

Academic Reading B

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Unit 12: Guessing Word Meaning: Five Steps

Building a Better Vocabulary Using Context

Building a larger vocabulary means more than just learning new words. It means learning to actually think about words. When you read, you may find many words you don't understand. It is not good to look up every new word in the dictionary. If you look up every word, your reading is interrupted. You lose track of the ideas. Also, you do not remember the new words. When you read them again, you often just have to look them up again in the dictionary. A better way to read is to guess what most of the new words mean. This is called **guessing by context** and is one of the best and most natural ways to not only improve your vocabulary, but also learn the correct usage of words. You may not guess the exact meaning the first time you see a new word, but you can get a general meaning. When you see the word again in other situations (contexts), you can improve your understanding of the word. When you guess the meaning of the word, you think actively. This helps you to remember the word.

Context is the sentence or sentences around a word. By looking at the context you can learn a lot about the word. It can tell you if it is an adjective or a noun for example, and it can give you some idea about what an unknown word might mean. By learning to guess by context, you can read much faster, as you don't have to keep stopping to look up unknown words in a dictionary. When you want to guess a word's meaning, it helps if you have a strategy to do it. Let's look at the steps involved in the strategy.

- Step 1. Look at the unknown word and guess its part of speech. Is it a noun, a verb, an adjective, or an adverb?
- Step 2. Look at the clause or sentence with the unknown word. If the unknown word is a noun, what adjectives describe it? What verb is it near? That is, what does this noun do, and what is done to it?
 - If the unknown word is a verb, what nouns does it go with?
 - Is it modified by an adverb?
 - If it is an adjective, what noun does it go with?
 - If it is an adverb, what verb is it modifying?
- Step 3. Look at the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs. Sometimes this relationship will be signaled by a conjunction like *but*, *because*, *if*, *when*, or by an adverb like *however*, or *as a result*. Sometimes there will be no signal. The possible types of relationships include *cause and effect*, *contrast*, *definition*, and *example*. Punctuation can also be a clue. Reference words like *this*, *that*, and *such* also provide useful information.
- Step 4. Use the information you have gained from Steps 1 to 3 to guess the meaning of the word.
- Step 5. Check that your guess is correct.
 - a) Is the part of speech of your guess is the same part of speech of the unknown word? If it is not the same, then something is wrong with your guess.
 - b) Replace the unknown word with your guess. If the sentence makes sense, your guess is probably correct. If your guess seems a little crazy, your guess is probably wrong.
 - c) What are the unknown word's prefix, root, and suffix? If the meaning of the prefix and root support your guess, good. If not, look at your guess again, but do not change anything, if you feel reasonably certain about your guess using the context. Prefixes and suffixes can be misleading.

Exercise 1: In this exercise guess the word's meaning from the context by using the strategy above. Write the meaning in the box.

1. She has no confidence at all and is very shy and indecisive. Even when shopping for clothes she can never decide on which item of clothing to buy without the **approval** of her friends.

What does the word *approval* mean?

Step 1. What is the unknown word's part of speech? _____

Step 2. What words go with the unknown word? _____

Step 3. What is the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs? _____

Step 4. What is your guess? _____

Step 5. Check that your guess is correct.

2. After the earthquake a huge **crack** appeared in the wall of the house. It was so long that it went from the top of the wall down to the bottom, and it was so wide that you could put your finger inside it.

What does the word *crack* mean?

Step 1. What is the unknown word's part of speech? _____

Step 2. What words go with the unknown word? _____

Step 3. What is the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs? _____

Step 4. What is your guess? _____

Step 5. Check that your guess is correct.

3. The student refused to believe that she had been absent from class so many times until the teacher showed her the class **register**. It was only then that she realized that she had missed six classes and was in danger of failing.

What does the word *register* mean?

Step 1. What is the unknown word's part of speech? _____

Step 2. What words go with the unknown word? _____

Step 3. What is the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs? _____

Step 4. What is your guess? _____

Step 5. Check that your guess is correct.

4. After noticing that the student had been absent 6 times from class, the teacher gave the student a warning. She told the student that it was **crucial** she came to every lesson from now on, and that if she didn't then there was a good chance that she would fail the course and be forced to do it again the next year.

What does the word *crucial* mean?

Step 1. What is the unknown word's part of speech? _____

Step 2. What words go with the unknown word? _____

Step 3. What is the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs? _____

Step 4. What is your guess? _____

Step 5. Check that your guess is correct.

5. TV announcer's voice "**Previously** on the TV program, *Prison Break*, it ended with the hero once again just about to escape from prison. Watch the next episode to see what happens."

What does the word *previously* mean?

Step 1. What is the unknown word's part of speech? _____

Step 2. What words go with the unknown word? _____

Step 3. What is the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs? _____

Step 4. What is your guess? _____

Step 5. Check that your guess is correct.

6. My brother has become very secretive recently. He has put a big "**no entry**" sign on his bedroom door and has told me that I must never go into his room. I wonder what he could be doing in there?

What does the word *entry* mean?

Step 1. What is the unknown word's part of speech? _____

Step 2. What words go with the unknown word? _____

Step 3. What is the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs? _____

Step 4. What is your guess? _____

Step 5. Check that your guess is correct.

Exercise 2: When you are not sure what the meaning of a word is, use the words around it to try to guess its meaning. One way to check if your guess is correct or not is to replace the unknown word with another word that you think has a similar meaning (a synonym). If the sentence makes sense, then your guess was probably right. Try doing this in the exercise below. First, read the sentences and look at context to guess the meaning of the **underlined words**. When you have done this, look at the four choices given and choose the word, which has the closest meaning to it.

1. I really **adore** chocolate. I have to eat at least two bars a day.
 - a. love
 - b. hate
 - c. sell
 - d. look at

2. He really is a **bizarre** man. Yesterday, he wore one pink sock and one red sock and a purple spotted jumper. Then he sang Christmas songs loudly while jumping up and down. I just didn't know where to look. I had to think about something else to stop myself from laughing out loud.
 - a. terrible
 - b. cool
 - c. wonderful
 - d. strange

3. The children were really **naughty**. First, they wouldn't eat their food. Then they started throwing it around the room, and finally they started fighting. I just didn't know what to do.
 - a. well behaved
 - b. good
 - c. funny
 - d. badly behaved

4. I am really **exhausted** today. I stayed up until four studying for the test. Then I couldn't get to sleep because my mind was hyperactive. By the time I finally slept, it was already getting light, and to make matters worse, I set my alarm clock incorrectly and it went off an hour early. I have no idea how I am going to get through the day.
 - a. happy
 - b. hungry
 - c. tired
 - d. sad

5. She is a really **enthusiastic** student. She always does her homework, never misses a class, asks questions when she doesn't understand something, and really tries to give her opinion. I am definitely going to give her an A grade.
 - a. great
 - b. bad
 - c. lazy
 - d. alright

Homework

Exercise 1

Dear Ms. Newman,

Many thanks for your interest in Crafts Depot, and for your inquiry about having your products promoted in our catalog.

The Crafts Depot catalog has the largest circulation of any crafts-based catalog, reaching over 3 million homes across the country. It includes handmade accessories, art, ceramics and pottery, jewelry, paper goods, and toys, among many other categories. All items in our catalog must be handmade and be supplied to us directly by manufacturers. We do not deal with third-party suppliers. The minimum product price is \$0.99, and the maximum is \$200. Manufacturers receive 70% of sales revenue for their products, while we keep the remaining 30% to cover our sales and advertising costs.

Next year the Crafts Depot catalog will enter into the digital age with the launch of an online store. We expect the introduction of an online presence to have drastic effect on sales, and we are delighted to offer the usual 70%/30% revenue share policy.

To become one of the thousands of happy manufacturers with whom we work, please fill in the application form informing us about you and your products. We will also need to see representative samples of the items. We are afraid that we do not accept photographs of your samples. Please be assured that we will treat any samples you send us with absolute care, and will return them to you free of charge after evaluating them for inclusion in our product offering. Please see the attached form for more details.

We look forward to hearing from you.

Kind regards,
Annabel Nichols
Producer Liaison, Crafts Depot

1. What is the purpose of the e-mail?
(A) To apply for an exhibition
(B) To arrange a business deal
(C) To advertise some handmade goods
(D) To circulate a catalog
2. What most likely does Ms. Newman do?
(A) She conducts market research.
(B) She examines samples.
(C) She designs catalogs.
(D) She makes items.
3. What is Crafts Depot's plan for next year?
(A) To set up to new office
(B) To increase the circulation of catalogs
(C) To launch a website
(D) To increase sales by 30%
4. The word "presence" in paragraph 3 is closest in meaning to
(A) existence
(B) presentation
(C) continuation
(D) nuisance
5. What is Ms. Newman likely to do next in order to work with Crafts Depot?
(A) Fill in a form
(B) Send photograph
(C) Sell an item
(D) Visit a website

To: Julie Mendle <jm2@lanklater-corp.com>
From: Robert Fawcett <rf@lanklater-corp.com>
Date: February 17
Subject: French business culture

Hi Julie,

I dropped by your office this morning but your secretary told me you're on vacation at the moment. I hope you don't mind me writing you like this, but I'd like to pick your brains if possible. I'm leaving for Marseille later this week to meet with a new French client for the first time. I know you worked for a French company for many years, so I'd be grateful for any tips you could give me. Although I've worked in Portugal before, I'm not familiar with French business protocols. As you may have guessed, this is my first trip since I was promoted to Area Sales Manager for Europe so I really want the trip to go well. Hope everything's going well with you.

Best wishes,
Robert

To: Robert Fawcett <rf@lanklater-corp.com>
From: Julie Mendle <jm2@lanklater-corp.com>
Date: February 22
Subject: Re: French business culture

Hi Robert,

Many thanks for your e-mail. I'm currently stranded in Oslo due to heavy snow. All the flights out of here are delayed. So, plenty of time to catch up on e-mails!

Of course, I'm happy to offer a few tips on doing business in France. Firstly, you should keep in mind the importance of business suits in France. If you want to be taken seriously, you should dress professionally at all times, especially when dealing with French clients. Marseille is slightly more relaxed. You can usually go without a jacket there. Another main feature of working in France is the significance of drinks, which can last up to four hours. Business meetings are often held at restaurants over wine, and I'd say that these occasions are extremely important in forming a good working relationship. Probably the key difference between our company and French companies relates to briefings. French companies don't have a briefings culture, so they don't happen often. When they do take place, it's usually senior staff members who give orders and instructions. Open discussions are rare. They hardly have an agenda for a meeting, and when there is an agenda it isn't necessarily followed.

Well, I think that's all for now, but I'm happy to discuss further with you in person when I get back to the office. I hope the trip goes well, and I'll hopefully see you at the policy group meeting next week.

Best wishes,
Julie

1. What is the purpose of Mr. Fawcett's e-mail to Ms. Mendle?
 - (A) To schedule a business trip together
 - (B) To hear about French company
 - (C) To request information about her trip to Norway
 - (D) To get advice about a business trip
2. What is implied about Ms. Mendle?
 - (A) Her return trip has been delayed.
 - (B) Her secretary works in France.
 - (C) She recently got promoted.
 - (D) She dresses very formally.
3. According to the e-mails, what is probably unnecessary for Mr. Fawcett to do when he meets his client next week?
 - (A) Drink wine
 - (B) Look professional
 - (C) Have a business discussion
 - (D) Wear a formal jacket
4. In the first e-mail, the phrase "familiar with" in paragraph 1, is closest in meaning to
 - (A) knowledgeable about
 - (B) friends with
 - (C) disappointed in
 - (D) working with

Unit 13: Guessing Word Meaning: Your knowledge of the world & Examples

Speed Reading 10: Stamford Raffles

Singapore is an important city. It is on a small island. It has a port. Many ships stop at Singapore. They come from different places all over the world.

Stamford Raffles helped to make the city. He was an Englishman. He was born in 1781. His parents were poor, so when he was only 14, he had to leave school. Then he worked in an office in London. He did his work well and soon became an important person in his office. He was often sent to other countries. He was very happy about this because he was interested in foreign countries.

In 1822 Raffles came to Singapore. At that time Singapore was covered with forest. There were only a few people there. They were poor fishermen. Some of them were thieves. When there was a ship near the island, they went to the ship in small boats. They stole things from the ship. Sometimes they caught the sailors, too, so ships were afraid to come near the island.

When Raffles came, he asked the people to cut down the trees in the forest. He also taught some of them to become policemen. He made new laws and caught the thieves, so the people were now afraid to do wrong. The town became safe. Many more people came to live in Singapore. Ships were no longer afraid to stop there. They came to Singapore to buy and sell things. Singapore became an important town for ships.

Raffles built many houses for the people. He also built roads. Now people could easily go from one place to another on the island. Many Europeans came to live in Singapore, and they started their offices there. Singapore became a busy town.

Besides houses and roads, Raffles also built many schools. A lot of children went to school. They began to learn to read and write. They also began to learn many other things in Malay or English. Some children also learned things in other languages. Almost all of the teachers came from outside Singapore. They were good teachers. They worked hard. They wrote a lot of books for the schools.

Raffles did many other things. He was interested in the history of the people, so he learned the Malay language. He read a lot of books about the island and its people. He bought a lot of old books in Malay and other languages. He wrote some of the books again in English, so that other people could read them too. He also paid some people to do this.

Raffles liked to study living things. He often went into the forest and studied different kinds of plants and animals. He brought some of them home and dried them. He kept them in his house. He also sent some of them to England. Raffles did not only study plants and animals in Singapore. He also went to many other islands to do this.

In 1824 Raffles and his wife went back to England. They went by ship. Raffles put all of his books, his dried plants and animals on the ship. But before it reached England, a fire began on the ship. The fire burned all of his books, plants and animals.

Two years after this, in 1826, Raffles died in England.

(550 words)

Write your time in the box and then answer the questions on the next page. Once you start answering the questions DO NOT look back at this page.

QUESTIONS: Stamford Raffles

1. When he was young, Raffles worked in...
 - (a) Singapore.
 - (b) Malaysia
 - (c) Indonesia.
 - (d) England.
2. Stamford Raffles began to work when he was young because...
 - (a) he wanted to see the world.
 - (b) he was not clever.
 - (c) his parents did not have much money.
 - (d) he did not like to study.
3. When Raffles first came to Singapore, it was...
 - (a) a very busy port.
 - (b) not really a town.
 - (c) a big city.
 - (d) a very old city.
4. Before Raffles arrived, the people in Singapore...
 - (a) sold wood to foreign countries.
 - (b) attacked ships.
 - (c) worked in offices.
 - (d) were policemen.
5. Singapore became safe because...
 - (a) no more ships went there.
 - (b) the thieves were caught.
 - (c) many more thieves came there.
 - (d) the thieves went to other islands.
6. After Singapore became safe, many ships came there...
 - (a) to bring passengers.
 - (b) to carry wood.
 - (c) to take people to England.
 - (d) to buy and sell things.
7. Most of the first teachers in Singapore were...
 - (a) foreigners.
 - (b) from Singapore.
 - (c) not real teachers.
 - (d) not good at teaching.
8. Raffles learned the Malay language so that he could...
 - (a) learn about Singapore.
 - (b) sell things to people outside Singapore.
 - (c) pay people to write books.
 - (d) teach in the schools.
9. Raffles often went into the forest...
 - (a) to meet the people of the island.
 - (b) to find new places to build houses.
 - (c) to study the plants and animals.
 - (d) to find the thieves.
10. While Raffles was traveling back to England,...
 - (a) his wife died.
 - (b) he died.
 - (c) all his books were burned.
 - (d) the ship was lost.

World Knowledge Clues

One way to help you guess the meaning of unknown words is to look at the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs. Often you can guess the meaning of a word just by using your own knowledge of the world and how things work. For example, look at this sentence:

I didn't sleep well because my neighbor's dog was *yapping* all night.

You can guess the meaning of *yapping* by thinking about your knowledge of dogs and your knowledge of sleep. How can dogs wake you up? They can jump on you or make a noise. Because this is the neighbor's dog, not yours, it must make a noise. So, you can guess that *yapping* is some kind of noise, probably like barking. In most situations, this is enough information for you to continue reading. It doesn't matter if you know exactly what kind of noise it is.

Exercise 1: Using your Knowledge of the World

Use your knowledge of the world to guess the meanings of the underlined words. When you've finished, discuss your answers with a partner.

1. Some vegetarians believe that killing animals is wrong. Others are vegetarian because they think meat is bad for people.

Step 1. What is the unknown word's part of speech? _____

Step 2. What words go with the unknown word? _____

Step 3. What is the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs? _____

Step 4. What is your guess? _____

Step 5. Check that your guess is correct.

2. The driver swerved to miss the little boy who stepped out into the road.

Step 1. What is the unknown word's part of speech? _____

Step 2. What words go with the unknown word? _____

Step 3. What is the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs? _____

Step 4. What is your guess? _____

Step 5. Check that your guess is correct.

3. The **podiatrist** told the woman to take the medicine for 5 days and call him if she didn't feel better.

Step 1. What is the unknown word's part of speech? _____

Step 2. What words go with the unknown word? _____

Step 3. What is the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs? _____

Step 4. What is your guess? _____

Step 5. Check that your guess is correct.

4. She picked the **irises** and arranged them in a vase to put on the coffee table.

Step 1. What is the unknown word's part of speech? _____

Step 2. What words go with the unknown word? _____

Step 3. What is the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs? _____

Step 4. What is your guess? _____

Step 5. Check that your guess is correct.

5. Her tea was **tepid**, so she put it in the microwave.

Step 1. What is the unknown word's part of speech? _____

Step 2. What words go with the unknown word? _____

Step 3. What is the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs? _____

Step 4. What is your guess? _____

Step 5. Check that your guess is correct.

Example Clues

Example clues give you examples of the unknown word. You must figure out what the examples have in common in order to figure out the meaning of the word. Examples are usually introduced by expressions like these: *such as, for instance, including, for example,* and *like*. Look at this one:

Large corporations *like* General Foods, Shell Oil, Nortel and Canadian Pacific are often less innovative than smaller ones.

This sentence gives you 4 examples of large corporations. Think about the examples. What do they have in common? They are all large companies. So, a corporation must be a company.

Exercise 2: Example Clues

Use example clues to guess the meanings of the underlined words. When you've finished, discuss your answers with a partner.

1. A great part of Canada's economy is based on its natural resources, for instance coal, oil and wood.

Step 1. What is the unknown words' part of speech? _____

Step 2. What words go with the unknown word? _____

Step 3. What is the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs? _____

Step 4. What is your guess? _____

Step 5. Check that your guess is correct.

2. Despite the risks, new businesses are expanding everywhere, from natural resources, manufacturing, construction, real estate, retail trade and - especially - service industries such as consulting and tourism.

Step 1. What is the unknown words' part of speech? _____

Step 2. What words go with the unknown word? _____

Step 3. What is the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs? _____

Step 4. What is your guess? _____

Step 5. Check that your guess is correct.

