no means an exhaustive review of learning techniques; only the most common ones in the literature were selected.



## 2. Fishbone Diagram

Fishbone diagram or ‘Ishikawa diagram’ (named after Professor Kaoru Ishikawa, the originator) is typically used to identify, explore and depict all possible causes of a problem. It is called ‘fishbone diagram’ because it resembles the bones in a fish skeleton, wherein the problem is identified as the ‘head of the fish’ and ‘side bones’ are added, as appropriate, to build up a structure of possible causes contributing to the ‘effect’ under different categories, with smaller lines coming off the bone to break down complex causes.



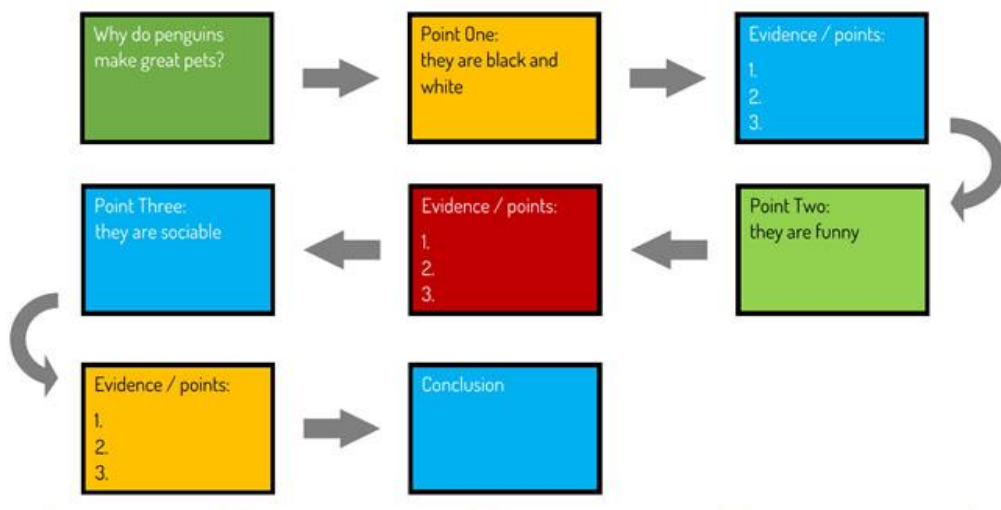
### 3. Mnemonics

It is a memory improvement technique that forms an association with something more accessible or meaningful, which in turn provides a better retention of the material. It is best used with larger pieces of information, in the form of lists (components, steps, types, etc.), especially when the order is important, and with tricky spelling information. Acronyms, acrostics, images or even music can be used to retain what you want to learn or memorize. For example, some students find it easy to remember the 7 coordinating conjunctions -for, and, nor, but, or, yet, so- using the acronym FANBOYS



### 4. Flowcharts

It is a technique used to explain how a process is done in a sequential order. It is used as a means of getting a top-down understanding of how a given process is developed, when to plan for a new project, or when to brainstorm your ideas and organize the steps that should be followed when writing paragraphs and essays, etc.



## 5. The 5W and 1h Technique

It is a technique used to identify a given problem/topic or a story plot by gathering as much information as possible about its nature and making logical connections. It helps you structure your thinking and understand the subject matter instead of merely know/memorize facts. It is based on asking a series of questions using the 5 interrogative words beginning with 'W' - what, who, why, where, when- and the only one beginning with 'H' -how-

**5 W's & 1 H**  
**WRITING A SOLID NEWS STORY**

**W1: Who was involved?**  
La Joya native, Perry O'Dismo, took home first place [--]

**W2: What happened?**  
O'Dismo was not a front-runner, but managed to exceed all expectations.

**W3: When did it take place?**  
The 5th annual RGV Journalism Games were held last Monday [--]

**W4: Where did it take place?**  
[--] at the McAllen Convention Center.

**W5: Why did it happen?**  
"The games are hosted by the RGV K-12 Journalism Association, a non-profit organization supporting local journalism teachers."

**H: How did it happen?**  
"If it wasn't for my teachers I wouldn't have even known about this event, or how to write a solid news story", O'Dismo said.

### Task:

- Use the aforementioned techniques to organize information you have already dealt with in other modules, then share the result with your classmates.
- Think of other techniques you used to adopt and discuss their effectiveness with your classmates.

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**Unit Three:**

**Critical Thinking**

## Panning for Gold: Asking Critical Questions

### Objectives:

- ✓ Develop an awareness of the critical thinking process.
- ✓ Build productive critical thinking questions.

**“Higher-order thinking, critical thinking abilities, are increasingly crucial to success in every domain of personal and professional life”.**

*Pr. Richard Paul*

What people say and what you read cannot always be obvious, clearly stated, or revolve around reasonable arguments. In order to get hold of what others say and write, you must ask questions, consider alternatives, and recognise different points of view; in other words, you must *think things through*.

**Critical thinking** is the opposite of taking for granted any information you come across, a strategy that is usually referred to as ‘the sponge approach’. It is described as the ability to engage in *reflective* and *rational* thinking in order to identify and understand the logical connection between ideas/facts and, therefore, be able to draw your own structured, clear and well-reasoned conclusions. Since critical thinking is about determining the worth of the information, it is usually referred to as ‘the panning-for-god style of thinking’.

Critical thinking is a complex process that requires a set of high order thinking skills -see the Bloomfied taxonomy introduced in lesson 2- and attitudes built around a series of critical thinking questions. This process moves from **descriptive thinking**, to **analytic thinking**, to **evaluative thinking**.

**1. Description:** asking questions in order to contextualize the problem or topic at hand and to put together concepts related to the background of the information. This step involves the following questions:

- ✓ Who: to ask about the identity of the participant(s).
- ✓ What: to ask about the situation/context/topic/thing in question.
- ✓ When: to ask about the timing.
- ✓ Where: to ask about the place and environment.

**2. Analysis:** asking questions in order to take the information to pieces in an attempt to explore the relationship of parts to whole, identify reasons, draw comparisons and provide alternatives.

- ✓ Why: to identify the causes and weak and strength points.
- ✓ How: to identify the relationship between the parts and the process/manner in which something works.
- ✓ What if: to identify alternatives, possible situations and responses.

**3. Evaluation:** asking questions to make judgements about the value and relevance of the analysis: make sense of the facts, outline implications and solutions, draw conclusions and make recommendations.

- ✓ So what: to identify the impact and the consequences of the analysis in order to solve the problem, improve something, etc.
- ✓ What next: to identify what action should be taken.

The following table<sup>1</sup> shows some examples of critical thinking questions:

---

<sup>1</sup> Adopted from [www.plymouth.ac.uk/learn](http://www.plymouth.ac.uk/learn)

<b>Description</b>	What	What is this about?
		What is the content/situation?
		What is the main point, problem, topic to be explored?
	Where	Where does it take place?
	Who	Who is involved?
		Who is affected?
		Who might be interested?
When	When does this occur?	
<b>Analysis</b>	Why	Why this theory, argument, suggestion, solution?
		Why not something else?
		Why did this occur?
		Why was that done?
	How	How does one factor affect another?
		How do the parts fit into the whole?
How does it work in theory, in practice/ context?		
<b>Evaluation</b>	What if	What if this were wrong? What are the alternatives?
		What if there were a problem?
		What if this or that factor were added? Altered? Removed?
	So what	So what am I saying about this? Is it successful? Convincing?
		So what does this mean?
		So what is the point/ underlying issue/ implication of this? In what way is this significant?
	What next	What can be learnt from it? What needs doing/ considering now?

**Task<sup>2</sup>:** You are studying architecture. You have been asked to design a new play area for a primary school.

**a)** Write at least ten questions you would need to ask before you begin your design. Try to use each question word at least once (pair work).

**b)** With another pair of students, compare the questions you listed and then reflect upon:

- How might these questions affect the design?
- Which questions do you feel are the most important? Why?
- Which questions do you find irrelevant? Why?

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<sup>2</sup> Adapted from *Study Tasks in English*

## Facts, Opinions, and Identifying Bias

### Objectives:

- ✓ Distinguish between a fact and an opinion.
- ✓ Identify when the information is biased.

If someone asks you who won ‘Ballon d’Or’ in 2019, the answer would be shared by all people, that is ‘*Lionel Messi*’. If someone asks you about who is your favourite football player, the answer would be very personal, hence not be shared by all people. No two people would disagree on the first answer as it can be verified, but they may disagree on the second answer as it highly depends on their own preferences which are unique to them. The first answer is called a **fact** while the second one is called an **opinion**. So, what is a fact? What is an opinion? In what way a fact differs from an opinion?

