EXPLORING THE RELATIONSHIP BETWEEN THE
READING SECTIONS OF THE CET4 PAPERS AND
COLLEGE ENGLISH 1-4 MATERIALS USING BARRETT'S
TAXONOMY

XUELIAN LIU

A THESIS SUBMITTED
FOR THE DEGREE OF MASTER OF ARTS IN
ENGLISH LANGUAGE TEACHING
MA-ELT

GRADUATE SCHOOL OF ENGLISH (GSE)
ASSUMPTION UNIVERSITY
BANGKOK, THAILAND

NOVEMBER 2008

EXPLORING THE RELATIONSHIP BETWEEN THE READING SECTIONS OF THE CET4 PAPERS AND *COLLEGE ENGLISH 1-4* MATERIALS USING BARRETT'S TAXONOMY

XUELIAN LIU
ID: 5029412

A THESIS SUBMITTED
FOR THE DEGREE OF MASTER OF ARTS IN
ENGLISH LANGUAGE TEACHING
MA-ELT

GRADUATE SCHOOL OF ENGLISH (GSE)
ASSUMPTION UNIVERSITY
BANGKOK, THAILAND

NOVEMBER 2008

Thesis Title   Exploring the Relationship between the Reading Sections of the Cet4 Papers and College English 1-4 Materials Using Barrett's Taxonomy

Name   Ms. Xue Lian Liu

Advisor   Dr. Rajeevnath Ramnath
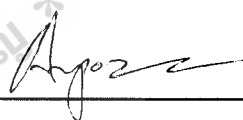
Academic Year   December 2008

The Graduate School of Assumption University has approved this final report of the twelve-credit course, ET 7000 Thesis, submitted in partial fulfillment of the requirements for the degree of Master of Arts (ELT/ELL)
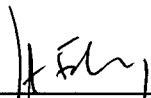
Approval Committee:

_____   _____
(Dr. Rajeevnath Ramnath)   (Assit. Dr.Amporn Srisermbhok)
Advisor   External Examiner

_____
(Prof. Dr. Joseph Foley)
Chairman

PLAGIARISM STATEMENT

I certify that all the material in this study which is not my own work has been

identified and acknowledged, and that no materials are included for which a degree

has already been conferred upon me.

_____

Signature

XueLian Liu

Date: _____

Acknowledgements

I would like to extend my gratitude and appreciation to the following people for their constant assistance and support during my study in the Graduate School of English.

My gratitude will first go to Dr. Rajeev, my thesis supervisor. His hard work, concerns and invaluable suggestions have helped me to understand the concept of research and thesis writing.

I would like to thank Dr. Stephen Conlon who has helped and encouraged me greatly during my study here. His classes have had a profound influence on my views and ways of teaching.

I am grateful to Prof. Joe Foley for his generous support and willingness to help. I would like to thank Dr. Elizabeth Walter-Echols, Acharn Denny and Dr. Pimporn Chandee for their interesting lectures, which have influenced this thesis.

I also wish to thank all my friends and classmates here, who are always ready to share their stories and experience with me and reassure me during hard times.

Finally, my heartfelt gratitude goes to my family, without their love, my life will not be what it is today.

Abstract

This study investigates the connection between the reading section of the CET4 and *College English 1-4 coursebooks* by applying Barrett's Taxonomy to see to what extent the CET4 influences the design of English coursebooks in China.

In order to answer the research questions, this study includes eight CET4 papers from 2005 to 2008, four college English coursebooks entitled *College English 1-4* used at Southwest Jiaotong University for data collection and analysis.

The results of this study show that the CET4 tends to influence the coursebooks in terms of the cognitive and affective dimensions of reading comprehension of the Barrett's Taxonomy (1972 cited in Chapman et al. 1977). The most dominant dimension of the CET4 papers is reorganization questions while reorganization questions and literal comprehension questions co-dominate the four coursebooks of this study.

It is expected that the coursebooks will include inferential comprehension, evaluation and appreciation questions to develop students' high-order thinking skills in English.

Table of Contents

List of Tables

Chapter 1

Introduction

The purpose of this study is to examine the connection between the reading sections

of CET4 (College English Test band 4) test papers and the English coursebooks used

at Southwest Jiaotong University in China. The researcher will try to find out to what

extent the reading section of the CET4 test papers and the coursebooks correspond to

each other by applying the cognitive and affective dimensions of reading

comprehension of Barrett's Taxonomy (1972 cited in Chapman et al. 1977). This

Chapter is composed of background, objectives, research questions, methods,

significance and organization of this study.

1.1 Background

1.1.1 Education system in China

China's education system is composed of three levels. The first level has six years of

primary school education. From grade three on, students are required to learn English.

The second level refers to middle school education. This level is divided into three

years of junior high school and three years of senior high school education. Primary

school and junior high school constitute the nine-year compulsory education period

with six years of English studying. After finishing the nine-year compulsory

education, students can either work or continue their study in senior high school or

vocational school. The third level is college or university education. According to Lu:

> English as a foreign language began to be part of the curriculum in middle
> schools and colleges in 1970. Since 1999, English has become a compulsory
> course for primary school students at and above the third grade according to the

new National English Curriculum Standard. Except for a few private schools where some other languages such as French, Japanese or Spanish are taught as second foreign languages, English is taught as the only foreign language in most of the schools.

<div align="right">(Lu 2006: 5-6)</div>

English is as important as Chinese and Mathematics in schools, and it is one of the six compulsory subjects in the National College Entrance Examination. Students who want to study at college or university are required to pass the National College Entrance Examination (also called *Gaokao* in China). Enrolment is based on the scores in the examination. According to the current three plus X examination system, a student who wants to be enrolled into a college has to sit for exams in three major subjects: Chinese, English and Mathematics, plus an integrated test known as 'X' (the name of the test). For arts students, who choose to study geography, history and politics at grade 11, X means a test which tests those three subjects in one test paper with three sections for each, while for science students, who choose Physics, Chemistry, and Biology, X means a test which tests these three subjects in one test paper with three sections for each. English (150) occupies more than 20% of the total score of the examination (710). According to Lu:

> The level of the English examination has become increasingly higher and more difficult over the years. According to China's new National English Curriculum Standard, the English vocabulary required for university entrance increased from 500 words in 1980 to 1,600 words in 1985, to 1,800 words in 1999, and lastly to 3000 words in 2003.

<div align="right">(Lu 2006: 6)</div>

At colleges and universities, English is also a compulsory subject. Moreover, after finishing the compulsory English courses, students are expected to pass the College

English Test Band 4 or even Band 6 (hereafter CET4 and CET6). As the CET4 and CET6 test only reading, listening and writing, speaking is not included in these tests, that's why the CET Spoken English Test (CET-SET) is expected to be passed by students if they get more than 80% of total scores of the CET4 or 75% of total scores of the CET6. Although the Ministry of Education doesn't require a pass of the CET4 to issue a graduate certificate, most colleges and universities in China still do. Besides the wide acceptance of the CET4 in the Chinese academic world, many companies and enterprises also require a CET4 certificate of students. As a result, in the last two decades, the CET4 has been developed as one of the most important English exams in China. "In 2005, as many as 11 million students participated in CET" (Yang 2006: 3).

The results of the CET4 are regarded as authoritative evidence of English proficiency and a pass (to gain at least 60% of total score) in CET4 is a requirement for graduation in many institutions in China. More importantly, the researcher believes that the CET4 has an impact on the teaching of English in China. On one hand, the CET4 stimulates English teaching in China. On the other hand, in order to pass the CET4, students and teachers tend to focus on the preparation for the test instead of the English language skills.

1.1.2 CET4

The English teaching system in China is centralized in terms of sharing the same college English syllabus with different coursebooks for non-English majors throughout China. When the college English syllabus for non-English majors was first published in 1985, the Ministry of Education postulated that the goals and the

requirements prescribed in the syllabus would be used as criteria to evaluate college English teaching and learning. Thus, the CET Committee was formed and the CET4 and the CET6 were officially launched in 1987.

Candidates of the CET are undergraduates and postgraduates who have gone through general English courses based on the College English Syllabus. English teaching in China has been divided into two stages: a foundation stage (the freshmen and sophomore years) and an application and improvement stage (the junior and senior years). Teaching and learning at the foundation stage has six bands, with the first four bands signifying the basic requirements, which the CET4 aims to test, and the fifth and sixth band signifying higher requirements for the foundation stage, which is tested in the CET6.

The CET4 is based on the theory of structuralism, which divides language into discrete points and tests them in the form of multiple-choice questions. Its advantages are the convenience for machine grading, objectiveness, and wide coverage of language knowledge. Besides, "the designing of CET4 should also strike a balance between linguistic knowledge and linguistic competence, between accuracy and fluency, between semantic level and discourse level, and between conceptual abilities and expressive abilities" (College English Syllabus 1985 cited in Yang 2006: 2). According to Yang (2006: 2), "In order to achieve these goals, the CET4 follows the procedure of items writing, initial examining, predicting, item analyzing, further examining, test composing, testing, scoring, statistic analysis and bank building."

According to Yang:

Formerly, the CET4 had five components: listening, reading, vocabulary and structure, cloze and writing. Except for writing, all the test items were in the multiple-choice format. Since 1996, new test tasks such as dictation, short answers questions, cloze, and English-Chinese translation have been adapted to measure students' pragmatic competence in English.

(Yang 2006: 2)

The reading section of the CET4 papers (from December 2006 to June 2008) has three basic components: skimming and scanning, reading in depth and cloze. Except the skimming and scanning part, which includes short answer questions and 'yes' or 'no' format besides the multiple-choice format, the other two components are in the multiple-choice format. However, the test papers from January 2005 to June 2006 have only two components, namely, reading comprehension and cloze in the multiple-choice format.

To make CET known to both the English teachers and the non-English major students, the CET Committee has published a syllabus with sample tests. The test syllabus for Band 4 states the requirements for each section of the test. According to the CET Committee (2006), the recent version of the CET4 test syllabus requires students to acquire the following reading skills and strategies:

1) identify and comprehend the gist and important details of texts

   a) comprehend the concepts or details of the text, which are explicitly expressed

   b) comprehend the concepts or details (such as a summery, a judgment, an inference) of the text, and comprehend the text through evaluating the communication functions (such as requests, refusal, orders) of the sentences

   c) comprehend the gist of the text (for instance, find the point in the text which can summarize the whole text)

2) apply language skills to comprehend texts

   a) comprehend words (guess the meanings of words or phrases from the context)

b) understand the relationships between sentences (such as cause and effect, compare and contrast)

c) understand the relationships between paragraphs (for example, through the discourse markers)

3) apply specific reading skills

a) get the main idea by skimming

b) get the specific details by scanning

(CET committee 2006: http://www.sina.com.cn)

In summary, the requirements of the CET4 test syllabus expect the candidates to gain information (details and gist) from the texts. The information could be found in the following two ways:

1) It could be found directly in the texts through reading in depth or skimming and scanning.

2) It could be summarized or paraphrased by the candidates from what have been explicitly expressed in the texts.

As a result, all the requirements exclude the readers' interpretation of the texts. Therefore, the reading section of the CET4 could be highly objective and possible to have only one correct answer.

Thus, in the reading section of CET4, multiple-choice is the main or the only technique to test students' reading ability. Naturally, for students who take CET4, the main purpose of responding to multiple-choice questions about a reading passage is, undoubtedly, to answer them correctly, and so students select their strategies accordingly to optimize their chances for success. A variety of factors have a potential influence on the selection of strategies in testing situations such as the level of

linguistic difficulty of the text, the topic of the text, the linguistic level of the questions, the content and phrasing of questions, the location of information, from where the correct answers and the detractors arise, as well as the level of cognitive activity required of the respondent

One can argue that strategy selection in test-taking situations is guided by the specific testing format that is used by the test. Consequently, students often rely on test preparation materials, which guarantee successful performance in the test, by suggesting the most efficient strategies to deal with a specific test format or technique. This is one of the negative impacts on the teaching of English in China.

1.1.3 College English teaching in China and College English coursebooks

College English teaching in China

In China, college students attend English classes for four hours a week for two years, with one hour for listening, and three hours for speaking, reading, writing, and translation practice. English is taught under the guidance of the national syllabus. The Higher Institution Foreign Language Teaching and Learning Guidance Committee, authorized by the Ministry of Education, published the most recent version of the syllabus for non-English major students in 1999. It is expected that the syllabus will be used as a benchmark for curriculum development, materials production, and teaching evaluation (College English Syllabus Revision Team 1999 cited in You 2004: 102). According to the syllabus, college English teaching aims at

> cultivating in students a relatively high ability in reading, and a moderate ability in listening, speaking, writing, and translation, so that they will be able to

employ English as a means for exchanging information, and college English teaching should help students build up a solid language base, master sound language learning skills, and enhance their cultural knowledge, in order to meet the needs of social progress and economic construction.

(College English Syllabus Revision Team 1999: 1 cited in You 2004: 103)

To keep up with the new developments of higher education in China, improving English teaching quality is a necessity. Thus, in January 2004, College English Curriculum Requirements (Requirements hereafter) was released and has been drawn up to provide colleges and universities with the guidelines for English instruction to non-English major students. According to the Requirements:

the objective of College English is to develop students' ability to use English in a well-rounded way, especially in listening and speaking, not emphasizing on reading anymore, so that in their future studies and careers as well as social interactions they will be able to communicate effectively, and at the same time enhance their ability to study independently and improve their general cultural awareness so as to meet the needs of China's social development and international exchanges.

(College English Curriculum Requirements 2007:

http://202.204.128.82/index.php?option=com_content&task=view&id=72&Itemid=31)

As shown above, College English Curriculum Requirements (2007) doesn't emphasize reading as it used to, but the focus is on speaking, listening, social interactions and cultural awareness.

The requirements for undergraduate college English teaching are set at three levels, they are: basic requirements, intermediate requirements, and higher requirements. Non-English majors are required to attain one of the three levels after studying English at school. The basic requirements are the minimum level that all non-English majors have to reach before graduation. Intermediate and advanced requirements are

recommended for those colleges and universities, which have favorable learning conditions; they should select their levels according to the school's status, types and education goals.

The three levels of requirements of reading section are set as follows:

Basic requirements:

1) Students should generally be able to read English texts on general topics at a speed of 70 wpm. With longer yet less difficult texts, the reading speed should be 100 wpm. Students should be able to do skimming and scanning.
2) With the help of dictionaries, they should be able to read textbooks in their areas of specialty, and newspaper and magazine articles on familiar topics, grasping the main ideas and understanding major facts and relevant details.
3) They should be able to understand texts of practical styles commonly used in work and daily life.
4) They are expected to be able to employ effective reading strategies while reading.

Intermediate requirements:

1) Students should generally be able to read essays on general topics in popular newspapers and magazines published in English-speaking countries at a speed of 70 to 90 wpm. With longer texts for fast reading, the reading speed should be 120 wpm. Students should be able to skim or scan reading materials.
2) When reading summary literature in their areas of specialty, students should be able to get a correct understanding of the main ideas, major facts and relevant details.

Advanced requirements

1) Students should be able to read rather difficult texts, and understand their main ideas and details.
2) *They should be able to read English articles in newspapers and magazines* published abroad,
3) And to read English literature related to their areas of specialty without much difficulty.

(College English Curriculum Requirements 2007:

http://202.204.128.82/index.php?option=com_content&task=view&id=72&Itemid=31)

The basic requirements should reflect the reading requirements of the CET4, as both are requirement of English for non-English majors before their graduation. As mentioned earlier, the requirements of the reading section of the CET4 is to gain information (the details or the gist) from the texts, through reading in depth or skimming and scanning. There are no text types, reading strategies, topics, and the use of dictionary mentioned in the CET4. However, in the Requirements, all these four factors as well as understanding main ideas and relevant details have been taken into consideration. Moreover, the Requirements articulates that the reading topics should be familiar to the students, the text types should be commonly used at work and in daily life, and dictionaries should be helpful when students read in their own areas. In that sense, the Requirements are similar to but more specific than the CET4 syllabus. Besides, the reading speed in the basic requirements is 70 wpm (words per minute) for general texts, and 100 wpm for longer but less difficult texts, which corresponds to the requirements of the CET4 as well. Because, for the skimming and scanning part, the text is around 1,000 and the time allocation for this part is 15 minutes with ten questions, that is approximately 100 wpm, and for the reading in depth part, each text has around 350 words and 5 questions with the time allocation of around 8 minutes, which is nearly 70 wpm, because students have to spend 3 to 5 minutes to answer the questions as well. Therefore, the reading requirements of the CET4 are similar to the Requirements.

The intermediate requirements expect a higher speed of reading (70-90 wpm or 120 wpm for less difficult texts) as well as understanding literature in students' areas of

specialty, including main ideas, major facts and relevant details. The advanced requirements expect students to gain a higher ability than the intermediate requirements do.

College English coursebooks

There are a variety of coursebooks for college students based on the National college English teaching syllabus. Such as: *21st Century College English, New Horizon College English* and so on. The coursebooks used at Southwest Jiaotong University are *College English 1, College English 2, College English 3, and College English 4*, published by Higher Education Press in China.

Each book has the same format and layout, but different content. The content of these four coursebooks includes topics like: education, popular science, safety, emergencies, friendship, romance and so on. Each book is composed of eight units, and each unit has two texts, namely, Texts A and B which contain reading comprehension exercises. Text A has three reading comprehension exercises: content questions, which has 12 questions, points for discussion, which usually has three questions, and text organization, which usually asks the students to divide the text into parts and give the main ideas of each part. Text B has one reading comprehension exercise, which has multiple-choice questions. This exercise has six or seven questions.

1.2 Objectives of the study

This study attempts to identify what cognitive and affective dimensions of reading comprehension the CET4 tests and whether these dimensions exist in the English courseboods. The aims of this study are as follows:

11

1. to find out the cognitive and affective dimensions of reading comprehension tested in the CET4 reading section,

2. to find out the cognitive and affective dimensions of reading comprehension used in *College English 1-4* used at Southwest Jiaotong University.

1.3 Research questions

What cognitive and affective dimensions of reading comprehension does the CET4 test?

What cognitive and affective dimensions of reading comprehension exist in *College English 1-4*?

1.4 Methodology of the study

The following section describes the methods of data collection and date analysis.

There are four test papers from December 2006 to June 2008 in the new format included in this study, namely test papers which have the skimming and scanning, reading in depth and cloze. Four test papers from January 2005 to June 2006, which has only reading comprehension and cloze are also included in the study. *College English 1-4*, the coursebooks used at Southwest Jiaotong University for non-major undergraduate courses will be analyzed in the study as well.

In order to have sufficient data, eight CET4 test papers from 2005 to 2008, and four coursebooks entitled *College English1-4* of the first two academic years (four semesters) will be analyzed by using the five cognitive and affective dimensions of reading comprehension of Barrett's Taxonomy (1972 cited in Chapman et al. 1977). The following texts are included in the CD-ROM:

1. CET4 papers of December 2005, December 2006 and December 2007.

2. Units two and three of College English 1, Units six and seven of College English 2, Units three and four of College English 3 and Units three four of College English 4.

1.5 Significance of the study

This study will analyze the reading questions in the CET4 and the coursebooks by applying Barrett's Taxonomy (1972 cited in Chapman et al. 1977) to see the influence of the CET4 on the materials. It might be meaningful and useful for English teachers to investigate how CET4 influences the teaching of reading and their choices of coursebooks. Besides, the findings of this study could be used as a resource for teachers of reading by providing suggestions on teaching reading besides the current practice of teaching reading in China.

1.6 Thesis organization

This thesis is composed of five chapters. Chapter one presents an overview of the study including the background, aims, research questions, significance of the study and the research methodology before discussing the major sections of the thesis. Chapter two reviews studies related to reading, the teaching of reading and the testing of reading. Chapter three explores the method of data collection and date analysis as well as the research context. Chapter four focuses on data analysis and the discussion of the answers to the research questions. Chapter five summarizes the findings that emerge from the research. The final section of the last chapter will discuss the limitations of the study and include recommendations for further study.

Chapter 2

Literature Review

This Chapter will discuss issues on second language reading, the testing of reading and the teaching of reading. Besides, the researcher will discuss the dimensions of Barrett's Taxonomy (1972 cited in Chapman et al. 1977) which will be used as a framework to analyze the CET4 test papers and *College English 1-4*.

2.1 Reading in a second language

In the 1980s, reading started to be viewed as an active, rather than a passive process. Early work tempted to view reading as a process of decoding the meaning of the texts, especially in the context of reading in English as a foreign language (Carrel 1988). Therefore, the problem of reading at that time was decoding problems, deriving meaning from print (Rivers 1964, 1968; Plaister 1968; Yorio 1971 cited in Carrel 1988: 2). However, before the 1970s, there was realization of the importance of background knowledge and the role of social-cultural meaning in second language reading.

Fries (1963) claims that one's comprehension of the reading texts should involve cultural factors, or the comprehension would fall into less than total. Around the 1970s, psycholinguistic models of reading, which had influenced first language reading started to play a role in second language reading (Goodman 1967, 1971; Smith 1971 cited in Carrel 1988: 2). Smith (1971) describes reading as 'the reduction of uncertainty', that is, the more readers process through a text, the more information the readers have to reduce the uncertainty.

Goodman's psycholinguistic theory places the reader as an active participant in the reading process, making and confirming predictions from his or her background knowledge, which is called top-down model of reading. In the top-down view of second language reading, not only is the reader's prior linguistic knowledge (linguistic schemata) and level of proficiency in the second language important, but the reader's prior background knowledge of the content area of the text (content schemata) as well as the rhetorical structure of the text (formal schemata) are also important. In fact, schema theory has influenced the view people hold of reading to the extent that it could substitute the bottom-up, decoding view of reading. (Carrel 1988: 4) but still it has its own limitations. Alderson (2000) points out,

> The value of schema theory is that it attempts to explain how new information is integrated with old, but it does not explain how completely new information is handled. Although similarities may be perceived with related information (schema theory is after all a prototype theory), it does not explain how the similarities are noticed in the first place, nor how readers can misunderstand text on the basis of false similarities and comparisons/parallels.
>
> (Alderson 2000: 46)

Therefore, an interactive approach to reading is needed. Both top-down and bottom-up models are likely to be applied by the readers interactively while reading (Sanford and Garrod 1981; Van Dijk and Kintsch 1983). Moreover, studies discussed above generally look at the texts and the readers without a context, here, by context the researcher means the culture in which the texts and the readers exist. As Aebersold and Field (1997: 28) point out "it is hard to identify, elusive to trace, complex, and subject to individual differences, culture orientation influences a wide variety of

reading behaviors, beliefs, and performance." They categorize culture orientation on reading into the following six items:

1. culture orientation and attitudes towards text and purpose for reading,
2. culture orientation and the types of reading skills and strategies used in the L1,
3. culture orientation and types of reading skills and strategies appropriate in the L2/FL,
4. culture orientation and beliefs about the reading process,
5. culture orientation and knowledge of text types in the L1 (formal schemata)
6. culture orientation and background knowledge (content schemata)

(Aebersold and Field 1997: 29-32)

According to Champeau de Lopez et al. (1997), Irwin's taxonomy (1986) best reflects the interactive theory of reading comprehension. They claim that:

Irwin separates questions at the level of micro-information (concerning word meaning or syntactic relationships) from questions at the level of macro-information (main ideas summaries). Although this taxonomy contains numerous categories which would be useful in classroom discussions, they would not be applicable in multiple-choice exams. For example, Irwin mentions previous knowledge and metacognitive processes in her system. These types of questions would certainly be very important in teaching the mental processes needed to understand a reading comprehending, but not to measure the level of understanding which has taken place.