3. The reporter talked to many auto-industry **executives**, e.g. company presidents and vice-presidents.

Step 1. What is the unknown word's part of speech? _____

Step 2. What words go with the unknown word? _____

Step 3. What is the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs? _____

Step 4. What is your guess? _____

Step 5. Check that your guess is correct.

4. The research company said that **less-established** carmakers such as Subaru and Isuzu could be forced out of North America.

Step 1. What is the unknown word's part of speech? _____

Step 2. What words go with the unknown word? _____

Step 3. What is the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs? _____

Step 4. What is your guess? _____

Step 5. Check that your guess is correct.

5. The Big Three are designing **radical** new cars including vehicles that use radar and advanced computers.

Step 1. What is the unknown word's part of speech? _____

Step 2. What words go with the unknown word? _____

Step 3. What is the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs? _____

Step 4. What is your guess? _____

Step 5. Check that your guess is correct.

Homework

Exercise 1: In the following exercises try to use the context to guess which word belongs in which blank space. Think about if you need a noun, verb or adjective etc.

Sometimes 1)_____ can be a little confusing. If you talk about sports to someone from Britain, they will use the word football to mean soccer. In 2)_____, football means American football. Also, the sport of rugby football is usually called rugby. It is easy to understand how the word 3)'_____' came about from 'foot' and 'ball'. However, where did the word '**soccer**' come from? The game's full name is actually 'Association Football'. The word association is often 4)_____ to 'assoc.' and this is where the word **soccer** comes from.

football language shortened The United States

Exercise 2:

A game like football was played in 1)_____ China, and in Japan in the 7th century, a similar game called *kemari* started. However, the 2)_____ as we know it today was developed and spread around the world by the 3)_____. At the time the British Empire was expanding, many British sailors, soldiers, and merchants were sent all over the 4)_____. They took the game with them and introduced it to the local 5)_____.

world people ancient British game

Exercise 3:

The English football 1)_____ was formed in 1863 and its league started 20 years later. The first 2)_____ match was England against Scotland, which was played in 1872. Many other sports as well were actually started in Britain or developed and popularized by the British, such as soccer, cricket, squash, 3)_____, rugby, and golf. However, most other countries have now become 4)_____ than the British at playing these games!!

better association tennis international

Football is the most 5)_____ sport in Britain. During a 6)_____ World Cup, about 7)_____ the population watched television when England played their big games. When England and Scotland games were on television in the 8)_____, many office workers took very long 'lunch breaks' so they could watch them.

afternoon recent popular half

In England, football as an event and as a 9)_____ has changed a lot in recent years. In 1992 the 10)_____ League started. Since then much larger amounts of money have been invested in the game. Most has come from satellite television, which pays to show the games live. The Premier League is now the 11)_____ football league in the world. The 12)_____ footballers are paid big salaries and many top players from 13)_____ have joined British 14)_____. In fact, sometimes a team from England will have 15)_____ Englishmen in the team!

teams Premier abroad no business richest star

Exercise 4: In this exercise, you have to try to think of the words to write in the spaces yourself. First, read the whole passage carefully. Then, try to think if you need a noun, verb or adjective etc.

Some changes to football however, are a result of changes to society. Traditionally, 1)_____ was a working class male sport. Hundreds of thousands of 2)_____ would go to see games on Saturday afternoons after finishing work for the week. In those days, a five and a half day working week was 3)_____. However, during the 1960s, most companies changed to a five-day working week, and salaries became higher. As a result, men had more time off at the weekends and more 4)_____ to spend. Therefore, some of them started to find other leisure activities to take part in apart from football. As a result, the 5)_____ of people going to watch the games decreased.

In the 1970s and 1980s, the 6)_____ faced other big problems. Hooliganism was very common in the 70's. There was often fighting between rival 7)_____, both in and outside of the stadium. This was another reason the number of people going to watch games went down. Men especially, were unwilling to take their children or 8)_____. It just became too 9)_____. In the 80's three major disasters happened. In the north of England one old, wooden stadium caught fire during a game and over 50 spectators were killed. Then in Belgium, English fans rioted which caused over 30 Italian fans to die. Then 96 fans were crushed to death behind fences in a stadium in England.

As a 10)_____ of these problems, stadiums have been modernized and are now seating room only. They used to be mainly standing only areas but these were thought to be unsafe. Also, recently several very popular 11)_____ about football have been written, movies have been made, and many famous personalities are now connected to teams. This has resulted in a large amount of 12)_____ being put into the sport by sponsors, especially by satellite television stations. This has meant that the top teams can attract the best players in the world. For all of these reasons, football has become 13)_____ again, so games at the most famous clubs are usually sold out even though the tickets are very 14)_____.

Football is a game for everyone. You don't have to be tall, strong or rich to play it. It is a cheap game that can be played in any small space, even without a ball! Poor communities play with rolled-up newspapers. This is why football is a truly international sport. It is continually becoming more popular throughout the world. With the help of money from big companies, the future looks 15)_____ for the sport and business of football.

Unit 14: Guessing Word Meaning: Punctuation & Definitions

Speed Reading 11: James Brooke

Many years ago Sarawak was part of Brunei. The head of the land was a sultan. Many different people such as Malays, Dayaks and Chinese lived in Brunei. The last sultan was not a very good sultan, so these people were not very happy. They began to attack the sultan's people in different parts of Brunei. At this time James Brooke came to Sarawak.

James Brooke was an Englishman. He was born in India, but he went to school in England. When he was older, he went back to India to work, but he did not like it there. One day he became ill. He was very happy when he had to go home to rest. When he was well again, he did not go back to India. He worked on a ship. The ship went to other parts of Asia. Brooke began to be interested in foreign places.

Brooke read a lot about Asia. He also knew about all the islands around there. Now he wanted to visit these islands. When his father died, he left him a lot of money. With the money he bought a ship. Then he left England and sailed to Asia.

When he arrived at Singapore, the head of the town asked him to go to Sarawak. He wanted Brooke to take a letter to Hassim, the head of Sarawak at that time. He wanted to thank Hassim because Hassim helped his men in Sarawak.

Hassim was very good to Brooke. He also asked Brooke to help him because his people were attacking him. He would give Sarawak and Siniawan to Brooke if Brooke helped him. Brooke did not accept this. He wanted to come back and help him later.

Later, Brooke began to teach Hassim's men to use guns. Hassim's enemies became afraid, so one day one of the attacking people came to Hassim. He and his people would stop fighting if Brooke did not kill them. The fight stopped. Hassim was very happy. He offered Sarawak again to Brooke. Brooke accepted it and became the first English sultan of Sarawak.

Brooke was a very good sultan. He learned the Malay language and mixed with his people. He helped the poor people. The rich and important people were very strong. They could easily send a person to prison. Sometimes they did this because they did not like this person. Poor people were afraid of them. When Brooke became sultan, everybody, both rich and poor, had to follow the law. If they broke the law, they were caught. If they did not break the law, they were not afraid. Now people felt safer and happier.

James Brooke also wanted his people to learn things. He asked some good teachers from Britain to come to Sarawak. They helped James Brooke to build schools. These schools were among the first schools in Sarawak. People became more interested in studying. More and more people sent their children to school. These children learnt things in the Malay language.

When he felt too weak to do his work, Brooke went back to England. Before he died he asked the British to help Sarawak with money and, if necessary, with soldiers and guns, too. Now Sarawak is a part of Malaysia. People there still know about Brooke and his work.

(550 words)

Write your time in the box and then answer the questions on the next page. Once you start answering the questions DO NOT look back at this page.

QUESTIONS: James Brooke

1. James Brooke came to Sarawak when...
 - (a) there was no sultan.
 - (b) there was a war.
 - (c) he was ill.
 - (d) he was going to India.
2. James Brooke was born in...
 - (a) India.
 - (b) England.
 - (c) Sarawak.
 - (d) Singapore.
3. When he left England after he was ill, Brooke...
 - (a) went back to India.
 - (b) went to meet Hassim.
 - (c) worked with his father.
 - (d) worked on a ship.
4. When his father died, James Brooke...
 - (a) became very ill.
 - (b) bought a ship.
 - (c) stayed in England.
 - (d) stayed in India.
5. Brooke was asked to go to Sarawak...
 - (a) to take a letter.
 - (b) to help Hassim.
 - (c) to become sultan.
 - (d) to buy a ship.
6. Brooke helped Hassim by...
 - (a) using his ship.
 - (b) teaching his men.
 - (c) buying guns.
 - (d) killing many of the enemy.
7. The war stopped when...
 - (a) all the enemy were killed.
 - (b) Brooke became the sultan.
 - (c) the enemy were too afraid to fight.
 - (d) Hassim was killed.
8. When Brooke was sultan,...
 - (a) he attacked Hassim.
 - (b) people followed the law.
 - (c) he helped the rich people.
 - (d) he started English schools.
9. When Brooke began to build schools, he was helped by...
 - (a) a teacher from Singapore.
 - (b) a Dutch teacher.
 - (c) an Indian teacher.
 - (d) teachers from Britain.
10. Brooke died...
 - (a) on a ship.
 - (b) in Singapore.
 - (c) in Sarawak.
 - (d) in England.

Punctuation & Definitions

Punctuation Clues

Punctuation clues are one of the easiest kinds of context clues. With punctuation clues, the meaning of a word is explained immediately after the word between brackets, commas or dashes. This type of clue is very common, especially in college textbooks. Look at the following examples:

1. Brackets:

A tornado (a violent storm of twisting wind) struck Edmonton and caused a lot of damage.

2. Commas:

A tornado, a violent storm of twisting wind, struck Edmonton and caused a lot of damage.

3. Dashes:

A tornado - a violent storm of twisting wind - struck Edmonton and caused a lot of damage.

Notice that the punctuation is around an explanation of the word.

Exercise 2: Punctuation Clues

Use the punctuation clues to find the meaning of the underlined words. When you've finished, discuss your answers with your classmate.

1. The deluge, a flood of rain, threatened to drown the little town.

Step 1. What is the unknown word's part of speech? _____

Step 2. What words go with the unknown word? _____

Step 3. What is the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs? _____

Step 4. What is your guess? _____

Step 5. Check that your guess is correct.

2. Sleet (half rain and half snow) can be very difficult to drive in due to poor visibility.

Step 1. What is the unknown word's part of speech? _____

Step 2. What words go with the unknown word? _____

Step 3. What is the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs? _____

Step 4. What is your guess? _____

Step 5. Check that your guess is correct.

3. **Freezing rain** - rain that freezes when it hits the earth - also causes many accidents.

Step 1. What is the unknown words' part of speech? _____

Step 2. What words go with the unknown word? _____

Step 3. What is the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs? _____

Step 4. What is your guess? _____

Step 5. Check that your guess is correct.

4. People have gotten lost 10 meters from their homes in **blizzards** - snowfalls that come down very thickly.

Step 1. What is the unknown word's part of speech? _____

Step 2. What words go with the unknown word? _____

Step 3. What is the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs? _____

Step 4. What is your guess? _____

Step 5. Check that your guess is correct.

5. Another dangerous form of weather is **hail** (falling balls of ice), which has been known to get so big that it can break a car windshield.

Step 1. What is the unknown word's part of speech? _____

Step 2. What words go with the unknown word? _____

Step 3. What is the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs? _____

Step 4. What is your guess? _____

Step 5. Check that your guess is correct.

Definition Clues

A word's meaning is often given by including its definition in the sentence. The definition is linked to the word with a linking word, usually a verb. Here are some examples of linking words: *is, was, are, means, i.e. (that is), involves, is called, that is* and *resembles*. This type of clue is also very common in college textbooks.

Look at the following examples:

A cane *resembles* a walking stick.

Giggling *involves* laughing in a silly way.

Exercise 3: Definition Clues

Use definition clues to guess the meanings of the underlined words. When you've finished, discuss your answers with your classmate.

1. **Breaking even** involves making enough money to pay for business costs but no more.

Step 1. What is the unknown words' part of speech? _____

Step 2. What words go with the unknown word? _____

Step 3. What is the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs? _____

Step 4. What is your guess? _____

Step 5. Check that your guess is correct.

2. Many new businesses go **bankrupt**, which means they lose everything.

Step 1. What is the unknown word's part of speech? _____

Step 2. What words go with the unknown word? _____

Step 3. What is the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs? _____

Step 4. What is your guess? _____

Step 5. Check that your guess is correct.

3. It takes a special kind of person to give up a regular job's **security**, i.e. the safety of a weekly paycheck, to go into business on her own.

Step 1. What is the unknown word's part of speech? _____

Step 2. What words go with the unknown word? _____

Step 3. What is the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs? _____

Step 4. What is your guess? _____

Step 5. Check that your guess is correct.

4. Small **enterprises** are usually defined as businesses with fewer than 50 employees and less than \$2 million in annual (yearly) revenues.

Step 1. What is the unknown word's part of speech? _____

Step 2. What words go with the unknown word? _____

Step 3. What is the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs? _____

Step 4. What is your guess? _____

Step 5. Check that your guess is correct.

5. **Entrepreneurs** are people who start their own businesses.

Step 1. What is the unknown word's part of speech? _____

Step 2. What words go with the unknown word? _____

Step 3. What is the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs? _____

Step 4. What is your guess? _____

Step 5. Check that your guess is correct.

Exercise 4

Synonyms can be very general or very specific. Number the following synonyms with 1 for most specific to 3 for most general.

For Example:

3	1	2
<u>Colleges</u>	<u>Oxford University</u>	<u>British universities</u>
1. big cats	animals	tigers
2. vehicles	Toyota	cars
3. transportation	The Yamanote Line	train
4. fish and chips	English food	food
5. movies	The Titanic	American movies
6. Aoyama Dori	Tokyo	Aoyama
7. navy	colour	blue

Homework

Task One

¶1 _____ to remember when you are a student trying to learn English is that you should never be afraid of making mistakes. In fact, it is only by making mistakes that you will improve your English. _____ to remember is that language mistakes are not just made by learners of English, but are also made by native speakers of the language as well. _____, you shouldn't be afraid to ask when you are not one hundred per cent certain of the meaning of a word. _____, while American English often uses the same words as British English, many of those words have very different meanings. This can cause more confusion than if the words were entirely different, as _____ countries people get very different images from the same word. A funny _____ of this occurred several years ago at a famous language school in Japan. Half the foreign teachers were British, and half were American. Just before Halloween the teachers decided to organise a Halloween party for the students. When they were discussing what kind of party it should be, one British teacher suggested that it be a fancy-dress party. Everyone agreed, posters were made and tickets were sold.

¶2 Over one hundred Japanese students and teachers turned up for the party, but half the students and teachers were in Halloween costumes, and half were dressed up in really nice clothes. The British teacher asked her American co-worker why he wasn't wearing a costume, and he replied, "Because we all decided it was going to be a fancy-dress party, and not a costume party." Then, the British teacher explained that in Britain a 'fancy-dress' party meant a costume party. The American teacher thought 'fancy' meant 'dressy' as in nice clothes, so he, and his other American co-workers, had told their students to dress up in 'fancy' clothes, while the British teachers had told their students to wear costumes. Everyone laughed about it, and the students learnt that even native speakers of English make mistakes.

¶3 Another example of a misunderstanding between British and American English happened regarding the different expressions the two nationalities use to tell the time. A few years ago an American was waiting at Hachiko for a British friend. Believing that the British were always on time, he was at first surprised when his friend didn't arrive. Then, as twenty, thirty, forty minutes went past he started to get a little angry that the person didn't phone to say why she was delayed. Finally, after one hour of waiting the British woman arrived. She didn't even apologise, and instead just said, "Hi, good you're already here. Lets go!" The American couldn't believe it and started shouting at her telling her how rude she was. The British woman looked confused and said 'But, I am just on time. I thought I said we should meet at half twelve, and that's what time it is, isn't it?' The American looked at her and said 'Half twelve? Doesn't that mean eleven thirty?' The woman answered that half twelve meant twelve thirty, as in half past the hour of twelve. In British English **this** is perhaps the most common way of telling the time. However, this method is not used in America, so the American just guessed that 'half twelve' meant half an hour before twelve, hence, eleven thirty. He eventually thought his mistake was quite funny and they both laughed about it. However, these types of mistakes happen all the time between Americans, British, Canadians, Australians and New Zealanders.

¶4 Therefore, ask when you are not sure of the exact meaning of something, and you will avoid making so many language mistakes. However, if you do make a mistake, instead of worrying about it, laugh about it. Only by making mistakes can you learn. If you follow these **two valuable lessons**, asking when you are not sure, and laughing when you make a mistake, then your time at school will indeed be more productive. Good luck!

Reading Comprehension Questions

1. Fill in the spaces in Paragraph One with a suitable linking word from the list:

example one thing both for example another thing therefore

2. The next example of misunderstanding vocabulary in English occurred between:
- A British teacher and a Japanese student.
 - A British teacher and a Canadian teacher.
 - A British teacher and an American teacher.

3. In British English 'fancy dress' means...
 - a. dressing up in nice clothes.
 - b. dressing up in a costume.
 - c. dressing up in old, funny clothes.
4. From the misunderstanding at the Halloween party the students learnt that:
 - a. British English and American English are exactly the same.
 - b. British English and American English are completely different.
 - c. British English and American English are not exactly the same.
5. What does 'this' in Paragraph Three refer to?
 - a. half twelve
 - b. half past
 - c. twelve thirty
6. Find a word in Paragraph Four, which means "correct". _____
7. What does "these two valuable lessons" in Paragraph Four refer to?

8. Find two words in Paragraph Four, which both mean "useful". _____
9. What does the writer think will help create a better atmosphere for learning English?
 - a. Learning to laugh at your mistakes.
 - b. Learning to laugh at your teacher.
 - c. Learning to laugh at your friends.
10. The message of this story is...
 - a. Don't be shy, and don't care if you make mistakes, as everyone does, even native speakers, and so making mistakes is always fine.
 - b. Don't be shy, ask if you are not sure, and laugh when you make a mistake.
 - c. Don't be shy, but never ask if you misunderstand as it might upset or hurt the feelings of the person you are speaking to.

Unit 15: Guessing Word Meaning: Referents; **Comparison & contrast**

Speed Reading 12: King Mongkut of Thailand

Thai means free, so Thailand is the land of the free people. King Mongkut helped Thailand to be a free country. He did not try to fight the English and French. He worked with them and stayed free.

Before Mongkut was king of Thailand, he studied a lot in the Buddhist schools. At that time, Thailand was called Siam. Mongkut first studied Buddhism and the old books about Buddhism. Then he began to study languages. He learnt French and English. He liked to learn English very much. English became Mongkut's second language. Because he knew English, he talked and wrote to many Englishmen. He learnt about England and learnt about the English people. Other kings of Thailand did not do this. They lived their own life away from the outside world. They did not know much about life outside Thailand or outside their own homes. Mongkut was different. When he studied Buddhism, he travelled all over the country. He met many different kinds of people. He knew both poor people and rich people. Also, from his English and French teachers he learned many things. He learned about life outside Thailand. Because he read English and French, he learnt a lot from books. This learning was very useful for him when he became king. Because Mongkut liked English, he often wrote his name using English letters. Mongkut wanted his people to learn about foreign countries. Thailand could not fight against the outside world. King Mongkut knew this. Thailand had to change. Mongkut also knew this. He wanted Thailand to be free.