**A fact** is an objective statement that can be verified and proven to be true -or false-. Most importantly, it does not reveal personal emotions or what the writer/speaker think about the topic in question.

**An opinion** is a subjective statement based on a personal belief or judgement about a given topic. It is open to debate as it differs from one person to another. Notice that opinions may be based on facts, but in this case, it remains a personal interpretation of the fact.

As opinions reflect personal feelings, attitudes and beliefs, some writers/speakers, when reporting facts, use specific mechanism in an attempt to influence the thinking of their readers. It is therefore important for you to think critically and be able to distinguish between accurate, objective information and the one that is biased, to avoid being manipulated and therefore come to the right conclusion.

**Bias in writing** can be defined as a *prejudice against* or *favouritism for* something the author is writing about. The author takes a given side without providing supporting reasons or considering other points of view. The following are the common forms bias can take:

- **Omission:** the author leaves out the points that favour an opposite opinion and only presents one side of an argument, his side. And in case the other side is mentioned, only very brief information is provided (reporting only the positive –or negative- results of an experiment, providing findings without statistics, etc.).
- **Emphasis:** certain aspects that reveal the author’s point of view may be given more focus than others. This will be identified by the use of mechanisms like *repetitions, bold-type, a different font, etc.*
- **Language:** the use of vague or generalized language (some, many, all, everyone, etc.), emotionally charged language, either positive or negative (bureaucrat vs. public servant; welfare vs. subsidy, etc.), overly positive or overly negative connotations (mature woman vs. elderly woman, etc.), and the use of labels and stereotypes (terrorist, negro, etc.) can create a completely different impression on the same person or event.

### **An Example of Bias**

The following paragraph<sup>1</sup> illustrates how language can be biased:

When I met with Mayor Geovelli, I noticed that he had the appearance of a hobo (*a loaded, negatively charged word*). He was unshaved and wearing dirty clothes (*one sided– notice that the author doesn’t tell us why the Mayor was dressed this way. Maybe there was a good reason*). He spoke to me about his horrible plan to fix our city’s roads (*vague language – what specifically is horrible about it?*). Anyone who knows the plan will tell you that it will bankrupt our city (*is this a fact or opinion? The author offers no supporting evidence*). The plan to fix our roads mostly benefits friends of the Mayor. He plans to pay his buddies in the construction business thousands of dollars over the next two years. I do not want to insult anyone, but the Mayor is of Italian decent, and we all know what reputation they have in this part of the country. Need I remind you of Al Capone and other Italian Mafia members? (*This is clearly a stereotype – not all Italians are mobsters*).

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<sup>1</sup> Adopted from Professor Ruiz’s reading/writing website : <https://ruizreading.webs.com/toneandbias.htm>



**Task 1:** underline facts and circle opinions in the following paragraph<sup>2</sup>.

Indians “world’s biggest readers”

Indians are the world’s biggest bookworms, reading on average 10.7 hours a week, twice as long as Americans, according to a new survey. The NOP World Culture Score index surveyed 30,000 people in 30 countries from December 2004 to February 2005. Analysts said self-help and aspirational reading could explain India’s high figures. Britons and Americans scored 50% lower than the Indians’ hours and Japanese and Koreans were even lower at 4.1 and 3.1 hours respectively. R. Sriram, chief executive officer of Crosswords Bookstores, a chain of 26 book shops around India, says Indians are extremely entrepreneurial and reading “is a fundamental part of their being”. The NOP survey of 30,000 consumers aged over 13 saw China and the Philippines take second and third place respectively in average hours a week spent reading books, newspapers and magazines.

**Task 2:** Identify and explain the form of bias used in the following sentences:

- Our service is cheap; it will cost you only Dinars per day.
- The building we will move to is historic.
- Many researchers claim that Corona virus will be less detrimental.
- After marijuana was legalized, its use escalated to unprecedented levels.
- All Blacks outside the United States are poor.
- Each consultant must submit his project proposal before the next team meeting.
- People play less sport when they get older.

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<sup>2</sup> Adopted from [http://news.bbc.co.uk/2/hi/south\\_asia/4626857.stm](http://news.bbc.co.uk/2/hi/south_asia/4626857.stm)



## Critical Argumentation Skills

### Objectives:

- ✓ Identify the components of arguments.
- ✓ Identify non-argumentative persuasive techniques.
- ✓ Identify distracting techniques.

It is impossible for people to fully agree on the same topic; some might disagree as well. But whatever their point of view is, it must be valid and well-developed if they are to persuade those who are talking/writing to. Being the receiver of the information, you need to have a clear understanding of the speakers/writers' reasoning and able to identify what are the weaknesses and the strengths of the *arguments* they are using, and then decide if they are logical, i.e. succeed to provide you with *good reasons* for acting or believing.

A **logical argument** is made up of three components: a *conclusion* -the opinion communicators want the recipient to believe, accept, or act upon- a *premise* -the reason communicators use to support their claim-, and the *evidence* -a piece of information, a scientific fact, specific examples, statistics, research findings, ... that is used to back up the reason. For example<sup>1</sup>, if someone wants to convince you to participate in your college's Sophomore Year Abroad Program, s/he must state their belief followed by the reason and then the evidence used to support the validity of the reason. The following table shows how the argument might look like when divided into its components:

<b>Conclusion:</b> answers the question what! What does the communicator think should be done?	You should apply for our college's Sophomore Year Abroad Program
<b>Reason:</b> answers the question why! Why does the communicator believe that?	It will change your life

<sup>1</sup> Adapted from *On Course Study Skills Strategies*

<p><b>Evidence:</b> answers the question how!</p> <p>How does the communicator know about the reason?</p>	<p>I read an article in our college newspaper about the Sophomore Year Abroad Program. The author surveyed students who have completed the program, and 80% rated their experience as “life changing.”</p>
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**Task 1:** Survey the following arguments and identify their conclusion, reason(s) and the evidence(s) used to support it/them.

- Public swimming pools can be a health hazard. Many public pools are not able to obey the sanitation regulations and therefore allow for the contraction of waterborne bacteria. Studies have shown that only 60 percent of public pools are able to maintain the proper amount of chlorine in the water, allowing for those who use the pool to be infected. Many pool users have become ill after the use of a public swimming pool<sup>2</sup>.
- Recent tax cuts should be abandoned because they only benefit the rich. Statistics show that the majority of the tax cuts are targeted at upper middle class and upper class families, not poor families and individuals<sup>3</sup>.

Identifying the reason(s) and evidence(s) used will allow you to determine the worth of the conclusion. If the reasons are logic, you might be persuaded to accept the conclusion. However, not all attempts to persuade involve the use of arguments; non-argumentative techniques are also used to get readers and listeners to accept a point of view or take a certain course of action. These techniques are *rhetorical* as they rely on the persuasive power of words, not logical reasons that are backed up by evidence. The following are some of the **rhetorical devices** used for persuasion:

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<sup>2</sup> Adopted from *Asking the Right Questions*

<sup>3</sup> Adopted from <https://www.comm.pitt.edu/argument-basics>

- **Rhetorical questions:** these questions are asked not to be answered; the writer uses them to state the obvious: *What remains to cherish if health is destroyed?*
- **Hypophora:** it is a question asked and immediately answered by the author: *Are we really going to accept his 5<sup>th</sup> candidacy? Certainly not, we must fight for a change.*
- **Emotional language:** used to appeal to the readers' emotions: part of your money must be devoted to refugees. Imagine being *cast out into the cold street, lonely and frightened!*
- **Hyperbole:** it is the use of exaggeration in an attempt to exert pressure on the reader: It is used as a cure *since the dawn of time.*
- **Parallel structures:** it is the use of identical grammatical organization of words, phrases or sentences in order to stir the emotions of readers: you should not vote for him; his campaign program is *unfair to minorities* and *impossible to enforce.*
- **Apophasis:** It is when to bring an issue to attention by claiming not to mention it: *we will not consider health problems caused by pipe leaks here, ...*
- **Figures of speech:** they are used to demonstrate the logic of one idea by showing how it is similar to another accepted idea: you should not feel ashamed of your illness, after all, *the pen is mightier than the sword.*

**Task 2:** Identify the rhetorical devices used in the following sentences<sup>4</sup>:

1. While we wait and do nothing, we must not forget that the fuse is already burning.
2. How much longer must our people endure this injustice?
3. Pupils are more like oysters than sausages. The job of teaching is not to stuff them and then seal them up, but to help them reveal the riches within. Sydney Harris

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<sup>4</sup> Compiled from *Critical Thinking Skills Success*

4. The lines in my bank are so slow. Only the tellers who fail their training get jobs there.
5. Can we really expect our teachers to maintain a high standard of professionalism when we won't pay them a fair wage?
6. Management won't stop these cutbacks until all our children go hungry. Then they will close the plant and leave us unemployed and out on the street.
7. In closing, let me state that a vote for Sheuh Ling is a vote for a perfect world. She knows how to get things done. The other candidates want to return us to a time when jobs were scarce, people were scared, and government was looking over everyone's shoulder. Let's not let that happen. Why turn back the clock when we can move forward into a brighter future?"

