PRACTICE :

**1/ Inference: Deducing the meaning and use of unfamiliar lexical items through contextual clues**

**Exercise one :**

**Specific aim**: totrain the students to infer meaning of unfamiliar words.

**Skills involved**: deducing the meaning of unfamiliar lexical items through contextual clues.

**Why**?: this kind of exercise will make the students realize how much the context can help them to find out the meaning of difficult or unfamiliar words.

**Read the following paragraph and try to guess the meaning of the word «  zip ».**

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| ***Zip*** was stopped during the war and only after the war did it become popular. What a difference it has made to our lives. It keeps people at home much more. It has made the remote parts of the world more real to us. Photographs show a country, but only *zip* makes us feel that a foreign country is real. Also we can see scenes in the streets, big occasions are zipped, such as the Coronation in 1953 and the Opening of Parliament. Perhaps the sufferers from *zip* are the notable people, who, as they step out of an acroplane, have to face the battery of zip cameras and know that every movement,every gesture will be seen by millions of people.politicians not only have to speak well, they now have to have what is called a «  zip personality ». perhaps we can sympathize when members of Parliament say that they do not want debates to be zipped. *( from Britainin the Modern World by E.N. Nash and A.P. Newth)* |

***Zip means :*** *cinema photography television telephone*

**Exercise 2 :**

**Specific aim :** to train the students to infer the meaning of unfamiliar words and to help them to analyse their process of inference.

**Skills involved :** deducing the meaning of unfamiliar lexical items through contextual clues.

**Why ?:** the main purpose of this exercise is to develop in the students the ability to analyse their own process of inference. Such an analysis should make them conscious of how they can deal with an unfamiliar word and make them ready to use the different techniques of inference more quickly and efficiently.

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| I am a foot taller than Napoleon and twice the weight of Twiggy; on my only visit to a beautician, the woman said she found my face *a* ***challenge***. Yet despite these social disadvantages I feel cheerful, happy, confident and secure. I work for a daily newspaper and so get to a lot of places I would otherwise never sec. This year I went to Ascot to write about the people there. I saw something there that made me realize the stupidity of trying to conform -of trying to be better than anyone else. There was a small, ***plump*** woman, all ***dressed up*** -huge hat, dress with pink butterflies, long white gloves. She also had a ***shooting-stick***. But because she was so plump, when she sat on the stick it went deep into the ground and she couldn't pull it out. She *tugged* and ***tugged,*** tears of rage in her eyes. When the final ***tug*** brought it out, she crashed with it to the ground. I saw her walk away. Her day had been ruined. She had made a fool of herself in public - she had impressed nobody. Jn her own sad, red eyes she was a ***failure.*** I remember well when I was like that, in the days before I learned that nobody really cared what you do ... I remember the pain of my first dance, something that is always meant to be a wonderful occasion for a girl ... There was a fashion then for diamante ear-rings, and I wore them so often practising for the big night that I got two great ***sores*** on my cars and had to put sticking-plaster on them. Perhaps it was this that made nobody want to dance with me. Whatever it was, there I sat for four hours and 43 minutes. When I came home, I told my parents that I had a marvellous time and that my feet were sore from dancing. They were pleased at my success and they went to bed happy, but I went to my room and tore the bits of sticking-plaster off my ears and felt ***forlom*** and ***disconsolate.******(*** *adapted from an article in* ***the listener by Maeve Binchy)***  |

**Read the whole text first, then look at the words which are italicized and try to guess their meaning from the context. The following types of relation between the word and the context may help you:**

**equivalence:** a synonym is mentioned in the text.

 **contrast:** the word means the contrary of another word or expression given in the text.

 **cause:** the meaning of the word can be guessed because it is the cause of something described in the text.

**consequence:** the word describes or appears in the description of the consequence of something. If the cause is known, it may be possible to guess what the consequence is.

**purpose:** the word applies to an object whose purpose is described in the text.

**explanation/illustration**: the meaning of the word is explained or an example is given. generalization/specification: the word is just one specific instance of a more general thing or idea mentioned in the text, or, on the contrary, after a number of specific examples have been given, a generalization is made.

**2/ Understanding relations within the sentence**

**Exercise one:**

**Specific aim:** To help the students to recognize the structure of complex sentences.

**Skills involved:** Understanding relations within the sentence.

**Why? :** Understanding relations within the sentence. In order to read efficiently and not to stumble on every word it will be essential for the students to grasp the structure of the sentences they read at once. They should therefore be taught to discriminate quickly between what is essential (subjectverb - object, i.e. the 'core' of the sentence) and the padding (i. e. modifiers, relative clauses, oppositions, etc.) which, in each sentence, only introduces some further details or qualifies the idea.

