English for academic study:

Reading

新世纪标准大学英语　　教师用书

学术英语阅读教程

原著　John Slaght
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改　编　清华大学外语系
主　编　蔡　尉
副主编　吕中舌
编　者　杨　芳　李瑞芳

前　　言

随着我国大学英语教学改革的不断深入与发展,大学本科生对英语学习有了更高的要求。许多学生在通过了大学英语四级考试后,希望尽快进入选修课程的学习,如:实用写作、高级听说、英美社会与文化、报刊选读等,以便更有针对性地加强某项语言技能或提高某方面的语言能力和文化素养。从多数院校的实际情况看,高年级或通过大学英语四级考试后的学生开设英语选修课程已成为高校大学英语课程建设与发展的一个重要的方面。

为了更好地适应大学英语教学这一发展趋势以及学生的需要,高等教育出版社引进了由英国里丁大学开发、Garnet 出版社出版的本系列教材,并将其列入《新世纪标准大学英语》系列教程。这套教材以学术性写作和阅读为主体,针对具有较好英语基础的大学生和研究生而设计,以语言运用培养为主线,以学术内容为基础。其主要特点是:

1. 选材新颖,内容丰富,题材广泛,具有强烈的时代气息;有利于拓宽学生在英语方面的视野及知识面。

2. 语言规范,难度适中,语言实践性强;适合于大学高年级学生的实际需要,能够达到《大学英语课程教学要求》的相关要求。

3. 教学内容实用,注重学术英语的培养,有利于学生较早地了解这方面的知识,为将来的工作打下相应的基础。

为了使这套教材能够更好地符合我国大学英语选修课程的教学需要,我们做了以下工作:

1. 根据《大学英语课程教学要求》对选修课程的要求,将这套系列教材合并为两册,即《学术英语阅读教程》和《学术英语写作教程》。

2. 在保持原书风格的基础上,适当增加相应的练习,以满足我国大学英语教学的需要。在《学术英语阅读教程》的每个单元后面增加了词汇注释和词汇练习等。

3. 在所有增加的练习后面,配有参考答案。

4. 对一些内容和有关文字做了必要的修改,使其更加符合大学英语教学的需要。

《学术英语阅读教程》和《学术英语写作教程》分别包含学生用书和教师用书;每册约需 48 学时,供一个学期使用。主要适用于本科高年级或通过大学英语四级考试的学生使用,也可用于研究生英语选修课程。本教程还适用于自修和准备到国外留学的人员。

由于编者水平有限,时间紧迫,错误和疏漏之处一定不少,热忱欢迎批评指正。

编　者
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John Slaght, Author, February 2006,
Centre for Applied Language Studies,
Univeristy of Reading, UK

Credits

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1 Introduction

A middle-way approach to academic reading

Towards an appropriate EAP reading methodology

The approach to teaching reading, the *middle-way approach,* intended for use with the following materials, is based on practical rather than theoretical considerations. The *middle-way approach* to developing academic reading competence is so called because it involves applying aspects of the *strategies approach* to reading to the *task-based approach* and providing scaffolding by means of comprehension questions, vocabulary work, text analysis tasks, etc., if and when required. Aspects of both the *strategies* and *task-based approaches* to reading are discussed below.

The *strategies approach* to teaching reading

Reading strategies can be viewed as techniques that are consciously applied in the reading of a text (this excludes automatic/subconscious activity such as word recognition and syntactic processing in efficient readers). It is claimed that effective readers have a range of effective strategies at their disposal. Weir & Urquhart (1998: 94–105) suggest the following reading strategies as being key for academic study:

- *Skimming* – reading quickly and selectively for the main ideas (reading for gist). Typically, most of the text is ignored.

- *Scanning* – reading quickly and selectively in order to locate *words* which have particular importance for the reader (or other symbols, such as figures), i.e., the reader knows the form of words he/she is looking for in advance. This is analogous to word-processing, when you tell the program to search a document for a particular word

or phrase. Typically, almost all of the text is ignored. The process involves finding an *exact match* between what the reader is looking for and is in the text.

- *Search reading* – reading quickly and selectively in order to locate ideas which have particular importance for the reader. This is different from scanning because the form of words is not known in advance, so direct matching is not possible. There is an *inexact match*.