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In addition to identifying arguments and rhetorical devices, as critical thinkers you need to develop an eye for detecting distracting techniques or tricks, called *fallacies*, authors may resort to in a desperate need to shift your focus from the real issue in an argument, as they try to avoid, ignore or sidestep it. The following are the common fallacies<sup>5</sup>:

- **Red Herring:** when the author knows that his case is weak, s/he brings to the discussion an irrelevant or unrelated topic in order to take things off into another direction, usually a direction where the communicator feels comfortable with in order to score some debating points to his/her favour.
  - ✓ “Nuclear power is a necessity, even though it has the potential to be dangerous. You know what is really dangerous, though? *Bathtubs. More people die in accidents in their bathtubs every year than you can imagine.*”
- **Ad Hominem:** it is to criticize and attack the opponent himself/herself by shifting the readers'/audience attention to unrelated facts and personal traits of the communicator instead of considering the arguments made on the issue being discussed.

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<sup>5</sup> Examples are adopted from *Critical Thinking Skills Success*

✓ *Don't pay attention to what the power company is saying; they get their funding from the nuclear energy industry.*

- **Straw Man:** it is when distorting the real argument in an attempt to weaken it and make it easier to defeat. By doing this, straw man becomes no longer the communicator's position, but a version that is deliberately misrepresented, simplified or exaggerated.

✓ *We are all being asked to take a pay cut until the economy picks up. I can't believe they expect us to live on nothing!*

**Task 3:** Identify the distracting techniques used in the following arguments<sup>6</sup>. Think of effective reasons that could have been used instead.

1. Okay, since the new boss came on board, he seems to be getting the job done, but how about the longer hours? Are you happy about your new work schedule? You have less time with your family, and you're not making any more money than before!

2. Why should I listen to you? You tell me to stop buying lottery tickets, but you go to Atlantic City and gamble away thousands in just one night!

3. Congress is voting on reducing military spending. What do they want us to do, defend ourselves with paper airplanes?

4. I shouldn't have to pay this parking ticket! The police should be doing what we pay them to do and get the muggers and other dangerous criminals off the street, instead of picking on an honest taxpayer like me!

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<sup>6</sup> Adopted from *Critical Thinking Skills Success, Critical Thinking: A Concise Guide*, and [https://human.libretexts.org/Bookshelves/Philosophy/Book%3A\\_Fundamental\\_Methods\\_of\\_Logic\\_\(Knachel\)/2%3A\\_Informal\\_Logical\\_Fallacies/2.2%3A\\_Fallacies\\_of\\_Distractio](https://human.libretexts.org/Bookshelves/Philosophy/Book%3A_Fundamental_Methods_of_Logic_(Knachel)/2%3A_Informal_Logical_Fallacies/2.2%3A_Fallacies_of_Distractio)

5. A recent study from scientists at the University of Minnesota claims to show that glyphosate- the main active ingredient in the widely used herbicide Roundup-is safe for humans to use. But guess whose business school just got a huge donation from Monsanto, the company that produces Roundup? That's right, the University of Minnesota.

6. Jones and Smith were debating on euthanasia; Jones thinks that terminally ill patients must have the right to choose to put an end to their lives if their doctors agree that their mental health is intact and are able to take this decision; Smith, however, is shocked how Jones can support giving doctors the right to end a person's life just because they decide that the person's life is no longer worth living.

**Task 4:** Consider the following points of view and:

- State whether you agree or disagree with them.
- List all the arguments and facts that you can think of to support your position.
- Look at the arguments your peer used to back up his/her stance and see if s/he resorted to persuasive or distracting techniques in an attempt to win the argument(s).

1. Capital punishment should be made illegal wherever it is practiced.

2. Students should take a test of language aptitude before they enroll in studying languages.

3. School uniform should be imposed in schools.

4. Performance-enhancing drugs should be legalized in sports.

5. Beauty contests are demeaning to women.

## The -Confusing- Flexibility of Words

### Objectives:

- ✓ Develop an understanding of word meanings in different perspectives.
- ✓ Distinguish between types of ambiguity.

In the previous lessons, we have seen how language can be used to win arguments, in this part, however, we will deal with the multiplicity of meanings in accordance with people's different perspectives and experiences.

Sometimes the same word/phrase can mean different things to different people. If such words are used in arguments, they will certainly be open to different interpretations as they represent different ideas and experiences. Indeed, critical thinking is concerned with stipulative definitions addressed to a particular purpose rather than their reportive counterparts. Consider the following question: "Should rich people pay a tax?" The answer to this question highly depends on one's understanding of the word 'rich' itself. Though its reportive definition is clear and can be looked up in the dictionary, if you ask different kinds of people who have experienced life in different ways, each one will give a specific stipulative definition, proper to his own experience.

For a **thief**, rich means lots of money

For a **businessman**, rich means 3 cars and a family house.

For **parents**, rich means a happy and healthy family

For a **poor person**, rich means a good meal

For **an orphan**, being rich means having a family; and

For **an infertile couple**, rich means having children.

**Task 1<sup>1</sup>:** Identify the stipulative definitions of the following words (pair work). Then, with another pair of students, compare your answers. Were there any differences? Why?

Note: Consider their meanings from different perspectives (for example: what does ‘good English’ mean in a student’s eyes; a teacher’s eyes, and a native speaker’s eyes ....)

- |                 |                |
|-----------------|----------------|
| 1. Peace        | 6. Health      |
| 2. Suicide      | 7. Happiness   |
| 3. Good English | 8. Education   |
| 4. Marriage     | 9. Black       |
| 5. Freedom      | 10. Discipline |

Usually, when the context is provided, the intended meaning of words having multiple meanings becomes clear. However, sometimes this flexibility of words remains confusing even if the context is provided. In such cases, these words/phrases are said to be *ambiguous*.

The sentence “she can’t bear children” is open to two different interpretations; she either cannot *stand the presence of children around*, or she cannot *give birth to children*, hence be a mother. In this example, what makes the sentence ambiguous is the **verb** ‘to bear’ which can be extended to two possible propositions in this particular context. It is, therefore, **lexical ambiguity**. Notice that if further details are provided about the context, though, the meaning of the potential ambiguous word will be unravelled. Likewise, our previous knowledge about the context and/or our acquaintance with the communicator could help to identify the intended meaning.

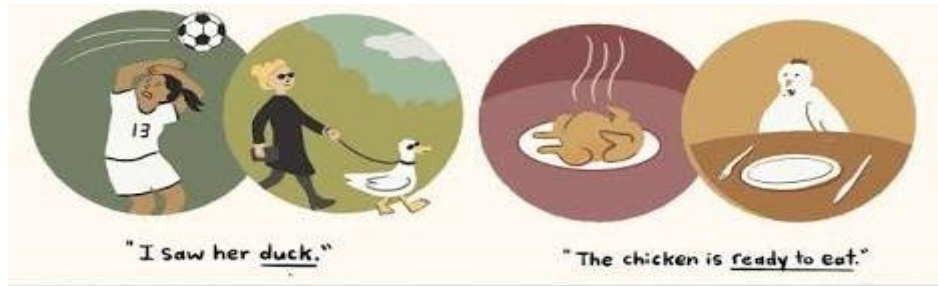
The sentence “she has cancelled her rendez-vous to watch a movie” is also open to two different interpretations; it either means the person *cancelled her rendez-vous in order to stay indoors*

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<sup>1</sup> Adapted from *Study Tasks in English*.



*and watch a movie, or she cancelled her rendez-vous wherein she was supposed to go and watch a movie.* What makes the difference, however, between both meanings is the grammatical arrangement of the syntax of the sentence, and sometimes the grammatical category of the word. It is, therefore, called **syntactic -structural- ambiguity**. Notice that in order to rid the sentences of ambiguity, you need to rearrange the word order and/or add words.



**Task 2<sup>2</sup>:** Identify the *type of ambiguity* used in the following sentences and *explain their possible meanings*.

