

# **Lesson 1**

## **Diagnosing Your Reading Ability**

Before you begin this series of reading-improvement exercises, it would be useful for you to find out how well you now read English. The two exercises in this section are designed to test both your reading speed and your comprehension.

The first of these exercises is a Diagnostic Vocabulary Test made up of relatively easy English words. When this test was given to college freshmen who were native speakers of English, it was found that most students took no more than six or seven minutes to complete the 65 problems, and made no more than one or two errors. If you have much difficulty with these problems, you probably still lack a good “working vocabulary” for dealing with college-level reading materials. The exercises in this book do not concentrate on vocabulary building; you will have to work on this problem yourself, primarily by doing as much reading as you can.

The second of the exercises is a Reading Comprehension Test, consisting of a 1000-word essay followed by a series of questions about the content of the essay. By timing your reading of the selection, you can determine the speed at which you can read college materials of moderate difficulty. Your score on the comprehension questions will give you some idea of how well you can understand what you read. And, incidentally, you should find the reading selection interesting in itself, for it offers sound advice on increasing your vocabulary.

Practice 1: Diagnostic Vocabulary Test

Directions: Each problem consists of a test word followed by four possible definitions. Put a check mark on the line before the best definition of the test word.

Example:

Wealthy

- \_\_\_\_\_ (a) dry
- \_\_\_\_\_ (b) strong
- \_\_\_\_\_ (c) rich
- \_\_\_\_\_ (d) sad

Work as rapidly and as accurately as you can. You will probably find most of the tests words quite easy. But try to answer every problem, even if you are not sure your answer is correct.

Be sure to time yourself on the test. As soon as you finish, record your time on the line marked TIME just after the last problem.

1. tiny _____ (a) very swift _____ (b) very strong _____ (c) very small _____ (d) very sharp	3. moist _____ (a) slightly _____ (b) quite large _____ (c) very dark _____ (d) rather noisy
2. sketch _____ (a) a long, deep cut _____ (b) a loud, warning cry _____ (c) a simple, rough drawing _____ (d) a small, light boat	4. nap _____ (a) a happy song _____ (b) a short meeting _____ (c) a sharp rock _____ (d) a brief sleep

5. ache

- \_\_\_\_\_ (a) a dull pain
- \_\_\_\_\_ (b) a sharp knife
- \_\_\_\_\_ (c) a sudden thought
- \_\_\_\_\_ (d) a deep cut

6. a glance

- \_\_\_\_\_ (a) a loud cry
- \_\_\_\_\_ (b) a brief look
- \_\_\_\_\_ (c) a quick reply
- \_\_\_\_\_ (d) a sharp weapon

7. astonish

- \_\_\_\_\_ (a) to destroy entirely
- \_\_\_\_\_ (b) to hide completely
- \_\_\_\_\_ (c) to shout loudly
- \_\_\_\_\_ (d) to surprise

8. gigantic

- \_\_\_\_\_ (a) excited
- \_\_\_\_\_ (b) foolish
- \_\_\_\_\_ (c) huge
- \_\_\_\_\_ (d) dangerous

9. swamp

- \_\_\_\_\_ (a) a piece of soft, wet land
- \_\_\_\_\_ (b) a kind of strong, thick rope
- \_\_\_\_\_ (c) a group of small, low houses
- \_\_\_\_\_ (d) a flash of clear, bright light

10. chilly

- \_\_\_\_\_ (a) quite foolish
- \_\_\_\_\_ (b) extremely rough
- \_\_\_\_\_ (c) rather cold
- \_\_\_\_\_ (d) very sick

11. chilly

- \_\_\_\_\_ (a) quite foolish
- \_\_\_\_\_ (b) extremely rough
- \_\_\_\_\_ (c) rather cold
- \_\_\_\_\_ (d) very sick

12. brass

- \_\_\_\_\_ (a) a rough cloth
- \_\_\_\_\_ (b) a yellow metal
- \_\_\_\_\_ (c) a thick plant
- \_\_\_\_\_ (d) a farm animal

13. vanish

- \_\_\_\_\_ (a) to paint
- \_\_\_\_\_ (b) to disappear
- \_\_\_\_\_ (c) to defeat
- \_\_\_\_\_ (d) to suffer

14. pond

- \_\_\_\_\_ (a) a small body of water
- \_\_\_\_\_ (b) a large pile
- \_\_\_\_\_ (c) a strong wall of stone
- \_\_\_\_\_ (d) a thick mass of trees

15. console

- \_\_\_\_\_ (a) to save
- \_\_\_\_\_ (b) to correct
- \_\_\_\_\_ (c) to examine
- \_\_\_\_\_ (d) to comfort

16. feeble

- \_\_\_\_\_ (a) false
- \_\_\_\_\_ (b) weak
- \_\_\_\_\_ (c) dark
- \_\_\_\_\_ (d) silent

<p>17. gaze</p> <p>_____ (a) to burn brightly</p> <p>_____ (b) to sleep briefly</p> <p>_____ (c) to walk slowly</p> <p>_____ (d) to look steadily</p>	<p>22. slender</p> <p>_____ (a) long and thin</p> <p>_____ (b) polite and kind</p> <p>_____ (c) complete and final</p> <p>_____ (d) hard and strong</p>
<p>18. hazard</p> <p>_____ (a) a danger</p> <p>_____ (b) a storm</p> <p>_____ (c) a battle</p> <p>_____ (d) a fire</p>	<p>23. dismiss</p> <p>_____ (a) to look for</p> <p>_____ (b) to send away</p> <p>_____ (c) to pour out</p> <p>_____ (d) to cut apart</p>
<p>19. fragrant</p> <p>_____ (a) sweet-smelling</p> <p>_____ (b) fast-moving</p> <p>_____ (c) finely built</p> <p>_____ (d) easily broken</p>	<p>24. keen</p> <p>_____ (a) brief</p> <p>_____ (b) ugly</p> <p>_____ (c) new</p> <p>_____ (d) sharp</p>
<p>20. chat</p> <p>_____ (a) an untruthful story</p> <p>_____ (b) a friendly greeting</p> <p>_____ (c) an informal talk</p> <p>_____ (d) a noisy quarrel</p>	<p>25. handy</p> <p>_____ (a) attractive</p> <p>_____ (b) powerful</p> <p>_____ (c) convenient</p> <p>_____ (d) careful</p>
<p>21. stare</p> <p>_____ (a) to speak in anger</p> <p>_____ (b) to move in a circle</p> <p>_____ (c) to climb with difficulty</p> <p>_____ (d) a look long and hard</p>	<p>26. mend</p> <p>_____ (a) to repair</p> <p>_____ (b) to remember</p> <p>_____ (c) to report</p> <p>_____ (d) to return</p>
	<p>27. drowsy</p> <p>_____ (a) hungry</p> <p>_____ (b) friendly</p> <p>_____ (c) ugly</p> <p>_____ (d) sleepy</p>

<p>28. tumble</p> <p>_____ (a) to talk quietly</p> <p>_____ (b) to walk slowly</p> <p>_____ (c) to fall suddenly</p> <p>_____ (d) to strike repeatedly</p>	<p>33. discard</p> <p>_____ (a) to oppose</p> <p>_____ (b) to throw away</p> <p>_____ (c) to injure</p> <p>_____ (d) to find by accident</p>
<p>29. trivial</p> <p>_____ (a) difficult to believe</p> <p>_____ (b) of little importance</p> <p>_____ (c) lacking good sense</p> <p>_____ (d) strange in appearance</p>	<p>34. pebble</p> <p>_____ (a) a wide stream</p> <p>_____ (b) a high hill</p> <p>_____ (c) a deep hole</p> <p>_____ (d) a small one</p>
<p>30. Spade</p> <p>_____ (a) a tool for digging</p> <p>_____ (b) a large, flat field</p> <p>_____ (c) a device for writing</p> <p>_____ (d) a long, deep valley</p>	<p>35. weary</p> <p>_____ (a) early</p> <p>_____ (b) careful</p> <p>_____ (c) tired</p> <p>_____ (d) unhappy</p>
<p>31. reckless</p> <p>_____ (a) useless</p> <p>_____ (b) hopeless</p> <p>_____ (c) careless</p> <p>_____ (d) worthless</p>	<p>36. conceal</p> <p>_____ (a) to describe</p> <p>_____ (b) to injure</p> <p>_____ (c) to praise</p> <p>_____ (d) to hide</p>
<p>32. mute</p> <p>_____ (a) hungry</p> <p>_____ (b) angry</p> <p>_____ (c) little</p> <p>_____ (d) silent</p>	<p>37. strive</p> <p>_____ (a) to wait very eagerly</p> <p>_____ (b) to measure very carefully</p> <p>_____ (c) to walk very rapidly</p> <p>_____ (d) to try very hard</p>

38. gloomy _____ (a) foolish _____ (b) sad _____ (c) timid _____ (d) open	44. hoist _____ (a) to raise up _____ (b) to shout joyfully _____ (c) to throw away _____ (d) to wash thoroughly
39. ponder _____ (a) to walk slowly _____ (b) to consider carefully _____ (c) to hold tightly _____ (d) to speak softly	45. hurl _____ (a) to cry with pain _____ (b) to throw with force _____ (c) to depart in haste _____ (d) to injure in anger
40. wrath _____ (a) great anger _____ (b) a large crowd _____ (c) hard labor _____ (d) a sudden storm	46. yearn _____ (a) to acquire great wealth _____ (b) to speak at great length _____ (c) to feel great desire _____ (d) to cause great damage
41. tap _____ (a) to sleep briefly _____ (b) to strike lightly _____ (c) to tie tightly _____ (d) to run quickly	47. twig _____ (a) a double amount _____ (b) a small branch _____ (c) a sudden push _____ (d) a sharp stone
42. blunder _____ (a) a sudden fall _____ (b) a deep thought _____ (c) a loud noise _____ (d) a foolish mistake	48. haul _____ (a) to shout _____ (b) to cover _____ (c) to cut _____ (d) to pull
43. speck _____ (a) a small spot _____ (b) a cruel remark _____ (c) a strange sight _____ (d) a short talk	

<p>49. gale</p> <p>_____ (a) an accident story</p> <p>_____ (b) a strong wind</p> <p>_____ (c) a serious accident</p> <p>_____ (d) a high wall</p>	<p>54. snatch</p> <p>_____ (a) to break completely</p> <p>_____ (b) to strike forcefully</p> <p>_____ (c) to examine closely</p> <p>_____ (d) to seize suddenly</p>
<p>50. stray</p> <p>_____ (a) to lift up</p> <p>_____ (b) to throw away</p> <p>_____ (c) to wander away</p> <p>_____ (d) to burn up</p>	<p>55. haughty</p> <p>_____ (a) old and tired</p> <p>_____ (b) weak and frightened</p> <p>_____ (c) proud and scornful</p> <p>_____ (d) young and happy</p>
<p>51. lull</p> <p>_____ (a) a soft area of land</p> <p>_____ (b) a short period of quiet</p> <p>_____ (c) a small group of people</p> <p>_____ (d) a loud cry of pain</p>	<p>56. dwindle</p> <p>_____ (a) to burn brightly</p> <p>_____ (b) to walk slowly</p> <p>_____ (c) to become smaller</p> <p>_____ (d) to grow angry</p>
<p>52. shrewd</p> <p>_____ (a) clever</p> <p>_____ (b) torn</p> <p>_____ (c) rough</p> <p>_____ (d) afraid</p>	<p>57. bewildered</p> <p>_____ (a) greatly anger</p> <p>_____ (b) greatly confused</p> <p>_____ (c) greatly amused</p> <p>_____ (d) greatly injured</p>
<p>53. apparel</p> <p>_____ (a) clothing</p> <p>_____ (b) knowledge</p> <p>_____ (c) fear</p> <p>_____ (d) shelter</p>	<p>58. bough</p> <p>_____ (a) a high wall</p> <p>_____ (b) a wide street</p> <p>_____ (c) a loud laugh</p> <p>_____ (d) a large branch</p>

<p>59. crave</p> <p>_____ (a) to cover completely</p> <p>_____ (b) to deny strongly</p> <p>_____ (c) to desire greatly</p> <p>_____ (d) to wash carefully</p>	<p>64. kindle</p> <p>_____ (a) to reduce in size</p> <p>_____ (b) to set on fire</p> <p>_____ (c) to handle roughly</p> <p>_____ (d) to act friendly toward</p>
<p>60. shun</p> <p>_____ (a) to push</p> <p>_____ (b) to avoid</p> <p>_____ (c) to burn</p> <p>_____ (d) to brighten</p>	<p>65. wade</p> <p>_____ (a) to observe from a distance</p> <p>_____ (b) to beat with the hands</p> <p>_____ (c) to walk through water</p> <p>_____ (d) to tear into pieces</p>
<p>61. twine</p> <p>_____ (a) a pleasant drink</p> <p>_____ (b) great success</p> <p>_____ (c) a double amount</p> <p>_____ (d) strong string</p>	<p>66. genial</p> <p>_____ (a) strong and bold</p> <p>_____ (b) noble and wise</p> <p>_____ (c) cheerful and friendly</p> <p>_____ (d) famous and respected</p>
<p>62. lofty</p> <p>_____ (a) very amusing</p> <p>_____ (b) very frequent</p> <p>_____ (c) very high</p> <p>_____ (d) very expensive</p>	
<p>63. scorch</p> <p>_____ (a) to burn slightly</p> <p>_____ (b) to act superior to</p> <p>_____ (c) to examine carefully</p> <p>_____ (d) to cut the surface of</p>	

Time \_\_\_\_\_

Score \_\_\_\_\_



## **Practice 2: Diagnostic Reading Test**

**Directions:** Read the following selection at your normal speed; try to comprehend as much as you can in one reading. Time yourself carefully, and as soon as you finish the selection, record your time on the line marked TIME after the last line of the selection. Then go on to the Reading Comprehension Quiz that follows.

In reading the selection, you will find that some of the hard words and phrases are defined in footnotes. If you already know the meaning of these words and phrases, do not take the time to read the footnotes. And if there are other words that are unfamiliar to you, do not stop to think about them, but continue your reading. Usually you will find that the rest of the sentence will make their general meaning clear to you.

Remember: try to read at your usual rate, and read for understanding.

### **Learning New Words**

The exact number of English words is not known and cannot be known. The large (“unabridged”) dictionaries have over half a million entries, but many of these are compound words (schoolroom, sugar bowl) or different derivatives of these same words (rare-rarely, rarefy, rarity), and a good many are absolute words to help us read older literature. Dictionaries do not attempt to cover completely many groups of words that we can draw on: the informal vocabulary, especially slang, localisms, the terms of various occupations and professions; words used only occasionally by scientists and specialists in many fields; foreign words borrowed for use in English; or many of the three thousand or more new words or senses of words that come into use every year and that may or may not be used long enough to warrant being included. It would be conservative to say that there are over a million English words

that any of us might meet in our listening and reading and that we may draw on in our speaking and writing.

### ***The individual's vocabulary***

How many words an individual uses cannot be exactly measured either, but there are numerous estimates. Professor Seashore concluded that first-graders enter school with at least 24,000 words and add 5,000 each year so that they leave high school with at least 80,000. These figures are for recognition vocabulary, the words we understand when we read or hear them. Our active vocabulary, the words we use in speaking and writing is considerably smaller.

You cannot always produce a word exactly when you want it, as you probably know from the annoying experience of trying to remember the name of a casual acquaintance. But consciously using the words you recognize in reading will help get them into your active vocabulary. Occasionally in your reading pay particular attention to these words, especially when the subject is one that you might well write or talk about. Underline or make a list of words that you feel a need for and look up the less familiar one in a dictionary. And then before very long find a easy to use some of them. Once you know how they are pronounced and what they stand for, you can safely use them.