- *Careful reading* – non-selective reading in which the reader reads every word in the text in order to comprehend the writer's meaning in the way the writer encoded it.

- *Browsing* – According to Kintsch & Van Dijk (1978), this occurs where "people read loosely structured texts with no clear goals in mind. The outcome of such comprehension processes, as far as the resulting macrostructure is concerned, is indeterminate." Weir & Urquhart claim that browsing does not have to just involve loosely structured texts – virtually any text of reasonable length can be browsed.

The *strategies approach* assumes that, since reading can be improved via training and practice in the use of strategies, reading classes should focus on the development of competence in using a range of strategies.

There are certain positive features of the *strategies approach*. For example:

- It can lead to the successful use of individual aspects of the approach and therefore to more efficient reading.

- Strategy use does improve with training.

- Strategies may develop into skills (eventually used unconsciously).

- Both students and teachers are comfortable with strategy training because it involves something tangible and clear-cut to "learn" or "teach".

However, there are also some aspects of the *strategies approach* which would not appear to be appropriate to the needs of the student about to embark on a course of academic studies at university level. For example:

- The mechanical application of strategies is not a guarantee of successful reading. After training, strategies may be used mechanically, even when they are not appropriate, or strategies may not be used, although appropriate, because the reader fails to detect the environment in which to apply them.

- The approach may be deemed to be "artificially" successful; for instance, in an EAP language-testing situation, where the reader is "instructed", for example, to match headings from a "headings bank" to selected paragraphs in a text (IELTS), or to "globally summarise" the accompanying text. However, this approach does not always appear to mirror real-life situations.

- Although there is plenty of empirical evidence that natural reading in many situations is strategic, it is also clear that such strategy use is highly flexible and complex (Pressley & Afflerbach, 1995). Reading is an idiosyncratic process and the *strategies approach* doesn't allow for the unpredictability of individual acts of reading. Strategy training makes the reader better at employing the strategy when prompted to do so, but does not necessarily ensure that such strategies are used appropriately in autonomous reading situations.

- Kern (1997) warns that the "implicit universality" in the propositions involved in the *strategies approach* may be problematic because the propositions are so generalised. He suggests that what is "useful" for comprehension is far from universal or generic, and there is "no absolute right time, place, or manner of using strategies for all readers for a given text and context." He

concludes that, though comprehension depends on an effective mix of top-down and bottom-up processing, this mix cannot be prescribed to developing readers, since natural text processing is dependent on a number of reader, textual and contextual variables, and so teaching lists of strategies simply won't do.

The *task-based approach* to teaching reading

This approach suggests that classroom reading tasks should mirror authentic reading demands and purposes outside the classroom. It also suggests that in natural reading situations, effective readers are motivated by a desire to acquire knowledge about the topic which the text they are reading is concerned with. This gives them a clear purpose for reading, which helps them to decide how to tackle the text. This purpose can be seen as a task, which is an important influence on how readers approach the text.

Academic reading involves getting information in order to fulfil an academic purpose, for example:

- To complete an assignment on a specific question, for which synthesising information from various sources is necessary (e.g., to submit an essay or give a spoken presentation).

- To develop an introductory overview of a new topic to help follow a series of lectures on that topic.

- To develop and deepen knowledge of a topic. This could involve deliberate storage of information for later use (e.g., note-taking for future exam revision), or the focus could be on reading and *thinking* in order to achieve a more developed understanding held in the mind (i.e., in long-term memory).

The *task-based approach* implies a rejection of strategy training. Reading competence cannot be improved simply by training in specific strategies. This is because such an approach ignores the role that real-life reading purposes have on

which strategies a given reader will find appropriate when dealing with a specific text. Furthermore, different texts pose different kinds of problems for readers from different language and cultural backgrounds, while individual differences in prior knowledge, motivation and reading purpose also contribute to the way texts are tackled. Reading instruction should therefore be context-sensitive, and grounded in specific texts and reading tasks.

In the *strategies model*, the information required from the text is decided by the strategy selected. In the *task-based model*, the information required is directly specified by the reader's purpose for reading, to which any strategy is subservient. In such an approach, the readers/students are given an academic task parallel to a natural academic task involving reading. Typically, they will be given:

- a text or texts concerning a specific topic;
- a task to complete concerning that topic.