(Champeau de Lopez et al. 1997: http://forum.state.gov/vols/vol35/no2/p30.htm#page_top)

Nuttall (1996) has discussed the difficulties students might encounter while they are reading texts and what good readers usually do to solve reading difficulties. She also provides teachers with ideas on how to help students apply those skills and strategies which good readers usually apply when they read. Furthermore, Nuttall (1996) claims that students should first know what they want from reading, a reason to read, or the purpose of reading. Then, they could choose the right material based on their purposes.

After that, students should have a relatively high speed of reading in order to read efficiently or enjoy reading. To achieve this goal, students need both word attack skills and text attack skills to deal with the difficulties of reading. The level of material should fit the level of students in terms of lexical, syntactic and conceptual difficulties and the material should interest the students. Nuttall (1996) discusses word and text attack skills in the following way:

1) Ignore difficult words when they are inessential

2) Interpretation of structural clues (including both syntactical and morphological)

3) Inference from the context

4) The use of dictionary

5) Understanding syntax. It is composed of a) identify the cohesive elements and find out what each refers to; b) rewrite the sentence as two or more sentences by removing co-ordinating conjunctions such as and, but, or; c) find the nouns and remove any items following them which are part of the same noun group; d) search the text for nominalizations and if necessary establish what proposition each implies; e) identify the verbs and use the 'who/what does what?' technique to find the subject/object, etc of each; f) if any participle, infinitive or preposition clauses/phrases are still unaccounted for, use the 'who/what does what?' technique to find out where they fit in.

6) Recognizing and interpreting cohesive devices. This includes: a) interpreting pro-forms; b) interpreting elliptical expressions; c) interpreting lexical

cohesion, such as synonymy, hyponymy, metaphor, text-structuring words, pin-down words.

7) Interpreting discourse markers. This includes the interpretation of a) the markers that signal the sequence of events; b) the markers that signal discourse or organization; c) the markers that signal the writer's point of view.

8) Recognizing functional value. Functional value is identified by Nuttall in three categories. They are: a) independent functions; b) text-dependent functions; c) interaction-dependent functions.

9) Recognizing text organization.

10) Recognizing the presuppositions underlying the text. This is divided into: a) the knowledge and experience that the writer expects the reader to have: b) the opinions, attitudes, emotions that the writer expects the reader to share, or at least to understand.

11) Recognizing implications and making inferences

12) Prediction

All the word and text attack skills identified by Nuttall (1996) above show a major concern on the process of reading, especially where the potential reading problems might be during reading. However, knowing the meaning of the text is not enough though it is indispensable. Language has to be stretched, and very few messages are so simple that they can be rendered without some recourse to imagery (McRae 1991: 58). Bloom's Taxonomy (1956) of educational objectives also claims that students

should develop the ability to synthesize, the ability to put ideas together to form something new. Without deriving imagination from the reading material, it is unlikely that students would form something new. However, Table 2.1 shows the limitations of Bloom's Taxonomy.

Learning is more than just thinking. It also involves the feelings and beliefs of students and teachers as well as the social-cultural environment of the classroom. As a result, Bloom's Taxonomy excludes the feelings, beliefs, and the social-cultural environment of the learners.

Table 2.1   Bloom's Taxonomy (1956)

Skill	Definition	Key Words
Knowledge	Recall information	Identify, describe, name, label, recognize, reproduce, follow
Comprehension	Understand the meaning, paraphrase a concept	Summarize, convert, defend, paraphrase, interpret, give examples
Application	Use the information or concept in a new situation	Build, make, construct, model, predict, prepare
Analysis	Break information or concepts into parts to understand it more fully	Compare/contrast, break down, distinguish, select, separate
Synthesis	Put ideas together to form something new	Categorize, generalize, reconstruct
Evaluation	Make judgments about value	Appraise, critique, judge, justify, argue, support

Marzano's (2000) criticism of Bloom's Taxonomy is the very structure of the taxonomy, moving from the simplest level of knowledge to the most difficult level of evaluation, is not supported by research. A student may not have developed the skill to apply what he/she has learned from the text, that is to say, use the information or concept in a new situation, but she/he may have the skill or ability to analyze, for

instance, to break down the information in the text.

In 1978, Herbert attempted to relate Bloom's categories to three levels of reading comprehension: 1) literal comprehension, 2) interpretive comprehension, and 3) evaluation comprehension. Literal questions require the reader to recall or recognize information explicitly presented in the reading material. Interpretive questions require paraphrase, explanation, inference, conclusion, or summary. Evaluation questions utilize the readers' background knowledge and lead them to evaluate, elaborate, predict, or solve problems based on implicit information in the text (Herbert 1978 cited in Braun 1999). This taxonomy is too broad to analyze the CET4 test papers and the *College English 1-4*. It will not show us how different questions require diverse skills of the students, for example, two different questions could both belong to the interpretive comprehension category, but require both: paraphrase and inference. The former asks for only 'reading the lines,' but the latter requires 'reading between the lines.'

The Aschner-Gallagher system (Gallagher 1965) shares the same problem with Bloom's Taxonomy (1956). It is presented in Table 2.2.

Table 2.2 Aschner-Gallagher's Classification System

Level	Operations for Learning Outcomes
Cognitive-memory	Represents the reproduction of fact or other items; illustrated by recalling, recognizing, rote memory, identifying, observing, answering yes/no, defining, naming
Convergent	Portrays the analysis and integration of given data, leading to one result; illustrated by explaining, summarizing, describing, stating relationships, comparing, contrasting
Divergent	Shows intellectual freedom to generate ideas from given data; illustrated by predicting, hypothesizing, inferring, reconstructing, finding alternatives, guessing
Evaluative	Allows judgmental quality of various situations; illustrated by giving an opinion, justifying, choosing, supporting, valuing

It doesn't involve the emotional response to the text, though it is much more detailed than the one of Herbert's, which discussed earlier. It shows cognitive-memory, convergent, divergent, and evaluative types of thinking and questioning operations.

According to Scales and Li (2004):

Cognitive-memory "represents the simple reproduction of facts, formulae, or other items of content remembered through use of such processes as recognition, rote memory, and selective recall" (Gallagher: 24). Convergent thinking represents analysis and integration of data remembered, leading to one answer. Divergent thinking shows that one is able to generate ideas with limited data about a topic and, subsequently, to show a new perspective for that topic. Evaluative thinking allows for judgment of situations, deciding on values, and making choices (Swaby, 1984: 96).

(Scales and Li 2004: http://www.readingonline.org/articles/scales/)

Alderson (2000) points out that reading is a silent and private activity, that means how a reader communicates with a text is nearly unobservable except some physical movements. For example, eye movement. But what reading has brought to readers could be found out by asking the readers different questions. According to Pearson

and Johnson (1978 cited in Alderson 2000: 87), they identify three different types of questions and suggest that they might vary in their difficulty. They are textually explicit questions, textually implicit questions, and script-based questions. Textually explicit questions are those where both the questions information and the correct answer are found in the same sentence. Textually implicit questions, on the other hand, require respondents to combine information across sentences. Script-based questions require readers to integrate text information with their background knowledge since correct responses in the questions cannot be found in the text itself. These three kinds of questions still lack the emotional concerns on reading, because there are no questions related to readers' imagination, feelings, or any other emotional response to the texts. However, according to Champeau de Lopez et al. (1997), it has its own advantages, especially these categories emphasize the relationship between the question and the text. They point out:

> The definitions of these categories correspond roughly to Herber's three levels of reading, and also to what Gray (1960) has called "read the lines, read between the lines, and read beyond the lines." In contrast to the taxonomy presented by Bloom et al., these two taxonomies refer specifically to reading comprehension and are important because they emphasize the relationship between the question and the source of the answer, thus reflecting the relationship between the text and the reader.

<div align="right">(Champeau de Lopez et al. 1997:</div>

<div align="right">http://forum.state.gov/vols/vol35/no2/p30.htm#page_top)</div>

Moreover, influenced by Pearson and Johnson (1978) and Nuttall (1996), Day and Park (2005: 62-64) have developed their own taxonomy of reading comprehension with those neglected factors discussed above, for example, feelings, based on their

own experiences in teaching reading and developing materials as well as their belief that reading is an interactive process. The taxonomy of Day and Park (2005) is as follows:

1. Literal comprehension: straightforward meaning of the text, such as facts, times, locations.
2. Reorganization: based on literal comprehension, but students have to use different parts of the texts to form additional understanding.
3. Inference: besides literal understanding of the text, students have to employ their own knowledge and intuitions as well.
4. Prediction: involves students combine their understanding of the text, their own knowledge of the topic and systematic fashion which determines what might happen next.
5. Evaluation: requires students to give a global or comprehensive judgment about some aspect of the text.
6. Personal response: require students to respond with their feelings for the text and the subject.

(Day and Park 2005: 62-64)

The types of questions or lists have been drawn up over the years in many other taxonomies, varying in content from three or four, up to the outstanding 36 drawn up by the New York City Board of Education, typical of such taxonomies is that of Barrett (Alderson and Urquhart, 1984: xvi). Barrett's Taxonomy (1972 cited in Chapman et al. 1977) looks at the cognitive and affective dimensions of reading comprehension, it includes Herbert's (1978) three levels of comprehensions, Pearson and Johnson's (1972) three different questions, Day and Park's (2005) taxonomy, and it is concerned directly with reading comprehension. Besides, Barrett's Taxonomy (1972 cited in Chapman et al. 1977) also takes emotional responses into consideration, as the highest level of comprehension. However, Barrett's Taxonomy still lacks the cultural factors. The dimensions of reading comprehension of Barrett's Taxonomy

(1972 cited in Chapman et al. 1977) are:

1) Literal recognition: this dimension consists of two sub-dimensions, they are: recognition and recall.

a) recognition of details, the students is required to locate or identify facts such as the names of the characters, the time of the story, or the place of the story,

b) recognition of main ideas, locate or identify an explicit statement in or from a selection which is a main idea of a paragraph or a larger portion of the selection,

c) recognition of a sequence, locate or identify the order of incidents or actions explicitly stated in the selection,

d) recognition of comparison, locate or identify likenesses and differences in characters, times, and places that are explicitly stated in the selection,

e) recognition of cause and effect relationships, locate or identify the explicitly stated reasons for certain happenings or actions in the selection,

f) recognition of character traits, identify or locate explicit statements about a character which help to point up the type of person he is,

Recall: the requirements of Recall is as the same of Recognition, except Recall asks the student to produce ideas and information stated explicitly in the reading selection from memory.

g) recall of details, produce from memory facts such as the name of characters, the time of the story, or the place of the story,

h) recall of main ideas,

i) recall of a sequence,

j) recall of comparison,

k) recall of cause and effect,

l) recall of character traits.

2) Reorganization: classifying, place people, things, places, and/or events into categories,

a) outlining, organize the selection into outline form using direct statements or paraphrased statements form the selection,

b) summarizing, condense the selection using direct or paraphrased statements from the selection.

c) Synthesizing, Consolidate explicit ideas or information from more than one source.

3) Inferential comprehension: inferring supporting details, conjecture

about additional facts the author might have include in the selection which would have made it more informative, interesting, or appealing,

a) inferring main ideas, provide the main idea, general significance, theme, or moral which is not explicitly stated in the selection,

b) inferring sequence, conjecture as to what action or incident might have taken place between two explicitly stated actions or incidents, or hypothesize about what would happen next if the selection had not ended as it did but had been extended,

c) inferring comparisons, infer likenesses and differences in characters, times, or places. Such inferential comparisons revolve around ideas such as "here and there, then and now, he and he, he and she, and she and she,

d) inferring cause and effect, hypothesize about the motivations of characters and their interactions with time and place, may also to conjecture as to what caused the author to include certain ideas, words, characterizations, and actions in his writing,

e) inferring character traits, hypothesize about the nature of characters on the basis of explicit clues presented in the selection,

f) predicting outcomes, read an initial portion of the selections and on the basis of this reading the student is required to conjecture about he outcome of the selection.

g) interpreting figurative language, infer literal meanings form the author's figurative use of language.

4) Evaluation: judgments of reality or fantasy; ask questions like could this really happen? based on one's experience,

a) judgments of fact or opinion; does the author provide adequate support of his conclusions? Is the author attempting to sway your thinking? questions of this type require the student to analyze and evaluate the writing on the basis of the knowledge he has on the subject as well as to analyze and evaluate the intent of the author,

b) judgments of adequacy and validity; is the information presented here in keeping with what you have read on the subject in other sources? Questions of this nature call for the reader to compare written sources of information, with an eye toward agreement and disagreement or completeness and incompleteness,

c) judgments of appropriateness, what part of the story best describes the main character? Such a question requires the reader to make a judgment about the relative adequacy of different parts of the selection to answer the question,

d) judgments of worth, desirability and acceptability, was the character right or wrong in what he did? Was his behavior good or bad? Questions of this nature call for judgments based on the reader's moral code or his value system,

5) Appreciation: emotional response to the content, to verbalize his feelings about the selection in terms of interest, excitement, boredom, fear, hate, amusement, etc. It is concerned with the emotional impact of the total work on the reader,

a) identification with characters or incidents, teachers' questions of this nature will elicit responses from the reader which demonstrate his sensitivity to, sympathy for, and empathy with characters and happenings portrayed by the author,

b) reactions to the author's use of language, to respond to the author's craftsmanship in terms of the semantic dimensions of the selection, namely, connotations and denotations of words,

c) imagery, to verbalize his feelings with regard to the author's artistic ability to paint word pictures which cause the reader to visualize, smell, taste, hear, or feel.

(Chapman et. al 1977: 158-159)

Stated differently on inferential comprehension, Keene and Zimmerman (1997) observe that when proficient readers infer, they:

1. Draw conclusions from texts,
2. Make reasonable predictions as they read, test and revise those predictions as they read further,
3. Create dynamic interpretations of texts that are adapted as they continue to read,
4. Use the combination of background knowledge and explicitly stated information from the text to answer questions they have as they read,
5. Make connections between conclusions they draw and other beliefs or knowledge,
6. Make critical or analytical judgments about what they read.

(Keene and Zimmerman 1997, cited in Pennell 2002: 2)

It appears that Keene and Zimmerman's observations (1997) have been influenced more by top-down model of reading than Barrett's Taxonomy (1972 cited in Chapman et al. 1977). Keene and Zimmerman describe that readers learn to predict as they advance in the reading process. But, Barrett's Taxonomy (1972 cited in Chapman et al.

1977) concerns more about comprehension outcomes, such as inferring main ideas, character traits, cause and effect. In this study, inferential comprehension questions are those which require students to use the ideas and information explicitly stated in the selection, their intuition, and their personal experience as a basis for conjectures and hypotheses (Barrett's Taxonomy 1972 cited in Chapman et al. 1977).

Myers and Harris (2004) claims that Barrett's Taxonomy has two basic functions; it can be used as a basis for developing purposes and questions for guiding students' reading. In the second instance it can be used as a tool for analyzing the questions presented in reading materials in order to determine the types of comprehension outcomes that are being emphasized.

Based largely on Barrett's (1968) and Sander's (1966) publications, Elijah and Legenza (1975) present a taxonomy. They also describe three main levels of comprehension (literal, interpretive reaction, and application), with numerous sub-categories. This system mentions several tasks not taken into account by Barrett for instance, interpreting unfamiliar words. However, it includes numerous activities which could not be tested using multiple-choice items.

In China, the so called intensive reading class sometimes doesn't focus on reading at all, teachers just explain grammar points and present the meaning of new words to the students usually with some examples. This phenomenon might be the reflection of some Chinese scholars' view of reading in second language, some scholars view reading as a way to learn language. According to Tao (2006), reading is an integrated act, which aims at the cultivation of students' comprehensive abilities in writing as

well as in listening , speaking , reading and translation. Tao (2006) categorizes his views on reading in English (the most popular foreign language in China) into the following three items:

1) to obtain background information,
2) to be familiar with English grammar and sentence pattern,
3) to familiarize the students with the basic organization of the writing and some rhetoric devices.

(Tao 2006: 78-79)

Still, this view excludes inferential, evaluative, and affective dimensions of reading, which the researcher thinks are important in reading.

According to Brown et al. (2005), they have found that question-answering instruction has a positive and significant impact on reading comprehension. Therefore, as Don and Osman (1986: http://www.melta.org.my/ET/1987/main6.html) point out "perhaps the best available guide to reading skills is Barrett's taxonomy of reading comprehension." It might be better for teachers to design different types of questions based on Barrett's Taxonomy, especially to include more high-order questions, which go beyond the literal meaning of the texts, rather than just some low-order questions which only check the literal comprehension of the texts. Moreover, Royer et al. (1984) point out that

Many important learning outcomes in the classroom, whatever the subject matter, are not directly related to the rote acquisition of facts, figures, names, or dates. Instead, high-order outcomes such as comprehension and application of principles are frequently of greater concern to educators.

(Royer et. al. 1984: 73)

28

In this study, high-order questions include questions that fall into inferential comprehension, evaluation and appreciation, low-order questions are questions within the level of recognition and reorganization comprehension, and both are based on Barrett's Taxonomy (1972 cited in Chapman et al. 1977). According to Royer et. al. (1984), their research on whether high-order questions lead to a different kind of understanding than low-order questions shows that high-order questions, for example, application, require much more thinking than low-order questions for instance, recall of facts, as students could immediately answer low-order questions, but only could provide an acceptable solution to high-order questions after considerable thought. Besides, they also review some similar studies, such as Watts and Anderson (1971), Bates (1979) and Konold and Bates (1979), and Hunkins (1969), which also demonstrate that students receiving high-order questions not only learn factual content, but they also learn that content in a manner that allows them to apply it to instances they have never seen before. In contrast, according to Royer et. al. (1984), there are some studies which have not found beneficial results of engaging students in high-order questions, such as Allen (1970), McConkie et al. (1973), and Shavelson et al. (1974). That is to say, students receiving high-order questions have more potential or practical benefit when they encounter situations which require high-order thinking than students who just receive low-order questions while learning or reading. Hence, it is still reasonable to insert high-order questions in not only reading classes but in other classes as well. According to Day and Park (2005),

There is another reason for using a variety of questions that involve different types of comprehension. Guszak (1967, cited in Pearson and Johnson, 1972: 154) found that students performed best when answering questions of factual recall, which was the type of question that their teachers asked most often. This means that students do best at what they have learned and practiced. Thus, if we would like our students to be able to go beyond a literal understanding of a text, then it is necessary to teach them how to do this and to give them opportunities to work with different types of comprehension

(Day and Park 2005: 65)

That is to say, the more the teacher uses high-order questions to guide students' comprehension, the more likely that the students would perform better when answering high-order questions. Eventually, the students might learn how to read and enjoy reading. Among the taxonomies reviewed above, Barrett's Taxonomy is the most suitable for this study. Firstly, it is relevant, as it is designed directly for reading comprehension. Secondly, it is feasible, because, it is detailed enough to examine and distinguish the differences in the data of this study. Thirdly, it is humanistic. It takes the measurement of students' aesthetic reactions to texts, pleasure and emotions, into consideration, which is very important in reading. Fourthly, it balances the contributions of both the text and the reader to the reading comprehension.

The first two dimensions of Barrett's Taxonomy: recall and reorganize provide information to comprehension, and the last three dimensions: inferring, making judgments and emotion responses to the content show the readers' effort towards reading comprehension. Therefore, Barrett's Taxonomy will be used as the framework of this study. Having discussed second language reading above, the researcher will discuss testing reading in the following section.

2.2 Testing reading

English teachers often tell their students that what they teach is going to be in the examination to get their students' attention in the classroom. It shows the power of backwash of testing. In this section, the researcher will review the skimming and scanning, multiple-choice questions, selective deletion gap filling, cloze, short-answer questions and their relationship to Barrett's Taxonomy, which is the framework of this study.

According to Nuttall (1996: 49) "Scanning and skimming are important skills. They do not remove the need for careful reading, but they enable the reader to select texts, or parts of texts, that are worth spending time on. Skimming to get a top-down view is valuable as a way of approaching difficult texts." Nuttall (1996) defines scanning and skimming in the following way:

> Scanning means glancing rapidly through a text either to search for a specific piece of information or to get an initial impression of whether the text is suitable for a given purpose. Whilst, skimming means glancing rapidly through a text to determine its gist, for example, in order to decide whether a research paper is relevant to our own work.
>
> (Nuttall 1996: 49)

Judging from the definitions of scanning and skimming, both focus on deriving something from the texts, whether a specific information (for example, a name or a date) or the general idea of the texts. Thus, scanning appears very objective and questions which require scanning probably won't go beyond literal comprehension. However, questions of skimming may require thought product of the reader, for instance, to summarize the gist of a text, though they are objective too.

Multiple-choice questions are composed of stem, the initial part of the questions, and

the options, usually four items follow the stem with only one correct answer. Heaton (1975: 114) commented on multiple-choice technique that "the construction of items depending simply on a matching of words and phrases should be avoided. Items should test more than a superficial understanding of the text and should require the testee to digest and interpret what he has read." He believes with proper construction of items, multiple-choice could test some high-order cognitive and affective dimensions of reading comprehension.

In selective deletion gap filling, as suggested by its name, words are deleted from a text. Candidates have to fill each gap by supporting the word they think fit. The deletion rate is not mechanically set in contrast with cloze procedure. According to Weir (1990), the selection of deletion is based on what is known about the language, about difficulty in text and about the way language works in a particular text. In that sense, it has more control of the tester than cloze procedure does. Testers could delete the words depending on their intentions, since this technique can be used to test both overall meaning and grammatical sensitivity. In fact, the CET4 uses a variant of selective deletion gap filling, it restricts the words candidates could support by providing options with a number a third more than the number of the blank, namely, CET4 has ten blanks for candidates to fill, and it provides the candidates 15 options to choose among. However, as Alderson (2000: 211) comments that "the disadvantages of all variants where candidates do not supply a missing word are similar to those of multiple-choice techniques." Therefore, it is reasonable to say that these two test techniques share some common characteristics in terms of what has been tested.

Hughes (2003: 148) points out "that gap filling is particularly useful in testing reading. The example given is to show how helpful the gap filling can be to test the main ideas." This is, again, within the territory of low-order questions. Further, as Urquhart and Weir (1998) and Weir (1993) point out

> Gap filling is indirect in that it seems to measure only a limited part of our construct of reading proficiency, namely mircrolinguistic contributory skills and normally would not seem to provide any evidence on a candidate's ability to extract information expeditiously by search reading or skimming a text or to read it carefully to understand its main ideas.
>
> (Urquhart and Weir 1998: 155 and Weir 1993: 79)

To sum up, it is difficult to imagine high-order cognitive reading skills will be tested by this technique, especially making judgments and emotional responses to the text. But in order to fill in the blanks correctly, students have to understand the text by activating their schema, making and checking predictions as they read on, or even making inferences. From this perspective, selective deletion gap filling does play a positive role in terms of helping candidates activate their schema and make inferences while reading.