### ***Increasing vocabulary by learning new subjects***

“But my vocabulary is so small! Is a common complaint of students in composition courses and of other people who have some intention of writing? Or they say, “I know what I mean but I can't put it into words.” If your vocabulary is small, that is only the symptom and is not the disease, for words cannot be considered apart from their meaning and usefulness. If you have a clear idea of what you want to say, you won't have much trouble trying to find the words to express it. There are sense impressions, moods, and feelings-a variety of subjective sensations-for which you may have no specific

words, but in most of your writing you are not discussing these. Not being able to “to find the words” usually means not being able to think out very clearly what you want to say.

The words you already have are in the areas of your knowledge and your interest. Consequently, the most natural way to increase your stock of words is by learning something more, something new, perhaps from observation or conversation or from reading a magazine or a college textbook. You can't take facts and ideas away with you unless they are in verbal form. The easiest way to extend your vocabulary is by acquiring groups of words from new experience. In learning to drive a car, you picked up a number of new words; you will learn several in visiting a printing plant or a radio station or some other new place for the first time. New words come from every experience, from every job, every sport, every art, every book, from every field of thought and study. Consider the words that would be added to a person's vocabulary from a newly acquired interest in mathematics, cooking, sailing, music, poetry, or economics.

To make these new words your own, you must know what they stand for. Explain to someone what you have just learned, talk it over with somebody else who is interested in it, try to teach it to someone who knows nothing about it, or write about it.

In college your stock of facts and ideas increases enormously, with a corresponding increase in vocabulary. As you come to understand what *registrar*, *curriculum*, *schedule*, *major field*, stand for you will find yourself using them easily and naturally, as well as colloquial and slang vocabulary of the campus (*dorm*, *grad student*, *poly sci*, *math*); you may take up a new sport or some other activity and acquire more words; and a new words to your vocabulary, some of them technical and of restricted use, many of them of more general application. Acquiring the vocabularies of biology or sociology or history is

an essential part of your courses; certainly you can't go far without the names of the facts and the ideas which are being treated.

You should learn these accurately *the first time you meet them*; look at their spelling, pronounce them as you hear them in class or as a dictionary indicates, and study their exact meaning. Probably a good deal of students' trouble in courses comes from only partly understanding the specialized words when they are first met. Once these words are understood, they should be used. Many of them will be needed in class discussion or examinations or term papers, but using them in talking over the course work or using them casually in conversation will help impress on your mind what they stand for and therefore make the words themselves come more easily. In this way you will acquire those thousands of words which the studies on vocabulary credit a college graduate.

Time \_\_\_\_\_

### Reading comprehension quiz

**Direction:** For each problem, put a check mark before the one choice (a, b, c or d) which correctly completes the sentence or answers the question. *Do not look back at the reading selection in working these problems.*

1. About how many entries contained in large ('Cambridge') English dictionary?  
\_\_\_\_\_ (a) almost a quarter of a million  
\_\_\_\_\_ (b) a third of a million  
\_\_\_\_\_ (c) a half million  
\_\_\_\_\_ (d) over a million
2. About how many words does the writer estimate here are in English dictionary?  
\_\_\_\_\_ (a) A half million  
\_\_\_\_\_ (b) three-quarters of a million  
\_\_\_\_\_ (c) one million  
\_\_\_\_\_ (d) two million

3. One's recognition vocabulary is  
\_\_\_\_\_ (a) the same thing as his active vocabulary  
\_\_\_\_\_ (b) less often used than his *active* Vocabulary  
\_\_\_\_\_ (c) usually smallest than his *active* vocabulary  
\_\_\_\_\_ (d) much larger than his *active* vocabulary
4. This writer mentions Professor Seashone  
\_\_\_\_\_ (a) methods of learning new words  
\_\_\_\_\_ (b) estimate of how many words children know  
\_\_\_\_\_ (c) study of slang words and locations  
\_\_\_\_\_ (d) count of the number of words in an unabridged dictionary
5. The writer does NOT suggest increasing our vocabulary by  
\_\_\_\_\_ (a) underlining useful words we find in our reading  
\_\_\_\_\_ (b) using new words casually in our conversation  
\_\_\_\_\_ (c) trying to teach someone else something we have just learned  
\_\_\_\_\_ (d) devoting half an hour each day to the study of the dictionary
6. The word *schoolroom* is used in the essay as an example of  
\_\_\_\_\_ (a) a compound  
\_\_\_\_\_ (b) an obsolete term  
\_\_\_\_\_ (c) a derivative  
\_\_\_\_\_ (d) a specialized term
7. According to the writer, the easiest way to increase our stock of words is by  
\_\_\_\_\_ (a) trying to write about our sense impressions and feelings  
\_\_\_\_\_ (b) making a systematic study of the dictionary  
\_\_\_\_\_ (c) acquiring groups of words from new experiences  
\_\_\_\_\_ (d) thinking out very clearly what we want to say

8. Why did the writer mention learning to drive a car?

- \_\_\_\_\_ (a) To compare the good habits of driving with the good habits of vocabulary building.
- \_\_\_\_\_ (b) As an example of an activity which becomes easier when we know the proper technical terms.
- \_\_\_\_\_ (c) To show that it is as easy to learn new words as it is to drive a car.
- \_\_\_\_\_ (d) As an example of an experience which causes us it is to pick up new words.

9. According to the writer, people who say they “can’t find the words”

- \_\_\_\_\_ (a) usually aren’t able to think out very clearly what they want to say
- \_\_\_\_\_ (b) simply haven’t learned how to use the dictionary properly
- \_\_\_\_\_ (c) should develop more special interests in order to increase their vocabularies
- \_\_\_\_\_ (d) generally have too small an active vocabulary for their needs

10. Which of the following do the dictionaries attempt to cover most completely?

- \_\_\_\_\_ (a) localisms
- \_\_\_\_\_ (b) derivatives
  
- \_\_\_\_\_ (c) slang
- \_\_\_\_\_ (d) campus colloquialisms

Score \_\_\_\_\_

## Lesson 2

### Word Comprehension

Exercise 1: Directions: Each problem consists of a “test word” followed by four possible meanings. Underline the word that means most nearly the same as the “test word”.

Example:

shut = watch close sleep need

Speak	point	Talk	Hope	See
Chair	paper	Truth	Hill	Seat
Begin	feel	Leave	Start	Continue
Near	pretty	small	real	close
receive	cry	get	wonder	mean
Remain	stay	laugh	watch	trade
Permit	smile	open	allow	move
Fight	labor	ship	plant	battle
Desire	open	want	marry	paint
little	small	brave	same	late
answer	reply	return	touch	save
simple	ready	short	easy	daily
large	yellow	round	big	middle
amusing	funny	straight	proper	real
labor	trip	work	strength	letter
strike	wait	trust	fear	hit
attempt	destroy	mention	try	die
people	garden	method	papers	folks
perhaps	always	maybe	truly	therefore
sick	full	true	different	ill
ship	mile	price	boat	world
obtain	get	turn	hang	enter
quick	modern	safe	fast	fresh
finish	guess	complete	grow	divide

lift	raise	practice	smile	meet
beneath	within	under	around	beside
several	nice	narrow	proud	some
centre	middle	peace	school	path
request	wave	ask	ride	care
sufficient	possible	tall	broken	enough
certainly	usually	very	surely	suddenly
discover	refuse	sail	travel	find
lad	meat	roof	boy	harm
enjoy	like	offer	remove	surprise
occur	reach	happen	gather	thank
aid	help	pain	race	value
recall	trade	understand	throw	remember
road	shop	trouble	street	view
hurry	seek	taste	rush	wash
single	thin	one	wide	rich
noise	sound	maid	company	poem
silent	valuable	warm	still	human
imagine	tie	suppose	wait	obey
village	weather	voice	group	town
entire	young	whole	open	proper
liberty	freedom	mistake	family	method
observe	promise	pull	watch	turn
command	catch	order	burn	treat
correct	same	long	right	quiet
purchase	step	buy	listen	dream

## Exercise 2: Same or Opposite

Directions: In each problem there are two words whose meanings are either approximately the same or approximately the opposite. If the two words have about the same meaning, underline the letter S. If they have opposite meanings, underline the letter O.



Example:

stop go S O (they mean the *opposite*)

speak talk S O (they mean the *same*)

Work as rapidly and as accurately as you can.

1. dirty clean S O
2. journey trip
3. late early
4. rough smooth
5. hurt injure
6. narrow wide
7. gift present
8. find loose
9. never always
10. joy happiness
11. certain sure
12. distant near
13. dine eat
14. sell buy
15. war peace
16. work rest
17. tale story
18. succeed fail
19. cease stop
20. difficult easy
21. enjoy like
22. future past
23. dangerous safe
24. almost nearly
25. glad happy
26. few many
27. long short
28. full empty
29. ready prepared
30. same different

31. public	private
32. calm	quiet
33. much	little
34. consent	agree
35. dry	wet
36. cheap	expensive
37. forget	remember
38. choose	select
39. friend	enemy
40. huge	large
41. enter	leave
42. top	bottom
43. strong	weak
44. sorrow	joy
45. completely	entirely
46. rich	poor
47. terrible	awful
48. low	high
49. true	false
50. depart	leave
51. drop	lift
52. night	day
53. employ	hire
54. tall	short
55. ugly	beautiful
56. alive	dead
57. funny	amusing
58. under	over
59. locate	find
60. awake	sleep

### Exercise 3: Increasing Your Sentence-Comprehension Speed.

The previous exercises were designed to give you practice in the rapid comprehension of isolated words. In the following exercises you will be given kind of exercise to increase your speed at comprehending full sentences.

In these exercises you should try to read the sentences rapidly for their general meaning only. Do not attempt to consider each word by itself, for this bad reading habit will quickly affect both your speed and your comprehension.

Directions: Each problem consists of a sentence with a word missing. You are then given four words, only one of which will complete the sentence in logical way. Decide which word should be used in the sentence and draw a line under it.

Example:

You can trust Hendry to take good care of your money for he is very...  
a. angry      b. honest      c. evil      d. distant

All the words in this exercise are easy ones. The object is to see how fast you can read the sentences and still understand what you are reading. Therefore, as rapidly and as accurately as you can.

1. After writing a letter, Paul found that he couldn't mail it because he had no ...  
a. paper    b. friends    c. stamps    d. paint
2. If the coffee isn't sweet enough, I'll bring you some...  
a. sugar    b. salt        c. butter    d. cream
3. There was so much noise that Betty couldn't hear the man's angry....  
a. shout    b. wave        c. cheer     d. glance

4. None of the stores had the kind of shoes I wanted, so I didn't ...  
any  
a. sell            b. return        c. buy            d. save
5. You can't lock the door if you don't have a ....  
a. map            b. key            c. cheek        d. sheet
6. If you want me to cut this rope, you'll have to give me a ....  
a. nail            b. pole            c. knife        d. brush
7. It is too dark to read here without a ....  
a. light            b. pen            c. book        d. desk
8. I thought we still had some milk, but the bottle is ....  
a. level            b. bare            c. cold        d. empty
9. Mary wanted to go to New York by herself, but her father and  
mother wouldn't give her their ....  
a. control        b. example        c. consent      d. limit
10. I was surprised to meet Martha's husband, for I hadn't known  
that she was ....  
a. busy            b. married        c. angry        d. single
11. If these shoes are too big, ask the clerk to bring you a smaller  
....  
a. copy            b. pair            c. set            d. amount
12. When George won the race, he received a silver cup as his ....  
a. fare            b. debt            c. prize        d. charge
13. Clara wanted to buy a coat, but it cost more than she could ....  
a. assume        b. afford        c. arouse        d. adopt
14. My father's youngest brother is my favorite ....  
a. uncle        b. parent        c. aunt        d. cousin

15. I had hoped that Hendry would answer my question, but he remained ....  
a. ready    b. certain    c. willing    d. silent
16. It was easy to find seats in the train because there were so few ....  
a. tracks    b. stations    c. passengers    d. tickets
17. The show should have started an hour ago; I don't know what could have caused the ....  
a. alarm    b. delay    c. statement    d. custom
18. I sometimes take John's coat instead of my own, because the two of them look so ....  
a. original    b. similar    c. comfortable    d. curious
19. Robert must have liked the pie, because he asked for another ....  
a. piece    b. edge    c. length    d. load
20. Paul likes ships and the sea so much that he decided to become a ....  
a. servant    b. soldier    c. Secretary    d. tailor
21. No one could look in our windows if you would close the ....  
a. locks    b. handles    c. boxes    d. curtains
22. The box was too heavy for the old woman to ....  
a. watch    b. lift    c. reach    d. touch
23. I know it must be nearly dinner time because I'm getting very ....  
a. patient    b. secure    c. hungry    d. sorry
24. I should finish the book tonight, for I've read all but the last ....  
a. copy    b. title    c. measure    d. chapter

25. George had difficulty swimming across the lake, but he finally succeeded on his fourth ....  
a. attempt   b. process   c. display   d. instance
26. Arthur was so badly hurt in the accident that they had to rush him to a ....  
a. library   b. hospital   c. factory   d. theater
27. Since they had very little money to buy food, the family often had to go without....  
a. exercise   b. notice   c. relief   d. supper
28. Mary bated the farm so much that her father come to take her back to the city, she felt very ....  
a. happy   b. welcome   c. angry   d. sorry
29. I know that George Washington dead in 1799, but I don't remember the year of his ....  
a. death   b. life   c. birth   d. age
30. Last week's meeting was so long that they have promised that this one will be very ....  
a. complete   b. brief   c. fair   d. narrow
31. The bird couldn't fly because one of its wing was ....  
a. perfect   b. steady   c. active   d. broken
32. I'm sure Mrs. Smith would help you if she weren't so ....  
a. patient   b. steady   c. willing   d. busy
33. You can't always believe everything Charles says, for he doesn't always tell the ....  
a. reason   b. truth   c. story   d. time
34. Let Peter carry those heavy baskets; he is very ....  
a. weak   b. tired   c. strong   d. direct

35. Dr. Brawn can see you in half an hour if you care to ....  
a. peak            b. wait            c. hear            d. leave
36. All these pictures are so beautiful that I don't know which one to ....  
a. loose    b. need            c. choose        d. like
37. I thought the children would be sleeping when we returned home, but they still ....  
a. awake    b. quiet            c. friendly        d. apart
38. Potatoes seem to be Carl's favorite ....  
a. fruit            b. flower        c. vegetable    d. grain
39. It is rather cold again today, but tomorrow we expect the temperature to ....  
a. settle    b. grow            c. rise            d. hold
40. Unless you have a good map, our village is very difficult to ....  
a. accept    b. locate            c. preserve        d. equal
41. I know I have seen that man before, I can't .... Where.  
a. assume    b. wonder        c. recognize        d. recall
42. It will be easier to get across the river when they built the new ....  
a. church    b. bridge            c. coast            d. beach
43. If you still don't know what to do, I suggest you ask Paul's ....  
a. example        b. knowledge    c. benefit        d. advise
44. I don't know what happened at the meeting because I wasn't able to ....  
a. decline    b. apply            c. depart            d. attend

45. I want to go to the library, but I'm afraid I'm not walking in the right ....  
a. distance    b. circumstance    c. attitude    d. direction
46. I want to learn more about American political systems, but I don't know where to get the ....  
a. situation    b. information    c. conversation    d. association
47. Mrs. Wilson found that she couldn't do all the work in the house by herself, so she hired a ....  
a. guide    b. clerk    c. maid    d. chief
48. In this hot weather the ice will soon ....  
a. spoil    b. melt    c. bake    d. fail
49. It must have rained last night, for the grass is still ....  
a. warm    b. weak    c. wet    d. worn
50. We had hoped that Robert would agree to help us, but he has ....to.  
a. desired    b. promised    c. refused    d. intended

Time \_\_\_\_\_

Score \_\_\_\_\_



## LESSON 3

### Reading Sentences for General Meaning

Directions: In this exercise you are given 30 statements of the kind that might appear in reviews a new book. Put a *check mark* before each statement that suggests that the reviewer *approves* of the book. Put a *cross* before each statement that seems to show that the reviewer *doesn't approve* of the book.