For example, they may be given a text or a collection of texts and asked to answer a question which requires synthesising various ideas in the text(s), which functions as a "focus task" for their reading. In principle, the nature of the task directs the use the reader makes of the text(s) – the reading process – and consequently shapes the final product of the reader's efforts.

In the *task-based approach*, the processes and strategies occurring are dependent on the task, text and reader variables mentioned by Kern (above), and the reader has to make autonomous decisions about what is needed from the text. The end product – the completed "focus" task – can be compared with a model, and evaluative decisions can be made by the reader about the degree of success that has been achieved.

There are certain positive features of the *task-based approach* relevant to the needs of the EAP reader about to begin an academic course. For example:

- The reading conditions mirror those of natural academic reading. In particular, the purpose for reading is the pursuit of relevant information to complete an academic task. The students are "reading to learn, not learning to read". (Shih, 1992)

- The use of strategies is determined by the reader.

However, there are also negative features implicit in the teaching of the *task-based approach*. For example:

- It is a deep-end approach, which raises important questions if students struggle:

  – What happens if the reader is unable to fulfil the task successfully? Should the teacher intervene? If so, how?

  – How does failure to complete the task improve a student's reading?

  – How can students who fail to complete the task stay motivated to improve?

- The teacher's role is also problematic. If it is restricted to setting the focus task and evaluating the product, both students and teachers may ask, "Where is the *teaching* in all this?"

A proposed *middle-way approach*

With this approach, the reader is encouraged to bridge the gap between the two previously mentioned approaches in the following ways:

(a) Students are encouraged to explore/discuss strategy use in different situations. The key to doing this successfully is self-monitoring.

(b) The task provides a purpose for reading, but the student can monitor the reading at three stages:

  I. **Pre-reading** – How am I going to carry out this task?

  The reader can be encouraged to make decisions about how to carry out the task in relation to the purpose for reading, the time available for reading and the prior knowledge he/she has (both conceptual and linguistical). For example, the focus task in Unit 5 (*Statistics without tears*) is to summarise a section of the text. Prior to completing the focus task, students are instructed to

discuss the appropriate level of detail for a summary: whether it is always the same or if it depends on certain factors. If it does depend on certain factors, what are they and how do they determine the level of detail required, etc.?

Unit 4 (*The environment today*) suggests a different approach, in which the students are encouraged to access their "prior knowledge" by making use of the title and other overt information, such as tables and figures. It also suggests that focusing on certain key words displayed in the heading, subheadings and captions in the text, helps the reader access the content "quickly and efficiently". Students are encouraged to consider ways of gaining a quick global summary of the text, and are then invited to discuss other ways of rapidly accessing information for global comprehension. These can be compared with a "master checklist" (provided in the Teacher's Book for photocopying). The students are thus encouraged to devise whatever strategies occur to them and add them to the master list, if appropriate. The aim is to discourage the mechanical application of any particular strategy, and to develop a strategy that suits the needs of the individual reader and the nature of the individual text. Imposing a strict time limit for finding information and summarising introduces further authentic variables.

II. **While reading** – How successfully am I carrying out the reading in relation to the task I am performing?

There are questions at the end of each section of *Statistics without tears* to help students to monitor their understanding of the text. Thus, they can check whether they have come to the right conclusions because the next section provides the answers within the body of the text. If the students do not fully understand each section, their summaries will probably be inaccurate.

Throughout the course, students should be encouraged to keep asking questions of the text while they are reading. This will help them make decisions about how to tackle the text. Similarly, a photocopiable "official checklist" is included in certain units of the Teacher's Book for students to check at various stages of their reading whether their notes relate appropriately to the demands of the focus task. Thus, the student is monitoring the ongoing product of his/her reading, which should make the reading purposeful and, hopefully, motivating.

III. **Post-reading** – How did I carry out the task? Do I need to rethink my approach to the text in order to complete the focus task more successfully?