- The last time I saw them they were sitting beside the bank.
- We should not tolerate those homeless people living on our streets.
- An intense depression swept over the British Isles today.
- Chancellor wins on budget, but more lies ahead.
- The two suspects fled the area before the officers' arrival in a red Ford Escort.
- Blair leans further to the right.
- They were exposed to someone who was infected with the virus a week ago.
- He is looking for a match.
- Let's stop controlling people.

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<sup>2</sup> Adopted from *Critical Thinking: A Concise Guide*.

**Task 3:** Consider the following passages<sup>3</sup> and:

- Identify the reasons and conclusions.
- Identify the instances of ambiguity.
- Explain why these instances harm the communicator’s reasoning.

**Passage 1**

School dress codes are limits put on inappropriate clothing to help keep the learning environment focused. It can be quite a distraction for students if a classmate has inappropriate clothing. The use of a dress code during school is not preventing freedom of expression. The dress code still allows for students to choose what they wear as long as it is not deemed inappropriate, unlike required uniform dress codes.

**Passage 2**

We should treat drug use in the same way we treat speech and religion, as a fundamental right. No one has to ingest any drug he does not want, just as no one has to read a particular book. The only reason the state assumes control over such matters is to subjugate its citizens—by shielding them from temptations as befits children.

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<sup>3</sup> Adopted from *Asking The Right Questions*.

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# **Unit Four:**

# **Academic Reading**

## Purposes of Academic Reading

### Objectives:

- ✓ Understand the purposes of academic reading.
- ✓ Distinguish different academic reading sources.

Not all the reading we find ourselves doing is driven by the same purpose; sometimes we read for pleasure and other times we read for study. It follows that the pace as well as the way in which we read also differ from one reading material to another.

At university, you are expected to read to attain the following objectives:

#### ➤ **Reading to expand your knowledge (within a given field of study)**

As an active learner, you need to read in order to expand your knowledge and have an in-depth coverage of specific topics in a particular field. As teachers only give you a general overview of the area being studied, you will need to do extra independent reading (textbooks, scholarly articles, literature or nonfiction books written by experts in the field) to learn about the basic facts and theoretical foundations of the subject, and be aware of controversial theories and ideas about your subject so that you can decide which one is well-founded and, therefore, become able to take up your stance.

#### ➤ **Reading for lectures and seminars**

As the time allocated to your study sessions/seminars is limited, you will not have enough time to ask all your questions that naturally arose in your mind when seeing the material for the first time. Therefore, preparing for your lectures and seminars via reading the appropriate section in your textbook or doing relevant research, *before the class*, will put you in the picture and give you a preview about the information that will be delivered *in class*. Preparation makes you feel less stressed, more focused, thus, it optimises understanding and increases your learning gains.

➤ **Reading for assignments/exam**

At university, you are expected to be given assignments all the time. So, much of the reading you are supposed to do is devoted to gather information for these assignments, regardless of their type –be they an oral performance or a written production– Likewise, before sitting a test or an exam, you need to review the information you have read before and go through the notes you have taken in the process.

➤ **Reading to improve your English**

Since you are enrolled in learning English, the more you read in this language, the more vocabulary you will learn, and the more input your brain gets about how it works. Reading will allow you to be in constant contact with the grammatical, morphological, and syntactic aspects of the language: how words are spelled, how sentences are organized, and how these sentences are put together to form longer units –paragraphs, essays, texts, etc. – Reading will also allow you to understand the use of language: how words work in different contexts –pragmatics, ambiguity, etc. – and in combination with other words –chunks and collocations–.

**Task:**

- Select one of the modules you are studying and think of the type of texts you have to read for that module.
- Can you see how information differ from one type to another?

*The answers will lead to a discussion with the teacher about the types of university reading materials and what are the characteristics of each type in particular.*

## Reading Skills: Skimming Vs. Scanning

### Objectives:

- ✓ Learn how to improve your reading efficiency.
- ✓ Learn how to use flexible reading habits.

At university, you usually find yourself dealing with different subjects, and each one has a list of recommended readings in addition to the daily reading for assignments you are required to do. This certainly feels unsurmountable in terms of both time and energy, especially if you are adopting the word-by-word reading method. To keep up with the ever growing pile of reading materials that are waiting for you, you should develop reading skills that are *quick* and *selective*, and that will get you to the crux of the matter.

### ➤ How do you approach reading?

Consider how you would approach the following reading materials. Will you approach them with the same intensity? Will you read them in the same pace?

1. A newspaper
2. A dictionary

A Newspaper	Dictionary
You will not read it from cover to cover. You will rather <b>go through the pages</b> very quickly looking at the <b>headlines</b> and <b>photographs</b> in order to have an idea about the content, until you find something that <b>catches your attention.</b>	You will not read it from cover to cover. You will rather look for the word in question. You will go to the <b>section that contains the first letter</b> of the word you are looking for, <b>run your eyes over the list</b> and you <b>stop once you find the word in question.</b>
<i>Then, you stop and read what interests you/ what you were looking for carefully and slowly.</i>	



Likewise, in academic reading, sometimes you read to *have an overview about the material*, or to *look for specific information*. The former technique is called *skimming* while the latter is called *scanning*.

- *Skimming and scanning are two speed reading techniques, yet they differ in purpose and use.*

**Skimming** is a quick reading technique used to get *the general theme/idea/impression* of a passage, section, chapter and even the content of books, magazines, etc. In skimming, your eyes do not move from left to right along the line, they rather act as magnets and move in such a way to locate visual clues that hold the gist of the material: terms in bold-face print or italics, section headings/subheadings, graphs/charts, images or anything else that stand out from the surrounding text, in addition to reading introductions, conclusions and topic sentences if the material takes the form of extended essays. There are three forms of skimming:

<b>Skimming</b>		
<b>Pre-viewing</b>	<b>Re-viewing</b>	<b>Over-viewing</b>
- To have an advanced quick look at the reading material to get the gist of the topic <i>before actually reading it.</i> <ul style="list-style-type: none"> <li>• <i>Thus followed by a careful reading</i></li> </ul>	- To read the material again but faster, in an attempt to refresh your memory about the main idea of the topic <ul style="list-style-type: none"> <li>• <i>Thus preceded by a careful reading</i></li> </ul>	- To have a more thorough look at the reading material. To read more of the material than when pre-viewing. <ul style="list-style-type: none"> <li>• <i>Not followed by a careful reading</i></li> </ul>

- The following example<sup>1</sup> highlights what should be read while skimming (the type of the material is an essay):

<sup>1</sup> Example texts are adapted from <https://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=19202&section=3.1>

## IMPROVING HEALTH AND WELLBEING

To stay healthy, the body's needs for energy and nutrients must be met. This is particularly important in growing children as damage inflicted may not be reversible and can affect normal development. People whose diet lacks the necessary nutrients suffer from malnutrition, a condition that includes both over-nutrition and under-nutrition and is considered a risk factor for health.

Read the introductory paragraph, the headings and the topic sentence of each paragraph.

### Under-nutrition

Under-nutrition is in news reports of famines in poor countries, but it can also be found in developed countries. In industrialised countries, under-nutrition can be seen in young people who have eating disorders such as anorexia nervosa or bulimia, where the amount of energy they consume in food is less than the needs of their body.

If children's diets are too low in energy, they will stop growing and gaining weight. They will become lethargic, less active and be unable to concentrate. If the situation continues, they may develop life-threatening diseases. The Food and Agriculture Organization of the United Nations (2012) reports that 100 million children under the age of five are underweight and 35% of all deaths of children under five are caused by malnutrition.

When people suffer from under-nutrition, they are often deficient in vitamins and minerals needed by the body. For example, they may not have enough Vitamin A. If this deficiency is not tackled, eyesight may be permanently damaged. Lack of iron is another very common form of deficiency. This helps to explain why about 50% of women in India suffer from some degree of anaemia.

### Over-nutrition

Over-nutrition is usually associated with industrialised countries, although it is now also a problem among affluent people in developing countries. The main problem is that the amount of energy consumed in food is greater than the needs of the body and this can result in people becoming overweight or obese. As with under-nutrition, this may lead them to become lethargic, less active and less able to concentrate.

Further health problems will arise over time, particularly if the diet is high in saturated fat. Saturated fat is solid at room temperature; examples include animal fats, dairy products and coconut and palm oil. Eating a diet high in saturated fat raises blood cholesterol and the risk of heart disease. People who are overweight or obese are more likely to suffer from coronary heart disease, type 2 diabetes, gallstones, arthritis, high blood pressure and some types of cancer.

(The Open University (2014) 'Science File', KG004 *Improving health and wellbeing*)

**Scanning** is a quick reading, focusing on *locating specific information*. Your eyes quickly glance over a range of material until they find the piece of information needed, such as a *name, date, symbol, statistic, etc.* that can easily be overlooked by skimming. The reader anticipates what the answer/item might look like and so, knows when he locates what s/he was searching for.