Examples:

\_\_\_\_\_ I would not hesitate to recommend Professor Baker's latest book to anyone who has even the slightest interest in this subject.

\_\_\_\_\_ There is a little in Professor Baker's latest book is new, and there is much that recent scientific studies have shown to be untrue.

Work as rapidly as you can.

1. \_\_\_\_\_ It is difficult to see how anyone could find Professor's Baker's latest book anything but completely satisfying.
2. \_\_\_\_\_ On page after page of Professor Baker's book I found statements which my own experience in this field would certainly lead me to question.
3. \_\_\_\_\_ Although I have the highest personal regard for Professor Baker, I must confess that I find few major points in this book upon which he and I agree.
4. \_\_\_\_\_ I regret that the high price of Professor Baker's latest book will prevent a work of such great merit from being as widely read as it surely deserves to be.

5. \_\_\_\_\_ In spite of Professor Baker's excellent reputation in his field, I find it impossible to support the position which he takes in this, his most recent book.
6. \_\_\_\_\_ Professor Baker states in the introduction to his latest book that it was four years in preparation; one wonders; then, why he didn't check his facts with greater care.
7. \_\_\_\_\_ I had supposed that no one would ever produce a book on this subject with which I would find myself in complete agreement; but Professor Baker is now done the impossible.
8. \_\_\_\_\_ Since Professor Baker gathered the material for his latest book, a wealth of a new evidence has been found which clearly shows how unsound are the judgments that he makes.
9. \_\_\_\_\_ After reading and rereading the Professor Baker's book with the greatest care, I simply cannot understand why some reviewers have found fault with the position which this distinguished teacher has taken.
10. \_\_\_\_\_ After reading Professor Baker's latest book, I can only conclude that he was compelled by circumstances beyond his control to produce the work in such great haste as to be unable to check his facts in the customary way.
11. \_\_\_\_\_ Professor Baker always express himself in a delightfully amusing manner; yet even his clever style cannot conceal his lack of real understanding of the difficult subject on which he writes.
12. \_\_\_\_\_ I should be very much surprised, indeed, if Professor Baker's newest book didn't soon become the standard work in his field, a position which is so richly deserves.
13. \_\_\_\_\_ It will be a great pity if Professor Baker's new book is read only by the experts in his field, for a writer of such high standards surely deserves a much wider audience.

14. \_\_\_\_\_ It is hard to see how any intelligent reader could fail to be completely satisfied with Professor Baker's reasoning or with the conclusions he reaches in his latest book.
15. \_\_\_\_\_ One cannot quarrel with the nature of the evidence which Professor Baker offers in his latest book; but at the same time one cannot honestly accept the conclusions which he reaches on the basis of this evidence.
16. \_\_\_\_\_ It is curious how a writer who as once so careful with his facts and sound in his judgments could, as in the case of Professor Baker and his latest book, suddenly abandon his usual high standards and produce a work of such slight merit.
17. \_\_\_\_\_ Although Professor Baker's most recent book contains fewer than 200 pages, I find it impossible to imagine how a better introduction to the subject could ever be produced.
18. \_\_\_\_\_ One cannot help expressing regret that more writers in this difficult field do not have Professor Baker's gift of clear expression combined with his soundness of judgment.
19. \_\_\_\_\_ In such a difficult field it is not often that one encounters a general treatment that is both sound in its theory and entertaining in its style; but Professor Baker's most recent book is one to which the above description can quite justly be applied.
20. \_\_\_\_\_ Of Professor Baker's latest book I can say only that his and my views remain worlds apart, and though I yield to no one in my admiration for his smooth-flowing literary style, my opinions of what he has to say quite another matter.

21. \_\_\_\_\_ Other reviewers, I find, have had some very unkind things to say about this, professor Baker's most recent book; for my own part, I really cannot imagine how this little volume could be improved upon in any substantial way.
22. \_\_\_\_\_ Professor Baker's publisher has stated that this new book will soon take the place of all the old standard works in this field; in view, however, of both the style and the content of Professor Baker's Book, I find this claim most difficult to accept.
23. \_\_\_\_\_ In today's world it becomes increasingly essential for all men to acquire some knowledge and understanding of science; but to such understanding the latest book of Professor Baker will, alas, contribute very little.
24. \_\_\_\_\_ No one in this field can read Professor Baker's latest book without feeling the deepest regret over the early death of scientist whose ability as a writer is no less remarkable than his well-known skill in the university classroom.
25. \_\_\_\_\_ There is certainly a great need in this field for a short, general survey which combines sound scientific theory with good literary style; but, though no one could find fault with Professor Baker's style, the theory which he advances in this, his most recent book, leaves a great deal to be desired.
26. \_\_\_\_\_ It is the policy of this journal to allow its reviewers no more than four hundred words to discuss any new book; but for me to do justice to a work such high quality as Professor Baker's latest volume would require a review fully ten times that length.
27. \_\_\_\_\_ In my previous review of the books in this difficult field, I expressed the opinion that no satisfactory treatment of the subject had ever been published; and after reading Professor Baker's latest attempt in the

same area, I am compelled to report that the situation remains unchanged.

28. \_\_\_\_\_ I shall review two books published recently in this field, beginning with that by Professor Baker, which, though very much the smaller of the two, seems to me to present by far the better treatment, and indeed, to provide the beginning student with an ideal introduction to this difficult subject.
29. \_\_\_\_\_ When I first opened the package containing the copy of Professor Baker's latest book and read its title, I must admit I felt a sudden sinking of the heart; yet once I had gathered courage to begin my reading, I found the work so far beyond my widest hopes that I actually missed supper rather than put the volume down unfinished.
30. \_\_\_\_\_ In his latest book Professor Baker has endeavored to present the beginning student with a popular introduction to his subject, and although I am certainly in full sympathy with his purpose, I must in all honesty report that here, as in so many popular treatments in the field of science, the efforts to give a simple yet true picture of a difficult subject have proved to be far beyond the capacity of the writer.

Time \_\_\_\_\_

Score \_\_\_\_\_

## Lesson 4

### Reading Strategies and Skills

This course will give you the opportunity to develop and practice reading strategies and skills which can be applied to all forms of academic study. The strategies and skills you will practice are as follows:

1. Anticipating and Predicting
2. Skimming
3. Scanning
4. Guessing unknown words
5. Understanding main ideas
6. Inferring
7. Understanding text organization
8. Restatement
9. Multiple Choice Strategies
10. Assessing a writer's purpose

#### 1. Anticipating and Predicting

*Anticipation and prediction* are two basic reading skills that we use to guess or predict how a passage will develop.

We *anticipate before* we read a passage, we *predict after* the passage begins.

**Anticipation:** Before we read the passage, we expect to find certain things in it. These may be answers to certain questions in our minds about the subject or ideas that interest us. Our anticipation of what is in the passage is therefore related to our own personal background knowledge on the subject. A passage becomes much easier to read when we already have some ideas on the subject or look forward to reading it. But when we are faced

with a passage that we have no idea about, then even understanding the main points becomes difficult. Reading widely and increasing our knowledge would be the obvious solution to improving this important skill of anticipation.

**Prediction:** When we are reading we are continuously making predictions or guesses about what will come next in a passage and as we continue to read the passage we find that these guesses are either right or wrong. After a passage begins, we find “**clues**” that help us predict what is going to come next. These clues may be in the meaning or in the grammatical structure of a sentence or its vocabulary. The skill of prediction, like anticipation, makes it easier to understand the sentences that follow and is therefore an essential skill in dealing with the Reading Comprehension. We can practice this skill by looking at sentences and trying to predict what will come next.

Before you read a text in detail, it is possible to predict what information you may find in it. You will probably have some knowledge of the subject already. And you can use this knowledge to help you anticipate what a reading text contains.

After looking at the title, for example, you can ask yourself what you know and do not know about the subject before you read the text. Or you can formulate questions that you would like to have answered by reading the text. These exercises will help you focus more effectively on the ideas in a text when you actually start reading.

To help you predict, you may also use skimming and scanning strategies as described below.

## 2. Skimming

Skimming involves reading quickly through a text to get an overall idea of its contents. Features of the text that can help you include the following:

- (a) Title
- (b) Sub-title(s)
- (c) Details about the author
- (d) Abstract
- (e) Introductory paragraph
- (f) First, second and last sentences of following paragraphs
- (g) Concluding paragraph.

A text may not contain all of these features – there may be no abstract, for example, and no sub-titles – but you can usually expect to find at least (a), (e), (f) and (g). Focusing on these will give you an understanding of the overall idea or gist of the text you are reading – in other words, a general understanding as opposed to a detailed reading. Another term for this kind of reading is surveying.

Surveying can be described as looking quickly through a book, chapter of a book, article from a journal, etc., to decide whether or not it is suitable for your purpose.

To decide whether or not a text is suitable, especially if it is a book, you will also need to focus on the following features in addition to those mentioned above:

- (a) Edition and date of publication
- (b) Table of contents
- (c) Foreword
- (d) Introduction
- (e) Index.

*When we are skimming*, we go through a passage quickly jumping over parts of it, in order to get a general idea of what it is about.



*When you are skimming*, move your eyes quickly over the text or passages and ask yourself, “What is this passage about?” Look at the important part of the passage: the beginning, the end, the title and the first sentence in each paragraph (if there is more than one), which usually contains the main idea.

### **3. Scanning**

When you scan a text, again you look quickly through it. However, unlike skimming, scanning involves looking for specific Words, phrases and items of information as quickly as possible. In other words, scanning involves rapid reading for the specific rather than the general; for particular details rather than the overall idea.

When you read a text, for example, you may want to find only a percentage figure or the dates of particular historical events instead of the main ideas. Scanning will help you find such information more efficiently.

*When we are scanning*, we look through a text quickly in order to find a specific piece of information.

*When you are scanning*, move your eyes quickly over the passage until you find the specific piece of information, a date, a figure, a name that you need. It is not necessary to read the whole passage carefully.

### **4. Guessing Unknown Words**

It is unlikely that you will understand 100 percent of the vocabulary in a text, especially at a first reading. Use first the context and then your own knowledge of the subject to help you guess the meaning of unknown words. At your first reading of a text it is usually best not to stop and consult your dictionary. This will interrupt your process of reading and understanding. Often the meaning of unfamiliar words and phrases becomes

dear as you continue to read through the text. The dictionary can be used at a later stage.

In using the context to help you guess unknown vocabulary, you can refer first to the immediate context and then to the wider context in which a word is found. The immediate context is the sentence in which a word is found, and sometimes the sentences immediately before and after this. The wider context can include other sentences and even other paragraphs in a text. Both forms of context can often provide important information which will help you guess the meaning of unfamiliar words.

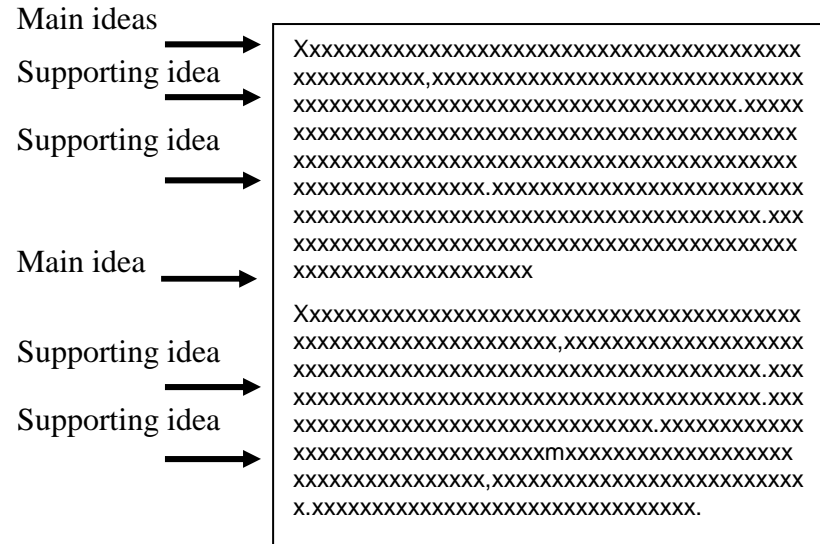
## **5. Understanding Main Ideas**

You will practice recognizing the main ideas contained within a text. In the process of skimming you will already have identified some of these main ideas. During a second and third reading you can recognize and understand them more fully. Each paragraph will usually contain one main idea, sometimes referred to as the paragraph topic.

The reading materials provide several exercises which help you identify and understand the main ideas in a text. Knowing the key points in a reading text is vital in assessing its importance and relevance for your needs. Understanding the main ideas will also lead you to an understanding of a writer's organization (see Section 8 below).

### **Looking for the Main Idea**

When reading it is important to look at the organization of the passage. Each paragraph is organized in such a way that it has a main idea, which is often contained in the first sentence of a paragraph. The rest of the paragraph supports and develops this main area.



Sentences which usually contain the main idea are called topic sentences. It is a help to be able to recognize the indicators which show the function of the other sentences that develop the topic sentence. Some indicators are:

- For example, .....
- An example/illustration/instance of this .....
- Thus/so/consequently/as a result, .....
- One result of this is .....
- In addition/furthermore/moreover/also .....
- The reason for this is that .....
- This is because .....
- Because of .....
- Due to/owning to .....

### General and Specific Statements

In order to find the main idea of a passage, it is important to distinguish the specific, the particular, statements from the general statements. For example:

- (general) Life has evolved on earth for millions or years.
- (specific) It is believed by some scientists that birds evolved from dinosaurs.

*The first, general statement refers to the evolution of every kind of life and the period of time given is very open. The second, particular statement refers to a belief of a particular group of people (some scientists) about particular form of life (birds) evolving from another particular form of life (dinosaurs).*

## **6. Inferring**

Sometimes a writer will suggest or express something indirectly in a text. In other words, a writer will imply something and leave it to the reader to infer or understand what is meant. When writers do this, they rely to some extent on the knowledge of their readers – knowledge of a subject or cultural knowledge, for example. Inferring a writer's meaning is sometimes important in the process of understanding a reading text.

### **a. Making Inference**

Some of the questions deal with what can be inferred from the passage; what is not directly stated there but is understood. A good reader is able to understand the inference, to see what is implied.

Certain strategies can be used to try to determine what can be inferred from the passage. The most obvious help we get is from the context, the whole group of sentences, which can guide us toward the answer.

### **b. Making Reference**

You may also get questions on reference. These questions can take certain words from the passage (such as; this, that, it, him, her, them, the problem, the question, etc.) and ask you what they refer to.

The reference could be to something which has already been mentioned or to something which is going to be mentioned.

## Understanding Text Organization

Writers structure, or organize, their writing in many different ways. Recognizing the way in which a text has been organized will help you understand its meaning more fully. A writer may want, for example, to outline a situation, discuss a problem and propose a solution. This will usually result in a particular pattern of organization. Or a writer may want to compare and contrast two ideas and will choose one of two basic structures commonly used to compare and contrast.

