

- (5) REFERENCING - referencing has 2 forms, namely *anaphoric* (referring back) and *cataphoric* (referring forward). This can be illustrated as follows :-

**When he had finished, John was exhausted. He sat down and fell asleep.**

The first 'he' refers forward to John and is therefore *cataphoric*. The second 'He' refers back to John and is consequently *anaphoric*. In most texts the majority of referencing is *anaphoric* in nature.

- (6) LINKING WORDS - this area will be dealt with in the session on writing skills. However, for the sake of reference, linking words are the signposts that writers use to guide the reader through a text. Typical examples are as follows :-

**Also/In addition/But/However/Consequently/Subsequently/Therefore etc...**

- (7) IDENTIFYING MAIN POINTS - in the session on writing skills we will examine the role of *topic sentences* which give the main idea of the paragraph.
- (8) IDENTIFYING SUPPORTING POINTS - in the session on writing skills we will examine the role of *supporting sentences* which follow the topic sentences in paragraph structure.
- (9) SUMMARISING - this relates back to *skimming*
- (10) UNDERSTANDING PLAIN FACTS
- (11) UNDERSTANDING HIDDEN FACTS - this also referred to linguistically as inference

---

Whatever reading skills we are aiming to teach our students, we need to consider the very nature of the reading texts themselves. That is, are they *authentic* (i.e. a real-world example), *semi-authentic* (adapted from a real text) or *non-authentic* (purely designed by the teacher for a definite linguistic purpose).

In the case of authentic texts there are several advantages :-

- exposure to a wide range of easily accessible material, esp. via the internet
- the subject matter can be highly motivational if based in reality
- can rely on world knowledge

However, there are also some disadvantages :-

- if too difficult for the Ss then can be de-motivational
- not enough exposure to the target language ( an advantage of a *non-authentic*, contrived text)
- grading the material is difficult for the teacher, e.g. it is easy to find material for intermediate to advanced learners but not so easy for the lower levels.