The old king, Phra Nang Klao, wanted his son to be the new king. But the old king's family wanted Mongkut to be king. Mongkut was King Nang Klao's brother. Mongkut said yes. He wanted his other brother to be the second king. He would help Mongkut. He also spoke English. His home was like an English home. He was a clever man. When Mongkut became king, he was still very friendly with the western countries like England, America and France. His work was not easy. Many times the old Thai way was very different from the western way. Mongkut tried to bring the western way to his people. He sometimes had to fight against the other people in his family. Mongkut also had to fight against himself sometimes. He was a Thai but he wanted his country to learn the western way.

Thailand became very friendly with England. The head of the English people in Thailand liked Mongkut very much. They became very good friends. After this many other countries wanted to be friends with Thailand. Thailand had many good things to sell. Wood from the north of Thailand was one of these things. The English got a lot of money from selling this wood again.

King Mongkut had English people to help him. They helped to teach Thailand about the western way of life. Because of this, Thailand was always a free country.

King Mongkut died in 1868. He died because of his love of learning. On August, 18, 1868, the shadow of the earth covered the sun. King Mongkut went to a place south of Bangkok to watch this and study it. While he was there, he became ill. A month later he was dead.

(550 words)

Write your time in the box and then answer the questions on the next page. Once you start answering the questions DO NOT look back at this page.

QUESTIONS: King Mongkut of Thailand

1. King Mongkut studied...
 - (a) in England.
 - (b) in France.
 - (c) in Buddhist schools.
 - (d) in America.
2. King Mongkut learnt many things because...
 - (a) he went to other countries.
 - (b) he stayed away from the outside world.
 - (c) he went to an English school.
 - (d) he knew the English and French languages.
3. Before Mongkut, many kings of Thailand...
 - (a) did not know much about their country and other countries.
 - (b) spoke English very well.
 - (c) did not study Buddhism in the Buddhist schools.
 - (d) travelled all over their country to meet poor people.
4. King Mongkut wanted Thailand to...
 - (a) fight with foreign countries.
 - (b) be under foreign countries.
 - (c) be the same as foreign countries.
 - (d) stay away from foreign countries.
5. Mongkut became king because...
 - (a) he was the son of the old king.
 - (b) the old king asked him.
 - (c) the family of the old king asked him.
 - (d) he killed the old king.
6. Mongkut wanted his brother to help him because his brother...
 - (a) was very strong.
 - (b) knew about things outside Thailand.
 - (c) was loved by the people.
 - (d) lived in America for many years.
7. Sometimes life was difficult for Mongkut because...
 - (a) the Thai way and the foreign way were different.
 - (b) the Thai people did not like him very much.
 - (c) he did not understand the western way of life.
 - (d) he was very ill.
8. Because England and Thailand were friends,...
 - (a) they fought together against other countries.
 - (b) Thailand sold things to England.
 - (c) English soldiers came to Thailand.
 - (d) many other countries did not like Thailand.
9. Thailand learnt about the western way of life, because...
 - (a) the Thais read many books.
 - (b) many Thais went to England.
 - (c) Mongkut started an English newspaper in Thailand.
 - (d) many English people worked for Mongkut.
10. King Mongkut was a...
 - (a) fierce man.
 - (b) clever man.
 - (c) sad man.
 - (d) weak man.

Referents; Comparison & contrast

Comparison Clues

Comparison clues show that two or more things are alike. Words like *similar*, *as well as*, *both* and *likewise* show that comparison is possible. Look at this example:

Washing windows is a tedious job. Similarly, cleaning the oven is very boring.

The word *similarly* shows that there is something the same in the two sentences. Washing windows and cleaning the oven are different, so the similarity must be in the description. We can guess that *tedious* and *boring* must have similar meanings

Exercise 1: Comparison Clues

Use comparison clues to guess the meaning of the underlined words. When you've finished, discuss your answers with your classmate.

1. A soft cloth will soak up a lot of water. Likewise, a sponge is very **absorbent**.

Step 1. What is the unknown word's part of speech? _____

Step 2. What words go with the unknown word? _____

Step 3. What is the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs? _____

Step 4. What is your guess? _____

Step 5. Check that your guess is correct.

2. **Spot cleaners** as well as other bleach products are good at getting out stains.

Step 1. What is the unknown words' part of speech? _____

Step 2. What words go with the unknown word? _____

Step 3. What is the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs? _____

Step 4. What is your guess? _____

Step 5. Check that your guess is correct.

3. A large family seems to have an **infinite** amount of laundry to do. Similarly, there are always an endless number of dishes to wash.

Step 1. What is the unknown word's part of speech? _____

Step 2. What words go with the unknown word? _____

Step 3. What is the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs? _____

Step 4. What is your guess? _____

Step 5. Check that your guess is correct.

4. Both the vacuum cleaner and the smaller **Portovac** are useful in doing the rugs.

Step 1. What is the unknown word's part of speech? _____

Step 2. What words go with the unknown word? _____

Step 3. What is the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs? _____

Step 4. What is your guess? _____

Step 5. Check that your guess is correct.

5. Pat finds washing dishes relaxing. In the same way, Jane finds folding laundry **soothing**.

Step 1. What is the unknown word's part of speech? _____

Step 2. What words go with the unknown word? _____

Step 3. What is the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs? _____

Step 4. What is your guess? _____

Step 5. Check that your guess is correct.

Contrast Clues

With **contrast clues**, you use the opposite of known information to figure out the meaning of an unknown word. Connecting words like *however*, *yet*, *on the other hand*, *instead of*, *but*, *while* and *although* are used to show that meanings are opposite. Look at this example:

Although some old people abhor change, most of them enjoy new things and experiences.

In this sentence the word *although* shows that there is some opposite meaning in the two parts of the sentence. Both parts are about old people and how they feel about change. The opposite meaning must be between *abhor* and *enjoy*. *Abhor* probably means the opposite of *enjoy*. So, *abhor* probably means dislike.

Exercise 2: Contrast Clues

Use contrast clues to guess the meanings of the underlined words. When you've finished, discuss your answers with your classmate.

1. Many of the elderly who go to programs at Centennial House are highly **stimulated**. On the other hand, old people who stay home all the time are usually bored.

Step 1. What is the unknown word's part of speech? _____

Step 2. What words go with the unknown word? _____

Step 3. What is the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs? _____

Step 4. What is your guess? _____

Step 5. Check that your guess is correct.

2. **Alzheimer's disease** is a common problem in old age, but many old people continue to have healthy minds.

Step 1. What is the unknown words' part of speech? _____

Step 2. What words go with the unknown word? _____

Step 3. What is the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs? _____

Step 4. What is your guess? _____

Step 5. Check that your guess is correct.

3. While many people live in **rest homes**, others still live on their own or with their families.

Step 1. What is the unknown words' part of speech? _____

Step 2. What words go with the unknown word? _____

Step 3. What is the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs? _____

Step 4. What is your guess? _____

Step 5. Check that your guess is correct.

4. Many old people stay home in **inclement** weather, yet they go out walking on nice days.

Step 1. What is the unknown word's part of speech? _____

Step 2. What words go with the unknown word? _____

Step 3. What is the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs? _____

Step 4. What is your guess? _____

Step 5. Check that your guess is correct.

5. Instead of **vegetating** at home, lots of old people are very active in the community.

Step 1. What is the unknown word's part of speech? _____

Step 2. What words go with the unknown word? _____

Step 3. What is the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs? _____

Step 4. What is your guess? _____

Step 5. Check that your guess is correct.

Referent clues

A **referent clue** is when an unknown word is referred to (mentioned) again using a synonym or explanation of the word. Synonyms often follow words like *this, that, these, those, or the*. Sometimes, however, there is no obvious clue word. The reader just sees that the meanings are probably similar from the ideas in the sentence. Look at this example:

She yelled out the window at her neighbor's dog. Then she said to her husband, "That hound is always waking me up at night with its barking. Tomorrow I'm going to complain."

In this example, *that* comes before the unknown word. This suggests that a hound has already been mentioned. We can guess that "that hound" refers to the dog. So, a hound is probably a dog.

Exercise 8: Referent Clues

Use referent clues to guess the meanings of the underlined words. When you've finished, discuss your answers with your classmate.

1. Yesterday some **shysters** came to my door. Those dishonest men pretended they were doing a survey and then tried to convince me to buy a magazine.

Step 1. What is the unknown word's part of speech? _____

Step 2. What words go with the unknown word? _____

Step 3. What is the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs? _____

Step 4. What is your guess? _____

Step 5. Check that your guess is correct.

2. My neighbors have a beautifully **landscaped** yard. It is well arranged with beautiful shrubs, lush looking trees and bright flowers.

Step 1. What is the unknown word's part of speech? _____

Step 2. What words go with the unknown word? _____

Step 3. What is the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs? _____

Step 4. What is your guess? _____

Step 5. Check that your guess is correct.

3. **Junk mail** is a huge cause of pollution. These flyers advertising all sorts of things are put through the mail slot and usually not even looked at before they are thrown in the garbage.

Step 1. What is the unknown words' part of speech? _____

Step 2. What words go with the unknown word? _____

Step 3. What is the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs? _____

Step 4. What is your guess? _____

Step 5. Check that your guess is correct.

4. Cathy gave a shower for her friend Jill. Everyone gave presents to Jill for her baby at the party.

Step 1. What is the unknown word's part of speech? _____

Step 2. What words go with the unknown word? _____

Step 3. What is the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs? _____

Step 4. What is your guess? _____

Step 5. Check that your guess is correct.

5. Paul paid his rent late. The delay was caused by Paul's bank. They lost his deposit.

Step 1. What is the unknown word's part of speech? _____

Step 2. What words go with the unknown word? _____

Step 3. What is the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs? _____

Step 4. What is your guess? _____

Step 5. Check that your guess is correct.

Homework

Guessing Words From Context

Guess the meanings of the underlined words in the passage. The underlined words are in column 1 and the meanings are in column 2 on the following page. Work with a partner and discuss your choices using only English. You can look back at the passage.

Birthdays

When you are a child, birthdays are the most magical of days, better than Christmas even, when you have to share the delights of opening presents with the rest of your family. A birthday is your day. A day when all the attention is focused on you, and a day when you can be naughty and nobody seems to mind.

In the morning, I used to get the 'big' presents from my parents, things I had wanted for ages (*a long time*). In addition, all day people were nice to me. We were not rich, so we didn't often get new toys or clothes, and so I always really looked forward to 'The Birthday'.

I must have been a sad child because for ages (*a long time*) before it I actually used to quiver with excitement looking forward to that day that would be just mine. I used to make a little birthday countdown calendar for the two months before it and count off the days, actually wishing my life away, to reach the great event.

We have a standing joke in our family that was created at that time. For three months of the year, I was a year younger than my older sister and two years older than my little sister, in terms of numbers at least, which was all that mattered then. I was so busy trying to grow up

and to catch up with my older sister, a task it took me ages (*a long time*) to realize was never going to happen, that on my birthday I would always turn to my little sister, puff myself up, and say in a grand grown-up voice ‘Six sounds a lot older than four you know. I am so much older than you’. I did this every year without fail until I grew up. But now the joke is on me, as my sister has started to say the same thing to me every year with a laugh in her voice ‘Twenty-eight sounds SOOOOO much older than twenty-six don’t you think?’ It makes us laugh. These little rituals every family has are funny, aren’t they?

One of my earliest memories is running down the stairs shouting ‘I am two, I am two, I am two’, the phrase reverberating again and again through my head. I try to remember more, but that is all I have, a memory of shouting those three words.

My mother has filled in the blanks telling me she had never seen such a little bundle of excitement as me on that day, so happy that I had reached a double number. She lost me later, when they took me shopping and bought me a little yellow toy pram. In my joy at receiving it, I forgot everything they had told me about wandering off and pushed it away, and then couldn’t find them.

As we got older, ‘The Birthday’ was a day of parties, where we dressed up in long dresses and invited our special friends to come over, eat cake and play wonderful games, which I always tried to win. Pass the parcel, where I held on to the parcel for as long as I could, slowly passing it to the next person hoping the music would stop. Musical bumps, where I danced with my legs bent low, so I hadn’t far to fall when the music stopped. Musical statues where I hardly danced at all, so it wouldn’t take long to stop. The list goes on; I loved them all. Then when we were teenagers we camped out in the garden, a few close friends and I, telling ghost stories and getting no sleep. We played outdoor games, it being summer: rounders, cricket and forty-forty. We were just happy to be alive, and that school was nearly done.

It’s sad, as now ‘The Birthday’ is just another day. One to dread rather than look forward to as another year passes. But sometimes, just for a moment, I remember the excitement I felt and the child in me returns.

(words 668)

A

1.	magical	a.	bad, doing wrong things
2.	delights	b.	to check off the days
3.	focused	c.	customs, traditions, routines, habits
4.	naughty	d.	great, fantastic, wonderful
5.	quiver	e.	make yourself look bigger, stand straighter and taller
6.	countdown	f.	pointed towards, facing
7.	standing	g.	continuing, ongoing, lasting a long time
8.	puff up	h.	resounding, echoing, repeating
9.	rituals	i.	wonders, joy
10.	reverberating	j.	shake, move your body quickly backwards and forwards

B

11.	blanks	k.	a carriage, similar to a buggy, pushchair or stroller, in which babies are pushed around in
12.	bundle	l.	folded, curved, lowered
13.	pram	m.	a lot of
14.	pass the parcel	n.	A children's game: children dance to music and when the music stops they drop down and sit on the floor. The last child to reach the floor is out of the game. Each round, one child is out. The winner is the last child left. They get a prize.
15.	bent	o.	empty spaces, unknown information
16.	musical bumps	p.	A children's game: children sit in a circle and pass a toy, which is wrapped up in many layers of newspapers while music is playing. When the music stops the child removes one layer of paper. The child who removes the last layer of paper and finds the toy gets to keep it.
17.	musical statues	q.	A children's game: children dance to music and when the music stops they stand as still as they can. The last child to move is out of the game. Each round one child is out. The winner is the last child remaining. They get a prize.
18.	rounders	r.	Don't look forward to, don't want to happen
19.	forty-forty	s.	A game: very similar to baseball. One team hits the ball and then runs around four posts. The posts are set up in a circle. If they can run all the way around their team gets one point.
20.	dread	t.	A game: similar to hide and seek. One child stands at home base and counts to forty while the other children hide. Then that person goes and tries to find them. If the children hiding can get back to the base without being seen by that person they are safe. If they get caught they have to count to forty and seek other people in the next game.

Exercise 2

- The patient ____ examined by the doctor.
(A) were
(B) is being
(C) has
(D) have been
- The Argentineans are protecting their forests because the lumber is very valuable to ____.
(A) they
(B) ourselves
(C) them
(D) we
- Travel agents advise ____ early, in order to avoid disappointment.
(A) buying
(B) postponing
(C) booking
(D) canceling
- The use of pesticides is having a ____ effect on the groundwater.
(A) devastate
(B) devastating
(C) devastated
(D) devastation
- Because of Yuka's managerial skills, the family now has an ____ business.
(A) expanding
(B) expend
(C) expanse
(D) expended
- Just as the business was about to go under, he ____ the bid for the shopping mall construction.
(A) was winning
(B) will win
(C) had won
(D) won

Exercise 3

Andreas Larssen, former engineering manager at Snap Animation, has resigned from the company to start his own movie animation business, FlashBang. With financial backing from Sequitur and Ardex, and a contract already in place with movie giant Groundstar, Larssen is forecasting an annual turnover of \$6 million in year one, with that figure projected to double by year three and quadruple by year five.

Larssen paid tribute to his former employer and colleagues: "It was an immense privilege to work with Jeff Beattie and everyone at one of the world's best and brightest animation companies for eleven years, but I have now come to that stage in my life where I realize I need a new and very different challenge. I'm really excited about the future and intend to put together a team of the world's most creative and dynamic digital animation experts. Together we will push forward the boundaries of 3D computer graphics, using cutting-edge technologies to develop photorealistic human animation. Our goal is to create movies where the audience cannot tell whether the actors are human or computer-generated!"

Andreas Larssen,
FlashBang Video Games,
Lombard House,
Springville, CA 522130

17 March

Dear Mr. Larssen,

I read with interest an article about your new company, FlashBang, and I am writing to wish you success with your new endeavor. I have 20 years of experience as a computer graphic designer and specialize in the latest facial animation tools and technologies. In fact, I worked with Jeff 15 years ago in the Research and Development division there. More recently, I was part of the team that won last year's Industry Award for Best Animated Feature.

I would be pleased to meet with you to discuss how my experience could benefit FlashBang and contribute to its future success.

I look forward to hearing from you.

Sincerely,

Kumar Chakraborty

1. What is the purpose of the article?
 - (A) To review a company's annual financial results
 - (B) To announce the retirement of a chief executive
 - (C) To report the establishment of a new company
 - (D) To promote the movie animation business
2. What kind of company is Ardex?
 - (A) A computer animation company
 - (B) An engineering firm
 - (C) An investment company
 - (D) A movie studio
3. What is indicated about Mr. Chakraborty?
 - (A) He used to work at Snap Animation.
 - (B) He recently started his own company.
 - (C) He is less experienced than Mr. Larssen.
 - (D) He has won many awards for his work.

4. What is the purpose of Mr. Chakraborty's letter?
- (A) To investigate work opportunities
 - (B) To offer financial support
 - (C) To praise Mr. Larssen
 - (D) To ask for more information
5. In the letter, the word "endeavor" in paragraph 1, line 2, is closest in meaning to
- (A) idea
 - (B) venture
 - (C) transfer
 - (D) mission

Unit 16: Identifying Writer's Purpose: Skimming

Speed Reading 13: Jainism

Like Buddhism, Jainism began in India. Buddhism went to other countries, but Jainism never moved from India. It is not very famous now but it was very important in the history of India.

The greatest teacher of Jainism lived at the same time as Buddha. His name was Mahavira. His family was strong and rich. When he was thirty years old, he left his home. He traveled for twelve years and then began teaching. He taught his ideas to his followers for thirty years. When he was seventy-two years old, he died. The place of his death is very important for his followers.

For almost one hundred years after he died Jainism was not very important. Then a famous king became a follower of Jainism. At this time, Jainism broke into two parts. It happened like this. One leader of Jainism wanted to leave the north of India. There was not enough food, and people were going to be very hungry there. A big group of people went with him. Many people did not follow him. Later, when some people came back to the north of India from the south, they found some changes. Followers of Jainism did not usually wear clothes before. Now many of them were wearing white clothes. The two groups still believed in the same things but they lived in different ways.