Another feature related to organization is a writer's use of time. To give an account of events or describe a process, writers will often use a chronological order, in which events are recounted in the order in which they have occurred. Other writers will choose to organize an account of events in different ways, perhaps with repeated contrasts between past and present time.

## 8. Restatement

**Putting it in other words;** To understand questions, you must be able to identify restated information or put into other words information given in the passage.

## 9. Multiple Choice Strategies

Developing Successful Multiple Choice Strategies; some questions are in a multiple choice format. They all follow the same principle, the same idea, that there is one stem (a question or a statement or an incomplete statement) and four "answers," only one of which is correct.

Of the four answers, often one is "nearly" correct. In other words, it can distract you that it can draw your attention

away from the correct answer, more easily than the other two incorrect answers.

What can incorrect answers have in common? Often they can contain words from the passage or the stem which have been mixed up. Or they can contain certain ideas from the passage which have been wrongly put together.

The “nearly correct” answer can be very close to being correct, but it fails for any of a number of reasons: (a) it may be too general or too vague, (b) it may be true of the passage but slightly irrelevant to the stem or question, and (c) it may be true but not according to the context of the passage.

## **10. Assessing a Writer’s Purpose**

Once you understand the organization of a text, you can then recognize the writer’s purpose more clearly. The text organization a writer selects will partly depend upon his or her particular purpose. A writer may want to inform or persuade, and he or she will select a structure or pattern of organization according to this purpose.

A writer may also intend to do both of these things in a written text – to inform as well as persuade. In such cases it is often helpful to try to assess which of these purposes seems to be more important or dominant.

## Lesson 5

# SKIMMING

Skimming is one of the most important and usefull skills. It is a way you can find something quickly. You can use it to find a specific fact, such as a name or a date in history. You can skim to find the main idea in a paragraph, an article, or even a book. You can also use this skill to review material that you have already read.

Here is how to skim. Let your eyes run from left to right and fron top to buttom over the material you are reading. Do not read every word . When you think you have found what you are looking for, read it carefully. Make sure it is what you want.

How you skim often depends on what you are reading. If it is a paragraph, skim every line, at least when you first begin to skim. If it is a longer article or a book, you will probably skim every paragraph. The first sentence will often tell what the paragraph is about. Titles within a book will also help you to find something.

Although you should skim quickly, do not go to fast. Then you will not miss what you are looking for.

Now do the following exercises in skimming.

1. Skim the following paragraph. Find out:
  - a. What natural gas is mainly made up of
  - b. The two ways it is found in the earth
  - c. The names of three countries that have natural gas deposits

When oil was formed in underground rocks millions of years ago, natural gas was formed too. Like oil, it is a mixture of hydrocarbons. It is mainly made up of methane, a gas that is

also formed when plants decay in marshes. Now and then, marsh gas catches fire, producing a strange blue, flickering flame often called “will o’ the wisp”.

Sometimes natural gas is found in the earth by itself. Often, however, it comes to the surface where boreholes are drilled for oil.

Natural gas is a valuable fuel. It is used to heat buildings and to operate stoves and refrigerators. It is also used to make bricks and glass, to cut and harden metals, and to run machines.

The United States has huge deposits of natural gas. This gas is sent across the country by a network of pipelines. Natural gas can also be transported as a liquid by sea in refrigerated tankers. The USSR and Canada are also large producers of natural gas.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

2. Skim the following paragraph. Find out
- a. The name of the first ancestor of the horse
  - b. How many toes mesohippus had
  - c. How many toes the modern horse has

The first ancestor of the horse lived 50 million years ago. Called *oehippus* (meaning dawn horse), it was the size of a small dog. Instead of hoofs, it had four toes on the front feet and three on the back feet. Thirty million years later it was replaced by *mesohippus* (middle horse). This was a larger animal and had three toes on each foot.

Later still, horses appeared with the outer toes on each foot smaller and the weight placed on the center toe. Finally, the modern horse (*equus*) appeared with just one toe (the hoof) on each foot.



- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

3. Skim the following article. Find out

- a. The capital of Canada
- b. The name of the high hill in Montreal
- c. The main idea of the first paragraph and quote it exactly.

Montreal is the largest city in Canada. (The capital, however, is Ottawa.) Montreal, on the St. Lawrence River, is one of the biggest inland ports in the world. It is in the province of Quebec, which is the French-speaking part of Canada. Many of the people speak both English and French.

In the center of the city rises a high hill called Mount Royal. The city gets its name from the hill, called *Mont Real* in French.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

## Reading Paragraph for Central Idea

In this lesson you will be concerned with the rapid comprehension of longer units of writing – the paragraph and the complete composition.

How we read these longer units will depend both on our purpose in reading and on the level of difficulty of the material. In some cases it is enough if we simply comprehend the writer's main ideas, without devoting much attention to the minor details. Much of the reading we do for general information or for pleasure is of this kind – the reading of magazine and newspaper articles, for examples. It is also the technique we would probably use in “skimming” reference books in order to determine whether they are sufficiently important for our purposes to merit a more careful and thorough reading.

On the other hand, classroom textbooks and other complex materials must often be read both for central idea or ideas, and for the supporting details. In such cases it is frequently advisable to read the material twice – once to comprehend the writer's main thoughts and a second time to understand the detail, such as the steps the writer uses to reach his conclusion, the evidence he gives in support of his argument, or the illustrations he provides to help us understand a general principle.

Clearly, then, a first step in increasing our skill in reading longer passages is to practice reading rapidly for central idea. In this lesson we shall apply this technique to a series of short, unrelated paragraphs. The effective method of reading for central idea may be briefly summarized as follows:

1. Force yourself to read the paragraphs a little faster than you are used to doing. Normally when you read, you are concerned with comprehending both the central idea and the supporting detail. This time, however, your purpose is solely to find the writer's main thought. Therefore you should be able to read somewhat faster. On the other hand, do not attempt to skim so rapidly that

you risk losing altogether the sense of what you are reading. Try for a reading speed that is only a little faster than usual.

2. Concentrate on finding, and following, the writer's central idea. Do not attempt to remember details such as exact dates, lists of names, large numbers, and the like.
3. If you find an occasional word which you do not understand, or lose the sense of a word or phrase here and there, do not stop to reread the material. Continue reading at the slightly faster than normal speed that you have established.

Now try to apply the above technique to exercises that follow.

### **Reading for Central Idea**

**Direction:** This exercise consists of paragraphs, each on a different subject. Read each paragraph quickly to determine the central idea. Then turn the page and check the one statement which best expresses the central idea. In deciding on your answer, *do not look back at the paragraph*. As soon as you have marked your answer, go on to the next paragraph. Work as rapidly and as accurately as you can.

**Paragraph 1**

Most civilizations and cultures-in their sacred writings, in their oral traditions, in their folk stories-have some reference to the original of language. Only rarely (at least in the records that have come down to us) did the ancients try to learn some thing about speech phenomena by observation or experimentation. The Greek historian Herodotus (fifth century B.C.) records one such incident: an Egyptian king named Psammetichos wished to determine which of the world's languages was oldest. To gain this information, he decided to isolate two new born infants until such time as they should begin to speak; the assumption being that, lacking any pattern to imitate, they would therefore naturally employ the most primitive of the languages. In the course of time the children were heard to utter something that was recorded as *bekos*-which turned out to be similar to the Phrygian word for "bread." Therefore Phrygian (a language once spoken in Asia Minor) was held to be the first language of mankind, at least by King Psammetichos and, we may presume, by his court.

Mark the sentence that most nearly expresses the central idea of the paragraph.

- \_\_\_\_\_ (a) Psammetichos concluded that the first word that children speak in the word for "BREAD."
- \_\_\_\_\_ (b) Psammetichos concluded that Phrygian was the oldest language in the world.
- \_\_\_\_\_ (c) Psammetichos concluded that the oldest word in any language is the word for "bread.)
- \_\_\_\_\_ (d) Psammetichos concluded that Phrygian was the easiest language in the world to learn.

***Paragraph 2***

Some of the notebooks that George Washington kept as a young man are still in existence, and they show that he learned a little Latin, that he acquired some of the basic elements of good conduct, and that he read a little English literature. At school he seems to have cared only for mathematics. His was a brief and most incomplete education for a gentleman and it was all the formal education he was to have, since, unlike some of the other young Virginia gentlemen of his time, he did not go on to the College of William and Mary in the Virginia capital of Williamsburg. In terms of intellectual preparation and power, then, Washington is in sharp contrast with some other early American presidents, such as John Adams, Thomas Jefferson, and James Madison. In later years, Washington probably regretted his lack of intellectual training. He never felt comfortable in formal debate, or in discussions that were not concerned with everyday, practical matters. And inasmuch as he never learned to speak French, he refused to visit France because he felt he would be embarrassed at not being able to speak directly to the statesmen of that country. Thus, unlike Jefferson and Adams, he never reached Europe.

The central idea of paragraph two is:

- \_\_\_\_\_ (a) Washington's education showed unusual variety, including as it did, study in fields as varied as mathematics and literature.
- \_\_\_\_\_ (b) Washington's education was probably equal to that obtained by other Virginia gentlemen of his age.
- \_\_\_\_\_ (c) Washington's education may seem limited by modern standards, but it appears to have been entirely adequate for the duties of his later years.
- \_\_\_\_\_ (d) Washington's education was extremely limited and probably put him at a disadvantage in later life.

### *Paragraph 3*

Most American folk songs are importations. Brought over by the settlers, influenced by new living conditions, changed to reflect another scene and setting, they still show their origins. Under different titles, and celebrating another set of characters, the story songs of Vermont and the mountain tunes of the Appalachians are largely adaptations of such English and Scottish ballads as “Barbara Allen,” “The Hangman’s song,” “The Two Sisters,” and “Lord Randal.” But a few—and perhaps the best-of the American ballads are genuinely native, as original in subject as they lively in expression. Beginning as reports of local events or current beliefs or merely as play songs, they have become part of the national life. The five most vivid are also the most popular: “Dixie,” “My Old Kentucky Home,” “Frankie and Johnny,” “Casey Jones,” and “John Henry.” Unlike most folk songs, the authors of at last two of them are known.

The central idea of paragraph three is:

- \_\_\_\_\_ (a) Most American folk songs are simply variations of older ballads imported from abroad, though a few of the best and most popular are American originals.
- \_\_\_\_\_ (b) Such vivid and popular folk songs as “Frankie and Johnny” and “John Henry” are really only adaptations of much older English and Scottish ballads.
- \_\_\_\_\_ (c) Although the authors of most American folk songs are unknown, a few can definitely be identified.
- \_\_\_\_\_ (d) American folk songs are unlike those of other countries because of differences in living conditions, settings, and local events.

#### ***Paragraph 4***

The question has sometimes been raised whether Shakespeare knew Greek. The masters of the Stratford school which Shakespeare attended were not doubt well qualified to teach Greek. But the question, after all, is idle since there is no reason whatever to believe that Shakespeare read Greek or had any acquaintance with Greek literature-except Plutarch- either in the original or in translation. With Latin, however, the case is different. When we read Johnson's statement that Shakespeare had "small Latin," we must remember that what seemed like little Latin to such a scholar as Johnson would be a very respectable quantity today. A boy would have been dull indeed who could spend six or seven years devoted almost entirely to the study of Latin for about ten hours a day and yet emerge from the process without a very fair command of the language.

The central idea of paragraph three is:

- \_\_\_\_\_ (a) The fact that Shakespeare learned neither Greek nor Latin suggests that he was a dull student.
- \_\_\_\_\_ (b) because Shakespeare was a dull boy, he had to spend six or seven years studying almost nothing but Latin.
- \_\_\_\_\_ (c) Shakespeare probably had no greater knowledge of Latin than he had of Greek.
- \_\_\_\_\_ (d) We may conclude that Shakespeare could not read Greek but probably had a very satisfactory knowledge of Latin.

*Paragraph 5*

Architecture, then, is an art, and any art must give us pleasure, or else it is a bad art, or we are abnormally blind. We are in general too hardened and insensitive to architecture as an art and to the joy it may bring to us. It is the constant nearness of architecture during our entire conscious existence that has blinded us in this way. We forget that it is an art of here and now, because it is with us everyday, and because we must have houses to live in. We are apt to think of them solely as abiding places. Therefore we think of architecture as some vague, learned thing dealing with French cathedrals or Italian Places or Greek temples, not with New York or Chicago streets or Los Angeles suburbs, and this false doctrine has strengthened in us until our eyes are dulled and our minds are deadened to all the beauty that is being created around us today, and we lose all the fine deep pleasure that we might otherwise experience from our ordinary surroundings.

The central idea of paragraph three is:

- \_\_\_\_\_ (a) Although some modern architecture is truly art, much of the new building is more useful than it is beautiful.
- \_\_\_\_\_ (b) It is naturally difficult for people used to the dull architecture of a New York or Chicago to understand fully the ancient monuments of Europe.
- \_\_\_\_\_ (c) In our daily lives we are so completely surrounded by architecture that we have ceased to see and enjoy it as art.
- \_\_\_\_\_ (d) Architecture must surely be considered an art, for throughout our daily lives we are constantly deriving pleasure from it.



## **Lesson 6**

### **Reading Paragraph for Full Understanding**

In the previous section you were given practice in reading paragraph for their central idea. In this section you will be given another series of short paragraph, but this time you will be asked to read for total comprehension-that is, for an understanding both of the central idea and of the supporting details. Although this kind of *intensive reading* will probably a slightly slower speed than did your reading for central idea only, you should still try to cover the materials as rapidly as you can without losing the sense of what you are reading. If you read at a fairly rapid pace, you will find it easier to concentrate on *ideas* and the relation between ideas. The slow reader usually concerns himself too much with individual words and thus may actually comprehend less than the quick reader.

If, as you read, you come to a term that is not familiar to you, do not stop to puzzle over it; continue reading, and quite likely the general meaning of the sentence will become clear to you.

And finally, try to avoid going back and rereading words and phrases. Readers who make a habit of rereading parts of sentences generally harm, rather than help, their comprehension. Force yourself to concentrate on understanding everything the first time, and you will soon improve both your reading speed and your comprehension.

#### ***Paragraph Comprehension***

*Directions:* This is an exercise to test your ability to understand the meaning of paragraph and short passage of English. Each problem consists of a passage followed on the next page by two comprehension questions. First read the paragraph, then turn the page and answer the question by putting a check mark before the correct

answer. Once you have started to answer a set of questions, *do not look back at the passage*. Answer the question on the basis of what you remember about the passage. Work as rapidly and as accurately as you can.

***Paragraph 1***

Cloth making was greatly increased, both in the United States and in England, by the invention of a machine to remove the seed from the cotton, which grew abundantly in the southern area of the United States. This machine was the work of Eli Whitney, a young man from New England who had gone south to teach school. While visiting a plantation, he heard a good deal of talk about the cost of separating cotton fiber from the seed. He was told that a man, working all day, could separate only a pound of cotton from the seed. Both Georgia and South Carolina had offered a prize for a machine that could do the work, but no one had claimed it. Whitney became so much interested in the problem that he quit teaching and put all his time into the effort of inventing a cotton gin. In 1793 he completed a machine with which a man could clean fifty pounds of cotton a day. He wrote his father proudly: "It makes the labor fifty times less without throwing any class of the people out of business." He continued to work on his machine, improving it so that it would clean more and more cotton. But his hope of making a great fortune with the cotton gin were never realized, because many people, after learning how, simply built gins and paid Whitney nothing for his invention.