"Cloze refers to tests in which words are deleted mechanically. Each nth word is deleted regardless of what the function of that word is" (Alderson et al. 1995: 55). This test technique has several disadvantages: firstly, the first deletion can have an effect on the validity of the test as the choice of the first word is deleted, all other deletions automatically follow. Secondly, an nth word deletion cloze test is not easily amended, as Alderson et al. (1995) put in the following way:

> If, when it is pretested, some gaps are impossible to complete, how can the test

be altered? If the tester decides to reinstate the difficult word and delete another one nearby, then the principle of nth word deletion is being flouted, and if the text is rewritten to make the nth word gap more answerable, the text becomes less authentic.

(Alderson et al. 1995: 55)

Thirdly, "marking cloze tests can be difficult since there may be many possible answers for any one gap" (Alderson et al. 1995: 55).

"Short-answer questions refer to open-ended items, where the candidates have to think an answer. The answer may range from a word or phrase to one or two sentences" (Alderson et al. 1995: 57). "The disadvantage of this technique is that marking of such item is often very difficult since there are frequently many ways of saying the same thing, and many acceptable alternative answers, some of which may not have been anticipated by the item writer" (Alderson et al. 1995: 59). However, it allows candidates to express themselves in their own words to some extent.

All the techniques, including multiple-choice questions, selective deletion gap filling, short answer questions and cloze, discussed earlier are objective. They only require candidates to choose one correct answer, not require the candidates to express their own ideas about the texts.

2.3 English coursebooks

One of the most important work in the teaching of reading is to choose the right coursebooks. It is believed by the researcher good coursebooks contain articles which will probably interest students and ask questions to help students understand the texts better. Unfortunately, Goodlad (1984 cited in Altan 2008: 67) reports that "only about 1% of classroom discussion invited students to give their own opinions and reasoning, and in an examination of more than 61,000 questions from teachers' guides, students

workbooks, and tests for nine history books, more than 95% were devoted to factual recall." Although the data is 25 years old and it is not directly concerned with reading comprehension questions presented in coursebooks, the researcher thinks it still could help estimate that English coursebooks nowadays tend to minimize high-order questions, as Altan (2008) still argues for high-order thinking skills and the reasons why they are important are presented as follows:

1) the needs of highly complex and rapidly changing specialized society.
2) support from current brain research and theories like MI indicate that there are neurological differences as well as profile differences among intelligences accounting for learning and thinking differences among individuals.
3) higher-order thinking is part of constructivism.

(Altan 2008: 65)

Besides, Pou (2008) also emphasizes that teachers should constantly strive to nurture thinking skills since students will need these to do well in all school subjects. More importantly, they will need these skills to succeed in life. There must be some reasons why high-order questions are rare in coursebooks, as McDonough and Shaw (1993) state that

Question types requiring a measure of personal response are often to be found in literary passages where the reader has to argue for a particular personal response supported by reference to the text. This type of question is quite sophisticated and not all students would need it.

(McDonough and Shaw 1993:123)

2.4 Conclusion

This Chapter has first discussed some issues on second language reading. Then, several taxonomies of reading comprehension and the importance of high-order

questions in reading comprehension have been included, especially Barrett's Taxonomy. Finally, the reading materials, from the perspective of the questions in the CET4 and in coursebooks, are reviewed. In the next Chapter, the researcher will discuss the methodology of this study.

Chapter 3

Research Methodology

This Chapter includes a restatement of the research questions, followed by a brief description of the research context, the methods of data collection and analysis.

3.1 Restatement of the research questions

The research questions of this study are as follows:

1) What cognitive and affective dimensions of reading comprehension does the CET4 test?

2) What cognitive and affective dimensions of reading comprehension exist in *College English 1-4*?

3.2 Research context

There are several coursebooks, which are based on the National syllabus, and the researcher will use *College English* 1-4, which are used at the Southwest Jiaotong University – SWJTU. The reasons for selecting the materials are: firstly, the researcher studied for four years at SWJTU. Because the researcher has experience as a student in that university, it will probably help the researcher understand the coursebooks better than other books. That's why the researcher chose the materials used at Southwest Jiaotong University. In addition, it is believed by the researcher that to study the materials used at Southwest Jiaotong University will help understand the whole Chinese English language teaching in a fairly comprehensive way as SWJTU is a typical university in the Chinese context. This is the second reason why the

researcher chose the materials used at Southwest Jiaotong University.

3.3 Data collection

This study includes two kinds of data, the CET4 papers from 2005 and 2008 and *College English 1-4*. The CET4 is usually held in June and December every year, except in 2005, it was held three times: January, June, and December. However, there's only one test paper from 2008. Therefore, there will be eight test papers for analysis in this study.

In addition, the reading sections of the four CET4 test papers from June 2006 to January 2005 (also referred to as test papers under the old pattern in this study) include reading in depth and cloze. Whereas, the reading sections of the four CET4 test papers from June 2008 to December 2006 (also referred to as test papers under the new/revised pattern) include skimming and scanning besides reading in depth and cloze. It is assumed by the researcher that the reading sections of the revised format might test reading in a different way and the 40 (20 from the old format and 20 from the revised format) texts of all the eight CET4 papers are adequate to draw conclusions on the reading section of the CET4 papers.

College English 1-4 books, which are used to teach English for four semesters in the first two years of college education, will be analyzed. *College English 1-4* are the current coursebooks used at Southwest Jiaotong University. As this is a descriptive research, there is no need to include subjects who may bring subjective data, or even discursive data.

3.3.1 CET4 test papers from 2008 to 2005

The CET4 test paper analysis is one of the two main sources of data analyses of this study. The purpose of CET4 test paper analysis is to look for what cognitive and affective dimensions of reading comprehension of the Barrett's Taxonomy (1972 cited in Chapman et al. 1977) are included in the CET4 tests. The reading sections of CET4 test papers from June 2008 to December 2006 have an identical format. Each paper has skimming and scanning, reading in depth and cloze. Skimming and scanning has ten questions, three of which uses short-answer questions, the rest of the questions use multiple-choice or yes or no questions. Reading in depth part has two sections. They are section A and section B. Section A has one text with ten questions and uses selective deletion gap filling questions, however, Section B has two texts and each text has five multiple-choice questions. The cloze part has 20 blanks.

Except the test paper of June 2005, the reading section of CET4 test papers from June 2006 to January 2005 have an identical format, which is different from the former one. Each paper has two parts: Reading comprehension and cloze. The reading comprehension part has four texts, and each text has five multiple-choice questions. The cloze part has 20 blanks

The reading section of test paper of June 2005 has two parts as well. They are reading comprehension and short answer questions. The reading comprehension part is as the same as the test papers of January 2005, December 2005 and June 2006. However, the short answer questions section has eight questions (see Appendix A). Samples of the CET4 papers analyzed in this study are included in the CD-ROM at the end of the

thesis.

3.3.2 Coursebooks

The names of the coursebooks used at Southwest Jiaotong University are *College English 1, College English 2, College English 3, and College English 4*, published by Higher Education Press, in China. Each book has the same format and layout, but different content. The content of these four coursebooks includes topics like: education, popular science, safety, friendships, and so on. Each book is composed of eight units, and each unit has two texts, namely, Text A and Text B, which are followed by reading comprehension exercises. Text A has three reading comprehension exercises: *content questions*, which has 12 questions, *points for discussion*, which usually has three questions, and *text organization*. The students are expected to divide the text into several parts before giving the main ideas of each part. Text B has one reading comprehension exercise with multiple-choice questions. This exercise has six or seven questions (see Appendix B). Samples of the reading texts analyzed in this study are included in the CD-ROM at the end of the thesis.

The researcher thinks that different types of texts are likely to elicit different reading skills and strategies and engage readers in different levels of thinking. As a result, the exercises after different types of the texts are likely to include more dimensions of the Barrett's Taxonomy (1972 cited in Chapman et al. 1977) than texts with similar themes and concerns. Thus, the units are chosen with an attempt to cover all types of texts from the four coursebooks. Therefore, in this study, the researcher will analyze five units out of eight from each book of *College English 1-4* with an attempt to cover

all types of texts in the four coursebooks. For example, Units two, three, four, five and six are chosen from *College English 1*; Units two, three, five, six and seven are chose from *College English 2,* while Units two, three, four, six and seven are chosen from *College English 3* and *College English 4* respectively.

The researcher will use the cognitive and affective dimensions of reading in Barrett's Taxonomy (1972 cited in Chapman et al. 1977) given below (also discussed in Chapter 2) to analyze both the *College English 1-4* and the CET4 test papers.

1) Literal comprehension: includes recognition and recall of ideas and information explicitly stated in the reading selection

2) Reorganization: deals with the organization of ideas and information explicitly stated in the reading selection including classifying, paraphrasing, outlining, summarizing, and synthesizing.

3) Inferential comprehension: focuses on conjectures and hypotheses, which the student may demonstrate when he/she uses the ideas and information stated in the texts. This is based on learners' intuition and personal experience.

4) Evaluation: focuses on the students' ability to make evaluative judgments by comparing ideas presented in the selection with external criteria.

5) Appreciation: deals with the psychological and aesthetic impact of the selection on the reader and includes emotional responses and the knowledge of literary devices, forms, styles, and structures.

3.3.3 Data analysis

The data will be examined by applying the cognitive and affective reading

comprehension dimensions of Barrett's Taxonomy to the CET4 papers (reading section), and *College English 1-4*. The researcher will analyze every text from the reading sections of the CET4 papers, from 2005 to 2008. Besides, the researcher will choose 20 units from *College English 1-4*, five out of eight for each. The analysis will cover 62.5% of *College English 1-4*.

The questions in the reading section of the eight CET4 papers from 2005 to 2008 and *College English 1-4* will be examined by applying the Barrett's Taxonomy (1972 cited in Chapman et al 1977) and coded with the dimensions of the Barrett's Taxonomy (1972 cited in Chapman et al 1977) in the following way: 1) represents literal comprehension, 2) represents reorganization, 3) represents inferential comprehension, 4) represents evaluation, and 5) represents appreciation. The texts are included in CD-ROM as mentioned earlier in Chapter 1 (see pp. 13)

3.4 Conclusion

This Chapter has restated the two research questions, which focus on the cognitive and affective dimensions of reading comprehension in both CET4 and coursebooks used at Southwest Jiaotong University. The source of data and the reasons for including the eight CET4 papers and five units from each book of *College English 1-4* have been discussed. The method of data collection, description of the data and the method of data analysis has been discussed as well. The next Chapter will analyze the data and discuss the major findings of this study.

Chapter 4

Data Analysis

This Chapter will analyze the reading section of eight CET4 test papers from 2005-2008 and the reading section of four *College English 1-4* coursebooks used at Southwest Jiaotong University by applying the Barrett's Taxonomy (1972 cited in Chapman et al. 1977). The results are given in tables followed by a brief discussion to answer the research questions. The analysis of CET4 papers and the coursebook units are based on the following dimensions of Barrett's Taxonomy (1972 cited in Chapman et al. 1977) listed below:

1) literal comprehension:

2) reorganization

3) inferential comprehension

4) evaluation

5) appreciation (for details see Chapter 2)

Besides the above five dimensions which will be included in the tables, another category entitled other questions will also be included. The 'other' questions from the CET 4 papers and *College English 1-4,* are those, which don't fit into any dimension of Barrett's Taxonomy (1972 cited in Chapman et al. 1977). In other words, the other questions focus on aspects outside reading skills.

4.1 CET4 test paper analysis

The reading sections of the CET4 test papers from June 2008 to December 2006 consist of skimming and scanning, reading in depth and cloze. Skimming and

scanning section has ten questions, three of which uses short-answer questions, the rest are either multiple-choice questions or "yes or no" questions. Reading in depth part has two sections. They are sections A and B. Section A has one text with ten questions and uses selective deletion gap filling questions. However, Section B has two texts and each text has five multiple-choice questions. The cloze test has 20 blanks to be filled. In addition, what the CET4 calls as cloze is not a real cloze according to the definition of cloze given in Chapter 2. It should be called selective deletion gap filling as well. As the test papers from June 2008 to December 2006 have the same format, the researcher will refer to them as the new or the revised CET4 papers.

Except the test paper of June 2005, the reading sections of CET4 test papers from June 2006 to January 2005 are based on the same format. Each paper has two parts: reading comprehension and cloze. The reading comprehension has four texts, and each text has five multiple-choice questions. The cloze has 20 blanks to be filled with four choices. As mentioned earlier, the cloze section in these test papers is not a real cloze. It should be called selective deletion gap filling as well.

The reading section of the test paper of June 2005 has two parts as well. They are reading comprehension and short answer questions. The reading comprehension part is as the same as the test papers of January 2005, December 2005 and June 2006. However, the short answer questions section has eight questions to be answered by providing words or phrases.

The researcher will refer to CET4 test papers from June 2006 to January 2005 as the

old CET4 papers as well.

The questions in the reading sections of the test papers are coded in the following manner: 1) signifies literal comprehension, and 2), 3), 4), 5) signify reorganization, inferential comprehension, evaluation and appreciation.

The following section includes the analysis of eight CET4 test papers from 2008 to 2005. The analysis of the test papers starts with the most recent test papers (June 2008 to December 2006), as they reflect the trends of the CET4 and are likely to influence the teaching of reading more than the test papers from June 2006 to January 2005.

The results of the CET4 paper of June 2008 are given below:

This CET4 paper employs the cognitive and affective dimensions of Barrett's Taxonomy (1972 cited in Chapman et al. 1977) in the following way:

Table 4.1   CET4 2008/06   50 questions in total

Dimensions	1)Literal comprehension	2)Reorganization	3)Inferential comprehension	4)Evaluation	5)Appreciation	Others
Frequency	11/50 =22%	10/50 =20%	16/50 =32%	0	0	13/50= 26%

There are three dimensions in this test paper. They are literal comprehension, reorganization and inferential comprehension questions. The most frequently tested dimension is inferential comprehension questions. This test paper has the highest percentage (32%) of inferential comprehension questions among all the eight CET4 test papers. These results arise from the use of the selective deletion gaping filling technique. Section A of the reading in depth and cloze, which employ such test technique, contribute up to more than 90% of inferential questions in this test paper.

Moreover, all the ten questions in skimming and scanning part test literal comprehension, which account for 91% of all literal comprehension questions in this paper, and 80% of the questions in Section B of reading in depth test reorganization questions, which account for 80% of all reorganization questions in this paper.

Besides, there's only 2% difference between reorganization questions (20%), which are mainly tested in Section B of reading depth part (80%) and literal comprehension questions (22%), which are mainly tested in skimming and scanning part (91%), therefore, it's reasonable to say reorganization and literal comprehension questions share a similar proportion in this test paper while inferential comprehension questions tend to dominate in this paper.

The results of the CET4 paper of December 2007 are given below:

The following dimensions of Barrett's Taxonomy (1972 cited in Chapman et al. 1977) are used in this paper:

Table 4.2   CET4 2007/12   50 questions in total

Dimensions	1)Literal comprehension	2)Reorganization	3)Inferential comprehension	4)Evaluation	5)Appreciation	Others
Frequency	11/50 = 22%	18/50 = 36%	13/50 = 26%	0	0	8/50= 16%

There are three dimensions in this test paper. They are literal comprehension, reorganization and inferential comprehension questions. The most frequently tested dimension is reorganization questions as it contributes to 36% of the total number of questions in the paper. Seventeen questions out of 20 in the reading in depth section test reorganization dimension, contributing up to 94% of all the reorganization

questions in this test paper. Thus, in this test paper reorganization questions (36%) tend to dominate and they are followed by inferential comprehension questions, which take up 26%. And the least tested dimension is literal comprehension questions, accounting for 22%.

This paper has 22% literal comprehension questions, skimming and scanning section accounts for 82% of the literal comprehension questions of this paper. This paper has 26% inferential comprehension questions, the cloze section accounts for 92% of all inferential comprehension questions of this paper.

In addition, this test paper has the lowest percentage of other questions (16%) among all the four test papers under the new pattern.

The results of the CET4 paper of June 2007 are given below:

The following dimensions of Barrett's Taxonomy (1972 cited in Chapman et al. 1977) are used in this paper

Table 4.3   CET4 2007/06   50 questions in total

Dimensions	1)Literal comprehension	2)Reorganization	3)Inferential comprehension	4)Evaluation	5)Appreciation	Others
Frequency	4/50 = 8%	24/50 = 48%	13/50 = 26%	0	0	9/50= 18%

There are three dimensions in this test paper. They are literal comprehension, reorganization and inferential comprehension questions. The most frequently tested dimension is reorganization questions.

Reorganization questions account for 48% of the total number of questions, which is also the highest percentage among all the four test papers under the new pattern.

Inferential comprehension questions account for 26% of the total questions and the

least tested dimension in this test paper is literal comprehension questions (8%). This paper has the lowest percentage of literal comprehension questions among all the four test papers analyzed in the revised format of this study.

In this test paper, 60% of the questions in the skimming and scanning section and 90% of the questions in the reading in depth section test the reorganization dimension. And 55% of the questions in cloze and 10% of the questions in reading in depth test inferential comprehension questions. The rest questions in the cloze section are other questions. As a result, the remaining 40% of the questions (four questions) in skimming and scanning part test literal comprehension. Hence the percentage of literal comprehension questions is the lowest among all the four test papers analyzed in the revised format.

The results of the CET4 paper of December 2006 are given below:

The following dimensions of Barrett's Taxonomy (1972 cited in Chapman et al. 1977) are used in this paper

Table 4.4   CET4 2006/12   50 questions in total

Dimensions	1)Literal comprehension	2)Reorganization	3)Inferential comprehension	4)Evaluation	5)Appreciation	Others
Frequency	7/50 = 14%	21/50 = 42%	8/50 = 16%	2/50=4%	0	12/50= 24%

This is the only paper in this study, which has four dimensions. They are literal comprehension, reorganization, inferential comprehension and evaluation questions. Two items in the cloze section of this paper test the evaluation dimension. This is the only test paper in this study, which has evaluation questions. However, the most

frequently tested dimension is reorganization questions, contributing up to 42% of the total number of questions in this test paper. 76% of the reorganization questions come from reading in depth and 24% from skimming and scanning part and cloze.

Meanwhile, the percentage of inferential comprehension questions (16%) is the lowest among the four test papers studied under the revised pattern. It must be mentioned that 62.5% of inferential comprehension questions are from the cloze section, 25% from the Section A of reading in depth and 12.5% from Section B of reading in depth.

The cloze section of this paper includes 24% of other questions, whereas it is 26% in June 2008; 16% in December 2007, and 18% in June 2007. However, evaluation questions take up only 4% of the total number of questions in this paper. Literal comprehension questions (14%) and inferential comprehension questions (16%) have a similar proportion in this test paper. Therefore, reorganization questions are the most dominant in this paper followed by inferential comprehension, literal comprehension and evaluation questions.

Table 4.5 reports the overall findings of the four CET4 papers under the revised pattern from June 2008 to December 2006.

Table 4.5   CET4 2008/06-2006/12   200 questions in total

Dimensions	1)Literal comprehension	2)Reorganization	3)Inferential comprehension	4)Evaluation	5)Appreciation	Others
Frequency	33/200 = 16.5%	73/200 = 36.5%	50/200 = 25%	2/200=1%	0	42/200= 21%

As shown in Table 4.5, there are four dimensions in the test papers in the new pattern (from June 2008 to December 2006). They are literal comprehension, reorganization,

inferential comprehension and evaluation questions. Reorganization questions dominate (36.5%), followed by inferential comprehension questions (25%) and literal comprehension questions (16.5%). Very few evaluation questions (1%) are tested in the four test papers. And other questions contribute to 21% of all the questions related to reading. That is to say, the new CET4 test papers test reorganization and inferential comprehension dimensions (61.5%) more than any other dimension (17.5%).

Test paper from June 2006 to January 2005 will be analyzed in the following section. They are based on the same format. Each paper has two parts: reading comprehension and cloze except the paper of June 2005, which has reading comprehension and short answer questions. Reading comprehension section has four passages; each passage has five multiple-choice questions. While cloze has 20 blanks and short answer questions have eight blanks.

The results of the CET4 paper of June 2006 are given below:

The following dimensions of Barrett's Taxonomy (1972 cited in Chapman et al. 1977) are used in this paper:

Table 4.6   CET4 2006/06   40 questions in total

Dimension	1)Literal comprehension	2)Reorganization	3)Inferential comprehension	4)Evaluation	5)Appreciation	Others
Frequency	2/40 = 5%	18/40 = 45%	15/40=37.5%	0	0	5/40= 12.5%

There are three dimensions in this test paper and they are literal comprehension reorganization and inferential comprehension questions. The most frequently tested dimension is reorganization questions (45%), all the reorganization questions in this

paper are from the reading comprehension section.

This test paper has the highest percentage (37.5%) of inferential comprehension questions when compared to the other seven test papers analyzed in this study, all of the inferential comprehension questions are from the cloze section. The cloze section has only inferential comprehension dimension (15 out of 20). The rest of the questions (5 out of 20) in the cloze section are other questions.

This test paper includes 45% reorganization questions, 37.5% inferential comprehension questions and only 5% literal comprehension questions which arise from the reading comprehension section. In summary, reorganization questions and inferential comprehension questions tends to dominate in this paper.

The results of the CET4 paper of December 2005 are given below:

The following dimensions of Barrett's Taxonomy (1972 cited in Chapman et al. 1977) are used in this paper:

Table 4.7   CET4 2005/12   40 questions in total

Dimensions	1)Literal comprehension	2)Reorganization	3)Inferential comprehension	4)evaluation	5)appreciation	Others
Frequency	0	19/40 = 47.5%	8/40 = 20%	0	0	13/40= 32.5%

Unlike the other seven test papers, there are no literal comprehension questions in this paper. There are only two dimensions in this test paper and they are reorganization and inferential comprehension questions. The most frequently tested dimension is reorganization, contributing up to 47.5% of the total number of the questions. This is followed by inferential comprehension questions, accounting for 20%. In this paper, 19 out of 20 questions in the reading comprehension section are reorganization

questions, only one question tests inferential comprehension dimension. There are

eight inferential comprehension questions; seven out of these are from the cloze

section and the other 13 questions in the cloze section are other questions (32.5%).

Therefore, reorganization questions tend to dominate this paper.

The results of the CET4 paper of June 2005 are given below:

This test paper has a section on reading comprehension and a section on short answer

questions. The reading comprehension section is similar to the test papers of June

2006, December 2005 and January 2005. However, the other three test papers in the

old pattern don't have short answer questions, but has a cloze section.

The following dimensions of Barrett's Taxonomy (1972 cited in Chapman et al. 1977)

are used in this paper:

Table 4.8   CET4 2005/06   28 questions in total

Dimensions	1)Literal comprehension	2)Reorganization	3)Inferential comprehension	4)Evaluation	5)Appreciation
Frequency	11/28 = 39%	16/28 = 57%	1/28 = 4%	0	0

There are three dimensions in this test paper. They are literal comprehension,

reorganization and inferential comprehension questions. The most frequently tested

dimension is reorganization questions, which accounts for 57%. 93.75% of all the

reorganization questions of this paper arise from the reading comprehension section

and 6.25% arises from the short answer questions section. Thus, reorganization

questions tend to dominate in this paper.

Besides, this test paper has the highest percentage of literal comprehension and

reorganization questions when compared to the other seven test papers in this study.

Literal comprehension questions account for 39% in this paper, 64% of the literal comprehension questions are from the short answer questions section and 36% are from the reading comprehension section.

