

III. Work with the Texts

A teacher can provide:

- an anxiety-free environment in which students feel comfortable taking risks and trying new ways of reading;
- friendly pressure in the form of persuasion and timing;
- positive examples of how to approach a text;
- a model for the kind of thinking that good reading requires.
- an inspiring example of an enthusiastic reader.

Making the Reading Class Exciting and Effective

General principles:

- One of your primary aims should be to make reading enjoyable for the students. The reading class must always involve them fully and never be allowed to turn into “busy work.”
- Make the students aware of the purpose of their work. This will increase their sense of involvement and allow them to become more active learners (increasing their cognitive awareness).
- Always focus on the thinking process and not on the “right answers.” The answer itself matters far less than how the student arrives at an answer. Encourage students to take this same approach by frequently asking “Why?” or “How can you tell?” or “How do you know?” As the students are required repeatedly to articulate answers to these questions, they become more conscious of their own thinking processes.
- Ask the students to work in pairs whenever possible, especially on the **Comprehension Skills exercises***. Talking about the exercises and explaining their reasoning can reinforce the students’ awareness of process and purpose. It also facilitates language acquisition.
- Emphasize the importance of trying to guess the meaning of words from the context. Students should be discouraged from using dictionaries during the reading class or while doing their reading homework.
- When students work individually, allow them to work at their own pace. In these exercises, speed should be encouraged, but each student must determine what that speed will be. Faster students should not have to wait for slower groupmates, and slower readers should not be pressed too hard or they may become anxious and incapable of comprehending.

*** Sample of the Comprehension Skills exercise****Finding the main idea in the topic sentence**

The topic sentence often states the author's main idea about the topic.

Read each paragraph and underline the topic sentence. Then compare your choice with another student. Decide whose choice is the best and correct your work if necessary.

Modern Trends in Management

The "idea box" is a useful concept in management. It was first introduced in the early 20th century by Kodak in the United States and Michelin in France. The managers of these companies used idea boxes to collect suggestions from employees about improving production. Today the idea box is not used much in the United States or Europe. However, it is used a lot in Japan. Japanese managers have found it to be a very valuable resource. Employees often know more than managers about the details of production. In the long run, their suggestions can make a real difference to the company. Employees

a) Choice of the texts

It is very desirable to select the texts in correspondence with the Program of Lectures the professors give their students. Let's assume the first topic in the Program is "Основні економічні школи". The text you propose your students should be "The First Modern Economists".

Sources for the texts:

Dr. H. Shapiro, Applied Economics – an in-school, one semester course introducing economics to high school sophomores, juniors, and seniors.

Campbell R. McConnell, Stanley L. Brue Economics – one of the best text-books in the contemporary Western economy in which the complete picture of the market economy is exposed.

Milton H. Spencer, Contemporary Macroeconomics (Microeconomics) – which includes a number of exciting changes that are important to students being introduced to economics in the new century.

Leo Jones, Richard Alexander, International Business English – for both business people who need to use business English in their work and students who are entering the world of business.

Michael Lennan, Tonya Trappe, Insight into Business includes helpful information on different topics necessary for the students to master the rudiments of Economics.

The texts should logically switch from one topic to another. Of course, they can be diversified by the articles from such newspapers and magazines as "The Economist", "Business Week", "Financial Times" and "Newsweek".

b) Scanning

What is scanning?

Scanning is very high-speed reading. When you scan, you have a question in mind. Students do not read every word, only the words that answer your question. Practice in scanning will help students learn to skip over unimportant words so that you can read faster. Students practice scanning in many different kinds of materials. They should work as quickly as possible on all the exercises. Remember that scanning is a high-speed skill. Following questions can be asked after scanning the text:

- How many parts are there in the book?
- In which part will you find information about credits?
- What important terms are there in the text?
- In which passage can you find the dialog between X. and Y.?
- How many exercises are there in this unit?
- Such kind of work trains students' memory and attention.

c) Outlining the text

An outline shows the order in which the events happen in the text. Each written text consists of three main parts:

- *introduction*
- *body*
- *conclusion*.

The introduction is the beginning of the text. It presents the main idea. The main idea can also be called the 'thesis'.

The body is the middle of the text. It explains the main idea.

The conclusion is the end of the text. It summarizes the main idea.

The task during the lesson can be the following:

- In small groups find the introduction, body, and conclusion in the text and give them titles. This will be the outline.
- In small groups compare your titles and discuss which one is the best for each part of the text.

d) Paraphrasing

When students paraphrase a text, they tell the story in their own words. They may tell all the details, but they do not memorize and repeat back the exact words of the text.

1. Retell the text according to the outline that you decided on in group.
Pretend you are:
 - a) the customer;
 - b) the shop owner;

- c) the supplier;
 - d) the producer;
 - e) the manager;
 - f) a reader.
2. Exchange the word by the synonym.
 3. Exchange the nouns by the pronouns.
 4. Exchange the verb by another verb.
 5. Exchange the words by the description or definition.
 6. Exchange the word by the word combination.
 7. Exchange the phrase by the word.
 8. Convey the meaning of a sentence.
 9. Transform Active into a Passive Voice.
 10. Convey the meaning of the text using another tense.
 11. Transform the structure of the sentence using antonyms.

HOMEWORK: Read the following text and outline it.

e) Summarizing

A **summary**, in contrast to a paraphrase, is a brief restatement of the main or significant ideas of a text. It does not retell all the points, but only those of specific interest. In small groups discuss and then write a summary for the text. Remember that you are being asked to choose the most important ideas in the text **from your point of view**. Thus, there will be no correct summary but several possibilities.

1. *In small groups discuss what a summary means.*
2. *Read the summary:*
3. *Answer the questions:*
 - a) *What do these summaries have in common in terms of their vocabulary and structure?*
 - b) *Do these summaries tell the whole story?*
4. *Exchange summaries with another group and take five minutes to read and discuss your groupmates versions of the assignment. Then let each group's spokesperson present the summary they have comment on each summary.*

f) Topic Development or Inferential Comprehension

Inferential comprehension refers to the process of understanding and expressing the main concept or philosophy behind the text. In order to determine the main theme of the readings, answer the following questions:

- a) What is the *general topic* of each reading?
- b) Why do you think the author chose this particular subject(s)?

c) Is there more than one topic in each reading?

2. Now we want to see what broader, global meanings the topics we have identified have, and what they mean to each of you as concepts in your life or worldview. Here is an example of how to broaden the term **unemployment**.

Unemployment (condition)=**social injustice** (condition)=**danger** (feeling)

a) What possible words could you add for the condition?