*Questions on paragraph one:*

1. How much cotton per day could be cleaned by one of Whitney's first machine?
  - a. 5 pounds
  - b. 15 pounds
  - c. 50 pounds
  - d. 150 pounds

2. Why did Whitney fail to make a fortune with his machine?
  - a. Because the people of the south were slow to adopt it.
  - b. Because other people copied it without paying him anything.
  - c. Because he spent all of his money trying to improve his original machine.
  - d. Because other people invented machines that were much better.

### ***Paragraph 2***

The mother goose stories, so well known to children all over the world, are commonly said to have been written by a little old woman for her grandchildren. According to some people, she lived in Boston, and her real name was Elizabeth Vargoose. Her son-in-law, a printer named /Thomas Fleet, was supposed to have published the famous nursery stories and rhymes in 1719. However, no copies of this book was ever been found, and most scholars doubt, moreover, that Mother Goose was ever a real person. They point out that the name is a direct translation of the French “Mere l’Oye.” In 1697 The Frenchman Charles Perrault published the first book in which this name was used. The collection contains eight tales, including “Sleeping Beauty,” “Cinderella,” and “Puss in Boots.” But Perrault didn’t originate these stories; they were already quite popular in his day, and he only collected them.

### *Questions on paragraph two:*

3. What is supposed to have happened in 1719?
  - a. Elizabeth Vergoose composed the first Mother Goose stories.
  - b. Thomas Fleet published the Mother Goose stories.

- c. The Mother Goose stories were translated into French.
  - d. Charles Perrault published the first Mother Goose stories.
4. On the basis of this paragraph, what may we conclude about the real origin of the stories “Sleeping Beauty” and “Cinderella”?
- a. They were invented by Elizabeth Vergoose.
  - b. They were invented by Thomas Feet.
  - c. They were invented by Charles Perrault.
  - d. Their authors are unknown.

### ***Paragraph 3***

Early scholars in Europe and America assumed that the American Indian came from the Old World. After Russian explorers in the North Pacific Ocean made it clear that Alaska almost touched the mainland of Asia, wise men said the Indian came from that continent. You will find such statements in the oldest book upon the subject. In 1739 a great portraits painter named Smibert came to Boston to paint the colonial governors. He had painted at the Russian Court and so was familiar with the Siberians who appeared there from time to time. When Smibert saw the Indians he declared them to be Mongolians. From that day to this, everything points to a Mongoloid ancestry for the American Indian. Even the oldest human bones found in America have been pronounced Mongoloid. So one question is answered, the first man to discover America came from Siberia. This may not be the final answer, but since nothing to oppose it has been discovered since the time of Columbus, we must accept it as the best answer.

*Questions for paragraph three:*

5. Why had Smibert gone to Boston in 1739?
  - a. To study the Indians who lived there.
  - b. To sell the pictures he had painted in Russia.
  - c. To deliver lectures on his theories about the Indians.
  - d. To paint pictures of some high officials.
  
6. According to the writer, what *first* led wise man to conclude that the American Indian came from Asia?
  - a. The evidence of the oldest bones to be found in America.
  - b. Smibert's comparison of the Indians with Siberians.
  - c. The discoveries of Russian explorers in the Pacific.
  - d. Columbus's accounts of his travels to America.

#### ***Paragraph 4***

Basketball is one sport- perhaps the only sport- whose exact origin can safely be stated. During the winter of 1891-1892, Dr. James Naismith, a college instructor at Springfield, Massachusetts, invented the game of basketball in order to provide exercise for students between the closing of the football season and the opening of the baseball season. He attached fruit baskets over head on the walls opposite ends of the gymnasium, and using a soccer ball, organized nine-man teams to play his new game in which the purpose was to toss the ball into one basket and attempt to keep the opposing team from tossing the ball into the other basket. Although there have since been many changes in the rules (such as the reduction of the number of the players on a team-from nine to five), the game is basically the same today. United States soldiers introduced it to the Philippines in 1900 and to Europe during the World War I, and being adopted by other nations, it soon became a worldwide sport. It is interesting that although basketball was created as an

indoor game, in countries other than the United States it is now played almost entirely outdoors.

*Questions on paragraph four*

7. What does the writer say is particularly unusual about basketball as compared with other sport?
  - a. It began as indoor game but later became equally common as an outdoor game.
  - b. We know exactly when, where, and by whom it was invented.
  - c. It was invented for college students but became popular only after it was adopted by soldiers.
  - d. We know exactly when it was first played outside of the country of its origin.
8. What connection does the writer mention between the game of basketball and the game of soccer?
  - a. Basketball was first played with a soccer ball.
  - b. Basketball has replaced soccer as the most popular sport in some countries.
  - c. Basketball was invented by a well-known soccer player.
  - d. Basketball was designated to provide exercise for students before the beginning of the soccer season.

***Paragraph 5***

Many large birds possessing great powers of flight are, when not occupied with the business of raising their young, constantly wandering from place to place in search of food. They fly at a great height, and cover tremendous distances. In such regions as this, uncomfortable of birds are, without doubt, constantly passing over us unseen. It was once the subject of very great wonder to me that flocks of black-necked swans should almost always appear by flying by immediately after as

shower of rain, even when none had been visible for a long time before, and when they must have come from a very great distance. When the reason at length occurred to me, I felt very much disgusted with myself for being puzzled over so very simple a matter. After rain a flying swan may be visible to the eye at a vastly greater distance than during fair weather, the sun shining on its intense white feathers against the dark black-ground of a rain-cloud making it exceedingly conspicuous. The fact that swans are almost always seen after rain shows only that they are almost always passing.

*Questions on paragraph five:*

9. According to the writer, why did he usually see flocks of black-necked swans after shower of rain?
  - a. Because it was easier for them to find food just after a rain.
  - b. Because, being water birds, they preferred to fly in the rain.
  - c. Because they were much easier to see against the dark sky of a rainy day.
  - d. Because after a rain they would fly to dry out their feathers.
  
10. What were the writer's first feelings when he discovered why he almost always saw the swans after a rain?
  - a. He was very proud to have added to the scientific knowledge of birds.
  - b. He wondered why he hadn't solved so easy a problem much sooner.
  - c. He realized how very little he really knew about the habits of birds.
  - d. He was amused to find how simple the explanation really was.

## Lesson 7

### Reading the Whole Composition

You should now be ready to read some longer selections for speed and comprehension. If you have done the previous exercise conscientiously, you should have acquired efficient reading habits which will allow you to read the following selections rapidly yet without losing the meaning of what you are reading. Let us review once more some of principles of good reading which you have already had an opportunity to practice.

1. Force yourself to read slightly faster than seems comfortable. Rapid reading will actually help you to concentrate better on idea and the relations between ideas, for you will not have time to concern yourself with individual words.
2. As you read, try to get a sense of the writer's organization. Look for the *central ideas*, but do not neglect the supporting detail which the writer uses to reach his conclusions or support his argument.
3. Do not stop if you come to an unfamiliar word. Continue your reading, and it is very likely that the rest of the sentence (the "context") will make the meaning of the new word clear to you.
4. Do not allow yourself to go back and reread words or phrases, start with the idea that you will comprehend everything the first time, and you will soon lose the habit of going back over parts of the material you have already read.

The following reading selections are on very different subjects, but they are all at the same length- about 1000 words- and they are all of moderate difficulty. They represent typical kinds of material you might have to read in college courses,



though they have been slightly simplified to enable you to read them fairly happily.

In doing each exercise, time yourself carefully as you read the selection, recording your time on the line marked TIME after the last line of the selection. Then go on to the Reading Comprehension Quiz that follows.

### Passage 1: Professor Agassiz and the Fish

It was more than fifteen years ago that I entered the laboratory of Professor Agassiz and told him I had enrolled in the Scientific School as a student of natural history. He asked me a few questions about my purpose in coming, the manner in which I afterwards proposed to use the knowledge I might acquire, and finally whether I wished to study any special branch. To the last of these questions I replied that while I wished to obtain a sound knowledge of all aspects of zoology, I planned to devote myself especially to insects.

“When do you wish to begin?” he asked.

“Now,” I replied.

This seemed to please him, and with a quick “very well!” he took down a huge jar of specimens in yellow alcohol.

“Take this fish,” he said, “and look at it; we call it a haemulon; after a while I will ask you what you have seen.”

With that he left me, but in a moment returned with specific instructions as to the care of the object entrusted to me. “No man is fit to be a naturalist,” he said, “who doesn’t know how to take care of specimens.”

I was to keep the fish before me in a tin tray and occasionally moisten the surface with alcohol from the jar, always taking care to replace the top and fasten it tightly.

In ten minutes I had seen all that could be seen in that fish and started in search of the professor, who had, however, left the Museum, and when I returned, my specimen was dry all

over. I dashed the fluid over the fish as if to receive the beast from a fainting attack and looked with anxiety for a return its normal appearance. This little excitement over, nothing was to be done but to return to a steady gaze at my silent companion. Half an hour passed- an hour-another hour; the fish began to look unpleasant, I turned it over and around; look at it in the face-horrible; from behind, beneath, above, sideways, at a three-quarters view- just as horrible. I was in despair; at an early hour I decided that lunch was necessary; so with infinitive relief I carefully replaced the fish in the jar, and for an hour I was free.

On my return, I learned that Professor Agassiz had been at the Museum but had gone and would not return for several hours. My fellow students were too busy to be disturbed by continued conversation. Slowly I drew forth that ugly fish and with a feeling of desperation again looked at it. I pushed my finger down its throat to feel how sharp the teeth were. I began to count the scales in the different rows, until I was convinced that was nonsense. At last a happy thought struck me: I would draw the fish. And now with surprise I began to discover new features in the creature. Just then the professor returned.

“That is right,” he said; “a pencil is one of the best of eyes. I am glad to notice, too, that you keep your specimen wet and your bottle tightly closed.” With these encouraging words he added: “Well, what is it like?”

He listened closely to my brief description of the structure of the parts whose names were still unknown to me. When I had finished, he waited as if expecting more, and then said continued more earnestly, “you haven’t seen one of the most obvious creatures of the animal, which is as the plainly before your eyes as the fish itself. Look again, look again!” And he left me to my mystery.

Still more of that wretch fish! But now I set myself to my task with the greatest energy and discovered one new thing after another, until I saw how just the professor’s criticism had

been. The afternoon passed quickly, and then, toward its close, the professor returned and inquired: "Do you see it now?"

"No," I replied, "but I see how little I saw before."

"That is encouraging," he said earnestly, "but I won't hear you now, put away your fish and go home; perhaps you will be ready with a better answer in the morning. I will examine you before you look at the fish."

This was upsetting. Not only I must think of my fish all night, studying, without the object before me, what this unknown but most visible feature might be, but also without reviewing my discoveries I must give an exact account of them the next day. I had a bad memory; so I walked home by the Charles River in a confused state, with my two problems.

The cordial greeting of the professor the next morning was comforting; here was a man who seemed to be quite as anxious as I that I should see for myself what he saw.

"do you perhaps mean," I asked "that the fish has symmetrical sides with paired organs?"

His pleased reply, "Of course, of course!" repaid the sleepless hours of the previous night. After he had talked with great enthusiasm for some time upon the importance of this point, I ventured to ask what I should do next.

"Oh, look at your fish!" he said and left me again. A little more than an hour, he returned and heard my new account. "That is good, that is good!" he repeated, "but that is not all; go on." And so for three long days he placed that fish before my eyes, forbidding me to look at anything else. "Look, look, look" was his repeated command.

This was the best zoological lesson I ever had: a lesson whose influence has extended to the details of every later study, a gift the professor has left to me, as he has left it to many others, of the greatest value, which we could not buy, with which we cannot part.

### *Reading Comprehension Quiz*

Directions: For each problem, put a check mark before the one correct answer. Do not look back at the reading selection in working these problems.

1. What kind of creatures did the writer especially wish to study?
  - a. birds
  - b. fish
  - c. snakes
  - d. insects.
2. What directions did the professor give connecting the bottle of alcohol?
  - a. It had to be kept in a cool p-lace.
  - b. It had to be kept tightly covered.
  - c. It had to be kept out of the sun.
  - d. It had to be kept completely full.
3. What happened to the fish when the writer first left it while he looked for the professor?
  - a. It became very soft.
  - b. It seemed to grow smaller.
  - c. It became completely dry.
  - d. It seemed to grow larger.
4. What was the professor's reaction to the writer's first description of the fish?
  - a. disappointment
  - b. amusement
  - c. delight
  - d. anger
5. What happened when the writer began to draw the fish?
  - a. He noticed many new things about it.
  - b. He found that he was unable to make it look natural.
  - c. He grew to hate it more and more.
  - d. He became angry with the professor.

6. How did the professor respond to the writer's drawing?
  - a. He didn't like the picture.
  - b. He praised the writer's drawing ability.
  - c. He approved of the idea of drawing the fish.
  - d. He told the writer to use his eyes instead of the pencil.
7. How did the professor refer to the pencil?
  - a. As "unscientific tool."
  - b. As "one of the best of eyes."
  - c. As "the zoologist's best friend."
  - d. As "a useless toy."
8. As he spent the afternoon with the fish, how did the writer come to feel about the professor?
  - a. He couldn't understand about the professor's purpose.
  - b. He felt that the professor's method was cruel.
  - c. He decided to take all his zoology work with the professor.
  - d. He saw that the professor's criticism was just.
9. What did the writer have to do at night.
  - a. Take the fish home and study it.
  - b. Make another drawing of the fish.
  - c. Think about the fish without seeing it.
  - d. Learn the scientific names for the parts of the fish.
10. What obvious feature of the fish had the writer failed to notice?
  - a. Its sharp teeth.
  - b. Its unusual tail.
  - c. Its arrangement of scale.
  - d. Its symmetrical sides.

Passage 2: **Scandinavian Influence on the English Vocabulary**

In the year 787 began a series of events which were to have a great effect upon the history of the English language. For it was in that year, according to the records that have come down to us, that the Scandinavians made their first attack on the English coast. It is not known exactly why, after centuries of peace, the Scandinavians suddenly began their attacks on all the lands along the North Sea and the Baltic. But in the eight century some development, perhaps economic and perhaps political, caused these people to leave their homes and seek adventure at sea. These daring sea-warriors are commonly known as Vikings, and the period of their great activity, commencing in the eight century and extending to the beginning of the eleventh, is popularly called the Viking Age.

In the Viking attacks on England, three definite stages can be seen. The first, beginning in 787 and continuing with some interruptions until about 850, consisted simply of brief attacks on the English coast for the purpose of seizing gold, silver, and other valuables, and of carrying away slaves. The early raids were apparently the work of small, independent bands of men.

The second stage, from about 850 to 878, was the work of large armies and ended in extensive Viking settlements in England. It began in 850 with the arrival of a great Viking fleet near London, the city itself being captured the following year. After seizing large areas of east, The Vikings proceeded to turn their attention to the south. The English king at this time was Alfred the Great. At first even the greatness of this king was insufficient to hold back the Viking armies, but in 878 Alfred, with fresh forces of men from the southern countries, suddenly attacked the Vikings and won an overwhelming victory. By the Treaty of Wedmore, signed by King Alfred and the leader of the Vikings in 88, the Vikings agreed to withdraw to the north and

east of the country-though they were not forced to leave England altogether. In addition, the Vikings agreed to accept Christianity as their religion.