For the followers of Jainism everything has a life. Animals, trees, flowers, water and stones all have lives. Every part of the world is alive. Each life wants to be free from its body. Until it is free, it is born and born again. If it wants to be free, it must do good things. It must not hurt anything else. This is very difficult. It must do things very carefully. If a person walks on a bee and kills it, this is very bad. Water and earth each have a life so drinking water and walking on earth hurt them. A true follower of Jainism eats and drinks but he does not kill the plants. Other people do this for him. Water must be very clean before he drinks it. He does not want to kill anything in the water. He covers his face with a piece of cloth. He does not want to hurt the wind or air when he takes it into his body. He does not run or hit his feet on the ground. He lives very carefully and thinks before he does anything.

Some lives are more important than other lives. All living things are put into five groups. The highest group is men, gods and some animals like horses, cows, and snakes. The second group cannot hear things. Bees are in this group. The third group cannot see or hear. The next group cannot hear, see, or smell things. Some of the things in this group live in the sea or in the ground. The last group is the biggest. They can only feel things. Plants, earth, water, air, stones, fire and wind are in this group. It is very bad to hurt things in the highest group. It is not as bad to hurt things in the lowest group, but it is still bad. The followers of Jainism do not like to hurt things at all.

(550 words)

Write your time in the box and then answer the questions on the next page. Once you start answering the questions DO NOT look back at this page.

QUESTIONS: Jainism

1. There are many followers of Jainism...
 - (a) in most countries in Asia.
 - (b) in Europe and America.
 - (c) only in India.
 - (d) through the world.
2. The greatest teacher of Jainism was...
 - (a) Jain.
 - (b) Buddha.
 - (c) Mahavira.
 - (d) Confucius.
3. The greatest teacher of Jainism died when he was...
 - (a) thirty years old.
 - (b) forty years old.
 - (c) sixty years old.
 - (d) over seventy years old.
4. Jainism became famous...
 - (a) when it first began.
 - (b) when a king became a follower of it.
 - (c) fifty years after it began.
 - (d) when the first great teacher died.
5. One important difference between the two kinds of Jainism was...
 - (a) they followed different gods.
 - (b) one group did not wear clothes.
 - (c) one group did not eat plants or meat.
 - (d) they ate in different ways.
6. For the followers of Jainism, everything in the world...
 - (a) is alive.
 - (b) is bad.
 - (c) lives only once.
 - (d) can hear and feel.
7. A follower of Jainism can become free from his body if...
 - (a) he does good things.
 - (b) he believes in God.
 - (c) he always prays to God.
 - (d) he kills smaller things.
8. A true follower of Jainism does not run because...
 - (a) there is life on the ground.
 - (b) he always closes his eyes.
 - (c) he cannot think and run together.
 - (d) he must not use his body.
9. If a person does not do enough good things...
 - (a) he will die.
 - (b) he must leave the world.
 - (c) he will be born again and again.
 - (d) something will kill him.
10. The life of a bee is more important than the life of...
 - (a) a man.
 - (b) a snake.
 - (c) a cow.
 - (d) a plant.

Skimming

Often you have a lot to read but you do not have much time. In this case, speed is very important. In fact, you probably do not have to read everything carefully. You often do not need to remember all the information that is given. That is all the facts and ideas. You just need a basic or general idea of what the passage is about. **Skimming** is reading very quickly and jumping or moving your eyes from section to section, not reading everything but still managing to get the main idea or 'gist' of the piece of writing.

Things you often skim

- ✓ articles in newspapers and magazines
- ✓ parts of library books (to see if they are useful to you)
- ✓ the back of a graded reader (to see if you might enjoy reading it or not)

Skimming for point of view

If you know what the writer's point of view is (*what the writer feels or thinks about something*), then it can help you to read more quickly. Skimming is useful for this. You don't need to read everything. Skim your eyes across the following lines and try to pick out the most important phrases and words. Then put a check mark (✓) in the boxes below. Choose if you think the writer is **for** (*thinks is a good idea*) or **against** (*thinks is a bad idea*) the topic.

1. Cats make good pets for three reasons. First, they are very independent. You don't need to take them for walks as they can go outside by themselves. Second, they are fairly economical. Cat food is relatively cheap, and you can make them simple toys to play with that don't cost much money. For example, a piece of string with a small stick tied to it will provide hours of fun for your pet. Finally, they are quiet. Unlike dogs they don't bark. Therefore, they won't annoy your neighbors. In short, cats make fine pets because they are independent, economical and not very noisy.

Is the writer for or against cats as pets?

For	<input type="checkbox"/>	Against	<input type="checkbox"/>
-----	--------------------------	---------	--------------------------

2. Tokyo is the perfect place to live. First of all, it is a place that never sleeps. You can always find somewhere open or something to do 24 hours a day. Also, it is great for shopping. You can find everything you need from outlandishly (very) expensive to very cheap. Finally, in Tokyo there is a huge variety of restaurants, many of which are excellent. In short, if you like going out, shopping and fine food then Tokyo is a great place to live.

Is the writer for or against Tokyo as a good place to live?

For	<input type="checkbox"/>	Against	<input type="checkbox"/>
-----	--------------------------	---------	--------------------------

3. Birds shouldn't be kept as pets. Go into your bathroom and shut the door. This is about the average amount of space that a bird has in its cage. Imagine how you would feel being locked up in your bathroom all the time. Birds are meant to fly free. In short, keeping them as a pet is just plain cruel (unkind).

Is the writer for or against keeping birds as pets?

For	<input type="checkbox"/>	Against	<input type="checkbox"/>
-----	--------------------------	---------	--------------------------

Skimming for Ideas

If you want to read faster it isn't always necessary to read the whole article to get the main idea.

- 1) Read the first couple of sentences at your normal speed so that you can find out what the writer is writing about and what he/she feels or thinks about it.
- 2) Then jump to the next paragraph. Read the first line then skim your eyes across the rest of the paragraph picking out the most important words. You don't need to know everything.
- 3) Then jump to the next paragraph and do the same. Try to find the key words or phrases, which will give you the general idea.
- 4) **Remember** that basically you just need to get a general idea of the writer's thoughts. Understanding between 60 and 70 per cent of the passage will give you the gist or the general idea of what the article is about. You **don't need** to read it all.
- 5) Usually the first and last lines of a paragraph are the most important as they tell you what the writer is going to write about, and what he/she thinks or feels about it.

Read the parts of the paragraph, which are shown below and then answer the questions.

(You have 45 seconds)

Meiji Gakuin is the best university for me for several reasons. First of all, it is located in the perfect place, Yokohama, great shopping eating out campus large spacious trees everywhere. Secondly, I really wanted to learn English and this university famous..... qualityEnglish lessons.....number of students..... .class.....smallmany native English speakers. Finally,.....near.....my house.....ten minutes away by train same line don't change trains train regular one every ten minutes In, short, Meiji Gakuin is the perfect place for me to study English.

Ask your partner one of the questions below. Then get them to ask you the other.

- 1) Is the writer **for** or **against** going to Meiji Gakuin?
- 2) What three reasons does the writer give for choosing Meiji Gakuin?

Now Read the Complete Paragraph

Meiji Gakuin is the best university for me for several reasons. First of all, it is located in the perfect place, near Yokohama, which is great for shopping and eating out. Moreover, the campus itself is large and spacious with many trees everywhere. Secondly, I really wanted to learn English and this university is famous for the quality of its English lessons. In addition, the number of students in each class is small, and there are many native English speakers for the students to practice with. Finally, it is fairly near to my house. I live in Fujisawa, which is only ten minutes away by train. Also, it is on the same train line as Meiji Gakuin University, so I don't have to change trains, and the train is regular with one leaving every ten minutes or less. In short, Meiji Gakuin University is the perfect place for me to study English.

As you can see, you really don't have to read everything to get the general idea of a passage or story. It just takes practice. The most important words to pick out are usually the verbs, nouns and adjectives. Each week, as you do the speed reading exercise, try to use these skills. You will notice that you will gradually begin to read faster and understand more.

Homework

Skimming

The British Melting Pot

Skim read as quickly as you can (no more than five minutes) and then answer the questions below. Once you have read it DON'T look back. After you have written your answers you can then read the article again to check if you were correct or not.

Nearly 7,000 years ago, the area that is now known as Britain was occupied by groups of travelling hunters, who lived off the animals they could catch and the food they could find. Then, about 6,000 years ago, other races started to join these Stone Age hunters, small people who were rarely more than 167cms in height, who came across the sea in small boats made from animal skins. They brought with them a new way of life. They started to make clearings in the forest, raise animals and plant crops. Then around 4,000 years ago came the Beaker Folk. These people, who perhaps originally came from Spain, settled quite peacefully with their neighbors. However, although many new settlers had arrived, at this time, the population of Britain still remained very small with people living there in small groups far apart from each other.

Then, and no one knows why, in about 1600 BC (3600 years ago) thousands more people arrived. The population rose to an estimated one million by 1500 BC when still more people came. Diverse as the people on the island already were, they became even more varied when in about 800 BC the Celts started to arrive. They were taller and fairer than the people who had come before and were great farmers. It seems that although there were small fights between the many different races, for the most part people lived in peace with each other and marriage between different tribes was common. Therefore, today no British person can really say with truth that they are completely descended from Celtic stock. Britain was a melting pot indeed!

In 43AD the Romans came. The Britons fought fiercely against them but were just no match for the might of Rome. Perhaps one of the most famous stories of resistance was about Prasutagus' widow (*wife*), a tall red-haired warrior (*soldier*) queen called Boudicca. When Prasutagus died in 60 AD he left his property jointly to his two daughters and to Rome. Rome ignored his wishes and refused to accept Boudicca as Queen. She was whipped and her daughters raped. In revenge Boudicca raised an army and marched first on the Roman city of Colchester, killing every Roman in her path, and then on to Londinium (*London*). She took

both cities and completely destroyed them, burning them to the ground. Unfortunately, as brave as she was, Boudicca could not fight against the strength of the whole Roman Empire, and in the end she drank poison rather than be taken alive. However, she probably still remains, even today, as one of the three most famous English queens along with Elizabeth 1st and Queen Victoria.

After her death, London was rebuilt and by 400 AD perhaps housed as many as 60,000 people. Other cities were being built as well, and many people started to move to them from the countryside. At this time, many people learnt to read and write, but while Latin became the official language most poor people still spoke Celtic, although many Latin words were added to it. It was an age of great learning and trade between many other countries. However, peace came at a price. The tribes (*groups of people*) who continued to resist (*fight back*) against the Romans were pushed back out of England into Scotland, Ireland and Wales. A great wall was built between England and Scotland to keep anyone who refused to accept the Romans out. It was over 73 miles long, and it still remains today as the most impressive Roman landmark in the country.

In the 4th century, as Rome itself began to come under attack, more and more Roman soldiers were called back to Rome. With fewer Roman soldiers in England the tribesmen started to win, and first in 368 and then again in 383 the rebels (*fighters*) broke through the wall and killed the Romans defending it. Then suddenly in the middle of the fifth century Rome's protection was at an end. The Romans left and the islanders were left unprotected against the wave of men who started to invade. The melting pot continued for the next six hundred years as more and more tribes invaded. This lasted until 1066 when England was conquered (*taken*) for the last time.

This might have been the last time England was invaded, but it was by no means the end of Britain as the melting pot of the world. After this time, many more different nationalities and races came to Britain, especially from the 18th century onwards. They came for many different reasons such as economic, political or religious, and made Britain their new home. Now Britain is made up of many different races that practice a variety of religions and come from all over the world. So many in fact, that one sometimes wonders what is it exactly that makes a person British?

(655 words)

1. What is this article about? _____

2. What kind of article is it? (fiction, fantasy etc.) _____
3. Are modern British people descended (*come*) from one group of people? _____
4. Name one group of people that the British are descended from. _____
5. What did the Celts look like? _____
6. What is still an important Roman landmark? _____
7. Why did the Romans build it? _____
8. Name one of the cities that Queen Boudicca burned down. _____
9. When did the Romans leave England? _____
10. Why do people move to Britain today? _____

To welcome the academic year, we will have special deals on our full range of computers from September 1st through 15th. And what's more, we are offering free delivery on our bestselling laptops listed below.

Praxa XA300-S

The popular Praxa XA300-S is perfect for those who like to work and study on the go. Measuring just 10.1", you can take it anywhere, and its eight-hour battery life makes this laptop extra portable. Two-year manufacturer's warranty. \$592

Praxa R97-L

The large screen is ideal for reading and producing documents. Comes fitted with the latest FRK processor for excellent performance. Connects to the Internet quickly. \$750

LeKluxZD29

The ZD29 is our bestselling model in the LeKlux range. It features a special graphics card that enhances your satisfaction like never before when playing games. Suitable for both work and play! \$699

Ace 1000

New Japanese manufacturer Ace is gaining critical acclaim among computer users thanks to the 1000 model. This model features the Ace matte screen, which makes it easier to use in sunlight. Perfect for studying in the park! \$710

Unless stated otherwise, one-year warranties are included on all computers.

To: Customer Service <customerservice@thomsonsc computing.com>
From: Charlie Burson <cburson@anbe-mail.com>
Date: September 12, 14:29:06
Re: Order number 81431717B

Dear Sir / Madam:

I recently ordered a laptop from you, which I received yesterday (September 11). Although your "back to school" advertisement says that all delivery is free during the promotional period, I paid \$10 for the delivery. Since I placed an order on the second day of the promotion, I assume that this charge has been applied to my order by mistake.

Also, I did not receive the two-year warranty certificate. I have searched through the box and user's manual, but I can't find it anywhere. I would greatly appreciate if you could send me the certificate as soon as possible.

Thanks in advance for your assistance in these matters.

Charlie Burson

1. What is being advertised?
(A) A special offer
(B) A computer course
(C) A college program
(D) A welcome party
2. What is the advantage of the Praxa
(A) It has a large screen.
(B) It is affordable.
(C) It has a long-lasting battery.
(D) It connects to the Internet very quickly.
3. Which product did Mr. Burson most likely buy?
(A) Praxa XA300-S
(B) Praxa R97-L
(C) LeKlux Z029
(D) Ace 1000
4. When did Mr. Burson place his order?
(A) September 1
(B) September 2
(C) September 12
(D) September 15

5. What does Mr. Burson want?
- (A) Cancellation of the order
 - (B) Warranty certification
 - (C) A receipt
 - (D) A replacement product

Unit 17: Skimming & Scanning

Speed Reading 14: The Inuit

Inuit look like Chinese people. Their hair is black and straight. Their skin is the same color. They live in the north of America, in Siberia and in Greenland. They live in a land of ice, a land without trees. Winter is always very cold and long, and summer is short. They live near the sea because most of their food comes from there. They do not grow things. The weather is too cold. They eat fish and meat. Sometimes the food is boiled. Often it is not cooked at all. The men look for food. The women watch the children, make clothes and cook. Their houses are very interesting. In the winter, they live in houses of earth and stones with an earth roof, or they make a house of snow. Their snow houses are round and are not very high. You can only stand up in the middle of the house. The windows are made of ice. Inuit can build this house very quickly. When they travel, they often make a new house every night. A house like this is not cold. There is a lamp inside it and this warms it. The snow does not become water, because it is very cold outside. The beds and tables are also made of snow. The door of the snow house is very small; the warm air inside cannot go out easily and the cold air cannot come in. The lamp is important. It does three things: It warms the house, it gives light, and it cooks the food. Inside the house, the Inuit still wear warm clothes. The clothes of men and women are usually the same. They are thick and warm.

Before they met the white men, the Inuit's knives and other things were made from stone or parts of animals. Now they use guns and knives. Because they catch animals, they travel a lot. They are helped by dogs. Inuit also use boats. The boats are not heavy and are easily carried. They can move very fast through the water. Small boats are used to catch animals and fish. Bigger boats are used when the family travels. Most Inuit do not live in big villages. Often only a few families live together. They look for food together. They do not fight with each other and do not steal. They do not hit their children at all. The boys grow up quickly and go with their fathers and look for food. The girls stay at home and help their mothers.

Some Inuit live in big villages or near big towns. Because of this, their way of life is different from the other Inuit. They can read and write. In Greenland some of the newspapers and some books are in the Inuit language. They use almost the same writing as the English language. The Inuit language is not easy to learn. It uses very long words. These words have many parts. About fifty thousand people speak the Inuit language. The languages of all the Inuit are almost the same.

The life of the Inuit is hard but they are strong and patient. Their food does not come to them. They are clever at catching animals. Although their life is hard, very few Inuit want to change it. They are happy.

(550 words)

Write your time in the box and then answer the questions on the next page. Once you start answering the questions DO NOT look back at this page.

QUESTIONS: The Inuit

1. There are Inuit in...
 - (a) South America.
 - (b) Holland.
 - (c) Greenland.
 - (d) China.
2. Inuit live in...
 - (a) hot places.
 - (b) warm places.
 - (c) cool places.
 - (d) cold places.
3. Inuit sometimes make their houses of...
 - (a) snow.
 - (b) ice.
 - (c) branches.
 - (d) wood.
4. Their houses are warm because...
 - (a) the weather is warm.
 - (b) they have a lamp inside.
 - (c) the walls are warm.
 - (d) they have windows.
5. Inuit men and women wear...
 - (a) cool clothes.
 - (b) thin clothes.
 - (c) thick clothes.
 - (d) different clothes.
6. Most Inuit cook their food with...
 - (a) a fire.
 - (b) a stove.
 - (c) a lamp.
 - (d) electricity.
7. When Inuit travel, they use...
 - (a) dogs.
 - (b) horses.
 - (c) cows.
 - (d) sheep.
8. Most Inuit live...
 - (a) in cities.
 - (b) in small groups.
 - (c) in big villages.
 - (d) alone.
9. Inuit speak...
 - (a) English.
 - (b) Dutch.
 - (c) their own language.
 - (d) Chinese.
10. Inuit get their food by...
 - (a) catching animals.
 - (b) growing vegetables.
 - (c) selling things.
 - (d) collecting plants.

Skimming and Scanning

Exercise 1

Please skim the following reviews of different Japanese cities, and then choose which city you would most like to visit and why. Write your choice at the bottom of the page and discuss your choice with a partner.

Osaka

This is Japan's third largest city, and is a fine mixture of old and new Japan. The food and nightlife are amazing and this has led to a famous Japanese saying "*Kyoto kidaore; Osaka kuidaore*" which implies that while Kyotoites will go bankrupt from buying too many kimonos, Osakans will go bankrupt from eating out too much. Apart from the nightlife, Osaka also has many other attractions such as Osaka Castle and the recent addition of Universal Studios. Therefore, it can cater for every taste, either historical or fun.

Kobe

Kobe is famous for its beef, which is the most expensive in the world and is absolutely delicious. Apart from the food, this city is famous for having a lively and exciting nightlife scene, which is well worth experiencing. If you prefer something more cultural, then other places of interest include Kobe City Museum, Meriken Park and the Kobe Maritime Museum. Just behind Shin-Kobe station, the Nunobiki Falls can be reached by cable car and the view from this spot is amazing.

Kyoto

Founded in 794 as Heian-kyo (capital of peace and tranquility), the city is surrounded on three sides by mountains, and it is divided in two by a river flowing from north to south. Beautiful old side streets with their shops and townhouses, temples, gardens, geisha girls and *kyo-ryori* (seasonal food) make this old capital city essential visiting if you want to see the 'real' old side of Japan.