In Unit 4, students are given a model summary to compare with their own, a "tick box" activity to indicate the level of success that they have noted, and a further exercise to encourage them to think about if and why they had problems. A second text for global comprehension, *Skylarks in decline*, is provided, which is significantly different in outlay and content from the first (e.g., only the heading and subheadings and one figure provide "display" clues about content). There is no introduction with this text – simply a task – but the same time limits are imposed, the aim being that once the summary task has been completed, the students autonomously decide how effective their strategy for reading this text and completing the task has been in comparison with (a) a model summary, and (b) the previous summary they completed for *Acid rain in Norway*. Students can then decide whether both texts can be successfully tackled in the same way or whether different strategies need to be applied. In this way, students are given the opportunity to carry out an identical task with very different texts and to "sample" a range of possible strategies that they can employ independently.

The role of comprehension questions in the *middle-way approach*

Comprehension questions/tasks play a role in the *middle-way approach*. Such questions are treated as "scaffolding" rather than end products. Thus, if the text is too difficult for students to successfully complete the proposed product autonomously, they can do so with the teacher's guidance. Basically, the purpose of the comprehension questions is to provide potential products that the students need along the way for focus task completion.

There are a number of practical ways in which comprehension questions can be used. In order for the materials to be adapted to the level and needs of the students, the materials have been divided into three separate books: (a) a Source Book; (b) a Course Book; and (c) a Teacher's Book. The majority of the comprehension tasks intended for scaffolding are contained only in the Teacher's Book, so that only if individual students, or occasionally the whole class, are experiencing difficulties are they provided for the students. These comprehension-scaffolding tasks are located on individual pages in the Teacher's Book for ease of photocopying, so that they can be prepared as handouts or as overhead transparencies (OHTs).

Paragraph-matching exercises are particularly useful. In Unit 8 (*The new linguistic order*), the fairly lengthy text is divided up into three appropriate sections, and at the end of each section a paragraph summary-matching task is provided. Vocabulary-matching tasks are also provided. Essentially, any of a wide range of traditional comprehension question formats can be successfully used (e.g., multiple-choice, true/false, SAQs, jigsaw and matching activities). There are two key conditions for using comprehension questions in the *middle-way approach*. Firstly, such questions should be seen as scaffolding, to be used only when required, in order that the reader should achieve his/her reading purpose. They may also be used as an independent syllabus strand, to focus on core comprehension difficulties.

The *middle-way approach* to EAP reading is designed to incorporate elements of both the *strategies approach* and the *task-based*

approach to reading. At the same time, it is intended to encourage reader autonomy through self-monitoring at the pre-, while- and post-reading stages. Students are encouraged to interact with the text by monitoring their comprehension at all stages of reading, and models are provided for comparison at all three of these reading stages. The models are introduced and used either as master checklists or summaries. Other forms of scaffolding are introduced depending on the needs of the students. Such scaffolding includes typical comprehension task formats as well as vocabulary work. Through a range of materials students are encouraged to "sample" strategies and make personal decisions about if and when to use them. Reading for a purpose is key to the *middle-way approach*, as it is with the *task-based approach*. It is important to persuade students to adopt an approach to developing reading competence which is particularly appropriate to the demands of academic reading at tertiary level.

Developing referencing skills using the Reading

Students using these Reading materials will be expected to either quote directly, summarise or paraphrase sections of the various texts in order to fulfil their reading purpose. In the context of these materials, "summarising" is understood as *reducing the whole or part of the text without changing the ideas or organisation of the original text*. Paraphrasing is understood as *using the ideas of an original source in order to support or refute an argument, opinion or idea; this may involve a degree of "interpretation" of the original text*.

It is clearly necessary for students to develop the skills for referencing in an appropriately academic style. These skills can be developed in three ways:

I.   **Recognising different styles of referencing**

Students need to recognise that different sources will be referenced in different ways. The Source Book in this series contains text types from a range of sources, for example:

- serious magazine articles intended for the general reading public or for educational purposes such as from *The Economist, Scientific American* or *Understanding Global Issues*.

- texts taken from more academic sources such as Atkinson R.L. et al.'s *Hilgard's Introduction to Psychology*, and from an academic journal *Foreign Policy*, or from a book described as a "primer for non-mathematicians" *Statistics without tears*.

Exposure to and general discussion comparing the style, content and intended readership is an important study skill, which should not be neglected in the development of academic reading proficiency.