- The following example highlights instances of what should be read while scanning.

## IMPROVING HEALTH AND WELLBEING

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(The Open University (2014) 'Science File', KG004 *Improving health and wellbeing*)

Look for specific information : who, what, how many, where, percentage, dates, statistics, etc. which are found after the topic sentence

### **Remember:**

- *When you skim, it is necessary to read only selected sentences in order to get the main idea. You should also use textual clues such as italicized or underlined words, headlines or subtitles, spacing, paragraphing, etc. Do not read every word or sentence.*
- *The objective of scanning is merely to match the information you are looking for to its form. Do not read every word or sentence.*

**Task 1: Skimming** (Timing: approximately 10 minutes)

Go back to the text **Improving Health and Wellbeing** and Read **only** the introductory paragraph, the headings and the topic sentence of each paragraph. Then answer the questions<sup>2</sup> that follow.

**Question 1:** Match the following statements to the developing paragraphs in which they were mentioned.

- Over-nutrition in rich and poor countries
- Under-nutrition in rich and poor countries
- Negative effects of eating highly nutritious foods
- Effects of low calorie diets in children
- Causes of under-nutrition

**Question 2:** Which of the following headings best describes the topic of the whole text?

- Health issues in developing countries
- Forms of malnutrition
- Solutions to malnutrition

**Task 2: Scanning** (Timing: approximately 10 minutes)

Now that you are familiar with the theme and the organization of the text (as you have first skimmed it for the previous activity), quickly scan it to answer the following questions:

- How many children are underweight?
- What is the percentage of children who die because of under-nutrition?
- What diseases are caused by over-nutrition?
- What are the eating disorders that cause under nutrition in young people?

---

<sup>2</sup> Questions of both tasks are adapted from <https://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=19202&section=3.1>

## Practice on Skimming

1

### HOW TO KEEP YOUR BRAIN HEALTHY

- 1 Most people know how to keep their bodies healthy. They know they should eat a good diet and try to get plenty of exercise and sleep. They should also avoid smoking, drinking, etc. However, do you know that we can also take steps to keep our brains healthy? Experts recommend the following tips to keep your brain in good shape.
- 2 . We exercise our bodies by walking, swimming, or going to the gym, but we can also do workouts for our brains. For example, we can try quizzes and word puzzles, or solve mathematical problems. This will keep the nerve cells sharp. It may also help to create new cells.
- 3 . This means that we should socialize by joining clubs and social groups. We can also mix with other people by travelling to other countries, or learning new skills. For example, we can do courses to learn skiing, dancing, or a new language.
- 4 . We know that exercise is beneficial for the body. However, it is also good for the brain. It keeps a good flow of blood to the brain, and encourages new cells. Of course, the brain is a very delicate organ. It is easily damaged, so people who like dangerous activities should be very careful. Rock climbers, cyclists, and cricket players should all protect their heads.
- 5 . This means we should avoid fatty foods. We should also stay away from food that is high in cholesterol. Instead, we should eat nutritious foods such as green vegetables, fruit, fish, and nuts. Foods which are good for you will protect the brain from disease. Certain foods, however, may actually improve brainpower. Research suggests that the nutrient 'choline', which is found in foods such as liver, eggs, and red meat, helps the brain work better.

#### Brain facts

- The human brain is part of the central nervous system, which also includes the spine.
- It consists of 100 billion neurons, or nerve cells, that send information to each other.
- The brain has many functions, such as memory, learning, and emotion.
- The skull, which is made of bone, protects the brain.
- The average human brain weighs 1300g–1400g. This compares to 7500g for the brain of an elephant, 420g for a chimpanzee, 500g for a cow, 840g for a dolphin, and 30g for a cat.
- The human brain is about 2% of the average body weight.



Skim the article *How to keep your brain healthy*. Match topic sentences a–e with paragraphs 1–5.

- Physical activity is also important.
- Finally, we should eat a 'brain-healthy' diet.
- Another thing we can do is to be socially active.
- Most people know how to keep their bodies healthy.
- First of all, it is important to stay mentally active

<sup>1</sup> Adopted from *Academic Skills : Reading, Writing, and Study Skills*

# First Past the Post?

With the latest debate about the future of the Royal Mail, many people are asking if we really need a postal service. We decided, therefore, to find out what our readers thought.

The result was that, although a lot of people now use email to contact each other and, despite the arrival of unwanted telephone or gas bills, people still need the Royal Mail as much as ever.

The kind of letters people said they get through the post ranged from hospital appointments and banking information to birthday and Christmas cards. Only one or two people could see no benefit in the postal service at all.

It's hard to imagine a time before the post arrived on our doorstep, so we did some research into the history of the post and found some surprising facts. The postal service is probably older than you think.

An ancient group of people called the Sumerians were the first to produce a known writing system in stone, around 3000 BC. But the first postal system, as such, was actually developed in 2400 BC by the Egyptians, who also invented papyrus (reed 'paper'). Meanwhile in China, a posthouse service started early in the Chou Dynasty (1100 BC).

A remarkable Persian king, called Cyrus, developed a postal system running along busy trading routes from modern Iran in 500 BC, and an extensive postal system developed in India around 350 BC.

Although the Romans had also developed a widespread post delivery system, when their empire collapsed it too slowly fell away. Over the centuries, however, new postal systems developed in Europe, supported by powerful rulers and merchants of the day.

In England, in 1635, King Charles I extended the use of his own Royal Mail to the people. The 'Penny Post' for London was developed in 1680 but the first stamps and post codes were not introduced until 1840, through the work of Mr Rowland Hill.

The American Bill Gates produced Microsoft Windows in 1985. Within ten years the Internet was developed and 'email' had arrived.

Next time you go and buy a stamp at the Post Office, it's worth thinking about the years it took to get to this point. As for the Royal Mail, it looks like it's going to be around for a long time in the future.

**Read through the following questions and find the answers in the text.**

**Question 1** Look at the sentences. Write TRUE or FALSE for each sentence.

- The Sumerians gave us the first postal service. ....
- An early postal system was developed by the Egyptians. ....
- Bill Gates developed the Internet. ....
- Rowland Hill gave us the first post codes. ....