Hiroshima

For the worst of reasons, Hiroshima needs no introduction. Each year, millions of visitors go to the city to remember something that just shouldn't have happened. However, there is much, much more to the city than just a war memorial. The city is modern and beautiful, with friendly people and wonderful food. If you have time you can visit Miyajima Island, just a daytrip away, with its beautiful forests and tame deer.

Nikko

Over 1,200 years ago, the Buddhist priest Shodo Shonin founded the first temple at Nikko. Not only are the temples beautiful, but so also are Nikko's Botanical Gardens, which have over 3,000 different kinds of plants from around the world in them. The wild monkeys are cute, but beware, as they sometimes run off with your belongings, especially shiny wallets and sunglasses!

Please write the name of the city you wish to visit below. Then discuss your choice with a partner.

City name? _____

Why?

Mini Break (short trip) Travel Agencies

Exercise 2

In this exercise you need to use both your skimming and scanning skills. First scan the travel agents to find the city you wish to visit then skim the details below it. After reading all the choices available choose which 'mini break' you prefer and then circle your choice. Try to do it as quickly as possible.

1. Japan Net Travel

Mini Breaks

Kyoto

Two nights in a three-star hotel, which is located just minutes from the city center. Train fare is included, as is a full day sightseeing tour of the main temples.

35,000 yen.

Hiroshima

Three nights at a five-star hotel, which is located just outside the city, a ten-minute bus ride away. The hotel has three restaurants, a fitness club, as well as Internet access in every room.

60,000 yen.

Nikko

Stay one night at beautiful Nikko in a five-star hotel complete with swimming pool, fitness club and four five-star restaurants.

40,000 yen.

Osaka

Three nights at a hotel, which is located right next to Universal Studios. A basic three-star hotel, but breakfast is included, as is the entrance to the theme park for one day.

45,000 yen.

2. Japan Domestic Travel

Mini Breaks

Osaka

Two nights at a wonderful five-star hotel. Indoor swimming pool, fitness club, spa and business center. 60,000 yen.

Kyoto

Stay two nights at a traditional Japanese *ryokan* (inn). Sleep on futons with a breathtaking view of a Japanese garden. Breakfast and evening meal is included. 80,000 yen.

Kyoto

Stay four nights at this cheap but well run and friendly small business hotel. Breakfast is included, as is a full daytrip city tour of local temples with an evening of entertainment at a fashionable restaurant in Eastern Gion.

45,000 yen.

Nippon Domestic Breaks

Mini Breaks

Nikko

Stay two nights in a traditional Japanese *ryokan* (inn). As it is located right next to Nikko Botanical gardens, the views from the room are wonderful. Japanese breakfast and evening meal is included in the price.

75,000 yen

Hiroshima

Two nights at a busy central hotel located right next to The Peace Park. This is a good three-star hotel and includes a business center with Internet access. There isn't a restaurant, but room service is available.

25,000 yen

Kobe

Spend three days relaxing at this beautiful five-star hotel. Massage service, fitness club and health spa make this the perfect place to 'get away' to. As well as being located right in the center of the city, its restaurant/club is famous for hosting some of the most famous jazz players in the world.

75,000 yen.

Kobe

Stay two nights at this small but comfortable central three-star hotel. Breakfast is included, and the hotel has two very good restaurants, a traditional Japanese one and an excellent Mexican one.

35,000 yen.

Osaka

Stay two nights right inside Universal Studios at this magical hotel built in the shape of a fairytale castle. Each room has a four-poster bed and possibly ghosts!!! The rooms are decorated in 16th century British style and will provide you with the holiday of a lifetime. As the hotel is located inside the park all rides are included free during your three-day stay. A trip never to be forgotten! 80,000 yen.

Exercise 3

Skim the article to get the general idea. Remember you only need read a few sentences and words. You have 3 minutes. When you have finished ask your partner the questions on the next page. You cannot look back. Take it in turns to answer the questions. Do you both agree with each other?

Henry VIII

King Henry VIII of England wasn't a particularly good king. What he is very famous for however, is the fact that he had six wives. He wasn't born to be king and was very jealous of his older brother Arthur. He wanted everything his brother had. Therefore, when Arthur died he got a special dispensation (*letter*) from the Pope, which allowed him to marry his brother's widow (*wife*), Catherine of Aragon.

Catherine came from Spanish royalty, and although she was seven years older than Henry, she was highly educated and talented. This meant that at first Henry adored her, and for a long time their marriage was very happy. However, as she became older and past her childbearing years Henry began to grow tired of her. He desperately (*really*) wanted a son and heir, but with Catherine he only had one daughter, Mary. He became obsessively (*very*) worried about the biblical text "And, if a man shall take his brother's wife, it is an unclean thing... They shall be childless." As a result of this, he started to look for ways to gain a divorce from her. The main problem that stopped him from being able to do this easily was that she came from a powerful family. Her nephew, the Emperor Charles V, held a large amount of power over the Pope (*the head of the Catholic church, and the only person who could allow divorces at that time*). Then suddenly Henry fell in love with one of the Queen's ladies, the sensual Anne Boleyn, and the need for a divorce grew more urgent (*stronger*).

For many years Henry tried to gain a divorce from the Pope, but with no results. Then in 1532, Anne became pregnant. Henry divorced Catherine, married Anne and decreed (*said*) that the Pope was no longer the head of the English church. That in fact the King of England was. He then changed the religion of England from Catholic, which was under the control of the Pope, to Protestant. As the new head of the church he could hence give himself a divorce.

Unfortunately for Anne, she gave birth to a girl. Henry had changed the religion of a country for another daughter. Ironically though, while Henry was bitterly disappointed (*unhappy*), this daughter, Elizabeth, was to become one of the most powerful rulers England has ever known. Poor Anne was now under extreme pressure to produce a boy. She lost (*they died*) her next two children, and Henry, beginning to become tired of her, started thinking of ways to get rid of her. She had no powerful family to protect her and in 1536 Henry had her beheaded (*cut off her head*).

His third wife, Jane Seymour, gave him his long awaited son and heir, but unfortunately she died in childbirth (*giving birth*). Henry then married his fourth wife, a woman named Anne of Cleves, whom he had never seen. She came from Germany and was hardly educated at all. Henry took one look at her and decided she was too plain, and so he annulled (*cancelled*) the marriage. Anne of Cleves was perhaps his luckiest wife. He gave her an allowance (*yearly money*), a couple of fine houses and then left her in peace.

His fifth wife, Catherine Howard was very young and beautiful. In fact, she was a cousin of his second wife, Anne. Unfortunately for her, like her cousin, she met the same fate (*ending*). Henry was extremely jealous of men looking at her as she was young and lovely and he wasn't aging very well. He had put on a huge amount of weight and had a very smelly infected ulcer (*sore*) on one of his legs. He accused her of being unfaithful (*seeing other men*), and he had her beheaded too.

His sixth and last wife was also called Catherine, Catherine Parr. She had been married twice before to two much older men. She was a good woman and nursed Henry when his leg was in pain. She also discussed religious issues with him. Her position was not safe though and several times Henry thought about getting rid of her. Luckily for her, Henry died in 1547.

So famous is Henry for his six poor wives that a poem was written about it to help school children remember what happened to each one of them. "Divorced, beheaded, died. Divorced, beheaded, survived." Lucky Catherine Parr!

1. Who was Henry?
2. How many wives did he have?
3. What happened to them?
4. What is the name of his most famous daughter?

Exercise 4: Believe It or Not

Skim the newspaper headings below and choose which story you want to read. Once you have chosen one check with your partner that you have not chosen the same article (if you have, please choose a different one). Then skim the article, and tell your partner what the general idea or gist of the story is.

Elephant Escapes from Zoo

A 65 year-old woman, Margery Brown from Eltham, South-East London, got a big surprise when she looked out of her window into her garden and saw Rosie, an African elephant, calmly eating the vegetables she was growing there. She called the police, who called the zoo and found out that clever Rosie had unlocked her cage and decided to go for a walk. Margery said she had quite a shock when she opened her curtains, but that she soon calmed down. She said she had been meaning to go to the zoo to see the elephants but as a pensioner didn't have much money. She said she was glad that Rosie decided to pay her a visit as it was like the zoo coming to her. The zoo's owners have since given Margery a lifetime pass to visit Rosie whenever she wants.

Harry Potter World to Open in Japan

A new adventure park is going to be built in Chiba, just outside of Tokyo. It is going to be twice as big as other amusement parks in the area. Customers can take the special Hogwarts express train from platform nine and a half at Tokyo Station. The park will have many rides including a broomstick roller coaster ride, which lasts for ten minutes. A day pass to Harry Potter world is expected to cost 3,600yen per person. When asked why they had chosen Japan as the site of their latest park, the sponsors replied it was because according to their research, the Japanese love amusement parks more than any other nationality. Therefore, it is certain that they will make a large profit by opening it there.

Brad Pitt Getting Married to Woman he Met Only a Week Ago in Tokyo

Brad Pitt explained to reporters that he has fallen in love for the first and last time. He says that this time it is for real and forever. "It was love at first sight," he said. "I always thought I was in love before, but it never felt like this. I saw her, and well I just knew that she was the one." Who is this lucky lady, and how did they meet? He was walking down the street in Omotesando, an expensive and fashionable area in Tokyo, when he saw a woman looking in a shop window. "It was like I was struck by lightning" he said. "I knew I just had to talk to her." They spoke and arranged to go on a date, and he proposed that night. The lucky lady is Ms. Jane Smith, a university lecturer at a junior college in Tokyo. "I just decided to go shopping during my lunch break," she said "I never expected anything like this to happen. It is just wonderful." The couple plan to get married early next year.

The First Female Japanese Prime Minister

Kumiko Suzuki, 48, has been named the first female Japanese Prime Minister. Suzuki, who grew up in Saitama and graduated from Tokyo University with a degree in International Relations, is said to be delighted. "It came as a complete surprise," she said. "I just never expected to have a chance." Suzuki is married and has three children, Kentaro, 21, Mariko, 18 and Mana, 15. When asked what changes she planned to make, she answered that she is going to work on policies, which will encourage equal opportunities for women in the workplace.

Homework

Reading Comprehension: Friendship

¶1 There is a story about two men who were officers in the Roman army a long time ago. Their names were Flavius and Augustus. They grew up together and shared many adventures. As soldiers, they fought bravely side by side and trusted each other completely.

¶2 One day when they were far from their homeland, Flavius was accused of doing something wrong. He was accused of being disloyal to the Emperor. He was taken before the leading officer to be judged. The leading officer knew Augustus and Flavius, and he respected both young men for their bravery and honesty. He was surprised at the accusations. He suspected that Flavius had done nothing wrong. However, the accusations were strong, and the leading officer had to obey the law. Therefore, he sentenced Flavius to death.

¶3 Flavius asked for some time to go home to say “Good bye” to his family. The leading officer considered the request and answered, “If I let you go, how do I know that you will come back?” Then Augustus spoke “I will take his place until he returns.” The leading officer looked at Augustus for a long time before he asked him slowly “If Flavius does not come back, will you take his place in death as well?” Augustus replied, “Yes, I will, but I know Flavius will come back.”

¶4 Hearing this, the leading officer gave Flavius three days hours to make his journey. He reminded Flavius that if he did not return by sunrise of the fourth day, Augustus would be killed in his place. Both Flavius and Augustus knew the journey was long, and the time allowed to complete it was short, so Flavius set off as quickly as he could while Augustus was taken to a prison cell.

¶5 Flavius was now a criminal who could own nothing and was not even allowed to ride a horse. He had to run the long distance to his home. The way was not easy. It was long and hard. During the day it was hot, but at night it was suddenly very cold. Flavius ran and ran. Sometimes he stumbled, and sometimes he fell, but he picked himself up and ran on. On the evening of the second day he arrived at the gate of his house. There was only a little time for him to tell his wife what had happened, and that he loved her as he held her tightly. Then, he kissed his sleeping son and turned to run back the way he had come.

¶6 The journey back was even harder. Flavius’s body was tired, and his heart was heavy with sadness. As night came on the third day, it became difficult for him to stay awake. Half asleep, he suddenly realized he was running on the wrong road.

¶7 It took him a long time to find the right way again. Finally, after many long hours, in the distance he could just see the city where his friend was. When that last night was at its darkest and coldest, Flavius fell. He could not get up, and because he was so tired he fell asleep. Time did not stand still as he slept. When he awoke, the night was no longer so dark or so cold. Flavius was very worried that he might have caused his friend’s death. He ran towards the place where his friend was going to be killed.

¶8 At the same time that Flavius woke up from his sleep and started running again, the leading officer ordered Augustus to be taken out of his prison cell. Together the leading officer and Augustus walked to the place where Augustus was going to be killed. The leading officer asked him “What do you think of your friend now? He has left you to die in his place.” Augustus thought before he answered “If something has happened to stop Flavius from keeping his word to me, it must be stronger than life itself. I know he would never leave me to die. He is too good a friend for that.” The leading officer was impressed by what Augustus said but did not know how to reply. They walked on in silence.

¶9 Suddenly, a soldier began to shout and point. A man was coming towards them. It was Flavius. As he came closer, they could hear him calling out “Officer, if I am too late to stop you from killing my friend, then please take my life as well because it is worth nothing without him.” The leading officer looked at both men and said “If you are so loyal to each other, I cannot believe you are not loyal to your leader. I release you both from any punishment. You are free men.” **(801 words)**

Reading Comprehension Questions

1. The writer of this story wants to show that _____
 - a. friendship is stronger than the fear of death.
 - b. friendship can easily be forgotten in times of trouble.
 - c. friendship is not important.

2. The leading officer orders Flavius to be killed because _____
 - a. he doesn't like Flavius.
 - b. he thinks Flavius was loyal to the Emperor.
 - c. he doesn't have any choice.

3. *Hearing this*, in Paragraph Four *the leading officer... 'This' means:*
 - a. Augustus will take Flavius's place in prison.
 - b. Augustus will take Flavius's place in death.
 - c. Both a. and b.

4. Flavius is given _____ to travel to his family and say "Good bye".
 - a. 48 hours
 - b. 72 hours
 - c. 96 hours

5. Augustus agrees to take the place of Flavius because _____
 - a. he is paid money to do so.
 - b. he wants to help Flavius.
 - c. he is doing what the leading officer tells him to do.

6. Flavius _____ back to his family.
 - a. was taken
 - b. rode a horse
 - c. ran

7. The way to Flavius' house was _____
 - a. not long but hard.
 - b. long and hard.
 - c. long but easy.

8. Flavius _____
 - a. was able to tell his wife that he loved her.
 - b. was not able to tell his wife that he loved her.
 - c. was only able to hold his wife tightly.

9. On the way back, Flavius _____
 - a. stops running and lies down to sleep.
 - b. falls down asleep.
 - c. is too cold to keep running.

10. The leading officer makes _____
 - a. Augustus a free man.
 - b. Flavius a free man.
 - c. Flavius and Augustus both free men.

Exercise 1

ALPHA SOFTWARE DEVELOPMENT

The following agreement is made between Alpha Software Development (hereinafter the Employer) and the undersigned party (hereinafter the Employee) who agrees to the following.

1. Based on the Employee's employment by the Employer, the Employee may acquire information that is confidential to and the exclusive property of the Employer, including, without limitation, personal details, methods and processes, source codes and current and potential business clients of the Employer. The Employee will not disclose such information during and after the period of employment.
2. During his / her period of employment with the Employer, and for three (3) years subsequent to the termination of the contract, the Employee will not, whether directly or indirectly, assist another employee or contractor of the Employer in terminating their employment with the Employer.
3. All patents and intellectual properties invented by the Employee during the employment will be the property of Alpha Software Development.

I have read and understood this agreement.

Signed: *Robert Kiyoshi*

Title: Assistant Software Manager

Date: *August 5*

1. What is the purpose of this document?
(A) To make an offer of a contract
(B) To agree on pension plans
(C) To terminate a period of employment
(D) To detail an agreement
2. What is NOT described as a confidential issue?
(A) Personal information
(B) Future business contacts
(C) Patents and intellectual property rights
(D) Methods and processes
3. According to the document, what should Mr. Kiyoshi NOT do?
(A) Help other employees leave the company
(B) Take sick leave
(C) Produce patents
(D) Sign the agreement
4. The word "exclusive" in paragraph 2, is closest in meaning to
(A) limited
(B) sole
(C) lonely
(D) elitist

Exercise 2

1. If you want to apply for any of the available positions, please ___ a résumé.
(A) send
(B) sends
(C) sending
(D) sent
2. We gave the product special features ___ distinguish it from competitor products.
(A) because of
(B) rather than
(C) in order to
(D) as opposed to
3. It's the same woman ___ gave a lecture at last year's conference.
(A) who
(B) which
(C) what
(D) how
4. I'm going to be unavailable ___ meetings for at least the next week while I set up the new project.
(A) for
(B) to
(C) with
(D) of

5. Before we get started, our recently appointed Sales Director, John Cho, would like to introduce ____
(A) he
(B) himself
(C) him
(D) his
6. The new office furniture looks very nice ____ it's costing a lot of money.
(A) but
(B) however
(C) whereas
(D) provided that
7. ____ the economy grow, the politicians suggested the construction of new roads and affordable housing.
(A) Make
(B) To make
(C) Being made
(D) Have made
8. There were ____ increases in production costs across all our models.
(A) basic
(B) significant
(C) crucial
(D) fair
9. As agreed last year, Seiko ____ some of the key elements for our new watch.
(A) will supply
(B) was supplied
(C) having supplied
(D) had been supplied
10. We could save time by using other people, who could do the work ____
(A) quick
(B) quicker
(C) most quick
(D) more quickly

Unit 18: Skimming for Topic and Main Idea?

Speed Reading 15: Life in the Pacific Islands

There are many groups of islands in the middle of the Pacific Ocean. They are called the Pacific Islands. These islands are always warm and the weather is the same for most of the year. Between the months of April and November there is less rain and some cool wind but the weather is still warm. The people of the Pacific Islands have brown skin and thick black hair. They are usually tall and strong. They came from Asia a long time ago. A few of the words in their different languages are the same as words in some Asian languages. In the following story we can see a village from morning until evening. Life is still like this in many of the Pacific Islands.

The life of the day begins when the sun comes up. The shouts of the young men are heard from among the trees. They shout to one another as they go quickly to their work. As the sun begins to shine on the soft brown roofs and the tall thin trees, lovers come home. Birds call. The noise of the sea is mixed with the noise of the village. Babies cry. Little children roll out of their beds and walk slowly down to the sea to wash their faces. Boys, going fishing, get their things and go to find their friends. The whole village opens its eyes and goes towards the sea.

From the other end of the village comes a long loud cry. During the night someone's friend in another village died. Women, carrying babies, stop to ask the name of the dead person. Men get ready to catch fish together and through the village comes a noise. It calls the young men together. They come from all parts of the village. They go with their digging sticks to work in the village garden. The other men go to do their work by themselves. Little children are too hungry to wait for the first meal of the day. They eat pieces of cold food. Women carry washing to the sea or the river at the far end of the village. The older girls go fishing or make cloth.