The short answer questions section has eight questions; seven of them test literal comprehension questions and one tests reorganization question.

There is only one inferential comprehension question (4%) in this paper, which is from the reading comprehension section. The percentage of inferential comprehension questions is the lowest among all the eight test papers of this study. In addition, there are no other questions in this test paper.

The results of the CET4 paper of January 2005 are given below:

The following dimensions of Barrett's Taxonomy (1972 cited in Chapman et al. 1977) are used in this paper:

Table 4.9   CET4 2005/01   40 questions in total

Dimensions	1)Literal comprehension	2)Reorganization	3)Inferential comprehension	4)Evaluation	5)Appreciation	Others
Frequency	3/40 = 7.5%	15/40 = 37.5%	8/40 = 20%	0	0	14/40= 35%

There are three dimensions in this test paper. They are literal comprehension, reorganization and inferential comprehension questions. The most frequently tested dimension is reorganization, which accounts for 37.5% of the total number of questions in this paper, followed by inferential comprehension question (20%) and literal comprehension questions (7.5%). Thus, reorganization questions tend to dominate in this test paper.

All the reorganization questions and literal comprehension questions in this paper are from the reading comprehension section. However, 75% of the inferential comprehension questions are from the cloze section and 25% from the reading comprehension section.

Besides, this paper has the highest percentage (35%) of other questions among all the eight test papers in this study; all the inferential comprehension questions are from the cloze section. The cloze section has 20 questions, 70% are other questions, while 30% are inferential comprehension questions.

The major findings of the four CET4 test papers of the old pattern from June 2006 to January 2005 are discussed below.

Table 4.10   CET4 2006/06-2005/01   148 questions in total

Dimensions	1)Literal comprehension	2)Reorganization	3)Inferential comprehension	4)Evaluation	5)Appreciation	Others
Frequency	16/148 = 11%	68/148 = 46%	32/148 =21.5%	0	0	32/148= 21.5%

There are three dimensions in the four CET4 test papers of the old pattern. They are literal comprehension, reorganization, and inferential comprehension. Reorganization questions (46%) tend to dominate in these four test papers, followed by inferential comprehension questions, accounting for 21.5%. Literal comprehension questions account only for 11.25% of the total number of the questions in the reading section. However, there are no questions related to the dimension of evaluation or appreciation.

The following is the conclusion of test of papers from June 2008 to January 2005.

CET4 test papers from 2008-2005

The followings are the conclusions on all the eight CET4 test papers from 2008 to 2005.

Table   4.11   CET4 2008-2005   348 questions in total

Dimensions	1)Literal comprehension	2)Reorganization	3)Inferential comprehension	4)Evaluation	5)Appreciation	Others
Frequency	49/348 = 14%	141/348 = 41%	82/348 = 23.4%	2/348=0.6%	0	74/348= 21%

There are only four dimensions in the CET4 test papers from 2008 to 2005. They are literal comprehension, reorganization and inferential comprehension and evaluation. Not even one single test paper includes appreciation questions. The most frequently tested dimension is reorganization questions (41%), followed by inferential comprehension questions (23.4%) and literal comprehension questions (14%). The least tested dimension is evaluation questions (0.6%). Thus, reorganization questions dominate in all the eight CET4 test papers under both the new or old pattern. That is to say, the CET4 mainly tests reorganization questions, which include classifying, outlining, summarizing, and synthesizing. Meanwhile, the CET4 also tests a few inferential comprehension questions about half the number of reorganization questions and some literal comprehension questions about two thirds less than reorganization questions. Moreover, the CET4 includes only 0.6% evaluation questions and does not include appreciation questions at all. This echoes Heaton's (1975) comment:

> There is often a temptation to concentrate too much on facts, figures and dates when constructing test items based on a factual text. Generally speaking, figures and dates are included in a text chiefly for the purpose of illustration or to show the application of a general principle. It is useful in such cases to construct items

which require the testee to use the figures in the text to state (re-state) the general principle behind them.

The possible reasons to explain the phenomenon might be as follows:

1. The CET4 is based on the theory of structuralism, which divides language into discrete points and tests them in the form of multiple-choice questions. The advantages are the convenience for machine grading, objectivity, and wide coverage of language knowledge. Thus, it tends to neglect high-order thinking aspects of reading (evaluation and appreciation), which may not be convenient for the reasons mentioned above. (also see Chapter one pp 4)

2. The requirements of the CET4 test syllabus exclude the dimensions of evaluation and appreciation as the requirements of the CET4 is to gain information (the details or the gist) from the texts, through reading in depth or skimming and scanning (see Chapter one pp 6).

3. Reading in depth is not the only way of reading, there are other ways of reading, for instance, skimming and scanning. The CET4 has included skimming and scanning since December 2006, which leads to larger proportion of literal comprehension (16.5%) under the revised pattern than that (11%) in the old pattern. Besides, the CET4 has added the selective deletion gap filling technique to the reading in depth section from December 2006. This has lead to a larger proportion of inferential comprehension (25%) questions under the revised pattern when compared to (21.5%) in the old pattern. The higher proportion of literal and inferential comprehension questions in the revised pattern has resulted in the reduction of reorganization questions (36.5%) in the revised pattern when

compared to the old pattern (46%). These are the possible reasons for the dominance of the first three dimensions of Barrett's Taxonomy (1972 cited in Chapman et al. 1977) in the CET4 papers.

4. The main test techniques employed by the CET4 (selective deletion gap filling and multiple-choice questions) also don't give much freedom to test beyond low-order questions, namely, literal comprehension and reorganization questions (see Chapter two pp 34). Therefore, reorganization questions dominate in the CET4 test papers.

5. It is possible that the test designers of the CET4 might believe that there is a language threshold beyond which second-language readers have to progress before their first-language reading abilities can transfer to the second-language situation. Therefore, the CET4 includes many reorganization questions with a view to check candidates' basic comprehension before evaluation and appreciation questions are tested.

6. CET4 is a large-scale examination, where more than two million test papers are marked, reorganization questions have only one correct answer which is much easier to mark by machine than evaluation or appreciation questions which have many different subjective answers, requiring people to mark. Needless to say, different people have different judgments on the answers to the questions, which is hard to be objective when marking.

In the following section, the researcher will analyze the four *College English* coursebooks.

4.2 Coursebooks analysis

These four coursebooks share the same format. Each coursebook has eight units. Each unit has two texts, namely, Text A and B. Text A has three reading comprehension exercises and they are entitled: content questions, points for discussion, and text organization. Content questions have 12 questions. Points for discussion usually have three questions. Text organization asks the students to divide the text into parts and give the main ideas of each part. Text B has one reading comprehension exercise which employs multiple-choice questions technique. This exercise has six or seven questions (see Appendix B).

However, in this study, five units out of eight (62.5%) in each coursebook (four coursebooks in total) will be analyzed. Therefore, there are 20 units in total. It is believed by the researcher that different types of texts are likely to elicit different reading skills and strategies and engage readers in different levels of thinking. As a result, the exercises at the end of different types of the texts are likely to include more dimensions of Barrett's Taxonomy (1972 cited in Chapman et al. 1977) than texts of the same type do. Thus, the units are chosen with an attempt to cover all deferent types of texts from the four coursebooks. The first and the last units of each coursebook are ignored in this study.

College English 1

The results of *College English 1* are given below:

Table 4.12   College English 1   133 questions in total

Dimensions	1)Literal comprehension	2)Reorganization	3)Inferential comprehension	4)Evaluation	5)Appreciation	Others
Frequency	69/133 = 52%	47/133 = 35%	5/133 = 4%	5/133 = 4%	0	7/133 =5%

There are no appreciation questions in this coursebook. There are four dimensions in *College English 1*. They are literal comprehension, reorganization, inferential comprehension, and evaluation questions. The most frequently used dimension is literal comprehension questions (52%), followed by reorganization questions (35%), inferential comprehension questions (4%) and evaluation questions (4%).

This coursebook has the highest percentage of literal comprehension questions among all the four coursebooks analyzed in this study. Units four and five of this coursebook have 15 and 17 literal comprehension questions respectively, twice as many as reorganization questions (8 and 6) in those units, while other units have a similar number of literal comprehension and reorganization questions (Unit 2: 12/12; Unit 3: 12/11; Unit 6: 13/10). Thus, literal comprehension questions (52%) tend to dominate in this coursebook because of Units four and five.

The percentage of reorganization questions (35%) of this coursebook is the lowest when compared to the other three coursebooks of this study. Furthermore, this coursebook has the lowest percentage of inferential comprehension questions among the four coursebooks analyzed in this study. Units three and six have no inferential comprehension questions at all, while Unit two, four and five have 2, 1 and 2 such questions respectively. Therefore, inferential comprehension questions only account for 4%, which is as the same as evaluation questions. Unit four has 2 and Unit six has

3 evaluation questions.

College English 2

The results of *College English 2* are given below:

Table 4.13   College English 2   144 questions in total

Dimensions	1)Literal comprehension	2)Reorganization	3)Inferential comprehension	4)Evaluation	5)Appreciation	Others
Frequency	50/144 = 35%	65/144 = 45%	20/144 = 14%	4/144 = 3%	3/144 = 2%	2/144 =1%

There are five dimensions in *College English 2*. They are literal comprehension, reorganization, inferential comprehension, evaluation, and appreciation questions. The most dominant dimension is reorganization questions. Unit three has 11 reorganization questions and 4 literal comprehension questions and Unit six has 15 reorganization questions and 8 literal comprehension questions. The percentage of reorganization questions is as around two times as the percentage of literal comprehension questions in Units three and six. Whilst other units have a similar number of reorganization questions and literal comprehension questions (12/10 in Unit two; 10/14 in Unit five; 17/14 in Unit seven). This is the reason why reorganization questions tend to dominate in this coursebook and the percentage of reorganization questions (45%) of this coursebook is the highest when compared to the other three coursebooks analyzed in this study.

However, the percentage of literal comprehension questions of this coursebook is the lowest when compared to the other three coursebooks analyzed in this study. Literal comprehension questions (35%) are 10% lower than reorganization questions (45%)

in this coursebook. In other words, literal comprehension questions are given importance in this coursebook even though they are not dominant.

Furthermore, this coursebook has the highest percentage of inferential comprehension questions (14%) among all the four coursebooks. Only Unit three has 10 inferential comprehension questions, which is similar to the number of reorganization questions (11 questions) in that unit. Content questions usually don't contain inferential comprehension questions, but in Unit three there are six (half of the total number of content questions) inferential comprehension questions. This suggests inferential comprehension questions are valued more in this coursebook than in the other coursebooks of this study.

In this coursebook, evaluation and appreciation dimensions have been used in the percentage of 3% and 2% respectively. Unit two has one evaluation question, Unit three has two evaluation questions and Unit six has one evaluation question whilst Units three and five have one and two appreciation questions respectively.

Additionally, the percentage of other questions (1%) in this coursebook is the lowest among the four coursebooks of this study. Only Units two and seven have one other question each.

College English 3

The results of *College English 3* are given below:

Table 4.14   College English 3   157 questions in total

Dimensions	1)Literal comprehension	2)Reorganization	3)Inferential comprehension	4)Evaluation	5)Appreciation	Others
Frequency	73/157 = 46%	56/157 = 36%	16/157 = 10%	3/157 = 2%	3/157 = 2%	6/157 = 4%

There are five dimensions in *College English 3*. They are literal comprehension, reorganization, inferential comprehension, evaluation, and appreciation questions. The most frequently used dimension is literal comprehension questions, which account for 46% of the total number of the questions. Units six and seven have 17 and 20 literal comprehension questions respectively, which are almost twice the number of reorganization questions (10 and 12), while the other units have a similar number of literal comprehension and reorganization questions (11/13 in Unit four; 14/13 in Unit three; 11/8 in Unit two). Hence literal comprehension questions (46%) tend to dominate in this coursebook followed by reorganization questions (36%).

Inferential comprehension questions account for 10% in this coursebook. Unit two has six inferential comprehension questions while Units six and seven have seven and three inferential comprehension questions respectively.

The percentage of evaluation questions in this coursebook is the lowest when compared to the other three coursebooks of this study, accounting for 2%. Units four, six and seven have one evaluation question each.

College English 4

The results of *College English 4* are given below:

Table 4.15   College English 4   153 questions in total

Dimensions	1)Literal comprehension	2)Reorganization	3)Inferential comprehension	4)Evaluation	5)Appreciation	Others
Frequency	56/153 = 38%	63/153 = 41%	14/153 = 9%	8/153 = 5%	5/153 = 3%	7/153 = 4%

There are five dimensions in *College English 4*. They are literal comprehension, reorganization, inferential comprehension, evaluation, and appreciation questions. The most frequently used dimension is reorganization questions. Literal comprehension questions are 3% lower than reorganization. Unit three of this coursebook has 16 reorganization questions however there are only eight literal comprehension questions. While the proportion of literal comprehension questions and reorganization questions are balanced (12/10 in Unit two; 15/10 in Unit four; 10/16 in Unit six and 11/11 in Unit seven). Reorganization questions (41%) tend to dominate in this coursbook because of the high percentage of such questions in Unit three. However, it is believed by the researcher that literal comprehension questions (38%) are equally dominant in this coursebook.

Besides, this coursebook has the highest percentages of both evaluation and appreciation questions though they are only 1% or 2% higher than those in the other three coursebooks.

The major findings of the four coursebooks analyzed in this study are given below:

College English 1-4:

Table 4.16   College English 1-4   587 questions in total

Dimensions	1)Literal comprehension	2)Reorganization	3)Inferential comprehension	4)Evaluation	5)Appreciation	Others
Frequency	248/587 = 42%	231/587 = 40%	45/587 = 8%	20/587 = 4%	11/587 = 2%	22/587 = 4%

Although there are five dimensions in *College English 1-4*, the most frequently used dimension is literal comprehension questions (42%), followed by reorganization

questions (40%), which is only 2% lower than literal comprehension questions. Inferential questions account for 8% and they are 4% more than evaluation questions. Appreciation questions accounts for only 2%. Therefore, both literal comprehension and reorganization questions are dominant in the four coursebooks. And inferential comprehension questions occur only a few times in the four coursebooks. Moreover, evaluation and appreciation questions are used occasionally. Both are under 5%.

The reasons are firstly, the difficulty of the texts in all the four coursebooks, they are usually more than 1,000 words and are usually difficult in terms of language and content, thus, literal comprehension questions are used in all the four cousebooks; secondly, the influence of the CET4, which mainly consists of reorganization and literal comprehension questions, especially under the new pattern the CET4 tends to have more literal comprehension questions than the papers in the old pattern; thirdly, according to the researcher's observation, there are usually more than 80 students in one classroom, teachers usually are not likely to have time to check students' literal comprehension of the texts, needless to say, inferential comprehension, evaluation comprehension or appreciation comprehension.

4.3 Summary of the findings

This section will answer the three research questions based on the findings from eight CET4 test papers and four coursebooks. Results are presented in the following tables:

Table 4.17   CET4 2008/06-2006/12   200 questions in total

Dimensions	1)Literal comprehension	2)Reorganization	3)Inferential comprehension	4)Evaluation	5)Appreciation	Others
Frequency	33/200 = 16.5%	73/200 = 36.5%	50/200 = 25%	2/200= 1%	0	42/200= 21%

Table 4.18   CET4 2006/06-2005/01   148 questions in total

Dimensions	1)Literal comprehension	2)Reorganization	3)Inferential comprehension	4)Evaluation	5)Appreciation	Others
Frequency	16/148 = 11%	68/148 = 46%	32/148 = 21.5%	0	0	32/148= 21.5%

Table 4.19   CET4 2008-2005   348 questions in total

Dimensions	1)Literal comprehension	2)Reorganization	3)Inferential comprehension	4)Evaluation	5)Appreciation	Others
Frequency	49/348 = 14%	141/348 = 41%	82/348 = 23.4%	2/348=0.6%	0	74/348= 21%

What cognitive and affective dimensions of reading comprehension does the CET4 test?

As shown in Table 4.19, the CET4 tests four cognitive and affective dimensions of Barrett's Taxonomy (1972 cited in Chapman et al. 1977). They are literal comprehension, reorganization, inferential comprehension, and evaluation.

Firstly, the analysis of the eight CET4 papers shows the dominance of reorganization questions. Reorganization questions take up 41% of all the questions in the reading section of the CET4 papers.

Secondly inferential comprehension questions account for 23.4% of the total number of questions is the second dominant dimension and literal comprehension questions, accounting for 14%, is the third dominant dimension in the reading sections of the test papers.

Thirdly, evaluation questions account only for 0.6% in the test papers. This shows little evaluation dimensions are tested in the reading section of the CET4. In fact,

65

there are no appreciation questions tested in the eight CET4 test papers analyzed in this study.

However, as shown in Tables 4.17 and 4.18, there are some similarities and differences between the four test papers under the new pattern and the four test papers under the old pattern. The similarities are:

1. Reorganization questions tend to dominate in the old (46%) and the new (36.5%) patterns of test papers.

2. Furthermore, both in the old and the new test papers, reorganization questions are followed by inferential comprehension questions and literal comprehension questions. Therefore, both the new and the old test papers value the first three dimensions of Barrett's Taxonomy (1972 cited in Chapman et al. 1977) in the same order.

3. Moreover, the four test papers under the new pattern (21%) and the four papers under the old pattern (21.5%) have a similar percentage of other questions. Although reorganization questions tend to dominate in both old and new patterns of test papers, there are some differences as well:

1. The new test papers have a lower percentage (36.5%) of reorganization questions when compared to the old papers (46%).

2. The new test papers test inferential comprehension (25%) questions more than the old ones (21.5%). The new test papers (16.5%) test literal comprehension questions more than the old ones (11%).

3. In addition, the old test papers only test the first three dimensions of Barrett's

Taxonomy (1972 cited in Chapman et al. 1977), while the new ones have 1% of

evaluation questions. That suggests the new CET4 papers tend to include the

other dimensions of reading.

To sum up, the new CET4 papers include one more dimension of Barrett's Taxonomy

(1972 cited in Chapman et al. 1977) and have a lower percentage of reorganization

questions (36.5%) than the old test papers (46%). These arise from the skimming and

scanning section in the new CET4. The test designers have probably realized that

reading in depth is not the only way people read, but also read in other ways, like:

skimming and scanning.

The following section will discuss the findings from the analysis of *College English*

1-4.

What cognitive and affective dimensions of reading comprehension exist in

College English 1-4?

Table 4.20   College English 1-4   587 questions in total

Dimensions	1)Literal comprehension	2)Reorganization	3)Inferential comprehension	4)Evaluation	5)Appreciation	Others
Frequency	248/587 = 42%	231/587 = 40%	45/587 = 8%	20/587 = 4%	11/587 = 2%	22/587 = 4%

All the five dimensions of the reading comprehension exist in the *College English 1-4.*

The results discussed here are limited to *College English 1-4* which are used at

SWJTU in China. The books are based on the National English syllabus.

The four coursebooks include the five dimensions of reading comprehension in

different proportions. Literal comprehension questions (42%) and reorganization

questions (40%) tend to dominate the reading section of the four coursebooks. Literal comprehension questions account for 42%, followed by reorganization questions (40%) inferential comprehension questions (8%), appreciation questions (4%) and evaluation questions (2%). Evaluation and appreciation questions are not common in the data. The researcher considers the following reasons for the dominance of certain dimensions over the others:

1. The influence of the CET4, which consists of many reorganization questions, is a reason for the dominance of reorganization questions in the coursebooks. It is natural for teachers, students and coursebook writers to follow the test. Historically, coursebooks came earlier than the CET4. However, when the test becomes an important indicator of achievement, coursebooks tend to follow the traits of the tests to gain a market and success.

2. The objective of college English teaching in China is to develop students' ability to use English in a functional way (Xu 2007). Therefore, literal comprehension and reorganization questions suit the goals of English teaching in China.

3. The coursebooks and the CET4 papers tend to focus on the functional aspects (low-order questions) of English rather than high-order skills like reading between the lines and reading beyond the lines which require the dimensions of evaluation and appreciation of the Barrett's Taxonomy (1972 cited in Chapman et al. 1977)

4. The coursebook designers are likely to believe that if students could answer

literal comprehension and reorganization questions, they are likely to answer inferential comprehension, evaluation or appreciation questions. However, learners should be taught the higher-order skills like evaluation and appreciation, which follow literal comprehension.

5. As mentioned earlier (see pp. 64), according to the researcher's observation, there are usually more than 80 students in a classroom. Hence teachers may not have sufficient time to check beyond literal comprehension of texts. However, large classes are not the only reason for the lack of focus on evaluation and appreciation dimensions in the Chinese context.

Significance of the findings

Though the four coursebooks use all the five dimensions of the Barrett's Taxonomy (1972 cited in Chapman et al. 1977), the percentage of inferential comprehension, evaluation and appreciation questions are quite low (14% in total) when compared to the percentages of literal comprehension and reorganization questions (82% put together).

Helgesen (2003) states that after a careful look at the coursebooks, there's a good chance you'll find a very high percentage of questions and tasks that deal with literal comprehension --- the very lowest level. He also questions that how we can expect students to function at a higher level when we don't challenge them to? Students need to be challenged or educated to deal with more complex dimensions, which is what they might need most in their lives, both personally and professionally. Moreover, Anderson (2000) argues that nearly all complex learning activities require the use of

several different cognitive skills.

College students might already have these skills in their first language, why not help them transfer these skills into their second language? By doing this, students might have more fun in their English classes, as high-order questions are concerned with intellectual, personal, and emotional responses. When answering high-order questions, students could show their reading by evaluating the text, develop their logic by inferring and predicting from the texts and enjoy the texts by having empathy for the characters. Besides, high-order activities, such as: application, evaluation, creativity emotional engagement play a very positive role in language learning, so does in reading, which is one of the most important skills of language.

As illustrated by Heath (1993) drama actors get a much higher level of language performance than students do. This is because the actors are emotionally engaged in the language while students only cognitively engaged. Therefore, the researcher shall recommend that more high-order questions should be written in college English coursebooks and CET4 test papers. This is also suggested by Heaton (1975)

> The construction of items depending simply on a matching of words and phrases should be avoided. Items should test more than a superficial understanding of the text and should require the testee to digest and interpret what he has read.

> (Heaton 1975: 114)

To sum up, the coursebooks should include more inferential comprehension, evaluation and appreciation questions in order to change the trend in the CET4.

4.4 Conclusion

This Chapter has analyzed the eight CET4 test papers from 2005 to 2008 and the four

College English 1-4 coursebooks by applying the Barrett's Taxonomy (1972 cited in

Chapman et al. 1977). All the research questions have been answered by summarizing

the findings with possible explanations for the dominance of reorganization questions

in the CET4 test while both literal comprehension and reorganization dominate in the

coursebooks.

The next Chapter will discuss the major findings and limitations of this study with

some suggestions for further research.

Chapter 5

Conclusion

This Chapter makes an overall conclusion about the major findings, and presents some recommendations. This Chapter also discusses the limitations of the study before giving some directions for future research.

5.1 Major findings of the study

The figures in the following tables will be helpful to refresh the major findings of this study discussed in Chapter 4 and followed by possible explanations for the findings.