**Question** What does *debate* mean in the first paragraph?

- question
- discussion
- argument

# Practice on Scanning<sup>1</sup>

## Best Sellers

This Week	Fiction	Last Week	Weeks on List	This Week	Nonfiction	Last Week	Weeks on List
1	<b>BLACK NOTICE</b> , by Patricia Cornwell. (Putnam, \$25.95.) Kay Scarpetta's investigation of a ship's cargo gets her involved in an international conspiracy.		1	1	<b>TUESDAYS WITH MORRIE</b> , by Mitch Albom. (Doubleday, \$19.95.) A sportswriter tells of his weekly visits to his old college mentor, who was near death's door.	1	96
2	<b>ASSASSINS</b> , by Tim LaHaye and Jerry B. Jenkins. (Tyndale, \$22.99.) The sixth volume in a series about true believers who confront the Antichrist.		1	2	<b>THE GREATEST GENERATION</b> , by Tom Brokaw. (Random House, \$24.95) The lives of men and women who came of age during the Depression and World War II.	2	36
3	<b>HARRY POTTER AND THE SORCERER'S STONE</b> , by J. K. Rowling. (Levine/Scholastic, \$16.95.) A British boy finds his fortune attending a school for witchcraft.	1	35	3	<b>THE ART OF HAPPINESS</b> , by the Dalai Lama and Howard C. Cutler. (Riverhead, \$22.95.) What Buddhism and common sense tell us about everyday problems.	5	31
4	<b>HARRY POTTER AND THE CHAMBER OF SECRETS</b> , by J. K. Rowling. (Levine/Scholastic, \$17.95.) A British boy finds trouble when he returns to a witchcraft school.	3	10	4	<b>BILL AND HILLARY</b> , by Christopher Andersen. (Morrow, \$27.50.) A journalist's account of the marriage of the President and the First Lady.		1
5	<b>HANNIBAL</b> , by Thomas Harris. (Delacorte, \$27.95.) Seven years after his escape, the fiendish psychiatrist Hannibal Lecter is still at large.	2	9	5	<b>SHADOW</b> , by Bob Woodward. (Simon & Schuster, \$27.50.) How the Watergate scandal affected the Administrations of Richard Nixon's five successors.	3	8
6	<b>GRANNY DAN</b> , by Danielle Steel. (Delacorte, \$19.95.) A woman learns of her relative's past in czarist Russia.	4	6	6	<b>THE FIRST WORLD WAR</b> , by John Keegan. (Knopf, \$35.) A military historian recounts the 1914-18 conflict.	4	7
7	<b>MOTHER OF PEARL</b> , by Melinda Haynes. (Hyperion, \$23.95.) The lives of a 28-year-old black man and a 15-year-old white girl converge in Petal, Miss., in the 1950's.	5	8	7	<b>THE HUNGRY OCEAN</b> , by Linda Greenlaw. (Hyperion, \$22.95.) A sea captain's account of her 30-day swordfishing voyage off the Northeast coast.	9	5
8	<b>WHITE OLEANDER</b> , by Janet Fitch. (Little, Brown, \$24.) The ordeals of growing up as experienced by a teen-age girl whose single mother murders a lover.	6	14	8	<b>SEE JANE WIN</b> , by Sylvia Rimm with Sare Rimm-Kaufman and Ilona Rimm. (Crown, \$25.) The experiences of 1,000 girls as they became successful women in today's society.	7	4
9	<b>THE EDGE</b> , by Catherine Coulter. (Putnam, \$22.95.) F.B.I. agent Mac MacDougal in pursuit of his sister, whose disappearance is intertwined with baffling crimes.		1	9	<b>YESTERDAY, I CRIED</b> , by Iyanla Vanzant. (Simon & Schuster, \$22.) A counselor describes how she turned painful experiences into feelings of hope.	13	20
10	<b>THE GIRLS' GUIDE TO HUNTING AND FISHING</b> , by Melissa Bank. (Viking, \$23.95.) The progress of a young New York woman through the terrain of sex and love.	7	10	10	<b>ENCORE PROVENCE</b> , by Peter Mayle. (Knopf, \$23.) Further adventures in the south of France.	6	11
11	<b>ALL THE QUEEN'S MEN</b> , by Linda Howard. (Pocket, \$23.95.) Amid a stormy relationship, a man and a woman, both C.I.A. agents, work to arrest a Frenchman who is selling arms to terrorists.	13	2	11	<b>CONVERSATIONS WITH GOD: Book 1</b> , by Neale Donald Walsch. (Putnam, \$19.95.) The author addresses questions of good and evil, guilt and sin.	8	123
12	<b>THE TESTAMENT</b> , by John Grisham. (Doubleday, \$27.95.) A reclusive billionaire, a burned-out lawyer and a missionary are brought together by a startling secret.	9	27	12	<b>BELLA TUSCANY</b> , by Frances Mayes. (Broadway, \$25.) An American writer recalls the romantic areas of Italy.	11	18
13	<b>CARNAL INNOCENCE</b> , by Nora Roberts. (Bantam, \$19.95.) A woman visiting innocence, Miss., becomes enamored of a man suspected of being a serial killer.	8	5	13	<b>I AIN'T GOT TIME TO BLEED</b> , by Jesse Ventura. (Villard, \$19.95.) Reflections on politics, pro wrestling and other subjects by the Governor of Minnesota.	10	11
14	<b>JUPITER'S BONES</b> , by Faye Kellerman. (Morrow, \$25.) L.A. detectives investigate the death of an astrophysicist who had become the leader of a pseudoscientific cult.		1	14	<b>THE CENTURY</b> , by Peter Jennings and Todd Brewster. (Doubleday, \$60.) An account of the 20th century, complete with photographs and first-person narratives.	12	38
15	<b>THE GIRL WHO LOVED TOM GORDON</b> , by Stephen King. (Scribner, \$16.95.) Lost in the woods, a girl is saved by her spiritual connection to a Red Sox pitcher.	10	18	15	<b>THE LEXUS AND THE OLIVE TREE</b> , by Thomas L. Friedman. (Farrar, Straus & Giroux, \$27.50.) A journalist explains the instant electronic global economy.		14
				16	<b>ETHICS FOR THE NEW MILLENNIUM</b> , by the Dalai Lama. (Riverhead, \$24.95.) The ethical system Buddhism offers us for the present and future.		1

<sup>1</sup> Adopted from *Skimming & Scanning Advanced*

# Best-Seller Lists

If you want to know what books people in a certain area are buying you can find out by looking at best-seller lists, which appear in major newspapers around the country. The following exercise will familiarize you with best-seller lists as you improve your scanning ability.

Take a moment to become familiar with the organization of the information contained in the hardcover best-seller list on page 56. You will see that this list is divided into two parts, Fiction and Nonfiction. Read each question and scan for the answer. When you scan, strive for speed and accuracy. Record your answers on the lines provided.

1. What is the best-selling nonfiction title this week?  
\_\_\_\_\_
2. Who is the author of the best-selling fiction title? \_\_\_\_\_
3. How many weeks has *Hannibal* been on the list? \_\_\_\_\_
4. On the fiction list, what book was in the number 1 position last week?  
\_\_\_\_\_
5. On the nonfiction list, what book has been on the list for 36 weeks?  
\_\_\_\_\_
6. On the fiction list, what do the books in positions 4 and 10 have in common? \_\_\_\_\_
7. On which list is *All the Queen's Men*? \_\_\_\_\_
8. Who wrote a book about World War I? \_\_\_\_\_
9. Which book on the nonfiction list might interest someone traveling to Italy? \_\_\_\_\_
10. Which book has been on the nonfiction list the longest?  
\_\_\_\_\_
11. How much does *The Century* sell for? \_\_\_\_\_
12. Which authors have more than one book on the list? \_\_\_\_\_  
\_\_\_\_\_

### Time for Each Item

1. \_\_\_\_ seconds
2. \_\_\_\_ seconds
3. \_\_\_\_ seconds
4. \_\_\_\_ seconds
5. \_\_\_\_ seconds
6. \_\_\_\_ seconds
7. \_\_\_\_ seconds
8. \_\_\_\_ seconds
9. \_\_\_\_ seconds
10. \_\_\_\_ seconds
11. \_\_\_\_ seconds
12. \_\_\_\_ seconds

Start:	_____	Scanning Time:	_____
Finish:	_____	Number Correct:	_____



## TV Listing

?	Menu	6:00 PM	6:30 PM	7:00 PM	7:30 PM	8:00 PM	8:30 PM
02	WBBM	Hollywood	Entertainment	Diagnosis Murder (60)		Diagnosis Murder (60)	
03	QVC	Shapes of Diamonique 1 <sup>st</sup>		Bean Bag Collectibles 1 <sup>st</sup>		Beauty by Tova With Tova	
04	WSNS	Edicion Especial (60)		Cobra (120)			
05	WMAQ	News	Access	Friends	Jesse	Frasier	Frasier
06	WCIU	Judge Mills	Judge Mills	Angels of the City (90)			Hogan's Heroes
07	WLS	News	Wheel of Fortune	Radiant City (120)			
08	WPWR	Sister, Sister	Judge Judy	Moesha	Clueless	Moesha	Clueless
09	WGN	Friends	Mad About You	7 <sup>th</sup> Heaven (60)		Movie Stars	For Your Love
10	WGBQ	Preciosa (60)		Camila (60)		Angela (60)	
11	WTTW	NewsHour With Jim Lehrer (60)		Chicago		Travels in Great Old Amusement Parks (60)	

↑
↓
←
→

Hint: Times (across the top) and Channel Ids (left side) are clickable.

[\[Chicago Tribune Home\]](#)
[\[TV Week Home\]](#)
[\[Print Grids\]](#)
[\[Main Menu\]](#)
[\[Another Date and Time\]](#)  
[\[Search Movies\]](#)
[\[Search Sports\]](#)
[\[Search Children\]](#)
[\[Search Other\]](#)
[\[Change Cable System\]](#)  
[\[TV Week Help\]](#)

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# TV Listings

Looking at the program listings in your newspaper is one way to find out what's on TV. But if you don't have a newspaper or TV magazine at home and you do have Internet access, you can log on to *TV Guide Online* or a major newspaper's Web site. The program listing used in this drill is from *The Chicago Tribune Internet Edition*. The listing is similar to most TV program guides. Notice that the length of some programs appears in parentheses after the name of the show.

Look up the answer to each question below in the TV listing on page 52.