In the houses, the wives and the mothers with young babies sit and talk to each other. Old men sit by themselves. They roll leaves to make rope. They talk quietly to themselves. Some families are already hard at work. They are cooking today. The food is brought from the gardens. Children are running backwards and forwards, carrying sea water. They get leaves to put in the food before it is cooked.

It is twelve o'clock. The ground burns the feet of the little children and they run into the house. Some women carry big leaves to keep the sun away from their faces. Everything is quiet. The sun slowly moves towards the sea. Someone shouts 'a boat.' The men bring their boats out of the sea on to the land. They are very tired because the day was hot. The fish are put on the floor, or put in front of the houses until the women pour water on them. Men come home from the garden. They shout as they come. They go together to a big house to drink. The day is almost finished.

(550 words)

Write your time in the box and then answer the questions on the next page. Once you start answering the questions DO NOT look back at this page.

QUESTIONS: Life in the Pacific Islands

1. Thousands of years ago, people came to the Pacific Islands from...
 - (a) South America.
 - (b) Asia.
 - (c) Australia.
 - (d) Europe.
2. In the Pacific Islands the weather is...
 - (a) very hot.
 - (b) warm.
 - (c) cold.
 - (d) sometimes warm and sometimes cold.
3. The people of the Pacific Islands speak...
 - (a) the same language.
 - (b) two different languages.
 - (c) different languages.
 - (d) the English language.
4. The people of the Pacific Islands are...
 - (a) white.
 - (b) black.
 - (c) yellow.
 - (d) brown.
5. Lovers come home...
 - (a) when the night begins.
 - (b) in the middle of the night.
 - (c) before the sun comes up.
 - (d) after the sun comes up.
6. When the sun rises, a Pacific Island village is...
 - (a) very noisy.
 - (b) still sleeping.
 - (c) full of people working.
 - (d) very quiet.
7. The people wash themselves in...
 - (a) the river.
 - (b) the pot of water near their house.
 - (c) the sea.
 - (d) the bathroom.
8. When the sun comes up, the young men go...
 - (a) back to sleep.
 - (b) to play in the trees.
 - (c) to work in the garden.
 - (d) to make cloth.
9. At midday the village is quiet because...
 - (a) there is no one there.
 - (b) the children are swimming.
 - (c) the sun is very hot.
 - (d) the women are outside.
10. The fishermen come home...
 - (a) at midday.
 - (b) in the morning.
 - (c) when the sun goes down.
 - (d) when the children call them.

Looking for the Topic and the Main Idea

A **topic** is a word or phrase that tells the reader what the book or reading passage is about. If you saw a friend of yours reading a book you might ask them what it was about. You do not want to know the whole story, but rather you just want to know the **topic** and the **main idea**. For example, they might say, "It's about a love story between two people who can never be together." The **topic** is that it is a love story, while the **main idea** gives you more information about the topic. That is, the **main idea** tells you what kind of love story it is, which in this case tells you that it is a story about forbidden love. Knowing the topic and the main idea is the key to understanding what you read. A good reader always asks, "What is the **topic**? What is this about?" In this course you will be taught to learn to always look for the **topic** as soon as you start reading something.

Exercise 1: Pair work

1. Think of a movie.
2. Don't tell your partner the title of it, but instead tell them the main idea of the story in just a few sentences. When your partner guesses the correct movie change roles and let them think of one. Do this three times.

For Example:

Person A: It is a tragic love story between a poor man and a rich woman on a ship that sinks.

Person B: I know it, I know it. It's the Titanic.

Person A: Yes, that's right. Now you do one.

Finding the Correct Topic

Many words can be grouped together under one heading or topic. **For example:**

Pets

Cats, Dogs, Rabbits, Hamsters,
Mice, Ferrets, Goldfish, Parrots

All the living things in the oval above are often kept as pets. This is the best topic to describe them. While some of them can live in the wild the one thing they all have in common is that they are often kept as pets. Therefore, Pets is the best topic for them.

Exercise 2

One word in the group of words below is the topic for all the other words. Find it and write it in the box below.

1.	Monday	Friday	Sunday	days of the week	Thursday	Tuesday
----	--------	--------	--------	------------------	----------	---------

2.	England	Ireland	European countries	Spain	Germany	Austria
----	---------	---------	--------------------	-------	---------	---------

3.	lions	tigers	leopards	panthers	big cats	jaguars
----	-------	--------	----------	----------	----------	---------

Exercise 2

Decide what the topic is for each group of words. Please write your answers in the boxes below.

1.	sunny	cloudy	rainy	fine	humid	snow
----	-------	--------	-------	------	-------	------

2.	ear-rings	necklaces	rings	bracelets	anklets	toe-rings
----	-----------	-----------	-------	-----------	---------	-----------

3.	trains	buses	taxis	airplanes	subways	bicycles
----	--------	-------	-------	-----------	---------	----------

4.	televisions	CD players	mobile phones	computers	printers	DVD players
----	-------------	------------	---------------	-----------	----------	-------------

5.	carrots	potatoes	peas	cabbage	lettuce	spinach
----	---------	----------	------	---------	---------	---------

Exercise 3

What is the topic for these groups of words? Please write your answers in the boxes below.

1.	eyes	nose	chin	mouth	eyebrows	lips
----	------	------	------	-------	----------	------

2.	pencils	pens	eraser	pencil sharpener	ruler	white-out
----	---------	------	--------	------------------	-------	-----------

3.	turkey	chicken	duck	pheasant	goose	pigeon
----	--------	---------	------	----------	-------	--------

4.	Labrador	German Shepherd	Bulldog	Poodle	Irish Setter	Beagle
----	----------	-----------------	---------	--------	--------------	--------

5.	police officer	fire fighter	nurse	librarian	teacher	dustman
----	----------------	--------------	-------	-----------	---------	---------

Exercise 4

Write the topic for the groups of words below. Also, find a word that doesn't belong and cross it out.

1.	football	tennis	running	hockey	rugby	baseball
----	----------	--------	---------	--------	-------	----------

2.	table	chair	bed	sofa	ladder	desk
----	-------	-------	-----	------	--------	------

3.	interesting	lazy	friendly	kind	funny	cheerful
----	-------------	------	----------	------	-------	----------

4.	book	magazine	television	newspaper	menu	letter
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5.	ducks	seahorses	shellfish	dolphins	sharks	whales
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6.	oranges	tomatoes	bananas	strawberries	potatoes	grapes
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Reading Comprehension

Learning a Foreign Language

¶1 When learning a foreign language, it is necessary not to be shy and to ask when you do not understand something. If you do this, then many language misunderstandings will be avoided. However, in some countries, different cultural values can make it harder for the student to speak out and question the teacher. For example, in Japan, where people are taught not to stand out, and that it is rude to directly challenge someone, it is more difficult for students to check or clarify that their listening comprehension is correct. This can sometimes create difficulties. Usually these mistakes are not so important, and just cause a slight misunderstanding. Occasionally, however, they can create real problems.

¶2 A few years ago, a young English teacher started to teach a group of Japanese managers. He wanted to create a relaxed and friendly atmosphere, so that the students would feel more comfortable speaking out in English. Therefore, instead of using the more formal word 'gentlemen', he chose a more casual word, 'chaps'. The word 'chaps' is a British English word, which has the same meaning as 'guys' in American English. On the first morning of class, he entered the classroom and greeted the students enthusiastically with a cheerful 'Good morning chaps!' which was followed by complete silence. Throughout the lesson the students were quiet and unresponsive, and the teacher went away feeling terribly sad. The same thing happened for the next six weeks, but before each class he would continue to make an effort to remain positive. He would then walk into the classroom with another friendly 'Good-morning chaps!' However, as time went on, the students just became colder and less friendly towards him. He didn't have any idea about what he was doing wrong, and he didn't know how to make the situation better.

¶3 Eventually, after one particularly silent lesson, one of the younger students stayed behind after the class and asked him if he could speak to him for a second. Pleased that at last someone was actually talking to him, the teacher agreed. He said how happy he was that the student was trying to communicate with him. The student replied, “Well this is what I wanted to talk to you about actually. All of us really want to learn English and want to speak, but we find your way of speaking rather rude and racist. This makes it very difficult for us to want to speak to you.” The teacher was shocked, “But I try really hard to be friendly” he said. The student replied, “Well, you seem friendly enough, but we dislike the way you walk in every morning and say ‘Good morning ‘Japs!’ We all know that ‘Japs’ is a very bad word used for the Japanese, and we hate that you would insult us like this every morning. After calling us ‘Japs’, well honestly, it makes us not want to talk to you”. The teacher quickly explained the misunderstanding, and that he was actually saying ‘chaps’ and not ‘Japs’, but in this situation it was nearly too late. After six weeks, the students' bad impression of the teacher was already formed, and it was difficult for him to then get them to warm up enough towards him to ever speak freely and easily to him. The English lessons were wasted, and all because of a simple vocabulary misunderstanding.

¶4 This mistake could easily have been avoided if the students had only spoken up on the first day. However, due to cultural barriers, this was difficult for them to do, and so both the teacher and students misunderstood each other. Of course, this is a fairly extreme example. Yet there are two lessons to be learnt from this story for Japanese students who really want to improve their language skills. First, you should try to use your brain and think logically when something sounds strange. For example, if a student walks into the classroom after the lesson has started, and they hear the teacher say to them, “Did you get a plate?” Obviously this makes no sense. You must think about the context of the question, and then perhaps you can guess what the teacher is actually saying. Second, do not be afraid to ask the teacher what they really meant and explain your understanding of what you thought you had heard. Then when the teacher explains that they did not say “Did you get a plate?” But, in fact said, “Did you get up late?” you will both probably laugh at the funny mistake. In short, if you do this, not only will many language misunderstandings be avoided but also, a more relaxed atmosphere for studying English in will be created.

(787 words)

Reading Comprehension Questions

You can look back at the text to answer these questions.

1. When learning a foreign language it is necessary to...
 - a. be shy but ask when you don't understand something.
 - b. not be shy and to ask when you don't understand something.
 - c. not be shy, but not to ask when you don't understand something.
2. It is sometimes difficult for Japanese learners of English to improve their English because...
 - a. for Japanese it is difficult to listen to English.
 - b. in Japanese culture it is difficult to ask questions.
 - c. Japanese is too different from English.
3. Find a word in Paragraph One, which means ‘*be noticeable; be different from others*’. _____
4. The British English word ‘chaps’ means...
 - a. gentlemen
 - b. ladies and gentlemen
 - c. ladies

5. What does the word ‘*challenge*’ mean in Paragraph One?
-
6. How long did it take before the vocabulary misunderstanding between the British teacher and the Japanese students was cleared up?
- Six days
 - Six weeks
 - Six months
7. Why were the Japanese language students upset at their teacher?
- They thought he was being too friendly.
 - They couldn’t understand anything he said.
 - They thought he was being racist towards them.
8. What does the writer think will help create a better atmosphere for learning English?
- Learning to laugh at your mistakes.
 - Learning to laugh at your teacher.
 - Learning to laugh at your friends.
9. Find a word in Paragraph Four, which means “*something that prevents people from doing something.*” _____
10. In Paragraph Four what did the teacher really say to the student?
- Did you get up late?
 - Did you get a plate?
 - Did you get a mate?

Unit 19: Patterns of Organization Review

Speed Reading 16: Jayaprana

This is the story of Jayaprana. It happened in Bali many years ago. Jayaprana was a very clever young man. He could sing very well and was good at telling stories. One day, Jayaprana's parents became ill and died. Not long after, Jayaprana's brothers and sisters also died. Jayaprana was alone.

After Jayaprana's family died, the king asked Jayaprana to live with him. The king liked Jayaprana because Jayaprana was clever at singing and could tell many interesting and funny stories. The king liked to listen to Jayaprana.

One day the king said to Jayaprana, 'Jayaprana, you are a man now. You must find a wife. Every man must marry. It is not good if you do not have a wife.'

Jayaprana answered, 'But I am still too young to marry.'

The king said, 'No, you are old enough to marry. You must marry quickly. You can choose one of the young women in my house.'

But Jayaprana was not interested in them.

One day Jayaprana was walking in the town. He saw a very beautiful young woman. Her eyes were round and dark, her hair was long and black and thick, and her face was smooth and beautiful. She had a beautiful smile. When Jayaprana saw her, he fell in love with her. He asked his friends, 'What is the name of that beautiful girl?' His friends answered, 'Her name is Ni Layonsari.'

Jayaprana could not forget her. He went to the king and said, 'I want to marry Ni Layonsari. Can you write a letter to her parents? Please ask her parents so I can marry Ni Layonsari.'

Of course the king was glad to hear this. He quickly wrote the letter and he sent it to Ni Layonsari's parents. The parents were very happy to get a letter from the king. They said, 'We will be happy if Jayaprana marries Ni Layonsari.'

So Jayaprana and Ni Layonsari were married. They loved each other very much. Jayaprana lived near the house of the king. One day the king saw Ni Layonsari. When he saw her, he fell in love with her. He went back to his house but he could not forget her. So the king wrote a letter and gave it to one of his servants. The king told the servant to kill Jayaprana.

The servant and Jayaprana went on a long journey. When they were far from the city, the servant gave the letter to Jayaprana. In the letter the king said, 'Jayaprana, you must die. The servant will kill you.'

Jayaprana was very sad. But he was not afraid to die. 'I am ready,' he said. The servant took a knife and killed Jayaprana. When Ni Layonsari heard about Jayaprana's death, she cried. The king came and said to her, 'Ni Layonsari, now you must marry me.' But Ni Layonsari answered, 'I do not want to marry you.' The king was very angry when he heard this, and he said, 'You must marry me now.'

Ni Layonsari answered, 'You must wait for eleven days.'

That night Ni Layonsari took a knife and killed herself. When the king heard about this, he became angry. He took a long knife and began to kill his servants. He killed many people and, in the end, he killed himself.

(550 words)

Write your time in the box and then answer the questions on the next page. Once you start answering the questions DO NOT look back at this page.

QUESTIONS: Jayaprana

1. Jayaprana was alone because...
 - (a) all his family died.
 - (b) his family moved to another town.
 - (c) he did not know his parents.
 - (d) he lived with the king.
2. The king wanted Jayaprana to live with him because...
 - (a) Jayaprana was the king's son.
 - (b) Jayaprana was a good singer.
 - (c) the king had no children.
 - (d) the king wanted to marry Jayaprana.
3. Jayaprana did not want to marry one of the women in the king's house because...
 - (a) he loved Ni Layonsari.
 - (b) he was not interested in them.
 - (c) he did not want to marry.
 - (d) he did not like the king.
4. Ni Layonsari was...
 - (a) quite old.
 - (b) in love with the king.
 - (c) Jayaprana's sister.
 - (d) very beautiful.
5. When the king wrote to Ni Layonsari's parents,...
 - (a) they were very pleased.
 - (b) they were angry.
 - (c) they were afraid.
 - (d) they were sad.
6. After Jayaprana and Ni Layonsari were married, Ni Layonsari...
 - (a) wanted to marry the king.
 - (b) wanted to be with her parents.
 - (c) loved Jayaprana very much.
 - (d) was not happy with Jayaprana.
7. When the king first saw Ni Layonsari,...
 - (a) he did not like her.
 - (b) he sent her away.
 - (c) he was pleased with Jayaprana.
 - (d) he wanted to marry her.
8. The king gave a letter to his servant. The letter told the servant...
 - (a) to kill the king.
 - (b) to kill himself.
 - (c) to kill Ni Layonsari.
 - (d) to kill Jayaprana.
9. When the king asked Ni Layonsari to marry him, Ni Layonsari...
 - (a) was very happy.
 - (b) killed Jayaprana.
 - (c) ran away.
 - (d) killed herself.
10. When the king heard about Ni Layonsari...
 - (a) he was pleased.
 - (b) he tried to kill her.
 - (c) he killed many people.
 - (d) he left the country.

Exercise 1 (A/B pair work)

Directions: Find a partner. You will do a drill that looks like this:

Student A	Student B
1) Reads. → He was tired, so he went home early.	2) Listens. ↓
4) Checks B's answer. ← Yes, that's correct. Well done!	3) Identifies the pattern. cause & effect

Student A should work on the next page while student B should go to the next page.

Student A

Part One

Directions: Read the following sentences. Your partner will then try to identify the pattern. Help your partner whenever she needs it.

1. Although cats and dogs are both popular pets, they are not at all alike.

CONTRAST

2. As she was not feeling well, she decided to stay at home.

CAUSE-&-EFFECT

3. Because video games have become so common, some children today are unable to entertain themselves without them.

CAUSE-&-EFFECT

4. There are four basic modes of writing: expository, persuasive, descriptive, and narrative.

LISTING

5. The Italian and Spanish languages are similar in many ways.

COMPARISON

6. Before becoming the prime minister, you need to become a member of a political party.

TIME-ORDER

Part Two

Directions: Identify the patterns in your partner's sentences.

Student B

Part One

Directions: Identify the patterns in your partner's sentences.

Part Two

Directions: Read the following sentences. Your partner will then try to identify the pattern. Help your partner whenever she needs it.

1. While her sister is very short, Junko is very tall.

CONTRAST

2. Junko resembles her mother in many ways.

COMPARISON

3. Reiko worked hard, so she passed the exam.

CAUSE-&-EFFECT

4. Although they are sisters, Junko and Keiko are complete opposites.

CONTRAST

5. Because the temperature increased, the ice melted.

CAUSE-&-EFFECT

6. First, she won the party leadership, and then she won the election.

TIME-ORDER

Exercise 2

Instructions: Below are the topic sentences for five different paragraphs. Identify the pattern of organization in each paragraph. Circle the best answer. Compare your ideas with a partner.

1. "Globalization" is a word that covers many aspects of human life: economic, social, technological, and political.

Time-order Listing Comparison Contrast Cause/effect

2. Because of "globalization", workers in developing countries have better lives than they would have otherwise.

Time-order Listing Comparison Contrast Cause/effect

3. Even before Japan got its first professional league in 1936, baseball had been played in Japan for over half a century.

Time-order Listing Comparison Contrast Cause/effect

4. The hourly wage of a university student in Japan is about 56 times higher than the hourly wage of a factory worker in Honduras.

Time-order Listing Comparison Contrast Cause/effect

Homework

Exercise 1: Below are the first few lines of some paragraphs. Please skim them and then choose which pattern of organization they belong to. Please check the correct box.

1. There were five Tudor kings and queens of England. The first was Henry VII who came to the throne in 1485. Next, ...

Time-order Listing Comparison Contrast Cause/effect

2. Recently, due to global warming, the weather has started to change. Winters are becoming much warmer. As a result of this...

Time-order Listing Comparison Contrast Cause/effect

3. While my twin sister might look exactly like me, her personality is completely different. While I...

Time-order Listing Comparison Contrast Cause/effect

4. Although very different, both dogs and cats make perfect pets. For one reason, they are both ...

Time-order Listing Comparison Contrast Cause/effect

5. Getting regular exercise is good for your body for several reasons. The first reason is...

Time-order Listing Comparison Contrast Cause/effect

6. While many people think that Coca Cola and Pepsi taste the same, there are actually several differences between them. The first difference is...