The third stage of the Scandinavian invasion of England covers the period from 878 to 1042. The Treaty of Wedmore by no means put an end to England's trouble with the Vikings. Periodically they renewed their attacks on the English, but under Alfred, and later under his son and then his grandson, the English were able to defend their lands against the enemy. Then, at the end of the tenth century, a powerful Viking fleet under Olaf Trygvason and his friends began strong new attacks near London. Olaf was soon joined by Svein, the King of Denmark. In 1014 Svein drove the King of England from the country and seized the throne. Upon his sudden death the same year, he was followed by his son, Cnut. Three years of fighting left Cnut the undisputed king of England, and for the next twenty-five years (until 1042) England was ruled by Danish kings.

As a result of these events, large numbers of Scandinavians settled in England, becoming farmers and often marrying English women. Some idea of their numbers may be gained from the fact that more than 1400 places in England still have Scandinavian names. Most of the new inhabitants were Danes, though there were also considerable Norwegian settlements, particularly in the northwest.

With the gradual and peaceful union of Scandinavians and English, it was only natural that the two peoples would begin to borrow words from each other's language-the languages being quite similar to begin with. Indeed, because of this similarity it is often difficult to determine whether a particular word in Modern English is a native or a borrowed word. And if we expect to find that the borrowed Scandinavian words fall into any special classes, we shall be disappointed. For the civilization of the Danes was very much like that of the English themselves, and so the words that were borrowed by the

English tend to be of a simple, everyday character. Their varied nature can best be shown by a few examples. Among the nouns which English acquired from Scandinavian are *birth, dirt, egg, guess, kid, seat, skin, sky, want,* and *window*. The borrowed verbs include *call, die, get, give, lift, rise,* and *take*.

Quite obviously the words in the above lists do not represent new objects and ideas which the English received from the Scandinavians. Rather, the Scandinavian and English words for these and many other everyday objects, actions, and ideas must have been used by side for a while, and the survival of one or the other of them in English must often have been a mere matter of chance.

Altogether about nine hundred words in present-day Standard-English are definitely known to have been borrowed from Scandinavian. And quite likely there are at least an equal number for which Scandinavian origin is probable or which show some Scandinavian influence. In addition, scholars tell us that thousands of Scandinavian words are still used in the everyday speech of the people who live in the north and east of England—words which have never entered the standard language but which have been handed down from generation to generation of English-speakers within certain regions of the country.

As for the hundreds upon hundreds of Scandinavian personal names and place names which have been taken into English, it is not possible in this brief survey to do more than give a few examples. To illustrate the former, we may refer to personal names ending in *-son*, such as *Johnson, Thompson,* and *Wilson*. Such names, showing a typical Scandinavian formation, appear as far back as the records of late Old English times. In similar fashion, English place names ending in *-by*, such as *Derby* and *Rugby*, clearly come to us from Scandinavian, where the ending signified a town or a settlement.



***Reading Comprehension Quiz***

Directions: For each problem, put a check mark before the one correct answer. Do not look back at the reading selection in working these problems.

1. During what century did the Vikings make their first attacks upon England?
  - a. the seventh
  - b. the ninth
  - c. the eighth
  - d. the tenth
  
2. How does the author describe the Vikings attacks of the *second* stage?
  - a. they were carried out by small, independent bands of men
  - b. they were intended to recapture the territories given to Alfred the Great.
  - c. they were the work of large armies and ended in extensive settlements.
  - d. they were brief raids for the purpose of seizing gold, silver, and slaves.
  
3. Who won the battle that led to the Treaty of Wedmore?
  - a. Olaf
  - b. Svein
  - c. Alfred
  - d. Cnut
  
4. For about how many years was England ruled by Danish kings?
  - a. 15
  - b. 25
  - c. 40
  - d. 55
  
5. Which of the following pairs of kings were father and son?
  - a. Alfred and Svein
  - b. Olaf and Svein
  - c. Svein and Cnut
  - d. Alfred and Cnut

6. What kind of words, in general, did the English borrow from the Scandinavians?
- a. Words for new objects and ideas
  - b. Words relating to war
  - c. Literary words
  - d. Simple, everyday words
10. According to the writer, about how many words in present-day Standard English are definitely known to be Scandinavian borrowings?
- a. 500
  - b. 900
  - c. 1200
  - d. 1500
11. Which one of the following place names clearly shows Scandinavian influence, as discussed in the essay?
- a. Whitby
  - b. Winchester
  - c. Hampshire
  - d. Hampton
12. Which one of the following personal names shows “a typical Scandinavian formation” discussed in the essay?
- a. Browning
  - b. Spenser
  - c. Churchill
  - d. Stevenson
13. According to the essay, when did the Viking Age come to an end?
- a. During the first half of the eleventh century
  - b. During the second half of the eleventh century
  - c. During the first half of the twelfth century
  - d. During the second half of the eleventh century

## Lesson 8

### Reading to Locate Specific Information: Scanning

Some times our purpose in reading is simply to locate the answers to some very specific questions. For example, in the preparation of a research paper we may have to consult a number of reference books in order to find particular names, dates, figures, or definitions. We shall certainly not want to read these books with the same care that we would devote to an assigned chapter in a class textbook. Instead, our method will be to run our eyes rapidly over the material until we come to the place where the author discusses the particular matter that concerns us. Here we shall decrease our reading speed and read with care until we locate the specific item of information that we need. We shall probably not continue beyond that point, for we shall have fulfilled our special reading purpose.

The technique described above is called *scanning*, and, like other kinds of reading, it requires both special procedures and extensive practice if it is to become an efficient and automatic process.

The method of efficient scanning may be briefly summarized as follows:

1. Begin with a very clear understanding of what you are looking for. Limit your search to one or, at most, two items of information at a time.
2. Decide in advance what form the information is likely to take. If it is a person's name, you will want to look for initial capital letters. If it is the title of a book, you will be looking for italics. If it is a date, you will look for figures. And if it is the description of an event, the discussion of an idea, the definition of a term, or the like, you should be looking for key words which would be likely to occur in

such a description or discussion. For example, if you are reading a biography to find someone's occupation, you should look for words like *occupation*, *work*, *employment*, *livelihood*, and so forth.

3. Pass quickly over all material that is not directly related to the information you seek. Do not allow your attention to be diverted from your specific task, for otherwise you will slow down your speed and are even apt to forget your original purpose.

Now try to apply the above procedure in working the exercise that follow.

### **Scanning Short Paragraph**

Directions: This exercise is designed to give you practice in scanning short passages of college-level English. You will be given five paragraphs from reference works, textbooks, and similar material. Each paragraph is preceded by a very specific question together with five possible answers, only one of which is correct according to the paragraph. First read the question but do not bother to look at the five choices. When you have the question well in mind, scan the paragraph rapidly until you find the answer. Then return to the five choices and put a check mark before the one which you have found to be correct. Work as rapidly and as accurately as you can.

***Question one:***

Why is Mary Outerbridge important in the history of lawn tennis?

- \_\_\_\_\_ (a) She invented it.
- \_\_\_\_\_ (b) She gave it its name.
- \_\_\_\_\_ (c) She introduced it to Bermuda.
- \_\_\_\_\_ (d) She was the first American Champion.
- \_\_\_\_\_ (e) She brought it to the United States.

***Paragraph one:***

Lawn tennis is a comparatively modern sport, being based upon the ancient game of court tennis, which probably originated in Egypt or Persia some 2500 years ago. Major Walter Wingfield thought that something like court tennis could be played outdoors on lawns, and in December, 1873, he introduced his new game, which he called *Sphairislike* at a lawn party in Wales. The sport became popular very rapidly, but the strange awkward name disappeared almost at once. Being very simple and logical name “lawn tennis.” By 1874 the game was being played by British soldiers in Bermuda, and in the early months of that year a young lady named Mary Outerbridge returned from Bermuda to New York, bringing with her the equipment necessary to play the new game. With the help of one of her brothers, she laid out a court on the grounds of the Staten Island Cricket and Baseball Club, and there, in the spring 1874, Miss Outerbridge and some of her friends played the first game of the lawn tennis in the United States. And just two years later, in 1876, the first United States lawn tennis tournament was held-at Nahant near Boston.

***Question two:***

When did Shakespeare buy his house in Stratford?

- \_\_\_\_\_ (a) 1585
- \_\_\_\_\_ (b) 1596
- \_\_\_\_\_ (c) 1597
- \_\_\_\_\_ (d) 1611
- \_\_\_\_\_ (e) 1616

***Paragraph two:***

There has been much idle talk about Shakespeare's married life. The simple facts are that he left his wife at Stratford (their son, Hamnet, died and was buried there in 1596 and there is no evidence that Anne ever joined him during his stay in London), that no children was born to them after 1585, that about 1611 he moved his wife and children into New Place, the fine house in Stratford that he had purchased in 1597, and that he joined them there and died in that house in 1616.

***Question three:***

At what time of year does Louisiana have its minimum rainfall?

- \_\_\_\_\_ (a) In winter.
- \_\_\_\_\_ (b) In spring.
- \_\_\_\_\_ (c) In summer.
- \_\_\_\_\_ (d) In Autumn.
- \_\_\_\_\_ (e) The rate remains constant throughout the year.

***Paragraph three:***

The entire state of Louisiana is within a damp, subtropical zone. The average annual temperature of the state is 67<sup>o</sup> Fahrenheit, and monthly mean temperatures vary from 52<sup>o</sup> in January and December to 82<sup>o</sup> in July and August. The length of the growing seasons is usually between 220 and 250 days in the northern half of the state, and between 250 and 275 days in the southern half of the state. The annual rainfall of the state averages about fifty-five inches, with a minimum in autumn. In the southern half of the maximum is in the summer, with frequent heavy thunderstorms; in the northern half the winter and spring rains exceed those of summer. Cane sugar is the principal product of the delta region; rice is grown in the prairies of southwestern Louisiana, and near the coast such subtropical fruits as oranges, olives, figs, and grapefruit are grown. Outside of these areas, cotton is the principal crops.

***Question four:***

What did Julius Caesar do to keep physicians in Rome?

- \_\_\_\_\_ (a) He made them all Roman Citizens.
- \_\_\_\_\_ (b) He paid them all large sums of money.
- \_\_\_\_\_ (c) He made them all slaves.
- \_\_\_\_\_ (d) He built fine hospitals for them.
- \_\_\_\_\_ (e) He gave them all high social rank.

***Paragraph four:***

During early Roman history all physicians were either slaves or representatives of lower Roman society. Medicine was a Greek science, and many Greek physicians, attracted by the prospect of great profits at the capital of the empire, migrated to Rome to establish their practice. As a consequence, many doctors were foreigners, and as such were considered in a very low position by the people of high social rank. Frequently, a wealthy Roman supplied one of his slaves with a medical education for the sake of convenience. Having one's own physician was obviously an advantage not to be overlooked, and the slaves who had knowledge of the healing art commanded the highest prices in the Roman slave market. Recognizing the importance of the medical profession, however, Julius Caesar conferred citizenship on all who practiced medicine at Rome to make them more desirous of living in the city, and to induce others to come on it. Despite this encouragement, medicine never came to be considered the proper profession for the upper classes.



***Question five:***

What was Walt Whitman's occupation after he moved to New Orleans?

- \_\_\_\_\_ (a) teacher
- \_\_\_\_\_ (b) printer
- \_\_\_\_\_ (c) bus driver
- \_\_\_\_\_ (d) newspaper writer
- \_\_\_\_\_ (e) sailor

***Paragraph five:***

Walt Whitman was born May 31, 1831, on Long Island, New York, of a family of workers. His ancestors had been mainly farmers, but his father turned carpenter and moved his family to Brooklyn, New York. Here the country child became a town boy. He roamed about the docks, explored the alleys, loved the sharp wood-smell of his father's shop and the exciting noises of the street. At eleven young Whitman went to work as an errand boy. At twelve he learned to set the type, and at fourteen he went to work as a printer for a Long Island newspaper. For the next twenty years he earned a living as printer, reporter and occasional teacher. He wrote short and sentimental pieces, harmless verses, and undistinguished editorials for forgotten newspapers. In his thirtieth year Whitman left New York for New Orleans, to become a special writer on the staff of a newspaper. Then at thirty one, he ceased to write polite sketches and began to fashion a rough and spacious poetry. He exchanged his well-tailored suit for the clothes of a workman and associated with sailors, bus drivers, and other uneducated persons. He became aware of, and learned to love, the rich and powerful sounds of American Language.

Instead of scanning a paragraph or an article you usually scan :

- a telephone book
- an index in a text book
- a list of movies in the newspaper
- the ads in the newspaper
- the pages of a dictionary

Look at the following examples.

### **Scanning a Newspaper Story**

Scan this news story to find the answers to these questions. Work fast. Ask your teacher or other students to come to you.

Starting time \_\_\_\_\_

1. How many people died in the typhoon (storm)?
2. On what day did the typhoon begin?
3. How many people lost their homes ( were homeless) ?
4. What is the name of the island that was hit worst?
5. What is the name of the typhoon?
6. How many people are missing?

Finishing time \_\_\_\_\_

Scanning time \_\_\_\_\_

## Philippines Sends Aid For Typhoon Damage

MANILA, Nov. 10 (AP) — The Philippine Air Force ferried medical teams and relief supplies today to provinces ravaged by Typhoon Agnes. The authorities said 515 people had died in the typhoon and more than 400 were missing.

An air force spokesman said more than 165 tons of food, medicine and clothing had been sent to the Visayan region, 300 miles south of Manila, and more aid was on the way.

The typhoon hit the region Monday. The spokesman said helicopters were rescuing people stranded by floods that remained chest-deep today in some areas of Panay Island, which appeared to have been hit the worst. Most of the fatalities and missing were on the island, where 445,000 people were homeless.

The Philippine National Red Cross reported that 90 percent of the 85,000 houses in Capiz Province on Panay were destroyed. Many of the dead were children who drowned as 30-foot waves smashed into coastal villages.

### Scanning a Newspaper Ad

Scan the ad below to find the answers to these questions. Work very fast.

Starting time \_\_\_\_\_

1. Which computer has the lowest price?
2. What do you get free with the Process Partner?
3. What is the name of the computer store?
4. How many computer courses can you take at DSI?
5. Does the PaqComp run BIM Programs?
6. What is the price of the Partner with 384K memory?

Finishing time \_\_\_\_\_

Scanning time \_\_\_\_\_

### HORATIO™

Only \$1695 With 128K Memory

- 65000 32-bit microprocessor • 3 1/4" Disk Drive (400K) • Connections for printer, modem and external drive • Mouse PLUS FREE WRITE & PAINT SOFTWARE WITH PURCHASE



NEW! \$12K HORATIO \$2595

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Only \$1995

- Unbeatable Quality & Compatibility • Runs thousands of IBM programs
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- 9" High Resolution Text & Graphics display • Expansion slots • Printer Port • Color Port • MS DOS 2.1
- G Base



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FREE SOFTWARE PACKAGE • Word Wizard • Calc • File, Report & Graph • G Base • MS/DOS 2.1

#### PARTNER

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- Plus 2nd Disk Drive

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#### INTRODUCING Computer Courses

- Hands-On training available in over 40 courses covering:
- Intro to computers • Word Wizard • Multi-Use • Base • Serial
- Base 2 • 8 hr. Day or Evening Courses

## Lesson 9

### Inspector Reed

Inspector Reed sat in his office, studying the reports on the three people who might have stolen the colonel's collection of rare coins.

First, there was Barnes, the man who looked after the colonel's property. He had been cheating the colonel for years and besides he was badly in debt. Almost certainly he had a set of keys to the house.

Next, there was the maid. She seemed honest enough herself, but the inspector had discovered that she was in love with the man who had spent many years in jail. Perhaps she had let him into the house the night the colonel had been robbed.