1. What show is on channel 11 from 6:00 to 7:00?  
\_\_\_\_\_
2. How many minutes long is the show "Cohra"? \_\_\_\_\_
3. On what station is "Moesha"? \_\_\_\_\_
4. What show is on after "Friends" on Channel 5? \_\_\_\_\_
5. When does "Angela" come on? \_\_\_\_\_
6. What show is on channel 4 at 6:00? \_\_\_\_\_
7. What channel shows "Friends" at 6:00? \_\_\_\_\_
8. What time does "7th Heaven" start? \_\_\_\_\_
9. If you wanted to learn about old amusement parks, what channel should you watch at 8:00? \_\_\_\_\_
10. On which channel could you see collectible bean bags? \_\_\_\_\_
11. If you like watching court cases, what two shows could you choose from at 6:30? \_\_\_\_\_
12. Which channels show news at 6:00? \_\_\_\_\_
13. If you missed "Clueless" at 7:30, when could you see it again? \_\_\_\_\_
14. What channel has Chicago news at 7:00? \_\_\_\_\_
15. When does "Angels of the City" start and end? \_\_\_\_\_

### Time for Each Item

1. \_\_\_ seconds
2. \_\_\_ seconds
3. \_\_\_ seconds
4. \_\_\_ seconds
5. \_\_\_ seconds
6. \_\_\_ seconds
7. \_\_\_ seconds
8. \_\_\_ seconds
9. \_\_\_ seconds
10. \_\_\_ seconds
11. \_\_\_ seconds
12. \_\_\_ seconds
13. \_\_\_ seconds
14. \_\_\_ seconds
15. \_\_\_ seconds

Start: _____	Scanning Time: _____
Finish: _____	Number Correct: _____

## Context Clues

### Objectives:

- ✓ Identify the different types of context clues.
- ✓ Use context clues to decipher the meaning of unfamiliar words.

Students are, generally speaking, too reliant on their dictionaries; whenever they come across a word never encountered before, their first thought is to grab a dictionary and look it up. This may seem to be a good strategy to adopt, but if we consider the situations where using a dictionary is not possible for one reason or another (during the exam, unavailability of a dictionary, etc.), the student might want to think of other alternatives. *Context*, indeed, may clear the fog surrounding unfamiliar words.

**Context clues** are hints within the passage wherein the unfamiliar word appears (nearby words, grammatical structure, punctuation, etc.), and are meant to assist the reader in deciphering the meaning of the unfamiliar word. The following are the most common clues:

**1. Definition:** sometimes the word is defined or restated in a more detailed fashion. In this case, it can be signaled by a whole sentence, usually introduced by variants of ‘to be’, ‘that is’, or ‘which is’, appositives -restrictive and nonrestrictive-, and punctuation marks (commas, dashes, parentheses):

- ✓ **Discrimination**, *treating people differently based on race, religion, or gender*, will not be practiced here.
- ✓ An **assembly** *is a gathering of people in one place for a common purpose*.

**2. Synonyms:** sometimes the unclear word is restated by a single word or a phrase that have exactly the same meaning. In this case, the synonyms can be signaled by an appositive, the conjunction ‘or’, etc.

- ✓ The **fracture**, or *break*, in his bone will require a cast.
- ✓ My grandparent is a **compassionate** person. My relatives usually say I resemble him as I am, too, *good-hearted*.

**3. Antonyms/contrast:** sometimes the meaning of the unfamiliar word can be clarified if contrasted with opposite information. It can be a word or a phrase signaled by unlike, as opposed to, different from, as different as, however, etc.

- ✓ If only we had a **compassionate** boss, *different from* the current *heartless* boss.

**4. Examples:** sometimes stating kinds/types/elements that belong to the same category of the unfamiliar word will make a good hint to clarify its meaning. Words like ‘like, such as, for example, including, etc.’ can be used as signal words.

- ✓ **Primitive** peoples *such as the native populations in Australia and Africa* have never used gas-powered vehicles.

**5. Cause/Effect Explanation:** sometimes giving further details about the relationship between the unfamiliar word and the surrounding sentences can clarify the meaning. This can be signaled by words like ‘because’, ‘since’, ‘thus’, ‘therefore’, etc.

- ✓ The players were **elated** *because they found out they placed in the semifinals*.

**6. Description:** sometimes traits, characteristics and other descriptions are used to clarify the meaning of the unfamiliar word by adding further details about the word.

- ✓ Ralph is such a **barbarian**. He was *eating his pasta with his hands, slurping his soup, and burping loudly*.<sup>1</sup>

---

<sup>1</sup> Examples are taken from *Power Practice: Context Clues*; and *A Very Practical Guide to the New TOEIC*.

**Task 1<sup>2</sup>:** Each of the following sentences contains a missing word. Use context clues to help you find a word that is appropriate in terms of grammar and meaning.

1. I removed the ..... from the shelf and began to read.
2. He is a thief; he would ..... the gold from his grandmother's teeth and not feel guilty.
3. Our uncle was a ....., an incurable wanderer who never could stay in one place.
4. Unlike his brother, who is truly a handsome person, Hogarty is quite .....
5. The Asian ....., like other apes, is specially adapted for life in trees.
6. But surely everyone knows that if you step on an egg, it will .....
7. Tom got a new ..... for his birthday. It is a sports model, red, with white interior and bucket seats.

**Task 2<sup>3</sup>:** Give the meaning of the words in bolds and identify the type of the context clue.

1. A **replica** -a well-crafted copy- of Mona Lisa is much less expensive than the original.
2. David's **grandiose** design for the library differed from Karen's more realistic proposal.
3. In earlier times, a **salesperson** was often called a merchant.
4. Several French **monarchs** lived in Versailles, from King Louis XIV to King Charles V.
5. The decision was **controversial** as it consisted of points that might anger people on either side of the issue.
6. **Miranda**, the smallest of the five major satellites of Uranus, was discovered by Gerard Kuiper.

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<sup>2</sup> Adopted from *Reader's Choice –Volume 1*

<sup>3</sup> Adopted from *Power Practice: Context Clues*; and *A Very Practical Guide to the New TOEIC*.

## Word Parts: Stems and Affixes

### Objectives:

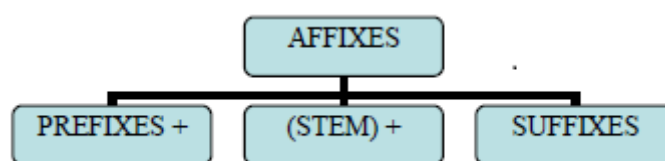
- ✓ Be able to identify the different parts of a word.
- ✓ Be able to use stems and affixes to decipher meaning.

Another alternative to looking into the dictionary for the meaning of unfamiliar words you come across while reading is to break the word into parts and analyse the meaning of each part. An English word can be divided into three parts: a *prefix*, a *stem/root* and a *suffix*. These word parts have specific meaning that, when added together, can help you determine the meaning of the word as a whole.

- *Pre-* means "before"; a *prefix*, therefore, is what comes before the stem. It changes the meaning of the word; for example, **un-** changes a word to the **negative**.

*Believable = can be believed Vs. unbelievable = cannot be believed*

- A *suffix* is what is attached to the end of the stem. It changes the word from one part of speech to another. For example, *ly* added to the *adjective quick* gives the *adverb quickly*.
- Both prefixes and suffixes are referred to as *affixes*.

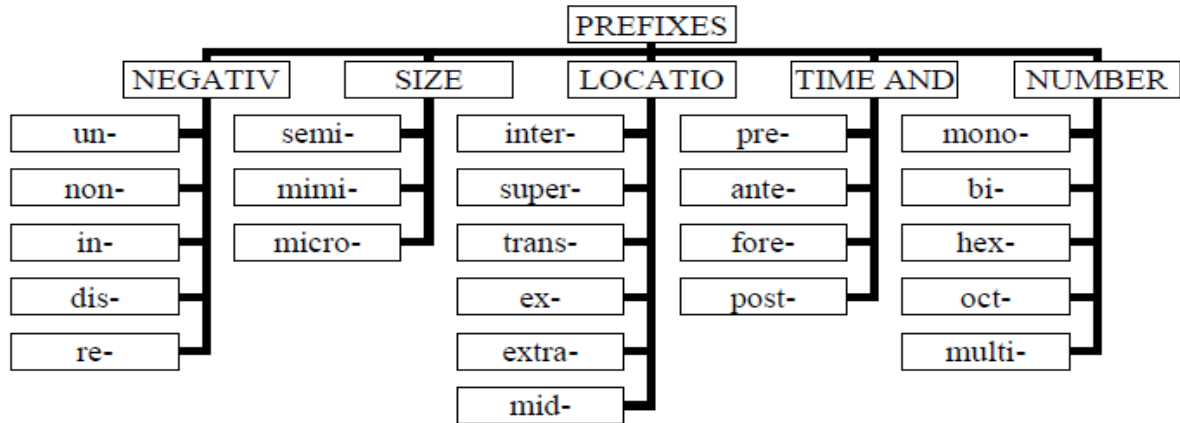


non + conform + ist  
not + go along + someone who does  
**Meaning: someone who does not go along with others**