Time-order Listing Comparison Contrast Cause/effect

7. When I was a child I wanted to be an astronaut. However, by the time I was a teenager my dream had changed. At that time...

Time-order Listing Comparison Contrast Cause/effect

8. Although England is a densely (highly) populated country, there is still a huge variety of wild animals left. Many of these have adapted to city life. For example, the fox is one type of animal that ...

Time-order Listing Comparison Contrast Cause/effect

9. I much prefer living in a large city to living in the countryside. The first reason is because I find the countryside too quiet and there is nothing to do at night. However, in the city there is...

Time-order Listing Comparison Contrast Cause/effect

10. In the past, people moved to America for many reasons. One reason was due to poverty. Because of this, many people left their own countries to find a better life. Another cause of the high migration rate was due to...

Time-order Listing Comparison Contrast Cause/effect

Exercise 2

11. Please see the file for a detailed itinerary of the tour.

(A) attachment
(B) attach
(C) attached
(D) attaching

12. The number of visitors to traditionally popular tourist _____ has diminished this year.

(A) trips
(B) locations
(C) positions
(D) destinations

13. There is talk at Travelers Inc. that job losses will result from the _____ of the company with Teen Tours.
(A) merger
(B) buyer
(C) flight
(D) connector
14. In spite of being an outstanding project manager in all other ways, he lacks _____ skills.
(A) manage
(B) managed
(C) manager
(D) managerial
15. The shareholders expect the new CEO to be capable _____ making the company more profitable.
(A) with
(B) by
(C) of
(D) to
16. The news staff worked under my _____ for the first three months of their contracts.
(A) guidance
(B) advice
(C) occasion
(D) advancement
17. We _____ need new advertising staff to promote the new products that will be released next year.
(A) urgent
(B) urgency
(C) urgently
(D) urging
18. Our customers won't _____ any further problems with our products.
(A) tolerate
(B) tolerant
(C) tolerance
(D) tolerating

Unit 20: Finding the main idea, important facts, and supporting details

Speed Reading 17: Rabindranath Tagore

Rabindranath Tagore lived in India many years ago. He was a famous Indian. He wrote many poems, stories and songs. He wrote both in his language, Bengali, and in English. Today we find his books in other languages, too. People still like to read his books because his books are good.

Tagore was born in 1861 in Calcutta in India. His parents were rich. When he was still very young, he was already interested in reading, writing and in music. He wrote his first book of poems when he was only 17 years old. He also liked to look at the things around him: the trees, the birds, the flowers, the grass and so on. All these things were beautiful for him. When he was old enough to go to school, his father sent him to a school in his hometown. But he did not like his school. He did not like his lessons. He did not like his teachers' way of teaching. So after some time he left the school. His father found him a teacher. He then learned things at home. A few years later his father sent him to England. He wanted Tagore to study law. But Tagore did not want to. So he came back to India before he finished his studies.

When he came back from England, he started a school. The school was not in his town. It was in the country. His school was different from other schools. In his school the teacher taught in a different way. The students had to ask questions and the teacher answered them. In this way Tagore taught the students to think. Both the students and the teacher liked this way of teaching.

Some of Tagore's students were rich. Some of them were poor. But all the students had to live in the school. So they lived together, learned together, and played together.

Everything was free in Tagore's school. The students did not have to pay for their lessons. They did not have to pay for their food. So Tagore needed a lot of money for his school. He used his own money and some of his father's. He wrote more books so he got more money. He travelled to Europe to teach in different universities. He also met many rich and important people. He talked about India and Indian people, and about his school. After his visit to Europe he went to the United States of America. He did the same thing in this country. Many people both in Europe and in the United States of America were interested in his school. They sent their money to the school. So Tagore could continue to have the school.

Tagore was a very good writer. In 1913 he got the Nobel Prize. This prize is given to the best writers and other people every year. It was a lot of money. He gave all of the money to his school.

When he was 68 he became a painter. He was a good painter. He travelled again to show and sell his paintings. He got a lot of money from his paintings. He gave all the money to his school.

When he died, his school was big and famous. The students came from India and many other countries.

(550 words)

Write your time in the box and then answer the questions on the next page. Once you start answering the questions DO NOT look back at this page.

QUESTIONS: Rabindranath Tagore

1. Tagore was born in...
 - (a) The United States of America.
 - (b) India.
 - (c) Europe.
 - (d) England.
2. Tagore wrote books and poems in...
 - (a) English and Bengali.
 - (b) English.
 - (c) many languages.
 - (d) Bengali.
3. Tagore did not like school because...
 - (a) he had no friends there.
 - (b) his lessons were too difficult.
 - (c) he did not like the way of teaching.
 - (d) he was not interested in learning.
4. Tagore did not finish his study in England because...
 - (a) he was not clever enough.
 - (b) he wanted to be with his parents.
 - (c) he was not good at the English language.
 - (d) he did not like his lessons.
5. When Tagore came back from England,...
 - (a) he started a school.
 - (b) he studied at home with a teacher.
 - (c) he began to paint.
 - (d) he wrote his first book of poems.
6. Tagore's way of teaching was different because...
 - (a) the students only read books.
 - (b) there was no teacher.
 - (c) the students did not have to think while they learnt.
 - (d) the teacher only answered the students' questions.
7. The students in Tagore's school...
 - (a) had to pay a lot of money.
 - (b) lived in the school.
 - (c) only had to pay for their food.
 - (d) went to many different countries.
8. Tagore went to Europe because...
 - (a) he was very ill.
 - (b) he was asked to teach in universities.
 - (c) he did not like India.
 - (d) there was a war in India.
9. Tagore won the Nobel Prize because...
 - (a) he was a good painter.
 - (b) he was a famous man.
 - (c) he was a good writer.
 - (d) he was a good teacher.
10. Tagore sold his paintings...
 - (a) to become rich.
 - (b) for his school.
 - (c) to be famous.
 - (d) to help his parents.

Learning to Look for the Topic and the Main Idea

Review

A **topic** is a word or phrase that tells the reader what the book or reading passage is about. If you saw a friend of yours reading a book, you might ask them what it was about. You do not want to know the whole story, but rather you just want to know the **topic** and the **main idea**. For example, they might say, "It's about a love story between two people who can never be together." The **topic** is that it is a love story, while the **main idea** gives you more information about the topic. That is, the **main idea** tells you what kind of love story it is, which in this case tells you that it is a story about forbidden love. Knowing the **topic** and the **main idea** is the key to understanding what you read. A good reader always asks, "'What is this paragraph about?" and "What does the writer want to tell us?" In other words, a good reader wants to know what both the **topic** and the **main idea** of a paragraph are.

Points to Remember

Topic = what the paragraph is about

Main Idea = what the writer tells you about the topic.

Instructions: Read the following paragraphs and then answer the questions that follow.

Task One

Do you have a favourite season? Although every season has its own advantages, for me, summer is the best time of the year. One reason is that the weather is nice, so I can enjoy water sports such as sailing, surfing, and water-skiing. Even just simple walks on the beach make me feel good. Another reason, of course, is that schools are on holiday, so I can go back to my hometown and spend time with my family and friends whom I don't get to see very often. Finally, in the summertime, there are many festivals and fireworks, and everybody seems so happy and relaxed. In short, summer is my favourite season.

1. The **topic** of the paragraph is:

- a. sailing and surfing
- b. summertime
- c. seasons at the beach
- d. feeling good

2. The **main idea** of the paragraph is:

- a. summertime
- b. For me, summertime is the best time of the year.
- c. In the summer, everybody has more free time.
- d. In the summer, everybody seems happy.

Task Two

The proper way to brush your teeth consists of three stages. First, you should wet your toothbrush slightly and squeeze some toothpaste onto it. It is better if you get a soft toothbrush because medium or hard brushes can hurt your gums. Then you should start brushing using short, up-and-down motions to clean the outer surfaces of your teeth. Remember to brush along the gum line in order to stop gum disease. Also, brush your tongue to remove the bacteria (細菌) that causes bad breath. Finally, spit out (吐き出す) the toothpaste and rinse your mouth with water or mouthwash. In short, you should follow the three steps above if you want to keep your teeth healthy.

1. The **topic** of the paragraph is:

- a. teeth
- b. types of toothbrush
- c. bacteria
- d. brushing your teeth

2. The **main idea** is:

- a. Teeth should be brushed in three stages.
- b. Teeth should be brushed in up-and-down motions.
- c. Brushing teeth also means taking care of your gums.
- d. Using mouthwash is very important when cleaning your teeth.

Task Three

If you ever find yourself without any toothpaste, you can always make your own. First, mix a quarter of a cup of baking soda with an eighth of a cup of water in a deep container. You may want to add some flavouring to make your toothpaste taste nicer. Next, shake the container rapidly up and down. Finally, slowly pour a small portion onto your toothbrush and start to brush up and down! It works just as well as the real thing. In short, with some baking soda and water, you can make the next best thing to toothpaste.

Topic: toothpaste

Main idea: _____

Task Four

In order to lead a normal life, people need to live in a secure and positive environment. For example, they need to be able to walk the streets without fear of being attacked or robbed. They need to be able to live in a healthy environment free from pollution (汚染). Finally, they need to feel that they are safe from harm and abuse (虐待) in their workplace, and that they are getting fair pay and fair working conditions. In short, for people to live comfortably, they need to feel safe in every area of their lives.

Topic: _____

Main Idea: _____

Task Five

Japan has many charitable organizations (慈善団体) as well as individual people who reach out to help others at home and abroad. One group that works in Japan is called The Second Harvest Japan. This organization collects food from stores, manufacturers and importers and gives it to the homeless, orphanages (孤児院), women's shelters and low-income households. There are also many individuals who go to countries such as Thailand or India to offer their help. Kazumi Tanizawa is one example. She works at Nirmal Hriday, which is a charitable organization in Calcutta, which takes care of poor women who are dying. In short, many Japanese people and organizations want to give their time or money in order to help people.

Topic: _____

Main Idea: _____

Task Six

Most people think they have only one vocabulary level, but this is not true. Everyone has four different levels of vocabulary - reading, listening, speaking, and writing vocabulary. Some words may be in your listening vocabulary, so you understand them when you hear them, but you may not use them in your daily speech. Similarly, there are words that you recognize when you read, but you do not normally use them in your own writing. In short, all people have four different levels of vocabulary.

Topic: _____
Main Idea: _____

Homework

Task One

Instructions: Match the topic sentences below with an appropriate paragraph. Then write the topic for each paragraph.

1. *"Globalisation" has had a huge impact on the economies of both developed and developing countries.*
2. *Because of "globalisation", some people in developing countries have better lives than they would have otherwise.*
3. *Fast-food restaurants developed during the 1940's due to an increased demand for quicker and cheaper service.*
4. *The hourly wage of a university student in Japan is much higher than the wage of a factory worker in Honduras.*

A. Topic Sentence Number?

Sayaka Tanaka, an 18-year-old Japanese college student earns 850 yen an hour serving sandwiches and cakes at a local coffee shop. In contrast, Marina Christina Sanchez, who is also an 18 year old girl, gets about 15 yen for each T-shirt she makes in an Honduran garment factory.

Topic: _____

B. Topic Sentence Number?

In 1948, Richard and Maurice McDonald noticed that as more Americans became car owners and spent their weekends going on daytrips, there was a growing market for a cheap drive-through or take-away food service. Firstly, they reduced their food menu so that it only included items that could be eaten without silverware. Then they rearranged their kitchen into a food assembly line, so that they didn't need to use skilled employees. Finally, they even got rid of waiters altogether, so that customers had to help themselves. All these things helped to reduce costs and at the same time increased the speed in which the food could be served.

Topic: _____

C. Topic Sentence Number?

One of the immediate effects of economic globalisation is that capital (*money*) is transferred from developed countries and reinvested (再投資) in developing regions. The main reason for this is that developing countries pay low wages and have few environmental laws (環境規制). This then results in investors (投資家) from the U.S, Western Europe and Japan being attracted to them, as it ensures these investors will make a larger profit. This has a two-fold effect of creating jobs in developing countries and lowering the prices in developed countries. Both of these things help to stimulate economic growth.

Topic: _____

D. Topic Sentence Number?

This is because when international companies move to developing countries they provide people with jobs that would otherwise not have been available. Several studies have shown that when foreign-owned factories in developing countries were closed down for human-rights violations (人權侵害), the unemployed workers had great difficulty finding other work. In one instance, a carpet factory was closed down because it used child labour. Afterwards, many of those children became prostitutes while others simply died of starvation because they could not find any other work. Therefore, while many people criticise international organisations for exploiting (搾取) workers from developing countries, without the opportunities that they provide, many workers would in fact be in a worse condition.

Topic: _____

Unit 21: Making Inferences 1

Speed Reading 18: Abdullah Writes about a War

Abdullah bin Abdul Kadir was born in Malacca in 1796. His father was part Arab and part Indian, and his mother was part Indian and part Malay. When Abdullah was a small boy, he learnt many languages. He could speak about five different languages. When he was older, he became a language teacher. He taught Malay to some important Englishmen, among them Stamford Raffles. He helped some of these Englishmen to write English books in Malay.

In 1838 there was a war in Kelantan. There were some ships in Kelantan. These ships belonged to some men in Singapore. Because of the war, the men in Singapore were afraid. Perhaps their boats were lost. Perhaps soldiers were using the boats in the war. So the men in Singapore asked an Englishman, Grandpre, and Abdullah to carry some letters to Kelantan. Grandpre had to give the letters to the kings in Kelantan. The letters asked the kings to be careful with the ships from Singapore.

In 1838 it was very dangerous to sail in the seas around Malaysia. Often men stopped ships at sea, and stole money and other things from the men on the ships. Sometimes they killed the people on these ships. Abdullah was very afraid but he was a brave man. He wanted to go to Kelantan with Grandpre. He also wanted to write a book about his voyage.

After a long and difficult voyage, Grandpre and Abdullah arrived in Kelantan. They sailed from the sea into the Kelantan River. Then they sailed along the river for several miles. After sailing for one and a half hours, they reached a town. There were a lot of men on the side of the river. They were all soldiers. They were fighting in the war. Of course, Abdullah was very afraid when he saw this but he did not run away.

There were three kings in the war. Two kings were fighting against the other king. To reach the house of one of the kings Abdullah and Grandpre had to walk near the soldiers of the other king. When Abdullah was near the enemy, the enemy began to shoot at him and his friends. So Abdullah hid behind a tree. He was not hurt. But he did not want to go on. It was too dangerous. So Grandpre gave two letters to another man. The man took the letters to one of the kings.

Later Grandpre and Abdullah tried again to go to the house of the king. Once again, they had to go near the enemy. They did not walk; they ran. When they reached the house of the king, they stopped. Abdullah could see the enemy. He took a pencil and a piece of paper and he began to draw a picture of the enemy. Suddenly a man was killed. He was shot by the enemy not far from Abdullah. After that Abdullah went quickly back to his boat.

Today, if there is a war, news reporters go there. They see the war and they write about it for the newspapers. Sometimes they write books about the war. Almost 150 years ago Abdullah already did the same thing. He saw the war in Kelantan and he wrote about it in his book *The Voyage of Abdullah*.

(550 words)

Write your time in the box and then answer the questions on the next page. Once you start answering the questions DO NOT look back at this page.

QUESTIONS: Abdullah Writes about a War

1. When Abdullah was a child,...
 - (a) his parents left him.
 - (b) he knew many languages.
 - (c) he was not very clever.
 - (d) he was very ill.
2. Abdullah and Grandpre were asked to take letters to Kelantan...
 - (a) to save some ships.
 - (b) to stop the war.
 - (c) to get some money.
 - (d) to help the king.
3. When Abdullah and Grandpre went to Kelantan, they...
 - (a) walked.
 - (b) rode horses.
 - (c) went in a ship.
 - (d) were carried through the forest.
4. It was dangerous to travel by sea because...
 - (a) the ships were very old.
 - (b) the weather was always bad.
 - (c) men often attacked the ships.
 - (d) there were no maps.
5. When Grandpre' and Abdullah reached Kelantan,...
 - (a) they waited for someone to meet them.
 - (b) they got a lot of money.
 - (c) they went up the river to a town.
 - (d) they began to fight the enemy soldiers.
6. In the war one king was fighting against...
 - (a) another king.
 - (b) two other kings.
 - (c) people from Singapore.
 - (d) Englishmen.
7. When Abdullah and Grandpre first tried to reach the king's house,...
 - (a) Grandpre was killed.
 - (b) Abdullah was hurt.
 - (c) they could not do it.
 - (d) they had to kill many people.
8. When Abdullah tried to reach the king's house the second time,...
 - (a) he could not reach it.
 - (b) Abdullah killed an enemy soldier.
 - (c) the soldiers stopped him.
 - (d) a man near him was killed.
9. While he was in Kelantan, Abdullah...
 - (a) was shot at many times.
 - (b) did not go near the enemy.
 - (c) did not see the war.
 - (d) killed many soldiers.
10. Abdullah wrote a book. It was called...
 - (a) Abdullah Writes about a War.
 - (b) The War in Kelantan.
 - (c) The Story of Abdullah.
 - (d) The Voyage of Abdullah.

Making Inferences

This is a very important skill but quite difficult to do well. When we read something, the writer often does not give us all the information we need. He might not tell us the time or the date for example. **Making inferences** is using our brains or our 'common sense' to guess this missing information. This means we use the information we are given to guess the information we are not given. An example of this is when you meet two friends in a coffee shop who are already in the middle of a conversation. Normally, they do not start the whole conversation again just for you, but rather you listen for a moment and then join in. You guess what they were probably saying before by listening to what they are saying now. By **making inferences**, you can join in the conversation. In reading, this is a very useful skill. We can also use it to guess about the meaning of an unknown word, by looking at the nearby words that we do know. Good readers make inferences all the time as they read.

Task 1: Fill in the gaps with a suitable word from the list.

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Writers in English do _____ tell everything to the reader. For example, sometimes they may not _____ the topic or tell the reader the time or place of a story. Often the reader has to _____ these things. Making inferences is a necessary reading _____. It helps you to understand ideas _____ when you do not know all the words.

Task 2

- A:** I think she's going to finish with Dan you know.
B: Really? She told me she was going to try and work it out.
A: Yes, but that was before last weekend.
B: Why? What happened last weekend?
A: Well, you will never guess what he did. He...
C: Hey! You two girls stop gossiping and get back to work. These flowers aren't going to arrange themselves.
A: Look I'll tell you about it later.
B: You can't leave me in suspense like that. What did he do?
C: GIRLS!
A&B: Yes boss. Working! Working!

1. Where do you think these people are?
2. What are they talking about?
3. What do you think Dan did?
4. Do you think the woman they are talking about will leave him? Why or why not?