Finally there was the colonel's own son. He had been in trouble even when he was at university. He too was in debt. Besides he could have entered the library, where the collection was kept, at any time. The inspector decided that he must question him again more carefully.

Just then there was a knock at the door and the Sergeant Smith burst in.

"Sir," he announced dramatically, "the girl has admitted everything!"

A. Choose a, b, c, or d.

1. The colonel had been robbed of
  - a. jewelry
  - b. money
  - c. stamps
  - d. papers
2. Barnes was the colonel's .....
  - a. driver
  - b. guard
  - c. gardener
  - d. manager

3. Barnes .....
  - a. owed money
  - b. Was sick
  - c. was dying
  - d. was badly paid
4. The maid loved a man who had .....
  - a. spent her money
  - b. spent all of his money
  - c. been abroad
  - d. been in prison
5. The maid may have .....
  - a. stolen the keys
  - b. spent all the money
  - c. opened the door
  - d. forgotten to close the door
6. At the university the colonel's son had ....
  - a. been difficult
  - b. been ill
  - c. needed money
  - d. done something wrong.
7. The colonel's son could go to the library when he .....
  - a. liked
  - b. needed books
  - c. was free
  - c. had the time
8. Sergeant Smith entered .....
  - a. in a bad temper
  - b. almost falling down
  - c. in a great hurry
  - d. breaking down the door
9. Sergeant Smith spoke like .....
  - a. a policeman
  - b. an actor
  - c. a teacher
  - c. a drunken man
10. The thief was the colonel's .....
  - a. son
  - b. agent
  - c. maid
  - d. wife

B. Give more details in connection with each of the following statement.

1. There had been a robbery.
2. The inspector was busy.
3. Some people were suspected in connection with the robbery.

4. Barnes worked for the colonel.
5. Barnes was not honest.
6. The maid was in love.
7. The colonel's son was in trouble.
8. The sergeant came into the inspector's office.

C. Say whether the following statements are true or false. If they are false, give the correct statement.

1. The three suspects were in the inspector's office.
2. Barnes owed money.
3. The maid had been in prison.
4. The inspector suspected the colonel's son more than others.
5. The colonel's son stole the collection of rare coins.

D. Reproduce the story briefly in your own words.

## Lesson 10

### A Visit to the Dentist's

It took George quite a while to find a parking place for his car and in the end he had to leave it in a narrow street, some way from the dentist's. As he got out, he glanced at his watch: his appointment was at five and he still had twenty minutes to spare. He crossed into the square and sat down on a bench, partly to enjoy the last of the afternoon sun, but also to calm his nerves. He hated these visits to the dentist.

As he sat there, watching the children at play and listening to the old women gossiping, he was taken aback to see a red sports car like his own come out of the street where he had parked. The car gathered speed and was soon lost to sight. George felt in his pockets for his keys: they were not there.

"My car!" he exclaimed in a loud voice, which made several people stare at him. He got up and ran across the square, then down the narrow street. His car was not to be seen – but then he discovered it concealed behind a large one. He was relieved too to find his keys, still in his car.

By the time he reached the dentist's, it was already after five. "I had rather an odd experience," he said to the dentist to explain his lateness. "I thought my car had been stolen." "It's quite all right, sir," said the dentist. "As a matter of fact I have only just got here myself"

A. Choose a, b, c, or d.

1. George left his car
  - a. at the end of the street
  - b. quite a long way from the dentist's
  - c. in the dentist's way
  - d. in a car park



2. When George glanced at his watch he saw he was
  - a. late
  - b. on time
  - c. just in time
  - d. in good time
3. George was feeling
  - a. relaxed
  - b. excited
  - c. nervous
  - d. hot
4. In the square George
  - a. took an interest in people around him
  - b. talked to some old women
  - c. played with the children
  - d. has a good rest
5. When George saw the red car he was
  - a. annoyed
  - b. interested
  - c. envious
  - d. astonished
6. George
  - a. dropped his keys
  - b. put his hand in his pockets
  - c. touched his pockets
  - d. emptied his pockets
7. When George spoke some people
  - a. were afraid
  - b. listened to him
  - c. looked at him
  - d. laughed at him
8. George's car
  - a. was hidden from view
  - b. had been borrowed
  - c. was damaged
  - d. had been moved
9. George told the dentist
  - a. the whole story
  - b. a lie
  - c. the truth
  - d. a joke
10. The dentist
  - a. was not in a hurry
  - b. listened with interest
  - c. was very patient
  - d. had not been waiting long

B. Give as much as information as you can about the following.

1. George's car
2. George's appointment.
3. The square

C. What were the main actions which George performed?

D. On what occasions was George:

1. nervous?
2. worried?
3. relieved?

E. What difference would it have made if:

1. it had been a wet day?
2. George had not seen the red sports car?

F. '*I had rather a strange experience.*' Reproduce the story which George might have told the dentist.

## Lesson 11

### First with the News

Sometimes it's fun to be first with the news. Here is a story about a student who wants to be the first to tell something. Read the story and see if he is.

It is 9:00 on a cold, windy morning in Late December. Otto Fox and his students are in their classroom at the English Learning Center. Outside the wind is blowing, and the sky is gray.

George isn't doing his work. He's looking out the window. It's beginning to snow. George is excited. He wants to tell Mr. Fox and the other students about the snow. All the students in this class are from warm places. It never snows in their countries. Everyone wants to see snow, and George wants to be the first with the news.

George has a problem. He doesn't remember the English word for snow. George gets out his bilingual dictionary, and he looks for the word in his own language. He's nervous. He looks at the other students. He wants to be the first. He's thinking, "Please don't look out the window. Please don't see the snow." At last George finds the word. It's "SNOW." George is ready to say the magic word. He opens his mouth.

"Look, it's beginning to snow," says Mr. Fox. The students all turn and look out the window.

George closes his mouth. He thinks, "I hate snow!"

#### What's in the Story?

Answer these questions about "First with the news." Use complete sentences and write on your own paper. You can find the answers in the story.

1. What month is it?
2. What is the weather like?
3. Who is Otto Fox?
4. Who is George?
5. George looks out of the window. What does he see?
6. Where d the students in the classroom from?
7. What is George’s problem?
8. What book helps George?
9. Who says, “It’s beginning to snow”?

### **What do you think?**

Answer these questions. Use the story and your own idea. Write on your own paper.

1. What season is it? How do you know?
2. Is George a good student? Why or why not?
3. Why does George need to know the word for snow in English?
4. What language does George Speak? Does the story tell you?
5. Does George really hate snow? Explain your answer.
- 6.

### **What Happens First?**

Sequence is the order in which things happen. When you complete a sequence exercise, you show what happened first, what happened next, and so on. Here are some sequence exercises.

- A. How well do you remember “First with the News”? On your paper, write the sentences in the order in which they happened.
  - a. George sees the snow.
  - b. Mr. Fox tells the class about the snow.

- c. George looks out the window.
- d. George looks in his dictionary.
- e. George isn't doing his work.

**B.** Here are activities you and your friends do often. Think about how you do them. On your paper, write the sentences in the correct sequence.

**Giving a Party**

- a. Clean up after the party.
- b. Prepare the food.
- c. Decide whom to invite.
- d. Invite people.
- e. Everyone has a good time.
- f. Decide to have a party.
- g. Buy the food.

**Buying Cloths**

- a. Try it on.
- b. Decide to buy it.
- c. Take it home.
- d. Go to the store.
- e. Pay for it.
- f. Look in the mirror.
- g. Find something you like.

**Sending a Letter**

- a. Write the letter.
- b. Put the stamp on the envelope.
- c. Write the address.
- d. Walk to the mailbox.
- e. Get a pen and a paper.
- f. Drop the letter in the mailbox.
- g. Put the letter in an envelope.

**Taking Shower**

- a. Turn on the water.
- b. Get out of the shower.
- c. Get undressed.
- d. Dry yourself.
- e. Wash yourself.
- f. Get dressed.
- g. Get into the shower.

C. Read the following sentences. Notice words like *then*, *first*, *next*, *finally*. These words can help you arrange the sentences in the right order. On your paper, write the sentences in the correct sequence.

- 1.a. After his bus ride, he gets on the train.
- b. Mr. Chan leaves his house at 7:00 AM.
- c. Then he rides the train for five stops.
- d. He finally arrives at his office at 8:15.
- e. He gets off the train and walks upstairs to work.
- f. He rides the bus for 2 miles.
- g. He walks to the bus stop.

- 2.a. Then make the salad dressing.
- b. Dry them and cut or tear them into smaller pieces.
- c. Next, put the pieces into a large bowl.
- d. Begin with beautiful fresh vegetables.
- e. Just before dinner, pour the dressing over the salad.
- f. Wash them in cold water.

- 3.a. Her last class is woodworking on the first floor.
- b. Wanda finally leaves school at 2:15.
- c. She goes to her first four classes on the second floor.
- d. Then she goes to gym for 5<sup>th</sup> and 6<sup>th</sup> period.
- e. Wanda Jimenez begins school at 7:15.
- f. After her 4<sup>th</sup> period class she goes to lunch.

## **No School Today!**

During the winter in the cold areas of the United States, there are no classes when there is a heavy snowfall. This is because the snow falls on the roads, and it is difficult for cars and buses to run. The streets are slippery, and accidents can happen. Sometimes the wind, ice, or snow breaks the electric lines. Then schools, houses, and offices lose their electricity. Schools almost always close when there is no electricity.

When there is a storm, students and their parents watch television or listen to the radio to hear the news about school closings. The superintendent of the school calls the radio or television station and tells if the school is closed for the day. Many students are happy to have an extra holiday.

### **Information, Please**

Use facts from “No School Today!” and your own knowledge and ideas. Write your answers on your piece of papers.

1. Give three reasons why there is no school after a heavy snowfall.
2. How do the students and the teachers know when there is no school?.
3. Write five things you cannot do when there is no electricity.
4. Name two other times when there are no classes in your school.

### **What Happens Next?**

On your paper, write the sentences in the correct sequence.

- a. The superintendent decide to close the schools.

- b. The snow covers the road.
- c. The children are happy because they have a day off.
- d. The snow begins to fall.
- e. Parents and students listen to the radio and watch television.
- f. The roads become slippery.
- g. The superintendent calls the radio and television stations.

### **Talking about you**

- 1. Do you like to be first with the news? Why or why not.
- 2. What is the weather like in your country?
- 3. Does it snow where you live now? If not, are there any other reasons why they cancel classes in your area? What are these seasons?

### **Composition Corner**

- 1. Can you tell George's story in your own words? Think about the story then write a summary of "First with the News."
- 2. What do you do on a day off from school? Write about your activities from the time you get up until you go to sleep. Think about the correct order when you write your story.



## Lesson 12

### Strawberry

People can change in many different ways. Read this story and see how and why a girl named Trang changes

“You need to practice your English, Trang. You don’t speak enough. You can read and write well, but I never hear you talk.”

“Yes, Mr. Fox,” she says. But she’s thinking, “I don’t know anyone to talk to. My family doesn’t speak English. We only speak our own language at home. I want to practice my English, but I’m afraid to speak in class. The other students know more English.”

The bell rings. Trang leaves and begins to walk home alone. She looks in the windows of the supermarket and the other stores. She can read all the signs and can name all the things in the windows.

She looks at the big sign in the supermarket window. “Milk,” she reads, “\$.95, Rice \$.89, paper towels, special, 2 for \$ 1.00, strawberries...” She stops. “Strawberries!” she says. “How I love strawberries! But they are so expensive.”

Trang turns the corner. She sees a skinny, little kitten. “This kitten is always here, always looking for food,” she thinks. “It doesn’t have a home.”

Suddenly, a man throws a rock at the kitten. “That cat is breaking the garbage bags again,” he says. “This time, I’m going to kill it.”

Tang runs to the kitten and picks it up. “No!” she says. She’s angry. “This is my cat,” she says to the man. “Don’t you hurt it! It’s just hungry. I’m going to take it home.”

“So take it home,” says the man. “Good. I never want to see that cat again.”

Trang runs home. She feels nervous and afraid, but she also feels happy. She looks at her kitten and says, “I do know English! I can speak and people understand me.”

At home, she thinks, “I’m going to practice English more now. I know I can speak with the other students in class. And I am going to talk with this cat only in English. I’m going to give it an American name to remind myself to practice. I know! I’m going to call it Strawberry.”

### **What’s in the Story?**

Answer these questions about “Strawberry.” Use complete sentences and write on your paper. You can find the answers in the story.

1. What does Mr. Fox tell Trang to do?
2. Does Trang speak English with her family? Why or Why not?
3. Why doesn’t Trang practice her English more in class?
4. How does Trang get home from school?
5. What does Trang look at in the store window?
6. Why is the man angry at the kitten?
7. Why is Trang angry at the man?
8. What does Trang do with the cat?
9. Why does Trang give the cat an American name?
10. What does Trang name the cat? Why?

### **What Do You Think?**

Answer these questions. Use the story and your own ideas.  
Write on your paper.

1. What is Trang like?
2. What is the man like?
3. Why is the kitten breaking the garbage bags?
4. Trang is afraid to speak English. Why does she speak English to the man.
5. How does Trang know the man understands her?
6. Why is Trang nervous and happy at the same time?

### **Predicting Outcomes**

An outcome is a result or an ending. For example, if you miss the last 30 seconds of a very exciting basketball game because your television breaks down, you can call up a friend and ask the outcome of the game. You want to know who the winners are. In the exercise below, you have to read each paragraph and predict a possible outcome of it. You can't be sure what is going to happen, of course, but there is enough information in each paragraph to give you some good ideas about what will happen.

Remember that you can't tell for certain what people are going to do. So don't be surprised if other students write outcomes that are different from yours.

The first answer is done for you. Use it as an example for others. Write your answers on separate paper.

1. Trang feels bad about her English. She speaks to the man and he understands her. What do you think is the outcome?  
Possible Outcome : Trang is going to speak Eenglish more in the future.

2. John loves to drive his car fast. One day a child runs into the street. John almost hits her. What do you think is the outcome?
3. Tin-Sek has a test on Monday. At Sunday night there is a good movie on television. Tin-sek decides to watch the movie. He doesn't study. He fails the test. What do you think is the outcome?
4. Mike has a secret. He tells his best friend Joe about the secret. Mike says, "Don't tell anyone, Joe." But Joe tells John and John tells everyone else. Mike is furious with Joe. What do you think is the outcome?
5. Clark doesn't like science He thinks it's boring. This year, there is a new science teacher. This teacher loves science, and her classes are interesting and exciting. She talks about how science works in everyday life. What do you think is the outcome?

### **More about Outcomes**

When you predict the outcome of a situation, you look at what is happening at the moment and make a decision about what is going to happen. For example, if you are outside and the wind starts to blow and dark clouds appear in the sky, you know that it is time to get indoors. You know that it is probably going to rain. You are predicting an outcome.

Look at the matching exercise below. Column A tells you about certain things that are happening at the present time. Column B lists possible outcomes or predictions. Think about what is happening in each situation in Column A and match it with the correct outcome in Column B. Write the answers on your paper. For example, for the first item, write: 1.The cat's going to run away when it sees her.