It is important that the difference in text styles is regularly pointed out to students so that, for example, in Unit 3 (*Early human development*) there are a range of examples of internal referencing (see page 13, right-hand column). In Unit 6 (*Human activity and climate change*), however, the original source is a brochure which was compiled at the behest of the UN Environment Programme: World Meteorological Organization and the text has been compiled by a number of academics. As a result, no exact authorship is attributed to any specific contributor in the original document. In such a case, when students wish to quote or paraphrase from the text, it would be best for them to indicate authorship as Hamburg et al (updated 2004*) because Steven Hamburg is mentioned first in the alphabetically-arranged list of contributors. It is important for students to appreciate that the origin of this source is very different from other texts in the same source book.

Since the original completion of the source materials two of the texts have become available online. These are "Human activity and climate change" *and* "The new linguistic order" . *They can be viewed at* http://www.gcrio.org/ipcc/qa/contributors.html *and* http://www.uoc.edu/humfil/articles/eng/fishman/fishman.html *respectively. Students could be encouraged to visit these sites and, in fact, to reference them accordingly in their work.*

II. **Acknowledging sources**

Students need to appreciate the importance of acknowledging their sources. They should be made aware that *not* referencing amounts to theft of intellectual property and can have serious repercussions. At the same time they need to realise that by quoting and/or acknowledging their sources, writers actually add more weight to their arguments and ideas.

III. **Evaluating sources**

Students clearly need to assess the currency of any text they use to fulfil their reading purpose and the credentials of the authors. As much guidance as possible is provided in the Source Book for this purpose (see for examples the bibliographical information supplied about the authors of *Acid rain* or *Skylarks in decline*), and there is ample opportunity to explore the credentials and currency of the authors by going beyond the Source Book. For example, although the article *Economic Focus: On the Move* is not strictly academic, the text *International Migration & The Integration of Labour* (Chiswick & Hatton 2002), referred to in *The Economist* article is very much so. In fact, students can be encouraged to verify this for themselves by viewing the abstract for this text at *ftp://repec.iza.org/RePEc/Discussionpaper/dp559.pdf*, or by utilising their university library service online or hardcopy facilities.

Students need to take into consideration the source of any text they use and the original intended readership. At some stage during the teaching of every unit this should be a general teaching point. The students should consider the relative academic weight that certain texts may carry in comparison with others in the Source Book. In addition teachers should draw students' attention to the fact that a range of texts have been used in the materials in order to develop students' exposure to relatively dense and content-packed texts, in preparation for their future academic studies.

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Route through the materials

The books are designed for international students of English intending to pursue academic study in an English-speaking environment, whose IELTS level is between 5.0 and 7.0. However, much of the material can be adapted for use with less proficient udents studying on extended courses.

One of the key principles underpinning the approach taken to academic reading is the idea that it should be *purposeful*. The type of information required to complete the writing task will determine the type of reading needed to extract the relevant information and ideas from the text. Note that a writing focus task is indicated in each unit of the *English for academic study* Reading materials.

Below are a number of suggested routes through the reading materials, depending on the length of the intended course and the number of probable teaching hours required to reach the minimum university entrance level. These are based on two 90-minute lessons per week. The amount of work given to students to be completed outside class time will vary. Students with a higher level of English language are expected to cover the units more quickly than lower-level students.

NB: The allocation of time does not include time for reading the Source Book material. It is suggested that such reading should take place outside the classroom.

Note: Non-contact hours = homework and private study related to the materials.

Suggested route for 16-week course

WEEK	Contact hours	Non-contact hours	UNIT
1	3	4	Unit 1
2	3	4	Unit 1
3	3	4	Unit 2
4	3	4	Unit 2
5	3	4	Unit 3
6	3	4	Unit 3
7	3	4	Unit 4
8	3	4	Unit 5
9	3	4	Unit 5
10	3	4	Unit 6
11	3	4	Unit 6
12	3	4	Unit 7*
13	3	4	Unit 7
14	3	4	Unit 7
15	3	4	Unit 8*
16	3	4	Unit 8

*It is intended that students are encouraged to take considerably more responsibility for independent study with Units 7 and 8.