Task 3

- A:** We've been waiting twenty minutes. Do you think it's ever going to come?
B: It says on the timetable that there's one scheduled every fifteen minutes, so it should come soon. Perhaps the traffic is bad?
A: I hate public transportation. I wish I could afford a car.
B: Well, you will after you graduate. You'll get a great job, and then you will be able to travel in style!
A: I hope so. But, if I don't get home soon I won't have time to study for tomorrow's test, and then I will never graduate, and I will be stuck taking public transportation forever.
B: You are such a pessimist!

1. What are the two people waiting for?
2. Do they have a job? If yes, what is it? If not, what do they do instead?

Task 4: Look at the picture and the title and then write down in one or two sentences what you think this story will be about.



Now preview the story by reading the parts that are shown below. Then make predictions about the rest of the story.

From very early on Jane had always been interested in computers. While most teenagers went out with friends, dated and went to parties,

.....

.....

.....The program she was working on appeared to be picking up signals (*sounds*) from outer space (*the universe*).

At first, she had no idea what these signals meant, so she designed a program that could read them.

.....

.....

Excitedly she typed in her first message “Who are you?” and then pressed send.

.....

.....

Jane soon became a multi-billionaire selling both her signal picking up program and translating programs to very excited humans.

.....

.....

Jane became the first inter-galactic billionaire (*the richest person in the universe*). What did she spend her newfound wealth and riches on?

.....

.....

1. While most teenagers went to parties, what do you think Jane did?
2. What do you think happened after she sent her first message?
3. Who else do you think she sold her program to?
4. What do you think she spent her newly-made money on?

(Now read the complete story on the next page and see how good your predictions were).

Task 5: Read the following article and answer the questions.

JANE MAKES FIRST CONTACT AND BECOMES A BILLIONAIRE

From very early on Jane had always been interested in computers. While most teenagers went out with friends, dated and went to parties, Jane stayed at home and developed new computer programs. It was all she liked to do. One day, she noticed something very interesting. The program she was working on appeared to be picking up signals from outer space.

At first, she had no idea what these signals meant, so she designed a program that could read them. To her excitement, she realized that it was a language although

not one that she had ever heard before. She linked her program into Skype and realized that she could actually communicate with whomever it was who was sending her the signals.

Excitedly she typed in her first message "Who are you?" and then pressed send. She waited a few moments and then a return message popped up "I am Geloop from the planet Pertang and who are you?" And so the first contact with Aliens was made. Jane soon became a multi-billionaire selling both her signal-picking-up program and translating

programs to very excited humans. Everyone wanted one! And, it was not only humans who were eager to buy from her. The whole universe wanted to communicate with each other but had been unable to do so before Jane's fantastic program came along. Jane became the first inter-galactic billionaire. What did she spend her newfound wealth and riches on? Clothes? Jewelry? Houses? No, indeed! She lives exactly the same way she did before but with one exception - She treated herself to a new computer.

1. What is the purpose of this article?
2. Who did Jane most likely sell her programs to?
3. What was Jane's first alien contact?

Homework

The Two Different Types of Cloning: Therapeutic Cloning (治療的クローニング) and Reproductive Cloning (生殖クローニング)

Task One

Therapeutic cloning is a controversial (論議を呼ぶ) method used to provide medical treatment for sick people. Eventually, therapeutic cloning could be used to make new organs (臓器) for people who need them. These cloned organs could save millions of people's lives by providing organs for people who need organ transplants but cannot get a donor (提供者). The problem is, however, that therapeutic cloning requires scientists to use stem cells (幹細胞) from human embryos (胎児), which are very difficult to get. Scientists often waste many, many embryos before they can get the cells they need. Some people think that this is morally wrong because these wasted embryos are actually potential humans. That is, if they were put into a host mother, they could grow up into a real person. Therefore, they feel that therapeutic cloning is a type of murder.

1. The **topic** is:
 - a. cloning
 - b. therapeutic cloning
 - c. reproductive cloning

2. The **main idea** is:

- a. Therapeutic cloning could save many lives.
- b. Therapeutic cloning is difficult to do.
- c. While therapeutic cloning could save many lives, it's difficult to do and some people object to it for ethical reasons.

Task Two

Reproductive cloning means creating a clone for the purpose of producing offspring (子). It has many potential advantages. First, reproductive cloning could be used to make copies of animals that are in danger of dying out. It could also be used to bring back to life animals that have become extinct (絶滅). Reproductive cloning could also be used to make human clones. This idea is attractive to people who are unable to have children in the usual way because of diseases or health problems. In short, reproductive cloning has many benefits.

Topic: _____

Main Idea: _____

Task Three

Being able to use the skill of inference well means you have to use your brain and think about the information you read. You have to learn to look at all the information you have been given. This will help you predict what might happen next. It is a little like being a detective (*police officer*) using all the information available to him to solve a crime. Try and use the same skill when reading.

Read the following mystery story and then answer the questions below.

MURDER AT WORK

Graham was the first person to arrive at work on Monday morning. It was unusual as he was usually amongst the last to get there, but the night before he had got into a fight with his wife, so he wanted to leave the house before she woke up. He unlocked the building and walked in. The first thing to hit him was the smell. It smelt like meat that somebody had forgotten to put in the fridge for two days. Then he saw her. She was slumped over a desk. Blood was everywhere. He turned away and gagged (*was sick*) before he had the presence of mind to phone the police.

Soon other people started to arrive, and the police huddled (grouped) them all together into a small room next to the main office and took them out one by one for questioning. The office workers sat, for the most part in an eerie, shocked silence. Nobody could quite believe what or why it had happened.

“I went to lunch with her on Friday.” Kate said. “She was so full of life. Who would do such a thing?”

“Well, I know that she had a huge fight with her best friend last week,” said Wilson. “She seemed very upset about it. She told me she had been sent some very threatening phone texts. She showed me one that said ‘don’t tell my husband about this or you will be very, very sorry.’ Perhaps that had something to do with it?”

“Perhaps,” said Kate, “but it must have been something terrible she knew if her friend would kill her over it. Besides, I am not sure her friend was strong enough to kill her like that. Did you see her? All that blood? I think a man must have done it. It looks like a crime of passion to me.”

“You would say it was a man,” said Graham, joining in the conversation. “Women always blame men for everything. We are not all bad you know! Anyway, as far as I know, she wasn’t seeing anyone. You know how hard she has been working recently. That’s why she was still in the office late at night. The police said she was killed sometime around midnight on Friday. I think a thief broke into the building, and she just happened to be in the wrong place at the wrong time. He saw her and killed her. It was as simple as that, I think.”

“I think you are wrong Graham,” said Wilson. “I agree with Kate. There was just too much blood. This is definitely a crime of passion. No one kills someone like that unless they are full of emotion. But who could it be? You’re right though, because all she did recently was work, work, work. She didn’t mention a new man to me, and she told me just about everything about her life. I do know though, that for the last six months she was working on some top secret project with the boss. The two of them were always shut up together till all hours of the day and night working on something. I hardly saw her, and when she came out of his office she usually looked all flushed and excited. She wouldn’t tell me what they were doing. It’s the only time she kept a secret from me. I think the project, whatever it was, was nearly completed (*finished*) because the last couple of weeks she looked really tired, and I heard her throwing up (*being sick*) in the toilet the other morning. When I asked her about it she said that it was due to stress and lack of sleep, but that it would soon be over, and she would be alright, so not to worry. Perhaps this top-secret work had something to do with her death? I wonder what they were doing?”

“I bet the boss’ wife wasn’t too pleased with them working together like that. She is the really jealous type I heard. Perhaps she killed her?” said Graham.

“Yeah, right. Blame it on a woman, Graham. I will have you know that most murders are committed by men, and by someone the person knew,” said Kate “Perhaps you did it. Where were you late Friday night? You weren’t out with the rest of us, that’s for sure, and you are not usually the kind of person who passes up on (*says no to*) going out for a drink.”

“How dare you! What motive would I have for killing her? I liked her. You had more reason to kill her than I did. It is pretty certain that she would have got that promotion (*more money, a better job*) that is coming up, rather than you. I mean she and the boss were always together. He really relied on her,” said Graham, an angry menace creeping into his voice.

“That’s just what I mean Graham. Everyone knows you and your wife aren’t very happy at the moment, and you certainly have a temper on you. Like now we are just talking, and you get angry as soon as someone suggests you might have done something wrong, instead of talking calmly about it. I saw the way you looked at her. Perhaps you came back here Friday night, as you knew she would be working late, asked her out, and when she refused, in a fit of rage, you killed her,” said Kate.

“What nonsense you talk. No one kills someone because they turned them down (*says no*),” said Graham.

“Ha you admit it then. You asked her out and she turned you down,” said Kate. “You killed her didn’t you?”

“No, I did not. What could I possibly gain by it? You have more to gain. That promotion is worth a lot of money,” said Graham.

“Calm down you two. Maybe it wasn’t either of you, but somebody sure as hell killed her. I have never seen so much blood. I wonder who did it?” said Wilson. (1002 words)

Now answer these questions.

1. Where does this story happen?
2. What has happened?
3. What are the names of the three people who are talking in the story?

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4. How many people had a motive (*reason*), according to these people, for killing her?
5. Write down the list of suspects (*people who had a reason to kill her*), and their motive in the box below.

			Do you think they did it?			
No.	Suspect	Motive	Yes	No	Perhaps	Reason

6. From the information given in the passage, can you think of any other person who might have had a reason to kill her? (Use your imagination)
7. Who do you think killed her? Why? Explain your choice to your partner.

Unit 22: Making Inferences 2

Speed Reading 19: Raden Saleh

In the past, most young Indonesians wanted to free their country by fighting. But Raden Saleh was different. Like other Indonesians, he also wanted to help his country. But he wanted to do it in a different way: through his paintings. And he did. Because of him Indonesia became very famous in other countries.

Raden Saleh came from Java. When he was at school, he was very good at drawing. His teacher saw this. When a foreign painter, Payen, heard about this, he went to meet Raden Saleh. Payen wanted to help Raden Saleh. So when Payen went for a trip to other places in Java, he asked this young man to go with him. And while they were traveling, Payen taught him to paint. Payen's friend helped Raden Saleh. He gave him work in his office and taught him the Dutch language.

When he was sixteen years old, Raden Saleh was already a very good painter. Because of this the Dutch were interested in him. They helped him to continue his study in Holland. Raden Saleh was very happy about this. So in 1830 he left Indonesia for that country. In that country he learned from famous painters and saw a lot of good paintings. Everybody was very happy to help him because he was a very good student.

After he studied for some years in Holland, he wanted to meet other painters in Europe. So he visited other European countries. He became even more famous. Everywhere people liked his beautiful paintings. But at the same time people laughed at him because he always wore Javanese clothes. But he did not mind. He was glad to be a Javanese and wear Javanese clothes.

There are a lot of stories about his travel in Europe. One of them is about his visit to a friend's house. He was there looking at a painting of a flower with some of his European friends. Then suddenly a bee flew to the painting and rested on it. It landed on a flower in the painting. Perhaps the bee wanted to get honey out of it. The painter said, 'No Asians can paint such a good painting.' Raden Saleh heard this and was deeply hurt. He left without saying a word. All his friends were surprised. They thought, 'He was hurt so he went away.' So they all looked for him. They were sorry.

When they came to Raden Saleh's house, the front door was open. But they did not see anybody. They went in and in one of the rooms they saw Raden Saleh. He was lying on the floor with blood coming out of his body. Everybody was very afraid. 'He killed himself,' they thought. But it was only a painting. Suddenly Raden Saleh came running from behind the painting. He was very pleased. He smiled at his friends. 'Now you can see,' he said, 'Asians can easily paint as well as you.'

After traveling for about 21 years, Raden Saleh came back to Indonesia. He lived in Jakarta for some time. But then he left his Dutch wife and married an Indonesian girl. After they were married, he moved to another city, Bogor. He made a second trip to Europe with his new wife. He died, when he was 60 years old, at his home in Bogor.

(550 words)

Write your time in the box and then answer the questions on the next page. Once you start answering the questions DO NOT look back at this page.

QUESTIONS: Raden Saleh

1. Raden Saleh helped Indonesia by...
 - (a) fighting
 - (b) painting.
 - (c) writing
 - (d) getting money.
2. While Raden Saleh was with Payen, Raden Saleh...
 - (a) taught Payen.
 - (b) went to another country.
 - (c) was quite old.
 - (d) learned many things.
3. Raden Saleh painted and...
 - (a) worked in an office.
 - (b) taught in a school.
 - (c) taught the Dutch language.
 - (d) did no other work.
4. Raden Saleh went to Holland to...
 - (a) teach painting.
 - (b) see his friends.
 - (c) study.
 - (d) meet Payen again.
5. When he was in Holland, Raden Saleh...
 - (a) wanted to go home.
 - (b) enjoyed his study.
 - (c) did not meet many people.
 - (d) did not speak the Dutch language.
6. Some people laughed at Raden Saleh because...
 - (a) he did not wear Dutch clothes.
 - (b) his paintings were funny.
 - (c) he did not speak English well.
 - (d) he was afraid of people.
7. Raden Saleh went to many European countries because he wanted to...
 - (a) meet other painters.
 - (b) sell his paintings.
 - (c) find a wife.
 - (d) have a holiday.
8. When a painter said, 'No Asians can paint such a good painting,' Raden Saleh...
 - (a) laughed.
 - (b) shouted at him.
 - (c) said, 'You are correct.'
 - (d) was not happy.
9. When Raden Saleh's friends saw his picture, they thought...
 - (a) it was not very good.
 - (b) it was too big.
 - (c) it was not a picture.
 - (d) it was not like a Dutch painting.
10. Raden Saleh...
 - (a) never married.
 - (b) married an English girl.
 - (c) married twice.
 - (d) did not marry until he was 60 years old.

Inferences

Task 1

Being able to use the skill of inference well means you have to use your brain and think about the information you read. For example, use the words around unknown words to help you guess their meaning. Also, you have to learn to look at all the information you have been given. This will help you predict what might happen next. It is a little like being a detective (*police officer*) using all the information available to him to solve a crime. When you watch a movie don't you always try to guess the ending before it happens? Try and use the same skill when reading.

Task 2

A: Can I buy you a drink?

B: No, that's OK. I've still got a full glass.

A: What's your name? Did anyone ever tell you, you are really beautiful? A beautiful lady like you shouldn't be sitting all alone.

B: Look. I am sorry, but I am waiting for my boyfriend.

1. Where do you think these people are?
2. What is the situation?
3. What do you think will happen next?

Task 3

A:	Do you want me to cut your fringe as well?
B:	Just trim it could you? I am trying to grow it out.
A:	Certainly. Do you want me to cover up these grey areas as well?
B:	How long will that take, as I have to be back at work by three?
A:	Oh! Hmmm, about an extra thirty minutes I think. If we start now we just have time. You are lucky, because I don't have another appointment until four.

1. Where do you think these people are?
2. What is happening in this conversation?
3. What do you think person B will decide to do?

Task 4

A: If we leave now, I think we can still get there in time.

B: Are you sure? It starts at seven and the traffic might be bad because of the rain.

A: No problem. I think more people will stay at home because of the bad weather so the roads will be empty. Anyway, if we miss that showing we can always go for something to eat. The next showing after that is at 9:30. Come on, I really want to watch it.

B: OK. Let's go. But perhaps we should leave a few lights on. I heard there've been a few burglaries (robberies) round here recently.

A: Good idea. Perhaps the living room and the bedroom lights?

B: OK. Are you ready?

1. What do you think is the relationship between these two people?
2. Where do you think they are?
3. Where do they want to go?

Task 5

A. John had trouble fixing the corrupted file. He wanted to check that there was no virus in the computer before he began working on correcting the problem.

1. What does John do?
 - a. He is a farmer.
 - b. He is a doctor.
 - c. He is a systems engineer.
 - d. He is a bookseller.

B. I found him near my house one spring morning. He was tiny and he was hardly breathing when I picked him up. For several weeks, I had to bottle-feed him, and then I started giving him tinned meat. He gradually became stronger. Now, he plays all the time running round and round in circles playing with a ball of wool and leaving new scratch marks on my furniture every day.

1. What is "he"? _____
2. Underline the ideas in the paragraph that helped you to make this inference.

C. We now spend much more money on utilities than ever before. For example, last year the price of gas was increased by 10%, while electricity went up by 15%.

1. We can infer that _____
 - a. The people in the story are poor.
 - b. A service such as gas or electricity is called a utility.
 - c. The people in the story have a big house.
 - d. The people in the story did not have to pay for electricity and gas before.

D. Today, children often play games that are copied from the movies they watch or the video games they play. Yet, long before movies and computers were invented, children played all kinds of different games. The things they saw around them usually encouraged those games. For example, girls played at being mothers, and boys played at being soldiers. Although the games might differ depending on the time, the country, its economy, and geographical location, basically all children play.

1. It can be inferred that children playing is _____.
 - a. dangerous
 - b. competitive
 - c. natural
 - d. designed in Hollywood

E. Hello, viewers. Today I am going to show you how to make the perfect sponge cake. You will need the following ingredients (*holds up a list*). This list can be viewed on our web site at www/goodcooking.com. Right we are now ready to begin...

1. Where do you think the above conversation is taking place? _____
2. Why do you think so?

F. Take two tablets in the morning, followed by one tablet every six hours. Children six to twelve years old should take half the adult dosage. For children under six years old, please consult your doctor.

1. We can infer by this label that _____
2. The medication is a liquid
3. This medication may not be suitable for very young children.
4. Children may take the same dosage that adults take.
5. The medicine should not be taken at night.

Task 6

- A:** Fill it up, please.
B: Regular?
A: No, premium.
B: Do you want me to check the tires?
A: No, that's all right. How much is it?
B: Twelve pounds and fifty pence, please.
A: Here you are.
B: Thank you.

1. Where do you think this conversation is taking place? _____
 2. What are they talking about? _____
-

Task 7

- A:** Welcome back. Did you have a good time?
B: No, it was terrible. I'm so glad to be back.
A: Why? What happened?
B: First of all, it rained every day, so we couldn't go to the beach.
A: That's too bad. Did you at least get a chance to relax away from work?
B: Relax! My son got sick on the plane, and he was in bed with a fever for four days.
A: I'm sorry to hear that.
B: Anything new happen in the office while I was away?
A: Not much. It's been a slow week.

1. Where are these people? _____
 2. What is their relationship? _____
 3. What are they talking about? _____
-

Task 8

- A:** Have you done your assignment yet? I found it really difficult.
B: Yes, I finished it last night, but I think I made many mistakes. I couldn't understand it at all.
A: Why don't we go through it again together? If we do it at the same time perhaps we can get it.
B: Really? That's a great idea. I don't know how much help I will be though, as I don't understand algebra at all.

1. Where do you think these two people might be? _____
2. What is their relationship? _____
3. What are they talking about? _____

Task 9

- A:** For here or to go?
B: To go.
A: What size do you want?
B: Uh...small please.
A: With milk and sugar?
B: Just sugar, please.
A: OK. That'll be three hundred and sixty yen please.

1. Where are these people? _____
2. What are they talking about? _____