Table 5.1   CET4 2008-2005   348 questions in total

Dimensions	1)Literal comprehension	2)Reorganization	3)Inferential comprehension	4)Evaluation	5)Appreciation	Others
Frequency	49/348 = 14%	141/348 = 41%	82/348 = 23.4%	2/348=0.6%	0	74/348= 21%

Table 5.2   College English 1-4   587 questions in total

Dimensions	1)Literal comprehension	2)Reorganization	3)Inferential comprehension	4)Evaluation	5)Appreciation	Others
Frequency	248/587 = 42%	231/587 = 40%	45/587 = 8%	20/587 = 4%	11/587 = 2%	22/587 = 4%

As shown in Tables 5.1 and 5.2, the use of cognitive and affective dimensions of reading comprehension between the CET4 test papers from 2005-2008 and *College English 1-4* are different. However, the CET4 papers and the coursebooks do not place a high premium on evaluation and appreciation questions as expected in Chapter two.

Firstly, the CET4 test papers only have the first four dimensions, while *College*

English 1-4 contain all the five dimensions of Barrett's Taxonomy (1972 cited in Chapman et al. 1977).

Secondly, reorganization questions (41%) are the dominant dimension of the CET4, whilst both literal comprehension (42%) and reorganization (40%) questions tend to dominate in *College English 1-4*. This shows the impact of the CET4 on the design of the coursebooks.

According to the aims of the CET4 test papers, the CET4 should reflect the teaching of reading and play a helpful role in the teaching of reading. To some extent, it reflects the importance that coursebooks give to reorganization questions (39%) and inferential comprehension questions (8%) as the CET4 tests these dimensions more than the others, though they are not the most frequently occurring dimensions in the coursebooks due to:

- Texts in *College English 1-4* are more difficult in lexis and syntax than the CET4 test papers. Thus, there's no need for the CET4 to test literal comprehension questions as often as the four coursebooks do.

- Besides, testing and teaching are different, due to the limitations of multiple-choice questions and the huge number of candidates who sit for the CET4. It will be rather hard to test evaluation and appreciation questions, which are included in *College English 1-4*. However, with low percentages of 4% and 2% respectively.

- It seems that the CET4 fails to help the teaching of reading, as it does not provide information to teachers what exact reading skills the students lack or what

reading skills the students need to improve.

5.2 Limitations of the study

As Davies (1990) points out that, "if we apply the principle of uncertainty then all measurement, even the most rigorous scientific measurement, lacks absolute precision." The method of this study itself is a measure of how all the questions of reading section in the CET4 and *College English 1-4* fit into the different dimensions of Barrett's Taxonomy (1972 cited in Chapman et al. 1977). This study excludes the social factors involved in reading, which could also affect the results of reading. According to Wallace:

> Written language is affected by factors both in the immediate communicative situation between reader and writer and in the wider institutional and sociocultural context. It is not just psychological, cognitive, or affective factors which influence our interpretation of texts, but also social ones.
>
> (Wallace 1992: 43)

When a student sits in a reading class, he is a student, but when he sits for the CET4, he becomes a candidate. And different students have different social backgrounds, for example, urban students and rural students. Therefore, the exclusion of social factors accounts for another limitation of this study.

This study excludes the students' views to the CET4 test papers and the coursebooks as well as other coursebooks used in China.

Mention must be made that only 62.5% units of *College English 1-4* and only eight CET4 papers are examined in this study by applying Barrett's Taxonomy (1972 cited in Chapman et al. 1977). Hence, the study is limited in terms of data (CET4 papers and *College English 1-4*) and the framework for analysis (Barrett's Taxonomy).

Lastly, as mentioned earlier, the findings of the coursebooks are limited only to *College English 1-4*, and not other coursebooks used in China.

5.3 Suggestions for future research

The suggestion for future research is to have more data in the study as this study includes only four coursebooks and eight CET4 papers. It will be useful to research coursebooks used in other institutions and also extend this study to the CET6 as well.

The importance of reading non-linear texts like CD-ROMs, electronic books, online journals, hypertexts, advertisements and diagrams tend to influence reading in the present day context. Therefore, research on multi-modal or non-linear reading materials are worthy of research.

5.4 Conclusion

This Chapter has discussed the major findings of this study which shows the influence of CET4 on the coursebooks as reorganization questions tend to dominate in the two kinds of data. The limitations of the study and some directions for future research are also included in the final sections of this Chapter.

References

Aebersold, J. A. and M. L. Field (1997) *From Reading to Reading Teacher*. Oxford: Oxford University Press.

Alderson, J. C., C. Clapham and D. Wall (1995) *Language Test Construction and Evaluation*. Cambridge: Cambridge University Press.

Alderson, J. C. (2000) *Assessing Reading*. Cambridge: Cambridge University Press.

Allen, D. I. (1970) Some Effects of Advanced Organizers and Level of Questions on the Learning and Retention of Written Social Studies Material., *Journal of Educational Psychology* 61. 333-339

Altan, M. Z. (2008) Improving Students' High-order Thinking Skills, *Modern English Teacher* 17 (3). 63-67

Anderson, L. W. and D. R. Krathwohl (2001) *A Taxonomy for Learning, Teaching, and Assessing*. New York: Longman.

Barrett T. C. (1968) *Innovation and Change in Reading Instruction*. Chicago: The University of Chicago Press.

Bates, J. A. (1979) The Relationships between Achievement Test Item-types and Measures of Cognitive Structure. Paper presented at the meeting of the American Educational Research Association, San Francisco, April, 1979 in J.C. Alderson and A. H. Urquhart (ed.), *Reading in a Foreign Language*. New York: Longman.

Bloom, B. (1956) *Taxonomy of Educational Objectives, Handbook : Cognitive Domain*. New York: David McKay.

Braun J. A. (1999) Three-Level Study Guide
http://www.ilstu.edu/~jabraun/socialstudies/coalmining/studyguide.html (last accessed 27 October 2008)

Brown, G. M. W. Herbert, G. C. Rhonda and M. Cassar. (2005) Improving Standardized Reading Comprehension: The Role of Question-Answering.
http://www.aare.edu.au/05pap/bro05424.pdf (last accessed 11 September 2008)

Carrell, P. L. (1988) Introduction: Interactive Approaches to Second Language Reading, in P. L. Carrell, J. Devine and D. E. Eskey (ed.), *Interactive Approaches to Second Language Reading*. Cambridge: Cambridge University Press, pp.1-7.

CET committee (2006): the CET4 Test Syllabus
http://www.sina.com.cn (last accessed 6 September 2008)

CET Committee (1999): Daxue Yingyu Kaoshi de Sheji Yuanze [The principles in designing the CET's]
http://www.sjtu.edu.cn/cet/ (last accessed 6 September 2008)

Champeau De Lopez, C. L., Marchi, G. B. and Arreaza-Coyle, M. E. (1997) a Taxonomy: Evaluating Reading Comprehension in EFL.
http://forum.state.gov/vols/vol35/no2/p30.htm#page_top (last accessed 6 September 2008).

Chapman, T. (1976) Comprehension and the Teacher of Reading, in J. Flood (ed.), *Promoting Reading Comprehension*. Newark. Del.: International Reading Association.

Chapman, L. J., M. Hoffman and J. E. Merritt (1977) *Developing Fluent Reading*. Walton Hall Milton Keynes MK 76 AA: the Open University Press.

Chuck, S. (2003) How can I Encourage My Students to Use Higher Level Thinking Skills?
http://www.eltnews.com/features/thinktank/021_3cs.shtml (last accessed 6 September 2008).

Davies, A. (1990). *Principles of language testing*. Oxford: Basil Blackwell.

Day, R. R. and J. Park (2005) Developing Reading Comprehension Questions in Journal *Reading in a Foreign Language* 17 (1):
http://nflrc.hawaii.edu/rfl/april2005/day/day.pdf (last accessed 11 September 2008)

Don, F. H. and S. Osman (1986) Reading and National Development: What the Universities Can Do?
http://www.melta.org.my/ET/1987/main6.html (last accessed 22 October 2008)

Elijah. D. and A. Leganza. (1975) A Comprehension Taxonomy for Teachers, *Reading Improvement* 15 (1). 98–99

Fillmore, C. J. and P. Kay, (1983) *Text Semantic Analysis of Reading Comprehension Tests (Final Report, NIE)*. Berkeley: University of California, Institute of Human Learning.

Fries, C.C. (1963) *Linguistics and reading*. New York: Holt, Rinehart, and Winston.

Gallagher, J. (1965) *Productive Thinking of Gifted Children* (Cooperative Research Project No. 965). Urbana, IL: Institute for Research on Exceptional Children, University of Illinois.

Goodlad, J. (1984) *A Place Called School*. New York: Mc Graw –Hill.

Goodman, K. S. (1967) Reading: A Psycholinguistic Guessing Game, *Journal of the Reading Specialist* 6(1). 126-135

Goodman, K. S. (1971) Psycholinguistic Universals in the Reading Process, in P. Pimsleur and T. Quinn (ed.), *Psychology of Second Language Learning*. Cambridge: Cambridge University Press, pp. 135-142.

Gray, R. J (2006) Improving Critical Reading and Critical Thinking Skills: What is Effective Pedagogy in a College Learning Environment? http://www.mcli.dist.maricopa.edu/mil/fcontent/2005-2006/gray_rpt.pdf (last accessed 11 September 2008)

Gray, W. S. (1960) The Major Aspects of Reading. in H. M. Robinson (ed.) *Sequential Development of Reading Abilities.* (Supplementary Educational Monographs No. 90.) Chicago: University of Chicago Press.

Gu, W. P. and J. Liu. (2005) Test Analysis of College Students' Communicative Competence in English. http://www.asian-efl-journal.com/June_05_wg.pdf (last accessed 11 September 2008).

Heath, S. B. (1993) Inner City Life through Drama: Imagining the Language Classroom. *TESOL Quarterly* 27(2). 92-177

Heaton, J. B. (1975) *Writing English Language Tests*. London: Longman.

Helgesen, M. (2003) How can I Encourage My Students to Use Higher Level Thinking Skills? http://www.eltnews.com/features/thinktank/021_1mh.shtml (last accessed 6 September 2008)

Herbert, H. (1978). *Teaching Reading in the Content Areas*. Englewood Cliffs, NJ: Prentice Hall.

Hughes, A. (2003) *Testing for Language Teachers*. Cambridge: Cambridge University Press.

Hunkins, F. P. (1969) Effects of Analysis and Evaluation Questions on Various Levels of Achievement. *Journal of Experimented Education* 38. 45-58

Irwin, J. W. (1986) *Teaching Reading Comprehension Process.* Englewood Cliffs: Prentice-Hall Inc.

Keene, E. O. and S. Zimmerman (1997) *Mosaic of Thought: Teaching Reading Comprehension in a Reader's Workshop.* Portsmouth, NH: Heinemann.

Konold, C. E. and Bates, J. A. (1978) *Applying the Episodic/Semantic Memory Distinction to the Study of Instructional Effects on Cognitive Structure.* Paper presented at the meeting of the American Educational Research Association, Toronto, March, 1978, in J.C. Alderson and A. H. Urquhart (ed) *Reading in a Foreign Language.* New York: Longman.

Lennon, R. T. (1962) What can Be Measured? *Reading Teacher* 15. 326-337

Lu, G. L. (2006) Cloze Tests and Reading Strategies in English Language Teaching in China.
http://etd.uwc.ac.za/usrfiles/modules/etd/docs/etd_init_1689_1177054866.pdf
(last accessed 11 September 2008)

Marzano, R. J. (2000) *Designing a New Taxonomy of Educational Objectives.* Thousand Oaks, CA: Corwin Press.

McConkie, G. W., K. Rayner, and S. Wilson (1973) Experimental Manipulation of Reading Strategies. *Journal of Educational Psychology* 65. 1-8

McDonough, J. and C. Shaw (1993) *Materials and Methods in ELT.* Oxford: Blackwell.

McRae, J. (1991) *Literature with a Small 'l'.* London: Macmillan Publishers Limited.

Melnik, A. and J. Merritt (1972) *Reading: Today and Tomorrow.* London: University of London Press/ The Open University Press.

Meng F. X. (2008) New CET4 Test Syllabus (2006):
http://www.csustbbs.net/read.php?tid=73585&page=e   (last   accessed   11 September 2008).

Myers, S. S and L. B. Harris. (2004) New Horizons for Primary Schools
http://www.moec.gov.jm/projects/newhorizons/pdf/TeachersGuide.pdf   (last accessed 11 September 2008).

Nuttall, C. (1996) *Teaching Reading Skills in a Foreign Language.* Oxford: Macmillan.

Pearson, P. D. and D. D. Johnson (1978) *Teaching Reading Comprehension.* New York: Holt, Rinehart and Winston.

Pennell, D. (2002) Explicit Instruction for Implicit Meaning: Strategies for Teaching Inferential Reading Comprehension http://web.wm.edu/ttac/packets/inferential.pdf (last accessed 11 September 2008)

Plaister, T. (1968) Reading Instruction for College Level Foreign Students, *TESOL Quarterly* 2 (3). 164-168

Pou, M. R. B. (2008) Fostering Thinking Skills, *English Teaching Professional* (57). 24-25

Rivers, W. (1964) *the Psychologist and the Foreign-Language Teacher.* Chicago: University of Chicago Press.

Rivers, W. (1968) *Teaching Foreign Language Skills.* Chicago: University of Chicago Press.

Royer, J. M., J. A. Bates and C. E. Konold (1984). Learning From the Text: Methods of Affecting Reader Intent, in J.C. Alderson and A. H. Urquhart (ed.), *Reading in a Foreign Language.* New York: Longman, pp. 65-85.

Sanders N. M. (1966) *Classroom Questions.* New York: Harper and Row.

Sanford, A. J. and S. C. Garrod (1981) *Understand Written Language.* New York: Wiley.

Scales, A. M and S. B. Li. (2004) An Investigation of Questions in McGuffey's Second Eclectic Readers. http://www.readingonline.org/articles/scales/ (last accessed 6 September 2008).

Shavelson, R. J., Berliner, D. C., Ravitch, M. M. and Loeding, D. (1974) Effects of Position and Type of Question on Learning from Prose Material: Interaction of Treatments with Individual Differences. *Journal of Educational Psychology* 66. 40-48

Smith, F. (1971) *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read.* Orlando, Fla.: Holt, Reinbart, and Winston.

Swaby, B. E. R. (1984) *Teaching and Learning Reading: A Pragmatic Approach.* Boston, MA: Little, Brown.

Tao, J. X. (2006) Reading and Practice Needed in CET Writing, *US-China Foreign Language Journal* 4 (9). 78-81

Urquhart, S. and C. J. Weir (1998) *Reading in a Second language: Process, Product and Practice*. New York: Addison Wesley Longman Limited.

Van Dijk, T. A, and W. Kintsch. (1983) *Strategies of Discourse Comprehension*. New York: Academic Press.

Wallace, C. (1992) *Reading*. Oxford: Oxford University Press.

Watts, G. H. and Anderson, R. C. (1971) Effect of Three Types of Inserted Questions on Learning from Prose. *Journal of Educational Psychology* 62. 387-394

Weir, C. J. (1990) *Communicative Language Testing*. London: Prentice Hall.

Weir, C. J. (1993) *Understanding and Developing Language Tests*. Hertfordshire: Prentice Hall International.

Xu, J. J. (2007) College English Curriculum Requirements. http://202.204.128.82/index.php?option=com_content&task=view&id=72&Itemid=31 (last accessed 11 September 2008)

Yang, M (2006) Validating a Simulated Test of CET 4. http://www.asian-efl-journal.com/pta_May_06_ym.pdf (last accessed 11 September 2008)

Yorio, C. A. (1971) Some Sources of Reading Problems for Foreign Language Learners, *Language Learning* 21(1). 107-115

You, X. Y. (2004) "The Choice Made from No Choice": English Writing Instruction in a Chinese University. http://www.personal.psu.edu/xuy10/Articles/The%20Choice%20Made%20from%20No%20Choice.pdf (last accessed 11 September 2008)

Appendix A

Analysis of the CET4 papers from June 2008 to January 2005

June 2008

Skimming and scanning:

In this part, you will have 15 minutes to go over the passage quickly and answer the questions on the Answer Sheet. From question 1-7, choose the best answer from the four choices marked A), B), C) and D). For questions 8-10, complete the sentences with the information given in the passage.

1. Television is an attractive advertising medium in that___. 1)

2. with the increase in the number of TV channels___. 1)

3. Compared with television, newspapers as an advertising medium___. 1)

4. Advertising on radio continues to grow because___. 1)

5. Magazines are seen by advertisers as an efficient way to___. 1)

6. out-of-home advertising has become more effective because___. 1)

7. The challenge to internet advertisers is to create ads that___. 1)

8. Internet advertisers will have to adjust their methods to reach audiences that tend to be___. 1)

9. Direct mail is an effective form of advertising for businesses to develop___. 1)

10. This passage discusses how advertisers select___ for advertisements. 1)

Reading in depth

Section A

Directions: There is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word blank following the passage. Read the passage through carefully before making your choices. Each choice in the blank is identified by a letter.

I had been abroad a couple of times, but I could hardly ___3) to know my way around the continent. Moreover, my knowledge of foreign languages was ___2) to a little college French. I hesitated, how would I, unable to speak the language, ___3) unfamiliar with local geography transportation systems, set up ___3) and do research? It seemed impossible, and with considerable ___3) I sat down to write a letter begging off. There were some bad ___.3) But by the time I had finished the trip I was an experienced traveler; without guides or even ___3) bookings, confident that somehow I will manage. The point is that the new, the different, is almost by definition ___.3) I've learned to ski at 40, and flown up the Rhine River in a ___3); I believe I can ___3) wonders.

A) accomplish B) advanced C) balloon D) claim E) constantly F) declare G) interviews H) limited I) manufacture J) moments K) news L) reduced M) regret N) scary O) totally

Section B

Directions: *there are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C), D). You should decide on the best choice and mark the corresponding letter on the Answer*

Sheet.

Passage one:

57. What is said about global warming in the first paragraph? 2)

58. According to the author's understanding, what is A1 Core's view on global warming? 2)

59. Greenhouse emissions will more than double by 2050 because of ___. 1)

60. The author believes that, sine the signing of the Kyoto Protocol, ___. 2)

61. What is the message the author intends to convey? 2)

Passage two

62. What does the author mean by saying "the 21st century equivalent of being caught naked" (Lines 3-4, Para. 2)? 2)

63. What would psychologists advise on the relationships between friends? 2)

64. Why does the author say "we live in a world where you simply cannot keep a secret" (Line 5, Par. 3)? 3)

65. What do most Americans do with regard to privacy protection? 2)

66. According to the passage, privacy is like health in that ___. 2)

Cloze:

There are 20 blanks in the following passage. For each blank there are four choices marked A), B), C) and D). You should choose the one that best fits into the passage.

They also carry out research work aimed _67_ extending man's knowledge of these subjects. The emphasis given to each of these functions _68_ from university to university, according to the views of the people in _69_. The smaller and newer universities do not _70_ the staff or equipment to carry out the _71_ research projects possible in larger institutions, _72_ most experts agree that some research activity is _73_ to keep the staff and their students in _74_ with the latest developments in their subjects.

Most students attend a university mainly to _75_ the knowledge needed for their chosen _76_. Education believe that this aim should not be the _77_ one. Universities have always aimed to produce men and women _78_ judgment and wisdom as well as knowledge. For this reason, they _79_ students to meet others with differing _80_ and to read widely to _81_ their understanding in many fields of study. _82_ a secondary school course, a student should be interested enough in a subject to enjoy gaining knowledge for its own _83_. He should be prepared to _84_ sacrifices to study his chosen _85_ in depth. He should have an ambition to make some _86_ contribution to man's knowledge.

67. A) at	B) by	C) to	D) in	Others
68. A) turns	B) ranges	C) moves	D) varies	Others
69. A) prospect	B) place	C) control	D) favor	Others
70. A) occupy	B) possess	C) involve	D) spare	Others
71. A) maximum	B) medium	C) virtual	D) vast	3)
72. A) But	B) As	C) While	D) For	2)
73. A) natural	B) essential	C) functional	D) optional	3)
74. A) coordination	B) accordance	C) touch	D) grasp	Others
75. A) acquire	B) accept	C) endure	D) ensure	Others
76. A) procession	B) profession	C) possession	D) preference	Others
77. A) typical	B) true	C) mere	D) only	Others

78. A) with	B) under	C) on	D) through	Others
79. A) prompt	B) provoke	C) encourage	D) anticipate	3)
80. A) histories	B) expressions	C) interests	D) curiosities	3)
81. A) broaden	B) lengthen	C) enforce	D) specify	3)
82. A) Amid	B) Over	C) After	D) Upon	Others
83. A) object	B) effect	C) course	D) sake	Others
84. A) take	B) suffer	C) make	D) pay	Others
85. A) field	B) target	C) scope	D) goal	Others
86. A) radical	B) meaningful	C) truthful	D) initial	3)

December, 2007,

Skimming and scanning:

In this part, you will have 15 minutes to go over the passage quickly and answer the questions on the Answer Sheet. From question 1-7, choose the best answer from the four choices marked A), B), C) and D). For questions 8-10, complete the sentences with the information given in the passage.

1. From the first paragraph we know that present-day universities have become____. 1)

2. Over the past three decades, the enrollment of overseas students has increased____. 1)

3. In the United States, how many of the newly hired professors in science and engineering are foreign-born? 1)

4. How do Yale and Harvard prepare their undergraduates for global careers? 1)

5. An example illustrating the general trend of universities' globalization is____. 2)

6. What do we learn about Silicon Valley from the passage? 1)

7. What is said about the U. S. federal funding for research? 1)

8. The dramatic decline in the enrollment of foreign students in the U. S. after September 11 was caused by____. 1)

9. Many American fear that American competitiveness may be threatened by foreign students who will____. 1)

10. The policy of welcoming foreign students can benefit the U. S. in that the very best of them will stay and ____. 1)

Reading in depth

Section A

Directions: *there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word blank following the passage. Read the passage through carefully before making your choices. Each choice in the blank is identified by a letter.*

Groups of children have been taking part in peace education ___;2) The children, after learning to resolve conflicts, took on the ___1) of peacemakers; Croups of children___2) is peacemakers studied human rights and poverty issues in Colombia; the classroom ___2) opportunities for children to replace angry, violent behaviors with ___2) peaceful ones; caring and respect for each person empowers children to take a step ___1) toward becoming peacemakers; that are ___2) useful when helping children along the path to peace; the young peacemakers club provides a website with resources for teachers and ___2) on starting a Kindness Campaign; how to help the ___2) of war; ideally affect the culture of the ___2) school.

A) acting B) assuming C) comprehensive D) cooperative E)entire F) especially G) forward H) images I) information J) offers K) projects L) respectively M) role N) technology O)victims

Section B

Directions: *there are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C), D). You should decide on the best choice and mark the corresponding letter on the Answer Sheet.*

Passage one:

57. What is the most striking feature of the University of Phoenix? 2)

58. According to the passage, distance learning is basically characterized by___, 2)

59. Many students take internet-based courses mainly because they can___. 2)

60. What accounts for the high drop-out rates for online students? 2)

61. According to the passage, universities show great enthusiasm for DL programs for the purpose of ___. 2)

Passage two

62. What do we learn from the first paragraph? 2)

63. What did the author say about her own writing experience? 2)

64. Why did Rebecca want to enter this year's writing contest? 2)

65. The author took great pains to refine her daughter's stories because___. 3)

66. what's the author's advice for parents? 2)

Cloze:

There are 20 blanks in the following passage. For each blank there are four choices marked A), B), C) and D). You should choose the one that best fits into the passage.