Read the following sentences and answer the questions that follow.

***1/ Mostly because of inflation, but also because taxes have been creeping upward, the actual buying power that people have been getting from the money in their paychecks has declined by nearly 4% over the past twelve months.***

Match subjects and verbs.

 Taxes Have been creeping upward

Buying power Have been getting

People Has declined

2/ ***One index of how financially pressed Americans feel is the popularity of grocery coupons, those little pieces of paper snipped from product labels or newspaper ads that housewives have long used to save nickels and dimes at the check-out counter.***

What is the subject of 'feel'?

What is the subject of 'is'?

What noun phrase does 'that' refer to?

a) Newspaper ads b) Product labels c) Pieces of paper d) Popularity

***3/ Magazine writers, or the authors of books about current affairs, often find themselves gratefully surprised by how much remains unexplored and untold about major events that the day press and television once swarmed all over, then abandoned. Find the subjects in the first column that match the verbs in the second column.***

1. *Magazine writers A) find*
2. *Books B) remains*
3. *Current affairs C) swarmed*
4. *How much D) abandoned*
5. *Major events*
6. *The day press and television*

***4/ one of the major reasons photo collecting has flowered only recently was the realization that a photograph, unlike a painting or a drawing, can be reproduced forever as long as the negative exists.***

*What is the subject of was ?*

*What is the subject of can?*

1. *A photograph*
2. *The realization*
3. *A painting*
4. *A drawing*

***3/ linking sentences and ideas:***

Specific aim : To train the students to understand the value of link-words.

Skills involved: Understanding relations between parts of a text through the use of logical connectors.

Why? : It is extremely important to be able to recognize connective words. Not only are they essential to the understanding of the ideas and facts mentioned in the passage, but they also indicate the rhetorical value (e.g. reinforcing, explaining) of what follows.

**Exercise one:**

Read the following text and select the most appropriate link-words from the list given below.

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| A colour consultant from Toronto explained to the Inter-Society Colour Council meeting in New York an ingenious scheme which a client company had conceived for increasing the sale of potato peelers. He began by pointing out a puzzling fact ................ 1 ................................... . potato peelers 'never wear out', enough arc sold in two years in his country to put one in every home. What happens to them? He gave this answer. 'Investigation reveals that they get thrown away with the potato peelings.' One of his colleagues, he added, had then come up with a dazzling plan for helping along this throw-away process. He proposed that their company paint their peclers 'as much like a potato peeling as possible.' .................................... 2. .. .. . a potato-coloured peeler wouldn't have much eye-appeal on the sales counter. They decided to solve that by displaying the peeler on a colourful card. Once the housewife got the peeler home and removed the bright card, the chances that she would lose the peeler were excellent .. . In some cases the consumers have no choice but to be waste makers . 3. . ..... the way products are sold to them. Many paste pots come with brushes built into the cover, and the brushes fail by a half-inch to reach the bottom. . . . .. .............. 4 . . .............. millions of'empty' paste jars are thrown away with a few spoonfuls of paste still in them. . .............. 5 ... , millions of'used' tubes oflipstick are thrown away with a half-inch oflipstick remaining in the tube. (From Vance Packard: The Waste Makers (Pelican, 1961) |

1 A) because B) although C) for axample D) since

2 A) in addition B) on the contrary C) in this way D) however

3 A) in spite of B) because of C) as D) in addition to

4 A) similarly B) for example C) however D) thus ( in this way)

5 A) likewise B) on the contrary C) yet D) for instance

**Exercise 2:**

In the following passage, most of the connective words are missing. Rewrite the text, adding link-words where necessary. Be careful! Many 51 Reading techniques structures will have to be changed and you will probably not keep the same number of sentences. Here are some of the link-words you may find useful :

Then That’s how Yet Although

 And However Instead So

When But The only result

Television was invented by John Logie Baird. When he was young he built an aeroplane. He tried to fly in it. It crashed down below. Baird was fortunate not to be killed. It did not discourage him. When he was older he tried to make diamonds from coal. There was an enormous explosion. He was not injured. He became a business man. His business failed. He thought of working at television. His family advised him not to. He did not listen to them. He rented an attic. He bought the apparatus he needed. He started working. He worked for a long time. He was not successful. One day he saw a picture on his screen. He rushed out to get someone he could 'televise'. He found an office boy. He took him back to his room. No image of the boy appeared on his screen. The boy, terrified, had put his head down. He put it up again. His picture appeared on the screen. Television had been discovered.