Suggested route for 11-week course

WEEK	Contact hours	Non-contact hours	UNIT
1	1.5	2	Unit 1
1	1.5	2	Unit 2
2	1.5	2	Unit 2
2	1.5	2	Unit 3
3	1.5	4	Unit 3
3	1.5	0	Unit 4
4	3	4	Unit 5
5	3	4	Unit 5
6	3	4	Unit 6
7	3	4	Unit 6
8	3	4	Unit 7
9	3	4	Unit 7
10	1.5	0	Unit 7
10	1.5	4	Unit 8
11	3	4	Unit 8

Suggested route for 8-week course

WEEK	Contact hours	Non-contact hours	UNIT
1	3	4	Unit 1
2	3	4	Unit 2
3	3	4	Unit 3
4	1.5	0	Unit 4
4	1.5	4	Unit 5
5	1.5	0	Unit 5
6	1.5	4	Unit 7
7	3	4	Unit 7
8	3	4	Unit 7*

*It is important that all students work fully on Unit 7, which fully puts into practice the idea of selective reading for a purpose and the need for students to take responsibility for their own reading needs. On the 8-week course, higher-level groups, however, may progress sufficiently to attempt Unit 8 in Week 8, or go back to Unit 4 for consolidation work.

Suggested route for 5-week course

WEEK	Contact hours	Non-contact hours	UNIT
1	1.5	1	Unit 1
	1.5	3	Unit 2
2	3	0	Unit 3
3	3	4	Unit 5
4	3	4	Unit 7
5	3	4	Unit 7

1+ Task introduction

Economics focus: On the move

Task 1: Deciding if a text is useful

The aim of this task is to encourage students to read selectively in order to achieve their reading purpose. It should also discourage them from laboriously working their way through a text from start to finish.

1.1 Establish with the students their "purpose" in reading the text (as described in the Course Book).

Point out the italicised parts of the text (the introduction and conclusion). Tell the students to read the heading and subheadings too. It may be a good idea for students to highlight these in their books.

Answers:

> b) an educated general reader*

Possible reasons:

> - The source of the text (*The Economist*).
> - The type of information (fairly superficial; quite a lot of background information that a specialist would not expect to read; not very technical).
> - The style of writing (relatively short sentences; short paragraphs).

*c) and d) are also possible choices, but point out that an Economics student or a historian would probably read a text with more specialist content, unless they wanted a more general introduction to the topic area. NB: The subheading, which refers to the history of immigration, might encourage students to choose the "historian" option.

1.2 Refer students to the title and subtitle too, and ask them to predict the content from the key words, e.g., *economics*, *history of immigration*, *future*. Also refer them to the introductory and concluding paragraphs.

There are additional important clues from:

> - The name of the journal/magazine = *The Economist*.
> - The section of the journal = *Finance and Economics*.
> - The date of publication.

Also point out the reference at the end of the article to a "conference volume" (line 221). This term needs to be explained, i.e., *papers that were/will be presented at a conference.*

From the introductory paragraph, get students to identify the main topic of the article, i.e., lines 5–8; 12–15; 25–29.

Students may be able to identify the historical/chronological order of the information, e.g., lines 3–5 ... *the three centuries leading up to the first world war.* This chronological description/analysis runs through from line 30 to line 155 (and less obviously through to the end of the text).

1.3 Students can check the accuracy of their predictions as they work through the following tasks (this is an important part of the self-monitoring process that these materials hope to encourage).

Task 2: Word-building from a text

The aim of this task is twofold. The first aim is to get students to identify keywords in the text, either because they appear in the headings, etc., or because they occur frequently in the main body of the text. The secondary aim is to encourage the recognition of the morphological make-up of words (stems, prefixes and suffixes). The specific aim of Task 2 is to help students analyse the morphological link between words derived from the same stem. It should give students a

confidence boost to work out the meaning of some words if they can recognise the stem word.

2.1 Before students start scanning the text, tell them that when you scan a text you know exactly what you are looking for and tend to ignore everything else in the text. This is similar to looking for someone's name in a telephone directory.

Explain to students that, by recognising word class, they will be able to see the function (purpose) of words and this, in turn, will help them to work out meaning and how important the words are to the writer. Often, knowing the meaning of nouns can be more immediately useful than adjectives or adverbs (with adjectives, the key is usually recognising whether they are positive or negative in meaning).