Mood may be defined _67_ a temporary and mild positive or negative feeling that is generalized and not tied _68_ any particular circumstance. Moods should be_69_ from emotions which are usually more intense, _70_ to specific circumstances, and often conscious. _71_ one sense, the effect of a consumer's mood can be thought of in _72_ the same way as can our reactions to the _73_ of our friends--- when our friends are happy and "up", that tends to influence us positively. _74_ when they are "down", that can have a _75_ impact on us. Similarly, consumers operating under a _76_ mood state tend to react to stimuli in a direction _77_ with that mood state. Thus, for example, we should expect to see_78_ in a positive mood state evaluate products in more of a _79_ manner than they would when not in such a state. _80_, mood states appear capable of _81_ a consumer's memory.

Moods appear to be _82_ influenced by marketing technique. for example, the rhythm, pitch, and _83_ of music has been shown to influence behavior such as the _84_ of time spent in supermarkets or _85_ to purchase. In addition, advertising can influence consumers' moods which, in _86_, are capable of influencing consumers' reaction to products.

67. A) as	B) about	C) by	D) with	Others
68. A) over	B) under	C) to	D) up	Others
69. A) derived	B) descended	C) divided	D) distinguished	3)
70. A) related	B) referred	C) attached	D) associated	3)
71. A) On	B) Of	C) In	D) By	Others

85

72. A) thus	B) much	C) even	D) still	3)
73. A) signal	B) gesture	C) view	D) behavior	3)
74. A) for	B) decisive	C) unless	D) provided	Others
75. A) relative	B) decisive	C) negative	D) sensitive	3)
76. A) given	B) granted	C) fixed	D) driven	3)
77. A) resistant	B) persistent	C) insistent	D) consistent	3)
78. A) consumers	B) businessmen	C) retailers	D) manufacturers	3)
79. A) casual	B) critical	C) serious	D) favorable	3)
80. A) However	B) Otherwise	C) Moreover	D) Nevertheless	3)
81. A) lifting	B) enhancing	C) raising	D) cultivating	Others
82. A) readily	B) rarely	C) cautiously	D) currently	3)
83. A) step	B) speed	C) band	D) volume	3)
84. A) extent	B) amount	C) scope	D) range	Others
85. A) facilities	B) capacities	C) reflections	D) intentions	Others
86. A) turn	B) total	C) detail	D) depth	Others

June 2007

Skimming and scanning: In this part, you will have 15 minutes to go over the passage quickly and answer the questions on the Answer Sheet. From question 1-7, choose the best answer from the four choices marked A), B), C) and D). For questions 8-10, complete the sentences with the information given in the passage.

1. Robert Ellis Smith believes identity theft is difficult to detect and one can hardly do anything to prevent it. 2)

2. In many cases, identity theft not only causes the victims' immediate financial losses but costs them a lot to restore their reputation. 2)

3. Identity theft is a minor offence and its harm has been somewhat overestimated. 2)

4. It is important that your resume won't stay online longer than is necessary. 2)

5. Of the three options offered by CareerBuilder.com in Suggestion 2, the third one is apparently most strongly recommended. 1)

6. Employers require applicants to submit very personal information on background checks. 2)

7. Applicants are advised to use generic names for themselves and their current employers when seeking employment online. 1)

8. Using a special email address in the job search can help prevent you from receiving____. 1)

9. To protect your references, you should not post online your ___. 1)

10. According to the passage, identity theft is committed typically for ___. 2)

Reading in depth

Section A

Directions: *there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word blank following the passage. Read the passage through carefully before making your choices. Each choice in the blank is identified by a letter.*

Years ago, in particular, when older patients ___2) of pain, they were told it was a natural part of aging and they would have to learn to live with it. Today, we take pain ___;2) breathing rate and pulse in ___2) a person's well-being; causing problem that ___,2) from missed work to

depression; what's why a growing number of hospitals now depend upon physicians who ___2) in pain medicine; depression and other psychological and social ___2) related to chronic pain; such comprehensive therapy often ___2) the work of social workers, psychiatrists and psychologists, as well as specialists in pain medicine. This modern ___2) for pain management has led to a wealth of innovative treatments. Decades ago there were only a ___3) number of drugs available, and many of them caused ___2) side effects in older people, including dizziness and fatigue.

A) result B) involves C) significant D) range E) relieved F) issues G) seriously H) magnificent I) determining J) limited K) gravely L) complained M) respect N) prompting O) specialize

---

Section B

Directions: *there are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C), D). You should decide on the best choice and mark the corresponding letter on the Answer Sheet.*

Passage one:

57. When the author says the creative mind and the critical mind "cannot work in parallel" (Line 4, Para. 1) in the writing process, he means ___.2)

58. What prevents people form writing on is ___. 2)

59. What is the chief objective of the first stage of writing? 2)

60. One common concern of writers about "free writing" is that___.2)

61. In what way does the critical mind help the writer in the writing process? 2)

Passage two

62. Why doesn't the author want to talk about being a woman scientist again? 2)

63. From Paragraph 2, we can infer that people would attribute the author's failures to ___.2)

64. What did the author constantly fight against while doing her Ph. D. and post-doctoral research? 2)

65. Why does the author feel great satisfaction when talking about her lass? 3)

66. What does the image the author presents to her students suggest? 2)

Cloze:

There are 20 blanks in the following passage. For each blank there are four choices marked A), B), C) and D). You should choose the one that best fits into the passage.

An earthquake hit Kashmir on Oct. 8, 2005, it took some 75, 000 lives, _67_ 130,000 and left nearly 3.5 million without food, jobs or homes. _68_ overnight, scores of tent villages bloomed _69_ the region, tended by international aid organizations, military _70_ and aid groups working day and night to shelter the survivors before winter set _71_.

Mercifully, the season was mild. But with the _72_ of spring the refugees will be moved again. Camps that _73_ health care, food and shelter for 150,000 survivors have begun to close as they were _74_ intended to be permanent.

For most of the refugees, the thought of going back brings _75_ emotions. The past six months have been difficult. Families of _76_ many as 10 people have had to shelter _77_ a single tent and share cook stoves and bathing _78_ with neighbors. "they are looking forward to the clean water of their rivers," officials say. "They are _79_ of free fresh fruit. They want to get back to

their herds and start _80_ again." But most will be returning to _81_ but heaps of ruins. In many villages, electrical _82_ have not been repaired, nor have roads. Aid workers _83_ that it will take years to rebuild what the earthquake took _84_. And for the thousands of survivors, the _85_ will never be complete.

Yet the survivors have to start somewhere. New homes can be built _86_ the stones, bricks and beams of old ones. Spring is coming and it is a good time to start again.

67. A) injured	B) ruined	C) destroyed	D) damaged	3)
68. A) altogether	B) almost	C) scarcely	D) surely	3)
69. A) among	B) above	C) amid	D) across	3)
70. A) ranks	B) equipment	C) personnel	D) installations	3)
71. A) out	B) in	C) on	D) forth	3)
72. A) falling	B) emergence	C) arrival	D) appearing	3)
73. A) strengthened	B) aided	C) transferred	D) provided	3)
74. A) never	B) once	C) ever	D) yet	3)
75. A) puzzled	B) contrasted	C) doubled	D) mixed	3)
76. A) like	B) as	C) so	D) too	Others
77. A) by	B) below	C) under	D) with	Others
78. A) facilities	B) instruments	C) implements	D) appliances	Others
79. A) seeking	B) dreaming	C) longing	D) searching	3)
80. A) producing	B) cultivating	C) farming	D) nourishing	Others
81. A) anything	B) something	C) everything	D) nothing	Others
82. A) lines	B) channels	C) paths	D) currents	Others
83. A) accounts	B) measure	C) estimate	D) evaluate	3)
84. A) aside	B) away	C) up	D) out	Others
85. A) reservation	B) retreat	C) replacement	D) recovery	Others
86. A) from	B) through	C) upon	D) onto	Others

December 2006

Skimming and scanning: In this part, you will have 15 minutes to go over the passage quickly and answer the questions on the Answer Sheet. From question 1-7, choose the best answer from the four choices marked A), B), C) and D). For questions 8-10, complete the sentences with the information given in the passage.

1. The energy crisis in America discussed here mainly refers to a shortage of fossil fuels. 1)

2. People these days tend to lack physical energy. 1)

3. Laura Hillenbrand is an example cited to show how emotional energy can contribute to one's success in life. 2)

4. The author believes emotional energy is inherited and genetically determined. 2)

5. Even small changes people make in their lives can help increase their emotional energy. 2)

6. Ivy filled her life with meaning by launching a program to help poor children. 1)

7. The real-estate broker the author knows is talented in home redecoration. 1)

8. People holding on to sad memories of the past will find it difficult to ___. 2)

9. When it comes to decision-making, one should make a quick choice without ___. 1)

10. Emotional energy is in a way different from physical energy in that the more you give, ___. 1)

Reading in depth

Section A

Directions: *there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word blank following the passage. Read the passage through carefully before making your choices. Each choice in the blank is identified by a letter.*

Many in-home jobs that used to be done ___3) by women --- ranging from family shopping to preparing meals to doing ___3) work; husbands and children now do some of these jobs, a ___2) that has changed the target market for may products; although there is still a big wage ___2) between men and women, the income working women ___2) gives them mew independence and buying power. For example, women now ___2) about half of all cars. Not long ago, many cars dealers ___2) women shoppers by ignoring them or suggesting that they come back with their husbands; now car companies have realized that women are ___2) customers: it's interesting that some leading Japanese car dealers were the first to ___2) pay attention to women customers; perhaps it was the ___2) contrast with Japanese society that prompted American firms to pay more attention to women buyers.

> A) scale B) retailed C) generate D) extreme E) technically F) affordable G) situation H) really
> I) potential J) gap K) voluntary L) excessive M) insulted N) purchase O) primarily

Section B

Directions: *there are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C), D). You should decide on the best choice and mark the corresponding letter on the Answer Sheet.*

Passage one:

57. What do we know about Iceberg Water from the passage? 2)

58. By saying "my dog could tell the difference between bottled and tap water" (Line 4, Para 2), von Wiesenberger wants to convey the message that___.3)

59. The "fancier brands" (Line 3, Para 5) refers to ___.1)

60. Why are some restaurants turning up the pressure to sell bottled water? 2)

61. According to the passage, why is bottled water so popular? 2)

Passage Two

62. Today medical care is placing more stress on ___.2)

63. In the first paragraph, people are reminded that___.2)

64. Traditionally, a person is considered "well" if he___.2)

65. According to the author, the true meaning of "wellness" is for people___.2)

66. According to what the author advocates, which of the following groups of people would be considered healthy? 2)

Cloze:

There are 20 blanks in the following passage. For each blank there are four choices marked A), B), C) and D). You should choose the one that best fits into the passage.

Language is the most astonishing behavior in the animal kingdom. It is the species-typical behavior that sets humans completely _67__ form all other animals. Language is a means of communication, _68__ it is much more than that. Many animals can _69__. The dance f the

honeybee communicates the location of flowers _70_ other members of the hive. But human language permits communication about anything. _71_ things like unicorn that have never existed. The key _72_ in the fact that the units of meaning, words, can be _73_ together in different ways, according to _74_, to communicate different meanings. Language is the most important learning we do. Nothing _75_ humans so much as one ability to communicate abstract thoughts, _76_ about the universe, the mind, love, dreams, or ordering a drink. It is an immensely complex _77_ that we take for granted. Indeed, we are not aware of most _78_ of one speech and understanding. Consider what happens when one person is speaking to _79_ . The speaker has to translate thoughts into _80_ language. Brain imaging studies suggest that the time from thoughts to the _81_ of speech is extremely fast, only 0.04 seconds! The listener must hear the sounds to _82_ out what the speaker means. He must use the sounds of speech to _83_ the words spoken, understand the pattern of _84_ of the words (sentences), and finally _85_ the meaning. This takes somewhat longer, a minimum of about 0.5 seconds. But _86_ stated, it is of course a continuous process.

67. A) apart	B) off	C) up	D) down	Others
68. A) so	B) but	C) or	D) for	Others
69. A) transfer	B) transmit	C) convey	D) communicate	Others
70. A) to	B) from	C) over	D) on	Others
71. A) only	B) almost	C) even	D) just	2)
72. A) stays	B) situates	C) hides	D) lies	3)
73. A) stuck	B) strung	C) rung	D) consisted	Others
74. A) rules	B) scales	C) laws	D) standards	3)
75. A) combines	B) contains	C) defines	D) declares	3)
76. A) what	B) whether	C) while	D) if	Others
77. A) prospect	B) progress	C) process	D) product	Others
78. A) aspects	B) abstracts	C) angles	D) assumptions	3)
79. A) anybody	B) another	C) other	D) everybody	Others
80. A) body	B) gestures	C) written	D) spoken	3)
81. A) growing	B) fixing	C) beginning	D) building	4)
82. A) put	B) take	C) draw	D) figure	Others
83. A) identify	B) locate	C) reveal	D) discover	Others
84. A) performance	B) organization	C) design	D) layout	4)
85. A) prescribe	B) justify	C) utter	D) interpret	Others
86. A) since	B) after	C) once	D) until	Others

June 2006

Directions: *there are 4 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C), D). You should decide on the best choice and mark the corresponding letter on the Answer Sheet.*

Passage one

21. Companies are hiring more foreign employees because____.2)

22. The author believes that an individual who applies to work overseas____.2)

23. When it comes to resume writing, it is best to____.1)

24. When writing about qualifications, applicants are advised to___.2)

25. According to the author's last piece of advice, the applicants should be aware of ___.2)

Passage two

26. The author argues that educating girls in developing countries is____.2)

27. By saying "the prophecy becomes self-fulfilling" (Line 4. Para. 2). the author means that___.2)

28. The author believes that a vicious circle can turn into a virtuous circle when___.2)

29. What does the author say about women's education? 2)

30. The passage mainly discusses____.2)

Passage three

31. What's the function of the remote immobilizer fitted to a car? 2)

32. By saying 'the pattern of vehicle crime has changed' (Lines 1-2. Para. 3). Martyn Randall suggests that___.2)

33. What is essential in making a modem car tougher to steal? 2)

34. Why does the tracking system set a 100-metre minimum before sending an alarm to the operations centre? 2)

35. What will the operations centre do first after receiving a n alarm? 1)

Passage four

36. Why do psychiatrists regard maturity as an asset in child rearing? 2)

37. What does the author mean by saying "for many, retirement becomes an unobtainable dream" (Lines 7-8, Para. 1)? 2)

38. The author gives the example of Henry Metcalf to show that ___.2)

39. What's the biggest fear of older parents according to New York psychologist Joan Galst? 2)

40. What do we learn about Marilyn and Randy Nolen? 2)

December 2005

Directions: *there are 4 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C), D). You should decide on the best choice and mark the corresponding letter on the Answer Sheet.*

21. It is the belief of Frito-Lay's head of global marketing that___.2)

22. What do we learn about Frito-Lay from Paragraph 2? 2)

23. One of the assumptions on which Frito-lay aseds its development strategy is that___.2)

24. Why did Riskey have the Frito-Lay logo redesigned? 2)

25. Frito-Lay's executives claim that the promotion of American food in the international market ___.2)

Passage two

26. What has happened to the Vrain School District? 2)

27. How did the residents in the Vrain School District respond to the budget shortage? 2)

28. In the view of State Treasurer Mike Coffman, the educational budget shortage is ___.2)

29. Why did coffman request an investigation? 2)

30. Three high school students started a website in order to ____.2)

Passage three

31. The passage is mainly about___. 2)

32. The word "shun" (Line 1, Para. 1). Most probably means___.2)

33. We can conclude from the study of the 158 nurses in 2001 that___. 2)

34. In the experiment described in Paragraph 3, the video-watchers experienced a downturn in the antibody because___ 2)

35. Dr. Bruce McEwen of Rockefeller University believes that___. 2)

Passage four

36. If a mother adds "but" to an apology, ___. 2)

37. According to the author, saying "I'm sorry you're upset" most probably means "___". 2)

38. It is not advisable to use the general, all-covering apology because ___.2)

39. We learn from the last paragraph that in teaching children to say sorry___ 2)

40. It can be inferred from the passage that apologizing properly is ____ 3)

June 2005

Directions: *there are 4 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C), D). You should decide on the best choice and mark the corresponding letter on the Answer Sheet.*

Passage one

21. What does President Bush think of taping OIL in ANWR? 2)

22. We learn from the second paragraph that the America oil industry___. 2)

23. Those against oil frilling in ANWR argue that___.2)

24. What do the environmentalists mean by saying "not so fast" (Line 1, Para. 3)? 2)

25. It can be learned from the passage that oil exploitation beneath ANWR's frozen earth ___.2)

Passage two

26. Which of the following statements best expresses the author's view? 2)

27. Harsh words are spoken during games because the players___. 2)

28. What did the handball player do when he was not allowed a time out to change his gloves? 1)

29. According to the passage, players, in a game, may___. 1)

30. The author hopes to have the current situation in sports improved by___.2)

Passage three

31. According the passage, the NCC to___. 2)

32. As indicated in this passage, with so many good claims, the econsumers___.2)

33. A study was carried out by Britain's NCC to ___. 2)

34. What is one of the consequences caused by the many claim of household products? 2)

35. It can be inferred from the passage that the lobby group Consumer International wants to___. 3)

Passage four

36. The purpose in naming the Poconos as one of America's "Last Great Places" is to___. 1)

37. We learn from the passage that___. 2)

38. What is important in protecting the Poconos according to Cook? 1)

39. What does Bud Cook mean by "having a local presence" (Line 1, Para. 5)? 2)

40. The passage most probably is ____ 3)

Directions: *there are 4 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C), D). You should decide on the best choice and mark the corresponding letter on the Answer Sheet.*

Passage one

11. We learn from the first paragraph that many Americans believe___. 2)

12. Most Americans surveyed believe that preschools should also attach importance to ___. 2)

13. In Japan's preschool education, the focus in on___.2)

14. Free play has been introduced in some Japanese kindergartens in order to___. 2)

15. Why do some Japanese parents send their children to university-based kindergartens? 2)

Passage two

16. What is said about the average American in the passage? 2)

17. Some people dislike exercise because___. 2)

18. "Even exercise professionals concede half a point here" (Line 3, Para. 2) means "they___."2)

19. What was confirmed by the Boston University Medical Center's study? 2)

20. What is the author's purpose in writing this article? 3)

Passage three

21. According to the author, knowing the cause of the misery will help___. 2)

22. We learn from the passage that___.1)

23. According to the passage, to combat the flu effectively, ___. 2)

24. Which of the following symptoms will distinguish the flu form a cold? 1)

25. If children have flu-like symptoms, heir parents___. 1)

Passage four

26. The study published in the journal Nature indicates that___. 2)

27. Lead accumulation worldwide decreased significantly after the use of unleaded gas in the US___. 2)

28. How did scientists discover the source of lead pollution in Greenland? 2)

29. The authors of the Ambio study have found that___. 2)

30. It can be inferred from the last paragraph that scientists____ 3)

Appendix B

Analysis of *College English 1-4*

College English 1

Unit two

Text A

Content questions

Pair work: *one of you asks the first six questions and the other answers. Starting from question 7, change roles. When you have finished, the teacher may want to put some of the questions to you to check your progress.*

1. What was the cab diver doing when the author wanted to take the taxi? 1)
2. Did the cab driver have a cold? 1)
3. Whom did the driver talk about with the author? 2)
4. How long had the driver and Ed been friends? 1)
5. What did the driver and Ed use to do when they were kids? 1)
6. How often did they see each other over the past 25 or 30 years? Why? 1)
7. What had happened to Old Ed by the time the story took place? 1)
8. Why did the driver repeat that he should have kept in touch? 1)
9. What did the author mean by saying the first sentence in the letter reminded him of himself? 3)
10. Why did the driver say he began the letter with "Old Friend"? 1)
11. How did the driver feel about Old Ed's friendship with him? 2)
12. What did the author decide to do when he arrived in the hotel? Why? 3)

Points for discussion

Group work: *break into small groups and discuss the following questions. Later the teacher may want to ask some of you to report the answers of our group to the class.*

1.The author, throughout the story, thought that the cab driver had received a letter from an old friend named Ed. Find out comments and observation in the story that demonstrate the author's misunderstanding of the situation. 1)

2. Have you ever written a letter and then not sent it? Why did you keep it? Others

3. What is your idea of friendship? How important are friends to you? Others

Text organization

Work on your own: *do the exercises and then compare our answers with a partner.*

1. The letter Tom wrote to his friend Ed plays a very important role in the development of the story. The story is to a large extent, built around the letter. If you are aware of this, you will find it easier to understand the organization of the text. The following questions are meant to help you get a better idea of this point. Now writer down your answers..

   1) What does the story begin with?

   _____2)_____

   2) What helped start a conversation between the cab driver and the passenger?

   _____1)_____

3) What was their conversation centered on?

_____1)_____

4) How did the author get to learn more about the friendship between the driver and Ed?

_____2)_____

2. The text can be divided into three parts. Now put down the paragraph numbers of each part and then give its main idea. The first one has been done for you

Parts	Paragraphs	Main ideas
Part One	Paras 1-20	from a conversation with the cab driver the author learned how much he regretted failing to keep up correspondence with the old friend Ed.
Part Two	Paras	_____2)_____
		_____
Part Three	Paras	_____2)_____
		_____

Text B

Choose the best answer for each of the following.

1. Bill and Royce started to travel together looking for work when___. 2)

2. Bill___. 2)

3. Danger came when the wind turned from___. 2)

4. The explosion of the gasoline tank___. 2)

5. Bill learned to never give up and to never let a friend down from___. 2)

6. The first thing Mrs. Wedding did when Bill arrived was to___. 1).

7. Bill's best reward came when he___. 2)

Unit three

Text A

Content questions

Pair work: *one of you asks the first six questions and the other answers. Starting from question 7, change roles. When you have finished, the teacher may want to put some of the questions to you to check your progress.*

1. What is the attitude of some people towards the changes brought about by science and technology? 2)

2. What was life like before science and technology began to change our way of life? 1)

3. What would happen if all government money for research were cut off? 1)

4. Is it possible to prevent science and technology from further development? Why or why not? 1)

5. What does the author think we should do about science and technology? 1)

6. Why is it necessary for the public to have a basic understanding of science? 1)

7. How does the public feel about science? 1)

8. What does the author think of equations as a way of expressing scientific ideas? 1)

9. How is science taught in schools? 1)

10. What limited role can books and magazines play in popularizing scientific ideas? 1)

11. What is the responsibility of TV science programme producers? 1)

12. What does the author think of the future of human civilization? 2)

Points for discussion

Group work: *break into small groups and discuss the following questions. Later the teacher may want to ask some of you to report the answers of our group to the class.*

1. In what way have science and technology changed the world we live in? Give examples. Others

2. What is your attitude towards science? In what way is science a good or bad thing? Others

3. What can be done to ensure that the public can make informed decisions about the changes science and technology make? Others

Text organization

Work on your own: *do the exercises and then compare our answers with a partner.*

1. The text can be divided into three parts. In the first part, the author presents a view, in the second, he raises and answers a relevant question, the third serves as the conclusion of the essay. Now put down the paragraph numbers of each part and then give its main idea. the last one has been done for you.