- The following list<sup>1</sup> groups the **common prefixes** that are used to form new words:

---

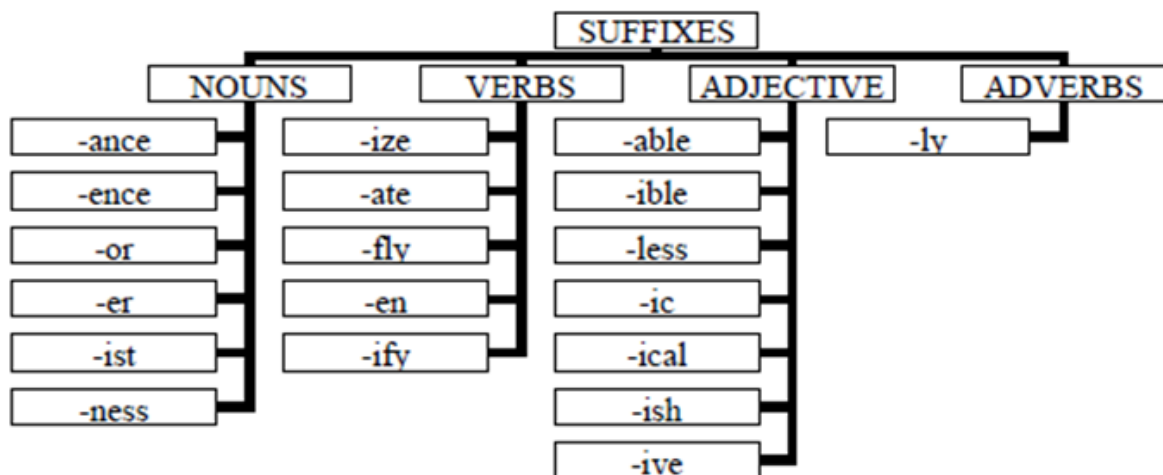
<sup>1</sup> Adopted from *Basic English for technical students Part 2*



Negative and positive prefixes			
	Prefix	Meaning	Examples
<b>Negative</b>	un	not	unmagnetized, unpunched
	in	not good enough	incomplete
	im		impossible
	il	not connected with	illigal
	ir		irregular, irrelevant
	non		non-programmable, non-
	mis	bad, wrong	impact
<b>Positive</b>	dis	opposite feeling opposite action	mispronounce disagree discount
	anti	against	antisocial
	de	reduce, reverse	demagnetize, decode
	under	too little	underestimate
	re	do again	rearrange
	over	too much	overheat
Prefixes of size			
	Prefix	Meaning	Examples
<b>Negative</b>	semi	half, partly	semiconductor
	equi	equal	equidistant
	maxi	big	maxicomputer
	micro	small	microcomputer
	mini	little	minicomputer
	macro mega }	large	macroeconomics megabyte
Prefixes of location			
	Prefix	Meaning	Examples
<b>Negative</b>	Inter	between, among	interface, interactive
	Super	over	supersonic
	Trans	across	transmit, transfer
	ex-	out	exclude, extrinsic
	extra	beyond	extraordinary
	sub	under	subscheme

infra	below	infra-red
peri	around	peripheral
<b>Prefixes of time and order</b>		
<b>Prefix</b>	<b>Meaning</b>	<b>Examples</b>
ante } pre } prime post retro	before  first after backward	antecedent prefix primary, primitive postdated retroactive
<b>Prefixes of numbers</b>		
<b>Prefix</b>	<b>Meaning</b>	<b>Examples</b>
semi mono bi tri quad penta hex septi oct dec multi	half one two three four five six seven eight ten many	semicircle monochromatic binary triangle quadrangle pentagon hexagon septivalent octagon decimal multiprogramming
<b>Other prefixes</b>		
<b>Prefix</b>	<b>Meaning</b>	<b>Examples</b>
auto co neo pan	self together new all	automatic coordinate neoclassical panchomatic

- The following list<sup>2</sup> groups the common suffixes that are usually used to derive nouns, verbs, adjectives, and adverbs.



<sup>2</sup> Adopted from *Basic English for technical students Part 2*



Noun-forming suffixes		
Suffix	Meaning	Examples
ance	state	performance
ence	quality of	independence
er	a person who	programmer, operator
or	a thing which	compiler, accumulator
ation	the act of	execution
tion		
ist		
yst	a person who	analyst, typist
ness	condition of	cleanliness
ion	action/state	conversion
ing	activity	welding
ment	state, action	measurement
ity	state, quality	electricity
ian	pertaining to	electrician
ism	condition/state	magnetism
dom	domain/condition	freedom
ship	condition/state	relationship, partnership
Verb-forming suffixes		
Suffix	Meaning	Examples
-ize	To make	ecomputerize
-ate		automate, activate
-fy		simplify
-en		harden, widen
Adjective-forming suffixes		
Suffix	Meaning	Examples
-al	have the quality of	computational, logical
-ar		circular magnetic,
-ic		automatic
-ical		electrical
able	capable of being	comparable, divisible
ible		
ous	capable of being	dangerous, religious
ious		
-ful	characterized by	helpful
-less	without	careless
-ish	like	yellowish
-ed	having	computed, punched
-ive	quality of	interactive
-ing	to make or do	processing, welding

➤ The following list<sup>3</sup> groups common roots/stems that are usually used in English

<sup>3</sup> Adopted from *Reader's Choice – Volume 1*

<b>Stems</b>	<b>Definition</b>	<b>Example</b>
audi-, -audit-	hear	auditorium, auditor
-chron-	time	chronology, chronological,
die-, -dict-	say, speak	dictator, dictadon
-graph-, -gram-	write, writing	auditorium, auditor, telegraph, telegram
-log-, -logy	speech, word, study	biological
-phon-	sound	telephone
-scrib-, -script-	write	describe, script
-spect-	look at	inspect, spectator
-vid-, -vis-	see	video, vision
-ced -	move, yield	Recede
-duc-	Lead	Educate
Flect, flex	Bend	Reflect - flexible
Mit- miss	Send	Transmit
Pon- pos	place; put	Depose
Port	Carry	Transport
Sequ - secut	follow	Consequence - consecutive
spir	breathe	Respiration
Tele	Far	Telescope
Voc-vok	call, voice	vocal/provoke - revoke
Anthor - anthropo	man, human	Anthropology
Fact - fect	do, make	Manufacture- affect
Gam	marriage	Monogamy - polygamous
Hetero	different, other	Heterogeneous
Homo, homeo	same, similar,	Homonym
Man - manu	Hand	Manipulate
morph	form; shape	Amorphous
onym - nomen	name; word	Acronym-synonym - nomenclature
Pathy	feeling; disease;	Empathetic
Théo - the	God	Atheist
Aster, astro, stellar	star	Astronomy
Auto	self; alone	Automatic
Bio	life	Biology
Mega	great, large	Megaton, mégalo polis
Mort	death	Immortal
Phil	love; affinity for	Bibliophile
Psych	mind	Psychology
Soph	wise	Philosopher
Corp	body	Corporal
Derm	skin	Dermatology
Geo	earth	Geography
Hyde - hydro	water	Hydrogen, hydrology
Ortho	straight, correct	Orthodontics
Pod ,ped , pedi	foot	Centipede
Therm, thermo	heat	Thermometer

**Task 1<sup>4</sup>:** Relying on your knowledge of context clues and word study, fill in the gaps with one of the following words: *reviewing, chronometer, remit, prepare, practitioner, psychology*.

1. A ..... is one who works in a certain field, such as medicine.
2. The branch of knowledge that deals with the human mind is known as .....
3. In order to be ready for a meeting or other event it is always best to ..... in advance.
4. .... what you have learned will consolidate the associations in your memory.
5. An instrument that finely measures time is called a .....
6. Please ..... your payment in the enclosed envelope.

**Task 2:** Deconstruct the following words and provide their meanings:

Inspirable: .....

Hydrophobic: .....

Inspect: .....

Prevision: .....

Audiologist: .....

**Task 3<sup>5</sup>:** Fill in the blanks with *one affix* in order to complete the word:

1. The first thing Jim did when he got off the train was look for a *port*..... .
2. Babies are born healthier when their mothers have good .....*natal* care.
3. Some people believe it is .....*moral* to fight in any war.
4. My parents always told me not to .....*behave* at my grandparents' house.
5. The committee decided to stop working at noon and to ....*convene* at 1:30.

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<sup>4</sup> Adapted from *The Buzan Study Skills Handbook*.

<sup>5</sup> Adapted from *Reader's Choice –Volume 1*

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