The *Connected language* column of the table is included to get students thinking in terms of working out meaning from context and also to get them to recognise how words collocate (occur naturally together in a language).

Possible answers:

Word used	Line number	Word class	Connected language
migration	line 18	noun	to restrict migration
immigrants	lines 55–56	noun	some 8m immigrants
emigration	line 79	noun	a rare case for America of net emigration
migrate	line 145	verb	workers who can migrate

2.2 Point out that there is also an adjective *migrant*, as in *migrant worker*.

You could get students to suggest other examples of how the verb, adjective and noun forms work in context.

Discuss the difference between *emigration* and *immigration*, paying attention to the prefixes.

Immigration is the coming of people into a country in order to live and work there.

Emigration is leaving your own country to live in another country. [Cobuild: *English Dictionary for Advanced Learners*]

Example:

> A lot of migrant workers *emigrated* from Britain to the USA. This *migration* of British people occurred particularly at the end of the 19th century. The *immigrants* often first arrived in New York before *migrating* to another part of the United States.

Task 3: Identifying the organisation of a text

The aim of this task is to get students to look more carefully at the text once they have grasped some of the main ideas. By looking at the organisation of the text, students should get a clear picture of the main ideas and start to identify the supporting ideas.

3.1 **Answer:**

> The most obvious division is the subtitle *Winners and Losers*. Prior to this, the text deals with background information on migrationary trends. This section deals with the effects of migration on both the sending and receiving countries.

3.2 The first section of the text provides an introduction and background historical information from the 16th to the 20th centuries, focusing mainly on Europe and the United States. The second part is more analytical in approach.

Answers:

- The main idea is the link between migration and economic factors, e.g., lines 1–15.
- The purpose of paragraphs 2–5 is to trace the history and pattern of migration from Europe to the USA in relation to economic factors.

Ask lower-level students to highlight the various historical stages in the text, using the dates, etc.

3.3 **Answer:**

The main purpose of the second half of the text is to analyse the effects of migration, i.e., the effects in host countries and reasons for expansion of migration; explanation of rising incomes in rich and poor countries; differences between previous centuries and the current situation.

It could prove useful to get students to highlight sentences that contain verbs reporting the effects of migration, e.g., line 104 ... *The evidence suggests that ... receiving countries*; line 152 ... *Several studies suggest that ...*

Task 4: Writing a summary of part of the text

The purpose of these two tasks is to encourage students to carry out post-reading monitoring of their understanding by making brief notes of what they have understood.

4.1 **Answers:**

1) economic factors
2) slaves
3) began to migrate/migrated
4) the 19th century
5) economic depression
6) migration

4.2 **Answers:**

- Paragraph B
- Paragraph D
- Paragraph A

Task 5: Dealing with unknown vocabulary

5.1–5.2 Answers depend on students.

5.3 Explain to students that there is no hard and fast way of knowing whether a word is classified as (A), (B) or (C). It will depend very much on their needs. Students can be encouraged to consult the Academic Word List or the General Service List to see whether it appears that the word is relatively high frequency. Students can also be encouraged to visit appropriate websites to help them make decisions about vocabulary.

5.4 and 5.5 **Answers:**

Choice of A, B or C depends on students.

Vocabulary	Column A	Column B	Column C	Word class
makes plain				verb (phrase)
harsh				adjective
indentured*				adjective
slavery				noun
falling				adjective
comparatively				adverb
net				adjective
feasible				adjective
expansionary				adjective

*Check with students whether they have noticed how the word *indentured* is defined in the following sentence (lines 44–48):

This meant that the workers were forced to work for their bosses for a period of time without pay.

5.4 **Answer:**

The world$^{(n)}$ has experienced$^{(vb)}$ a new$^{(adj)}$ era of globalisation$^{(n)}$, which$^{(pron)}$ is$^{(vb)}$ much$^{(adv)}$ quicker$^{(adj)}$.

Task 6: Evaluating the level of content

The aim of this task is to encourage critical thinking about the content of the text and aims of the writer.

Encourage students to identify sections of the text that they could use to justify their choice – they