Parts	Paragraphs	Main ideas
Part One	Paras	_____ 2)_____
Part Two	Paras	_____ 2)_____
Part Three	Paras 7	with an informed public, human civilization will survive.

2. In answering the question he brings up in Part To, the author emphasizes two aspects. They are as follows:

1)_____ 2)_____
_____
2)_____ 2)_____
_____

Text B

Choose the best answer for each of the following.

1. The author's main purpose in using the newspaper headlines is to show____. 2)

2. What do ordinary people expect of science? 2)

3. Publication of a scientific finding signifies____. 1)

4. NASA's announcement of the discovery of evidence of ancient life on Mars shows____. 2)

5. Einstein's words are used to show he thought____. 2)

6. It can be inferred from the passage that the media is interested in____. 2)

7. What characterizes scientific research? 1)

Unit four

Text A

Content questions

Pair work: *one of you asks the first six questions and the other answers. Starting from question 7, change roles. When you have finished, the teacher may want to put some of the questions to you to check your progress.*

1. Where did Tony come from? 1)

2. How did Mr. Crawford get to know Tony? 1)

3. Why did Mr. Crawford feel unhappy after he talked with Tony? 1)

4. What happened over he next few days? 1)

5. How did Tony get his job at the factory? 1)

6. How did Tony become a skilled worker later? And how did Mr. and Mrs. Crawford feel about it? 1)

7. Why did Tony come to see Mr. Crawford again a year or two later? Was Mr. Crawford of help this time? How? 1)

8. How did Tony feel abut selling his house? Why did he feel that way? 1)

9. Did Tony do a good job of running his farm? Give examples. 1)

10. What was Tony's lifelong dream? 1)

11. How did he make his dream come true? 1)

12. Why did Mr. Crawford compare Tony with the greatest American industrialists? 3)

Points for discussion

Group work: *break into small groups and discuss the following questions. Later the teacher may want to ask some of you to report the answers of our group to the class.*

1. What is the author's interpretation of the American dream as illustrated in the story of Tony? 1)

2. Do you think integrity, determination and hard work can take everyone from log cabin to White House? Why or why not? 4)

3. What do you think is the essence of the American dream? 4)

Text organization

Work on your own: *do the exercises and then compare our answers with a partner.*

1. The text can be roughly divided into two parts. The first part focuses on the life story of Tony Trivisonno. The second part gives the author's reflections on the story of Tony. Now put down the paragraph numbers of each of the tow parts and then give its main idea.

Parts	Paragraphs	Main ideas
Part One	Paras _____	2)_____
Part Two	Paras _____	2)_____

2. As mentioned above, the first part of the text centers on the life story of Tony. The story is, in fact, made up of several events which helped Tony fulfill his American dream. Now go through Part One again and list the main events. The first one has been done for you.

1) Tony worked as a help at Mr. Crawford's house.

2) _____ 2)

3) _____ 2)

4) _____ 2)

Text B

Choose the best answer for each of the following.

1. The students did not at first believe Ben when he told them that he____. 1)

2. Ben's mother_____. 2)

3. Ben's knife thrust did no harm because____. 2)

4. The twins that Dr. Carson managed to save ____. 1)

5. After cutting the twins apart. Carson worked on ____. 1)

97

6. The main idea might best be summed up to ___. 2)

Unit five

Text A

Content questions

Pair work: *one of you asks the first six questions and the other answers. Starting from question 7, change roles. When you have finished, the teacher may want to put some of the questions to you to check your progress.*

1. What was John Blanchard doing at Grand Central Station? 1)

2. How had Blanchard and Miss Maynell come to know each other? 1)

3. What had kept Blanchard from meeting her? 1)

4. How long had they written to each other previous to their first meeting? 1)

5. Why did Miss Maynell refuse to send Blanchard a photograph? 1)

6. How would Blanchard recognize Miss Maynell at their first meeting? 1)

7. Why did Blanchard follow the girl without first trying to see if she was wearing a rose? 1)

8. What did "Miss Maynell" look like? How did Blanchard feel toward his "valentine"? 1)

9. Why didn't Blanchard turn away from "Miss Maynell"? 1)

10. What had Blanchard planned to do when he first met Miss Maynell? 1)

11. How come the middle-aged woman was wearing the rose? 1)

12. What did Miss Maynell want to find out through the test? 1)

Points for discussion

Group work: *break into small groups and discuss the following questions. Later the teacher may want to ask some of you to report the answers of our group to the class.*

1. How do you understand Houssaye's remark "tell me whom you love, and I will tell you who you are"? 3)

2. John Blanchard and Hollis Maynell were pen-pals-turned-lovers. Do you think it wise to develop friendship or even love with a pen pal or a key pal? Why or why not? Others

3. If you loved someone but your parents forbade you to see him or her, what would you do? Others

Text organization

Work on your own: *do the exercises and then compare our answers with a partner.*

1. Two points of the story are noteworthy: it is not developed completely in order of time, as reflected by changes in tense; nor is it told only from one person's pint of view, as indicated by a change in narrator. Read carefully through the text, looking for changes in tense and narrator..

    1) Where does the text switch from the past tense to the past perfect tense? Copy down the sentence with the change in tense:

    _____1)_____

    2) Which sentence tells you that another narrator will continue the story? Copy down that sentence:

    _____1)_____

    3) Where does the text switch from the past tense to the present tense? Copy down the sentence with the change in tense:

    _____1)_____

2. The text can be divided into four parts according to the changes in tense of narrator you have

found out. Now put down the paragraph numbers of each part and then give its main idea. the first one has been done for you.

Parts	Paragraphs	Main ideas
Part One	Paras 1	John Blanchard was expecting at Grand Central Station
Part Two	Paras	_____2)_____
Part Three	Paras	_____2)_____
Part Four	Paras	_____2)_____

Text B

Choose the best answer for each of the following.

1. Which address could be read? 2)

2. Hannah immediately recognized___. 1)

3. The door guard probably heard about why the writer was visiting the home from ___. 1)

4. When he heard the writer had read the letter, Michael at first looked ___. 3)

5. This story was written in ___. 2)

6. Which of the following best fits the story? 2)

Unit Six

Text A

Content questions

Pair work: *one of you asks the first six questions and the other answers. Starting from question 7, change roles. When you have finished, the teacher may want to put some of the questions to you to check your progress.*

1. When does the author think animals will probably do their best thinking? 1)

2. Why did the author talk to people like vets, animal researchers and zoo keepers? 1)

3. What does the author think of the stories they told him? 1)

4. Why did Colo break the key chain and only give Jendry a link? 1)

5. How did Chantek try to expand the money supply? 1)

6. Why did Chantek give Miles the stem after he ate all the grapes? 1)

7. What do behaviorists say about animals' willingness to cooperate? 1)

8. And what does the author think of it? 1)

9. Why did Gail speak so highly of Orky? 1)

10. Is Corky a male whale or a female whale? How do you know? 1)

11. Why did Shewman give Mclati another orange? 1)

12. Where did Towan hide his orange? What does the act reveal? 1)

Points for discussion

Group work: *break into small groups and discuss the following questions. Later the teacher may want to ask some of you to report the answers of our group to the class.*

1. Has the author found a "better way" to explore animal intelligence? If he has, what is it? 4)

2. Compared with the experiments designed to teach animals human signs, does the author's new approach seem more meaningful in the study of the issue? Why or why not? 4)

3. What's the author's view about animal intelligence? 1) Do you agree? 4)

Text organization

Work on your own: *do the exercises and then compare our answers with a partner.*

1. The text is a piece of expository writing. As mentioned in Unit Three, the purpose of exposition is to explain – explain what a certain phenomenon means, how an operation works, etc. now, think over what the author, Eugene Linden, wants to express here and write it down.

_____2)_____

_____

2. with subheadings the organization of the text is made very clear, the first two paragraphs serve as an introduction, it is followed by supporting facts grouped under three subheadings, the last paragraph is the conclusion. Now put down the main idea of each part under their respective subheadings.

Subheadings	Main Ideas
Let's Make a Deal	_____2)
Tale of a whale	_____2)
Primate Shell Game	_____2)

Text B

Choose the best answer for each of the following.

1. The main point of the story of Ado is to show that some animals ___. 2)
2. When Athan bought her parrot a mate he ___. 2)
3. Timmy and Kate were unlikely to breed because ___. 2)
4. Coyotes, like geese, ___. 2)
5. The author seems inclined to think that ___. 2)
6. By saying "they cross the bridge of reality" (para 8) the zoo director means ___. 2)

College English 2:

Unit two

Text A

Content questions

Pair work: *one of you asks the first six questions and the other answers. Starting from question 7, change roles. When you have finished, the teacher may want to put some of the questions to you to check your progress.*

1. What would the richest American's life be like according to Jamie Beaulieu's imagination? 1)
2. How did Sam Walton acquire his wealth? 2)
3. What made the waiter feel disappointed? 1)
4. Give a couple of examples to show that Sam Walton didn't want any special treatment. 1)
5. What did everyone say about Walton? 1)
6. Why is it that the barber shop story of Walton would have made headlines? 1)
7. What made it difficult for Walton to hold firm to his folksy habits? 1)
8. What was his main concern as founder of Wal-Mart? 1)
9. What is the Wal-Mart way of life as laid down by Walton? 1)
10. Why did Walton set up a college scholarship fund and a disaster relief fund? 3)
11. What did he think accounted for his company's success? 1)

12. How did company lawyer Jim Hendren evaluate Walton as a boss? 1)

Points for discussion

Group work: *break into small groups and discuss the following questions. Later the teacher may want to ask some of you to report the answers of our group to the class.*

1. Sam Walton was the richest man in America. However, he was able to carry on like plain folks and get away with it. Do you think it's strange? Why or why not? 4)

2. What were Sam Walton's ideas about what is important in life as revealed in the essay? 2)

3. If you should become the richest man in china. Would you live the same kind of life as Walton did? Give your reasons. Others

Text organization

Work on your own: *do the exercises and then compare our answers with a partner.*

1. The text can be divided into three parts. The first part serves as an introduction. The second part gives a detailed account of the richest American's folksy ways, and the third describes his devotion to the Wal-Mart team. Now put down the paragraph numbers of each of the three parts and then give its main idea.

Parts	Paragraphs	Main ideas
Part One	Paras	_____ 2)_____
Part Two	Paras	_____ 2)_____
Part Three	Paras	_____ 2)_____

2. In part II and part III, we can see a character sketch of the richest man in America. List some of his character traits and the details that reveal those traits.

Character Traits	Details
1) _____	_____ 2)
2) _____	_____ 2)
3) _____	_____ 2)

Text B

Choose the best answer for each of the following.

1. We can infer from Jimmy Carter's remark that his father was a ____. 3)

2. Jimmy Carter used to use nails when making furniture because____. 2)

3. Jimmy Carter recommends developing a skill with one's hands as a way of____. 2)

4. Rosalynn Carter helps Habitat for Humanity by____. 2)

5. From the way it is used in paragraph 11, "green wood" means wood____. 3)

6. According to Jimmy Carter, people today are luckier than in the past because they____. 2)

Unit three

Text A

Content questions

Pair work: *one of you asks the first six questions and the other answers. Starting from question 7, change roles. When you have finished, the teacher may want to put some of the questions to you to check your progress.*

1. How many characters are there in this play? Who are they? 1)

2. Are the children grateful for what their father does for them? Why r why not? 2)

3. What did Sean plan to do with the money he earned from his first job? 1)

4. Why did Father make a point of coming to the restaurant? 3)

5. Why did Sean try to hide himself when he saw his father in the restaurant? 3)

6. What did Sean think of his father's unexpected visit? 2)

7. Why did Father invite Dan Lucas to lunch? 3)

8. What did Dan Lucas promise to do? 2)

9. How did Diane react to the surprise Father had for her? 2)

10. Why did Heidi change school? 3)

11. What did Father try to impress on Mrs. Higgins? 3)

12. Why was Heidi so eager to go to class? 3)

Points for discussion

Group work: *break into small groups and discuss the following questions. Later the teacher may want to ask some of you to report the answers of our group to the class.*

1. What is Mother's role in the play? 4) Does she take side with Father or the children? 3) How do you know? 3)

2. How do you understand the title "Father Knows Better"? 5)

3. What do you think causes the generation gap? 4)

Text organization

Work on your own: *do the exercises and then compare our answers with a partner.*

1. The text comprised three settings. Can you write them down? The first one has been done for you..

No.	Settings
1	A fast-food restaurant
2	_____1)_____
3	_____1)_____

2. The play can be divided into three scenes according to the changes in setting as made clearing the above exercise. Now put down the main idea of each scene.

Scenes	Main Ideas
Scene one	_____2)_____
Scene tow	_____2)_____
Scene three	_____2)_____

Text B

Choose the best answer for each of the following.

1. When he made his son fight. Frazier was____. 2)

2. We can infer from Paragraph 4 that Gabriel____. 3)

3. We can see from the description of the ball park scene that Gabriel____. 3)

4. They left the match in order to____. 2)

5. The competition between Merton and his son reveals that he____. 2)

6. From the ending it seems that the desire for immortality is ____. 2)

Unit five

Text A

Content questions

Pair work: *one of you asks the first six questions and the other answers. Starting from question 7,*

change roles. When you have finished, the teacher may want to put some of the questions to you to check your progress.

1. Why is the competition at the National Junior Olympics described as the most challenging in Michael's pole-vaulting career? 1)

2. Why do numerous people like to watch pole-vaulting? 1)

3. What was Michael's childhood dream? How come he had this dream? 1)

4. Why is Bert Stone referred to as a hard – core realist? 1)

5. Give an example to show that Michael's parents differed in their approaches to child rearing. 1)

6. What did Michael begin to do from the age of 14? 1)

7. How did Michael feel about his successful attempt at beating his personal best by three inches? 1)

8. At what moment did Michael begin to feel nervous? 1)

9. What helped Michael overcome his nervousness? 1)

10. What made Michael associate his final jump with his childhood dream? 1)

11. How did Michael think his parents might feel about his success? And what was his father's reaction to his feat? 1)

12. Why would Michael attract a lot of media attention? 1)

Points for discussion

Group work: *break into small groups and discuss the following questions. Later the teacher may want to ask some of you to report the answers of our group to the class.*

1. How did dreaming and hard work contribute to Michael's success? 2)

2. Michael is blind. Why do you think the author wants to keep quiet about this important detail until the very end of the story? 5)

3. How do you understand the title "True Height"? 5)

Text organization

Work on your own: *do the exercises and then compare our answers with a partner.*

1. Organizationally, the text could break into four parts. Part One narrates the most challenging competition in Michael's career. In Part Two, the author goes back to talk about Michael's childhood dreams. Part Three resumes the narration of the competition, and Part Four serves as a conclusion. Now put down the paragraph numbers of each part and then give its main idea. the last one has been done for you.

Parts	Paragraphs	Main ideas
Part One	Paras	_____2)_____
Part Two	Paras	_____2)_____
Part Three	Paras	_____2)_____
Part Four	Para 13	_____2)_____

2. As the text consists of the main story and a flashback, the narration has to switch from the ongoing competition to earlier events and then return to the ongoing competition. How, then, does the author manage to make these parts in the text flow smoothly?

One way is to repeat a key word in the last sentence of a paragraph in the first sentence of the next paragraph. Now find out the key word that helps join Part One and Part Two, and copy down the two sentences that contain it.

1)_____1)_____

_____

Another way is to pick up a key idea from a previous paragraph and repeat it in the sentence introducing the next paragraph. Now find the key idea that helps join Part Two and Part Three, and then copy down the sentence that uses it.

2)_____1)_____

_____

Text B

Choose the best answer for each of the following.

1. The writer's first life was____. 2)

2. The writer's second life began when he was in his ____. 3)

3. The writer did not expect others to stop to help him as he thought they would____. 2)

4. As the time taken to change the wheel became longer the writer began to feel were____. 2)

5. The grandfather needed the girl to help because____. 2)

6. The lesson the writer drew from the experience that started his third life was that____. 2)

Unit six

Text A

Content questions

Pair work: *one of you asks the first six questions and the other answers. Starting from question 7, change roles. When you have finished, the teacher may want to put some of the questions to you to check your progress.*

1. What in the item about Kate struck the author most? 1)

2. What did she think of her friend's joke at first? 2)

3. Did she change her mind then? In what way? 2)

4. Who were her favorite superwomen? 1)

5. Why did the author feel guilty after she met the woman executive? 3)

6. What do you think is the author's profession? 3)

7. What is the author doing in her spare time? 1)

8. According to the author what usually stands in her way of fulfilling her plans? 1)

9. What does the author think she is lacking in as far as being a superwoman is concerned? 1)

10. Why is she still so fascinated by modern superwomen tales? 1)

11. Does the author believe she could become a superwoman someday? 2)

12. In her eyes, what are the positive sides of superwomen stories? 2)

Points for discussion

Group work: *break into small groups and discuss the following questions. Later the teacher may want to ask some of you to report the answers of our group to the class.*

1. What does the author's friend mean by saying if the author believed everything in the report; she had a bridge in Brooklyn she'd like to sell her? 3)

2. Explain what the author's "own version of that bridge in Brooklyn" is. Why does she say "it was a wise investment after all"? 3)

3. What is the tone of the article? Give facts to support your view. 4)

Text organization

Work on your own: *do the exercises and then compare our answers with a partner.*

1. The text could be divided into parts in several ways organizationally. The division below is just

one of them. Now try to think out the main idea of each part and writer them down.

Parts	Paragraphs	Main ideas
Part One	Paras 1-3	_____2)_____
Part Two	Paras 4-7	_____2)_____
Part Three	Paras 8-11	_____2)_____
Part Four	Paras 12-14	_____2)_____
Part Five	Paras 15	_____2)_____

2. The author explain how difficult it is to be a super woman mainly by_____. 2)

   a. analysis   b. contrast   c. argumentation   d. personal experiences

   And give details to support your choice.

_____2)_____

_____

Text B

Choose the best answer for each of the following.

1. We can infer that the writer used to prefer____. 2)
2. The writer did not go to college at the usual age because_____. 1)
3. She quit her job____. 2)
4. Making a fresh start, she found learning____. 2)
5. She found support from_____. 1)
6. The word "snap" (para 8) here means____. 3)

Unit Seven

Text A

Content questions

Pair work: *one of you asks the first six questions and the other answers. Starting from question 7, change roles. When you have finished, the teacher may want to put some of the questions to you to check your progress.*

1. Why does English today have a much larger vocabulary than any other living language? 1) How large is it? 1)
2. What is the attitude of the French toward borrowing from other languages? 1) What do they do to preserve the purity of their language? 1)
3. What makes up the core of the English language? 1)
4. Who brought it to the British Isles? And when? 1)
5. What are the characteristics of those words that form the core of English? 1)
6. What do great speakers of English do when they want to arouse people emotions? 1)
7. How was the Indo-European parent language discovered? 1)
8. Which modern language are the descendants of the Indo-European parent language? 1)
9. What happened to English when the Normans conquered England? 1)
10. How did the European Renaissance influence the English language? 1)
11. Explain the sentence "the first shoots sprang up in England, and they grew stronger in America." 2)
12. Is there any need to worry about the purity of the English language in the opinion of the author?

Why or why not? 2)

Points for discussion

Group work: *break into small groups and discuss the following questions. Later the teacher may want to ask some of you to report the answers of our group to the class.*

1. What does the title *The Glorious Messiness of English* mean? 2) Give a few examples to illustrate. 1)

2. What do you think of Jespersen's remark "The English language would not have been what it is if the English had not been for centuries great respecters of the liberties of each individual…"? Give reasons. 3)

3. What do you think has made English "the first truly global language"? Others

Text organization

Work on your own: *do the exercises and then compare our answers with a partner.*

1. The text can be divided into three parts. Now write down the paragraph numbers of each part (Part Two has been done for you) and its main idea.

Parts	Paragraphs	Main ideas
Part One	Paras ___	_____2)_____
Part Two	Paras 4-16	_____2)_____
Part Three	Paras ___	_____2)_____

2. list, in order of time, the important historical events mentioned in part 2 that have had a great impact on the formation of today's English.

Paras 4-9	the introduction of the Indo-European language- the parent language of English
Paras 10-11	_____2)_____
Paras 12	_____2)_____
Paras 13	_____2)_____
Paras 14	_____2)_____
Paras 15	_____2)_____
Paras 16	_____2)_____

Text B

Choose the best answer for each of the following.

1. How many people are learning English across the globe? 1)

2. The leading language for scientific purposes in the 1930s was___. 2)

3. Written English is becoming more informal due to the influence of___. 2)

4. English is unique in___. 2)

5. The writer points out that the different varieties of English___. 2)

6. The middle section of the essay, paragraphs 11-17, could best be subtitled___. 2)

College English 3:

Unit two

Text A

Content questions

Pair work: *one of you asks the first six questions and the other answers. Starting from question 7, change roles. When you have finished, the teacher may want to put some of the questions to you to check your progress.*

1. Why did Barbara Carter speak proudly of her great-great-grandfather? 1)

2. Why did the author travel to Henson's last home? 1)

3. What was the Underground Railroad? Who forged it? 1)

4. Why did the author want to tell the readers the stories of the heroes of the Underground railroad? 3)

5. How did John Parker win his freedom? 1)

6. Why did some people try to capture John Parke? 1)

7. Why did Levi Coffin, a white man, help black slaves to freedom? 1)

8. What risks did Coffin run while helping slaves? 1)

9. What difficulties did the slaves have in traveling the Underground Railroad to freedom? 1)

10. Why did many slaves go to Canada? 1)

11. Why did Hensons receive on the way to safety and freedom? 1)

12. What help did the Hensons receive on the way to safety and freedom? 1)

Points for discussion

Group work: *break into small groups and discuss the following questions. Later the teacher may want to ask some of you to report the answers of our group to the class.*

1. Both Josiah Henson and Uncle Tom are slaves. But in the eyes of Barbara Carter, they are different. In what way is Josiah Henson different from Uncle Tom? 2)

2. We know slavery was abolished more than one hundred years ago. Why does the author want to remind Americans of that part of history now? 3)

3. Black Americans have made great progress in getting full equality. Do you think there is still much left to be done? Give examples to support your point of view. Others

Text organization

Work on your own: *do the exercises and then compare our answers with a partner.*

1. The text can be divided into two parts. The paragraph numbers of each part have been given to you. Now write down their main ideas.

Parts	Paragraphs	Main ideas
Part One	Paras 1-5	_____2)_____
Part Two	Paras 6-23	_____2)_____

2. in the second part of the text the author tells the stories of three civil-rights heroes. Give the main idea of each story.

Story 1: _____2)

Story 2:_____2)

Story 3: _____2)

Text B

Choose the best answer for each of the following.

1. The writer implies that in America___. 2)

2. According to the author, women have gained greater equality due to___. 2)

3. Old hatreds against blacks are kept alive by___. 3)

4. It can be inferred that Newt Gingrich____. 3)

5. Which of the following can we infer believes in the advice "divide and rule"? 3)

6. The author's position with regard to affirmative action is ____ 3).

Unit three

Text A

Content questions

Pair work: *one of you asks the first six questions and the other answers. Starting from question 7, change roles. When you have finished, the teacher may want to put some of the questions to you to check your progress.*

1. In the author's boyhood, did he have to carry keys with him if he stayed out late at night? 1)

2. Do people nowadays keep up the custom of leaving the front door on the latch at night? 1)

3. What has taken the place of the era when people could safely keep their front door unlocked? 1)

4. What can be commonly seen pasted on the windows of the most pleasant homes? 1)

5. What is the insurance company's intention of running an ad with a picture showing a padlock attached to a kid's bicycle? 1)

6. What does the author think is the new atmosphere of American life? 1)

7. Why do big American companies demand that their employees pass in and out of work place with an access card? 1)

8. Are airports still a place of education and fun today? Why or why not? 1)

9. What function do people think electronic X-ray equipment can perform now at airport security? 1)

10. Why are businessmen buying new machines to analyze a telephone caller's voice? 2)

11. Under that excuse do people resort to all these means? 1) Does the author think they are justified in doing so? 2)

12. According to the author, what may be the legacy we remember best when we recall this era? 1)

Points for discussion

Group work: *break into small groups and discuss the following questions. Later the teacher may want to ask some of you to report the answers of our group to the class.*

1. What do you think has led to deterioration in security in the US? Others

2. Is there a similar problem in other parts of the world today? If so, what can be done to better the situation? Others

3. What do you understand by the author's remark "we have become so smart about self-protection that, in the end, we have all outsmarted ourselves"? 2)

Text organization

Work on your own: *do the exercises and then compare our answers with a partner.*

1. In the text the author used lots of facts to support his central point of view. America is deteriorating form "the Land of the Free" in to "the most in secure nation". Could you find any more supporting facts than the one that has been listed below, and write them down?

1) Doors are not left unlocked either in cities or in rural ares.

2) _____ 2)

3) _____ 2)

4) _____ 2)

5) _____ 2)

2. The text is, roughly speaking, organized in three parts- an opening, a body and a conclusion. The paragraph numbers of each part have been given to you. Now write down their main ideas.

Parts	Paragraphs	Main ideas
Part One	Paras 1-3	_____2)_____
Part Two	Paras 4-15	_____2)_____
Part Three	Paras 16-19	_____2)_____

Text B

Choose the best answer for each of the following.

1. It can be inferred that Gail Buchalter's parents____. 1)

2. When Gail Buchalter was chased by the three men, she was saved by_____. 1)

3. When she confronted the tree men, she was____. 2)

4. The metal safety box Gail Buchalter had bought was to keep____. 2)

5. The son found her gun_____. 2)

6. The author's decision to buy a gun was opposed by her_____. 1)

Unit four

Text A

Content questions

Pair work: *one of you asks the first six questions and the other answers. Starting from question 7, change roles. When you have finished, the teacher may want to put some of the questions to you to check your progress.*

1. Why is Bart Cameron not approachable by April 14? 1)

2. How did the flying saucer land on Earth? 1)

3. What did the two men from space look like? 1)

4. How did the author feel at the sight of the extraterrestrials? 1)

5. How did Bart respond to the arrival of the two strangers? 2)

6. According to the two visitors, why did they choose Twin Gulch as their first contact? 1)

7. What was the main purpose of the extraterrestrials' trip? 1)

8. What was Bart's response to the guests' request? 1)

9. What did Bart threaten to do o the two aliens? 2)

10. How did the two men form Venus interpret the sheriff's threat? Then what did they decide to do? 1)

11. Who did the author feel about the guests' departure? 2)

12. What was "the stupid error" made by Bart? 1)

Points for discussion

Group work: *break into small groups and discuss the following questions. Later the teacher may want to ask some of you to report the answers of our group to the class.*

1. Do you think the story plausible? Why or why not? 4)

2. Do you think there exist extraterrestrials? Give reasons. Others

3. Do you think interstellar travel will ever be possible? Explain. Others

Text organization

Work on your own: *do the exercises and then compare our answers with a partner.*

1. The text consists of two parts- an introduction and the main body of the story. The paragraph numbers of each part have been given to you. Now write down their main ideas.

Parts	Paragraphs	Main ideas
Part One	Paras 1-3	_____2)_____
Part Two	Paras 4-48	_____2)_____

2. the main body of the story can be divided into four sections according to time sequence. Please write down the paragraph numbers of each section and give its main plot.

Sections	Paragraphs	Main Plots
		(before the E.T. arrival)
Section one	paras 4-5	_____2)_____
		(the landing of the flying saucer)
Section two	paras ___	_____2)_____
		(the meeting with the E.T.)
Section three	paras ___	_____2)_____
		(after the E.T.'s departure)
Section four	paras ___	_____2)_____

Text B

Choose the best answer for each of the following.

1. Van de Kamp claims that the irregularities detected in the movement of Barnard's star were___.
2)

2. Which of the following is mentioned as necessary for a planet to be suitable for life? 1)

3. Large stars are unlikely to have life on surrounding planets because___. 1)

4. Small starts are unlikely to have life on surrounding planets because___. 2)

5. According to the text, it may be that we have not had visitors from space because technological development___. 2)

6. The author treats the claim that there is life on other planets as___. 2)

Unit six

Text A

Content questions

Pair work: *one of you asks the first six questions and the other answers. Starting from question 7, change roles. When you have finished, the teacher may want to put some of the questions to you to check your progress.*

1. What made Sue and johnsy decide to set up a joint studio? 1)

2. According to the doctor, how would Johnsy be able to recover form pneumonia? 1)

110

3. What had been Johnsy's ambition before she fell ill? 1)

4. What could Johnsy see while lying in bed? 1)

5. Why did Johnsy count the leaves? 1)

6. Was Behrman successful in his career? How do you know? 1)

7. How did Behrman react when he heard of Johnsy's fancy? 2)

8. Why did Sue and Behrman look out the window fearfully at the ivy vine? 3)

9. What did Johnsy see out of her window the next morning? 1)

10. What effect did the last leaf produce on Johnsy? 2)

11. How come Old Behrman Caught pneumonia too? 3)

12. Did Behrman finish his masterpiece eventually? Explain. 4)

Points for discussion

Group work: *break into small groups and discuss the following questions. Later the teacher may want to ask some of you to report the answers of our group to the class.*

1. Which character in the story impresses you most? Why? 5)

2. What is the essential message the writer wants to convey to his readers through the story? Is it of social significance? Explain. 3)

3. What do you think can support you in your moments of depression, despair or a setback?
Others

Text organization

Work on your own: *do the exercises and then compare our answers with a partner.*

1. The story is, as indicated by its tile, built around the last ivy leaf. In other words, the last ivy leaf is the main thread that runs through the whole story. If you are aware of this, you will find it easier to understand the organization the text. The following questions are intended to help you get a clear idea of this point. You may write down your answers.

1) What was, at first, Johnsy determined to do if the lat ivy leaf should fall?

_____1)_____

2) What did she decide to do when she saw the last leaf still cling to the vine after two nights' rain and wind?

_____1)_____

3) How was it that the cold fierce wind kid not blow away the last leaf?

_____2)_____

4) Why did Sue call the painted leaf Behrman's masterpiece?

_____3)_____

2. a piece of narration usually consists of a number of scenes. In each scene there are different characters who interact with each other. Now put down, in the following table, the characters and major events of the seven scenes in Text A. the first one has been done for you.

Scenes	Paragraphs	Characters	Events
1	Paras 1- 2	Sue, Johnsy	Sue's roommate Johnsy caught pneumonia.
2	Paras 3- 8	___1)_____	_____2)_____
3	Paras 9- 17	___1)_____	_____2)_____
4	Paras 18- 21	___1)_____	_____2)_____
5	Paras 22- 33	___1)_____	_____2)_____
6	Paras 34- 37	___1)_____	_____2)_____
7	Paras 38- 39	___1)_____	_____2)_____

Text B

Choose the best answer for each of the following.

1. The boy fell because_____. 2)

2. The first thing the lady did was to _____. 1)

3. In answer to the woman's questions, the boy_____. 3)

4. We can infer that the woman_____ 3)

5. We can learn from the story that the boy___. 3)

6. The woman told the boy that_____. 1)

Unit Seven

Text A

Content questions

Pair work: *one of you asks the first six questions and the other answers. Starting from question 7, change roles. When you have finished, the teacher may want to put some of the questions to you to check your progress.*

1. What does Bill Porter look like? 2) What helps him make up his mind not to give in? 1)

2. What does he do for a living? 1) What are the weapons he assembles each morning before he starts out on his journey? 1)

3. What does he think of when he sees the kids on the bus? 1) In what way was he different from other kids when he was young? 1)

4. What kind of school did he attend when he came to Portland at 13? 1)

5. What did his mother think of the future ahead of him? 1)

6. What did he want to do when he left school? 1)

7. How did Bill get his first job? 1)

8. How did he fell the first time he worked as a door to door salesman? 3)

9. What does he do if he is tuned down by a customer? 1) How does he feel if he has made no sales for some time? 2)

10. Why did he have to sell his house? 1)

11. What is Bill's home like? 1) What kind of life does he lead? 1)

12. Does Bill feel sorry for himself? 1) Why or why not? 3)

Points for discussion

Group work: *break into small groups and discuss the following questions. Later the teacher may want to ask some of you to report the answers of our group to the class.*

1. What has Bill Porter been struggling for all his life? 1) Do you think it is worth his efforts? 4)

2. How do you feel toward Bill Porter? Why? 5)

3. How does the author succeed in combining in-depth reporting with skillful writing to produce an inspiring and enduring profile of the salesman Bill Porter? 5)

Text organization

Work on your own: *do the exercises and then compare our answers with a partner.*

   3. The text falls into four parts as divided by the author with asterisks (***), each describing the activities of Bill Porter in a portion of a typical day. Now go over the text and complete the table below.

Parts	Paragraphs	Time of the Day	Bills Activities
1	Paras	_____1)_____	_____2)_____
2	Paras	_____1)_____	_____2)_____
3	Paras	_____1)_____	_____2)_____
4	Paras	_____1)_____	_____2)_____

2. The text is a description of a typical day in the life of Bill Porter and also a portrayal of his whole life. The author skillfully inserts flashbacks of past events and experiences in at least two places. Could you find them and complete the table below?

Paragraphs	What is written about Bill's past
Paras 1)	_____2)_____
Paras 1)	_____2)_____

Text B

Choose the best answer for each of the following.

1. The author and his father shared an interest in _____ 2)
2. In the United States, how many people follow the path of "rags to riches"? 2)
3. According to the author, wording class values center on the importance of_____. 2)
4. When he heard how much his son was being pain, the father_____. 2)
5. His father took the test and _____. 1)
6. We can deduce his father let him pay or the toiletries because_____. 3)

College English 4:

Unit two

Text A

Content questions

Pair work: *one of you asks the first six questions and the other answers. Starting from question 7, change roles. When you have finished, the teacher may want to put some of the questions to you to check your progress.*

1. How important was the automobile industry in the twentieth century? 1)
2. What will happen to cars and roads in the twenty-first century? 1)
3. Why does the author say the key to tomorrow's "smart cars" will be sensors? 2)
4. How would sensors help reduce traffic fatalities? 2)
5. What is the function of the radars hidden in the bumpers? 1)
6. How will a smart car alert a driver who feels drowsy? 1)
7. What makes it possible for smart cars to determine their approximate location? 1)
8. What are the prospects for applications of CPS? 1)
9. What is "telematics" expected to achieve in increasing the efficiency and safety of highway transportation? 1)
10. What are traffic engineers doing on Interstate 15 close to San Diego? 1)
11. What hopes do promoters of the smart highway have for its future? 1)

12. What are the advantages of smart highways? 1)

Points for discussion

Group work: *break into small groups and discuss the following questions. Later the teacher may want to ask some of you to report the answers of our group to the class.*

1. What hopes do you have for the future of smart cars? Others

2. If you were asked to help design a smart car, what suggestions would you make? Others

3. Would you like to drive a smart car? Why or why not? 5)

Text organization

Work on your own: *do the exercises and then compare our answers with a partner.*

1. The text can be divided into three parts. The paragraph numbers of each part have been given to you. Now write down their main ideas.

Parts	Paragraphs	Main ideas
Part One	Paras 1-3	_____2)_____
Part Two	Paras 4-9	_____2)_____
Part Three	Paras 10-13	_____2)_____

2. Smart cars are superior to ordinary cars in many ways. Write a list of the features of smart cars as mentioned in text.

1) _____ 2)
2) _____ 2)
3) _____ 2)

Text B

Choose the best answer for each of the following.

1. The author mentions the Futurama as an example to___. 2)

2. We can infer that the author believes that___.3)

3. Visual systems for observing the road are better than magnetic systems because they___.1)

4. For observing other vehicles, laser systems___.2)

5. Onboard computers are better than roadside computers for___.1)

6. The author's attitude towards the future development of automatic transport system is ____5).

Unit three

Text A

Content questions

Pair work: *one of you asks the first six questions and the other answers. Starting from question 7, change roles. When you have finished, the teacher may want to put some of the questions to you to check your progress.*

1. What is the writer according to what he says at the beginning of the text? 2)

2. What kind of answers did he get from the college graduate who wanted a job? 1)

3. What conclusion did the writer draw from the young applicant's answers? 2)

4. What is the first suggestion the writer gives to job applicants? 1)

5. What changes have taken place with employee since the writer's college days? 1)

6. What example does the writer use in support of his second suggestion? 1)

7. What is the writer's third suggestion mainly concerned with? 1)

8. Why does the writer talk about the abs in New York when he gives his fourth suggestion? 3)

9. What was it about the cabdriver that particularly impressed the writer? 2)

10. What made the writer travel with his mentor Curt Carlson in Carlson's jet and what happened on the day of departure? 1)

11. Why was Curt Carlson so happy when they were taxiing down the runway? 1)

12. What point does the writer want to make by talking about his mentor, Curt Carlson? 3)

Points for discussion

Group work: *break into small groups and discuss the following questions. Later the teacher may want to ask some of you to report the answers of our group to the class.*

1. In your opinion, what should the college graduate have done before the interview? Others

2. What do you think of the writer's four suggestions about job application? Can you add anything? 4)

3. What would you do before a job interview when you are really to graduate? Others

Text organization

Work on your own: *do the exercises and then compare our answers with a partner.*

1. The text can be divided into three parts. The paragraph numbers of each part have been given to you. Now write down their main ideas.

Parts	Paragraphs	Main ideas
Part One	Paras 1-6	_____2)_____
Part Two	Paras 7-27	_____2)_____
Part Three	Paras 28-31	_____2)_____

2. The writer supports his suggestions about job application with a number of examples. Fill in the following table with the suggestions the writer puts forward and the instances he uses to illustrate them.

Suggestions		Examples	
1)_____ 2)_____		1)_____ 2)_____	
2)_____ 2)_____		2)_____ 2)_____	
3)_____ 2)_____		3)_____ 2)_____	

Text B

Choose the best answer for each of the following.

1. Why were the author's parents not confident of her success when she wrote for the job? 2)

2. The author wanted to get the job____. 2)

3. We can infer that the author's parents were____. 3)

4. Which of the following did the author do to disguise her age? 2)

5. At the interview the author was____. 2)

6. The Comptroller was impressed by the author's ____. 1)

Unit four

Text A

Content questions

Pair work: *one of you asks the first six questions and the other answers. Starting from question 7, change roles. When you have finished, the teacher may want to put some of the questions to you to check your progress.*

1. What evidence does the author produce in support of his statement that America is not in decline? 1)

2. What thesis does Paul Kennedy advance in his book *The Rise and Fall of Great Powers*? 1) What does the author think of it? 1)

3. What does the author mean by "a new Pacific-civilization"? 1) What does he think characterizes the new civilization? 1)

4. Why does the author mention Los Angeles when portraying the new civilization he envisages? 1)

5. In what way does the change in the composition of LA's population anticipate the general trend in that of mankind? 1)

6. What has made the personal computer company in Orange County highly successful? 3)

7. What is characteristic of the new relationship between development and underdevelopment? 1)

8. What is the difference between the Western and non-Western concepts of time? 1)

9. Who was Jose Vasconcelos? What did he writer abut in the book mentioned in the text? 1)

10. What is the common aim that will harmonize competing cultures in a place? 1)

11. In what way is the combination of culture and space important to immigrants to America? 1)

12. What does a person feel if he fails in a stagnant society? 1) Why? 2)

Points for discussion

Group work: *break into small groups and discuss the following questions. Later the teacher may want to ask some of you to report the answers of our group to the class.*

1. The author maintains that the Euro-centered American nation is giving way to a new Pacific civilization – a type of society unlike any that has gone before it. Do you agree? Why or why not? 4)

2. Can you think of something other than a city that symbolizes the American future? Explain. Others

3. As a modern non-Western youth, do you agree with the author's opinion on the non- Western concept of time? Why or why not? 4)

Text organization

Work on your own: *do the exercises and then compare our answers with a partner.*

1. The text can be divided into three parts. The paragraph numbers of each part have been given to you. Now write down their main ideas.

Parts	Paragraphs	Main ideas
Part One	Paras 1-5	_____2)_____
Part Two	Paras6-21	_____2)_____
Part Three	Paras 22-24	_____2)_____

2. In the text, Los Angeles symbolizes a new civilization. Other things of symbolic value found in the text are listed below. Now write down what they stand for.

Things of symbolic value	Standing for
Los Angeles	a new civilization
A PC company in Orange County	____2)____
A person born in Los Angeles	____2)____
America in the eyes of immigrants	____1)____

Text B

Choose the best answer for each of the following.

1. Detroit is___. 2)

2. The professor from Yale was___. 1)

3. We can infer that the author feels____. 3)

4. It has been argued that the Iroquois___. 2)

5. The author considers the belief that Western civilization is the greatest achievement of mankind is likely to lead to___. 2)

6. What makes Canada and America unique, according to the author, is their___. 2)

Unit six

Text A

Content questions

Pair work: *one of you asks the first six questions and the other answers. Starting from question 7, change roles. When you have finished, the teacher may want to put some of the questions to you to check your progress.*

1. What did we use to expect from technology? 1)

2. In what ways have inventions such as the motorcar and the aircraft affected our lives? 1) And what about the advent of washing machines? 1)

3. What new burdens has technology produced apart from cramming work into our leisure time? 1)

4. How fast is information generated today as compared to a couple of centuries ago? 2)

5. What is Edward Wilson's purpose in subscribing to sixty-odd journals and magazines? 5)

6. What gives rise to our discontent with super abundance? 2)

7. Is everyone time-starved today? 2) What percentage of the population is suffering under the stressed and strains of life today? 1)

8. What is stress envy, as conceived by Paul Edwards? 1)

9. How much free time has the average American gained since the mid-1960s? 1) How are the gains distributed between the sexes? 1)

10. What is meant by "the growth of the work-life debate"? 2)

11. What does Godbey mean by saying "it's the kid in the candy store"? 2)

12. For time stress, what remedy does the author offer? 1)

Points for discussion

Group work: *break into small groups and discuss the following questions. Later the teacher may want to ask some of you to report the answers of our group to the class.*

1. Has technology made our lives easier or more burdensome? Give examples to illustrate your view. Others

2. The author makes mention of "stress envy" in para 14. What do you think are the possible sociological motivations behind it? Others

3. Do you agree with the author that all time-liberating techniques in relieving the widespread sense of time famine are doomed to failure? Is cutting back on human desires the ultimate solution? 4) Why or why not? 4)

Text organization

Work on your own: *do the exercises and then compare our answers with a partner.*

1. The text can be divided into three parts. The paragraph numbers of each part have been given to

you. Now write down their main ideas.

Parts	Paragraphs	Main ideas
Part One	Paras 1-11	_____2)_____
Part Two	Paras 12-18	_____2)_____
Part Three	Paras 19-23	_____2)_____
Part Four	Paras 24-28	_____2)_____

2. Facts are valuable as evidence that enhances the persuasive force of an argumentative paper. In the text the author lists a number of facts to try to convince the readers of the unfavorable effects technology has had on our lives. Now could you kind some more supporting facts apart form the given below, and put them down?

1) the motorcar brings more traffic problems than it promises to solve.
2) _____ 2)
3) _____ 2)
4) _____ 2)

Text B
Choose the best answer for each of the following.

1. By comparing culture to "one stomped anthill" Robinson and Godbey mean___. 2)

2. From the text we can infer that advertisements on television have changed as a result of _____. 2)

3. From the text we can infer that leaving the television on while entertaining guests would be judged by the author to be___. 3)

4. The main message of the piece is that today's pace of life is something most of us___. 2)

5. According to the text, feeling that you have too little time is related to your___. 1)

6. The author implies that some questions are difficult to answer because_____. 2)

Unit Seven
Text A
Content questions

Pair work: *one of you asks the first six questions and the other answers. Starting from question 7, change roles. When you have finished, the teacher may want to put some of the questions to you to check your progress.*

1. How did the author feel when she took a walk on the Brooklyn Bridge that early morning? 1)

2. What does "the changed landscape of downtown" imply? 3)

3. Who did she come across on the bridge? 1) An acquaintance or a stranger? 3) Give a brief description of him. 1)

4. What did he do? 1) And how did she respond? 1)

5. What did this occurrence set her thinking about? 1)

6. In the author's view. What seemed to be the prevailing attitude of many Americans toward interracial marriage between whites and blacks in the 1960s? 2)

7. Why do New Yorkers like to wear ID tags now? 2)

8. Who used to have ID tags before? 1) Can you figure what those people wore them for? 3)

9. Was there a baby boom after the September 11 attacks in the USA? 4) How do you know? 4)

10. What does the author think of the boom? 1)

11. According to the article, what do people often dream about after September 11? 2)

12. Why does the author want to start "the Sept. 11 Dream Project"? 2)

Points for discussion

Group work: *break into small groups and discuss the following questions. Later the teacher may want to ask some of you to report the answers of our group to the class.*

1. What is the central idea, if any, of the essay? Give facts. 2)

2. Tell why the man twice "looked away" (paras 21-23) while talking about the terrorist attacks against the World Trade Center and why he was reluctant to speak at length this time. And that does the author, through the description of such a detail, want to tell us? 3)

3. How do you interpret the title "The Nightmare and the Dreams" and the subtitle "How has Sept.11 affected our national unconscious"? 5) Why does the author choose the unconscious to talk about when it comes to the aftereffects of the Sept.11 attacks? 3)

Text organization

Work on your own: *do the exercises and then compare our answers with a partner.*

1. The text is a familiar essay. The author writes as if she is talking to a friend about what is going on around her and in the city and her thoughts about all this. Loose and informal in style, it is, nevertheless, always related to, mostly implicitly, one topic – the aftereffects of the terrorist crimes of September 11 on people, especially their unconscious. Rather than listing instances of physical damage, she chooses everyday happenings to show the subtle changes in people's minds. Can you write down what they are? The first one has been done for you.

1) People seem to love the Brooklyn Bridge more than ever before.

2) _____ 2)_____

3) _____ 2)_____

4) _____ 2)_____

5) _____ 2)_____

2. What does the last part of this essay (paras 20-30) deal with? 2) Why does the author organizationally make such an arrangement? 5)

_____

_____

Text B

Choose the best answer for each of the following.

1. Which of the following did not know that a terrorist was on bound Flight 8? 1)

2. When he escaped from Afghanistan, Padilla went first to____. 1)

3. Police decided to arrest Padilla when he landed as____. 2)

4. That Washington intelligence staff spotted last minute bookings on Flight 8 is used by the writers to illustrate____. 3)

5 .The Americans first heard about the dirty bomb from____. 1)

6. Form the evidence presented we can infer that____. 3)