<b>Column A</b>	<b>Column B</b>
1. Baby Candice always pulls her cat's tail.	1. He's going to be hit by a car someday
2. Ming's older sisters are afraid of dogs.	2. One is going to sting her someday.
3. Paul's puppy always runs into the street.	3. He's going to learn to repeat the words.
4. Jeanne says the same words to her parrot every day.	4. She's going to get locked in some night.
5. Debbie gets nervous and jumps around when a bee gets near her.	5. One of them is going to escape.
6. Grandma Nugent is beginning to keep chickens in her backyard.	6. Some fish are going to die.
7. Factories are polluting the river.	7. The eagle population is going to grow.
8. Pandore the cat likes to explore people's garages and basements.	8. She's going to have fresh eggs every week.
9. It is against the law to hunt or kill a American bald eagle.	9. The cat's going to run away when it sees her.
10. Nobody knows that the door of the hamsters' cage is open.	10. She's going to learn to be afraid of dogs, too

*Now that Strawberry has a home, She probably spends a lot of time....*

## **CATNAPPING**

Cats sleep about  $\frac{2}{3}$  of each day. Kittens, sick cats, and old cats sleep more than healthy adult cats, but all cats love to sleep at any time of the day or night. People usually sleep a single session of six to eight hours, but the cats prefer to take many short sleep periods. Because of this, we call the short naps that people take “catnaps.”

Many times cats adjust their sleeping schedule so that they are awake when their owners are home and want to play with them. When cats are alone and bored, they take naps.

Cats probably dream just as people do. Perhaps in the future, scientists can discover what cats dream about. For now, we can only guess.

One thing is certain. Almost everyone loves to sleep, but cats are the sleep champions!

### **Information, Please**

Use the facts from the reading and your own knowledge and ideas. Write your answers on a separate piece of paper.

1. How many hours do cats sleep each day?
2. About how many hours do most people sleep during the night?
3. What is catnap?
4. Why do cats like to stay awake when their owners are home?
5. Why are cats called “the sleep champions?”

### **What's the Message?**

What is the main idea of this reading? Write your answer on your own paper.

- a. Everybody loves to sleep.
- b. A normal cat sleeps most of the day.
- c. Most American like to catnap.
- d. Scientists are studying what cats dream about.

### **Predicting Outcomes**

Read the paragraph below. What do you think is going to happen when the nurse changes her work schedule? Write your answer on a separate piece of paper.

A nurse who usually works during the daytime has to work at night for the next few months. The night shift at the hospital is from 11:00 p.m. to 7:00 a.m. How do you think the nurse's schedule and her cat's schedule are going to change? Think about their sleeping, eating, and playing schedule.

### **Talking about You**

1. Do you have a pet? What kind of pet is it? What is it like?
2. If you have a pet, tell the class why your pet is important to you and how your life is different because of your pet. If you don't have a pet, tell the class your feelings about animals. If you are afraid of animals, tell why.
3. Think of something or someone in your life that changed you. Talk about who or what it was and what happened.

## Composition Corner

1. Dreams can be about what we like best or what we are afraid of most. Think about what cats like to do and what they are afraid of. Write a composition that describes a cat's dream.
2. Are you an "early bird" or a "night owl"? Do you like to go to bed early and get up at dawn, or would you rather stay up late and then sleep until noon? Maybe you like to get up early, stay up late, and catnap in between. Write about your favorite waking and sleeping schedule and tell why you like it.



## Lesson 13

### A Floating Canoe

- Read and Decide.**
1. Were the people on the motor boat pleased or annoyed with Robert?
  2. Why?

It was a cold winter's afternoon. Robert paused for a moment as he crossed the bridge and looked down at the river below. There were hardly any boats on the river. Near the bridge, however, almost directly below, there was one small one, a canoe, with a boy in it. He was not even wearing many clothes, Robert noticed. He shivered and walked on.

Just then he heard a cry. "Help! Help!" The cry **definitely** came from the river. Robert looked down. The boy was in the water and his canoe was **floating** away. "Help! Help!" he called again.

Robert was a good swimmer and he hesitated for only a moment. Taking off his coat, he dived into the river. The icy water almost took his breath away, but in a matter of seconds he reached the boy. "Don't panic!" he said as he caught hold of him. "Just relax – and I'll soon get you out of the water."

But the boy began to struggle and shout something at him. Robert could not make out his words. "Don't panic," he said again and started to swim towards the bank, **dragging** the boy with him. But at that moment he noticed all looking in his direction. Robert decided to swim towards the boat.

"Give me a hand," he shouted as he got near the boat. He looked up into on a row of faces. "It's funny," he thought. "They look angry." Silently the people on the boat helped the boy aboard and **wrapped** him in a blanket. But they **made no move** to help Robert.

“Aren’t you going to pull me out too?” Robert asked.

“You!” said one of the men. Robert noticed that he was standing next to a large camera. “You! Why, we were making a film and you **spoilt** a whole afternoon’s work! You can stay in the water!”

**A. Find these words and phrases in the text:**

definitely (*line 7*); floating (*line 9*); dragging (*line 17*),  
wrapped (*line 23*); made no move (*line 23*); spoilt (*line 28*).

**Now choose the right meaning.**

- |                |                        |
|----------------|------------------------|
| 1. did not try | 4. certainly           |
| 2. pulling     | 5. moving on the water |
| 3. ruined      | 6. covered             |

**B. Choose the right answer.**

1. When Robert heard the cry for help, he was:
  - a) still on the bridge
  - b) looking at the river
  - c) taking off his jacket
2. Robert dived into the river:
  - a) to have a swim
  - b) to get his coat
  - c) to save the boy
3. The people on the boat:
  - a) laughed at Robert
  - b) did not speak to Robert
  - c) left Robert in the water
4. The people on the boat wanted to make a film of the boy:
  - a) with Robert
  - b) in the water
  - c) in his canoe

**C. Give the words or phrases for these pronouns.**

1. *It* was almost directly below the bridge.
2. Robert took *it* off.
3. Robert started to swim towards *it*.
4. *It* was under the bridge.
5. The people on the boat wrapped the boy in *it*.
6. One of the men on the boat was standing next to *it*.

**D. Answer the questions.**

1. What was the weather like?
2. Were there a lot of boats on the river?
3. Who was in the canoe?
4. Did Robert dive into the water quickly?
5. What did the boy do?
6. Could the people on the boat see Robert?
7. Did the people on the boat help the boy out of the water?
8. Did the people on the boat help Robert out of the water?
9. What were the people on the boat doing?

**E. Copy this table. Then complete it with the items below.**

Time of	Day	
	Year	
Places		
People		
Events		

a motor boat / film people / winter / Robert / a boy / a bridge /  
afternoon / Robert 'saved' a boy / a river / He spoilt a film

**F. Guided composition. Complete this paragraph.**

One cold ..., some people were making ... on a river. During the film, ... had to fall out of his ... into ..., crying "...". While they were filming this from their ... under ..., a man ... off the bridge and tried to ... the boy. He even brought ... to their ... under the bridge! As you can imagine, they were not exactly ... about all this because it spoiled ....

**G. Vocabulary practice. Complete these sentences, using the words in the box.**

bank	camera	definitely	film	hand
board	crossed	dived	float away	spoil

1. What are they doing on ... that motor boat. Well, they've got an enormous camera, so perhaps they're making a ... .
2. Give me a ... , please. I think the canoe is starting to ... .
3. We ... the river in a matter of minutes and then sat down on the other ... .
4. That man was ... lucky! When he fell in the river, someone ... into the icy water to save him!
5. Be careful! If you get that ... wet, you'll ... it.

**H. Discussion**

Are you a good swimmer? Have you ever helped anyone like this? (Has anyone ever helped *you?*). Suggest an ending for this story.

## Lesson 14

### Driving to Marley

- Read and Decide.**
1. Which part of his car did Alex (= the winter ) lose?
  2. Where did he lose it?

I always enjoy the drive into Marley. It is a good **straight** road, with some pleasant views of the countryside on either side. There are woods and hills, villages and farms and, about halfway, a large lake. And because there is rarely much traffic on the road, I can usually enjoy the view as I drive along.

I was rather annoyed the other morning, therefore, when a small green car began to drive very close behind me. I went a little faster, hoping to leave the car behind. But whenever I slowed down, the little car caught up with me. The driver, a middle-aged man, was **grinning** and waving to me. However, I did not recognize either him or the car.

Again I began to drive a little faster but the little car caught up with me whenever I slowed down. "Perhaps I am doing something wrong," I thought. I **checked** my lights and my indicator, but they were both **in order**. And I certainly had not got a puncture. The man was a lunatic, I decided. Feeling rather **cross**, I drove off very fast, leaving the small green car behind. I did not slow down until I got to Marley.

There are some traffic lights just before you cross the railway bridge into Marley and as it happened, the lights turned red as I approached. I was still waiting there when the little green car caught up with me.

The driver got out and tapped on my window. I opened it. "Can I help you?" I asked rather coldly. "I'm trying to help *you!*" the man said. "You see, your number plate fell off about fifteen

miles back. I tried to **attract** your attention, but you didn't take any notice!"

**A. Find these words and phrases in the text:**

straight (*line 1*); grinning (*line 10*); checked (*line 14*), in order (*line 15*); cross (*line 16*); attract (*line 26*).

**Now choose the right meaning.**

- |                  |                 |
|------------------|-----------------|
| 1. angry         | 4. smiling      |
| 2. tested        | 5. catch        |
| 3. without bends | 6. working well |

**B. Choose the right answer.**

1. The driver on the small green car annoyed Alex because he wanted to:
  - a) enjoy the view
  - b) drive slowly
  - c) stop halfway
2. Alex got away from the small green car by:
  - a) driving very fast
  - b) checking his lights
  - c) waving to him
3. Alex stopped at the bridge because of:
  - a) a train
  - b) the traffic
  - c) the traffic lights
4. The driver of the small green car wanted to:
  - a) talk to Alex
  - b) help Alex
  - c) annoy Alex

**C. Give the words or phrases for these pronouns.**

1. *He* usually enjoyed *them* as he drove there.
2. *He* drove very fast because he wanted to leave *it* behind.

3. *He* checked *them* in case something was wrong.
4. *He* stopped *there* because *they* were red.
5. *He* tapped on *it* because he wanted to speak to *him*.

**D. Answer the questions.**

1. What was the road to Marley like?
2. Why did Alex usually drive slowly?
3. Who was in the small green car?
4. What did the driver of the small green car do?
5. Did Alex know the driver of the small green car?
6. What did Alex do before he drove off very fast?
7. Did Alex stop before he got to Marley?
8. Why did Alex stop at the railway bridge?
9. What did the driver of the small green car tell Alex?
10. Was Alex pleased (do you think)?

E. Match the statements in table 1 with the reasons in table 2.

Table 1

Alex	couldn't enjoy the view.	1
	checked his lights and indicator.	2
	drove fast.	3
	had to stop at the bridge.	4
	lost his number plate.	5

Table 2

The traffic lights were red	a
He wanted to get away from the green car	b
The little green car was close behind him	c
He didn't pay any attention to the driver of the green car	d
He thought that something was wrong	e

**F. Guided composition. Complete this paragraph.**

The other day, as I was driving into Marley, the number plate of the car in front of me fell off. The car ... quite slowly at the time (the driver ... probably ... the view!), so I ... him and .... But instead of stopping, the man began to ... a little faster. This happened several times until, in the end, the man ... very fast, ... me behind. Anyway, I ... him at the traffic lights near the bridge into Marley. I ... my car and ... on his window. "Your number plate ... about fifteen miles back," I told him. He looked really cross then!

**G. Vocabulary practice. Complete these sentences, using the words in the box.**

attention	heck	in order	slow down	traffic lights
caught up with	cross	puncture	traffic	view

1. I think the car in front has got a ... . Try to attract the driver's ... .
2. You'd better ... . There are some ... just ahead.
3. We'd better the car before we leave, just to see that everything is ... .
4. She went off without saying a word. I followed her, and when I ... her, she looked very ... .
5. There isn't much ... on the road today. That's good, because it means we can enjoy the ... as we drive along.

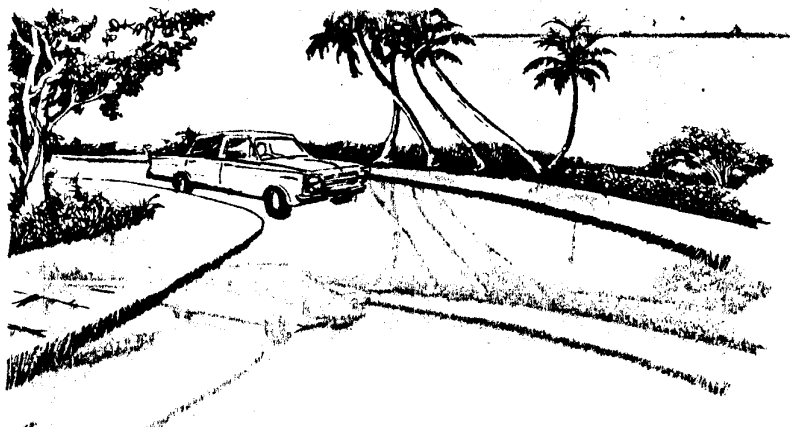
**H. Discussion**

Can you drive? Do you like driving? Have you ever had any problems while you were driving?



## Lesson 15

### A Road Accident



*Read this passage slowly and try to imagine what is happening.*

Two days ago you went by bus to visit some friends who live about two miles away from your home. At about half past five in the evening, you were ready to return to your home. You walked eight yards to the bus stop on the main road which leads back to your district. Your two friends stood talking to you, while you waited for the bus which was due to come at a quarter to six.

You noticed that the bus stop was very near to a pole which carried telephone wires. These went through a group of trees towards the houses where your friends lived.

While you were waiting, you often looked down the road to see if a bus was coming, but you could not see very far because there was a sharp bend in the road. However, in the other direction the road was straight for about a quarter of a mile. The weather and visibility were both good.

For a few minutes you all stood by the bus stop, talking and joking. Then somebody said, "That car is coming quickly!" You looked along the straight section of the road and saw a car coming towards you rather quickly. One of your friends complained that vehicles always seemed to go too fast on that stretch of the road. As he said this, a motor-cycle came round the bend from the other direction. It was traveling at about twenty miles an hour.

When the motor-cycle passed you, the car was still about a hundred yards away, and both the car and the motor-cycle were visible to you. Suddenly a small boy darted out from some bushes on the far side of the road, chased by a bigger boy. Both of them rushed into the road, right in the path of the car, which was then only about ten yards from them. The car swerved to its right instantly, hit the motor-cycle and then crashed into a ditch four feet deep, on your side of the road and fifty yards from you.

The two boys were not hit, and rushed away amongst the trees. The motor-cycle swung round when the car hit it, and slid along the road for some distance. When it stopped, the motor-cyclist was trapped beneath it. He did not move. Meanwhile the car was stuck in the ditch, and nobody seemed to be moving inside it.

### **Comprehension and Discussion**

1. When you have read the passage carefully, say what you and your friends should do now.
2. To what extent do you think that each of the following was to blame? Give reasons for your answers.
  - a) The boys who ran across the road.
  - b) The driver of the car.
  - c) The motor-cyclist.
  - d) The men who planned and made the road.

3. Assuming that both drivers were injured but recovered, give an account of this accident as if you were:
  - a) The driver of the car.
  - b) The motor-cyclist.
4. Who paid for the damage to the car and motor-cycle?
5. Not long after the accident, the Traffic Police arrived at the scene. Describe what they did.
6. Arrange the following people in a list with the worst at the top: a pick-pocket, a careless driver, a bicycle thief, a drunken driver.

## Lesson 16

### The Man Who Sold His Wife



*In 'The Mayor of Casterbridge' Thomas Hardy describes how, years ago, a young man was so **drunk** that he offered to sell his wife and young daughter. The small family came to a Fair and Michael Henchard, the husband, offered to sell his wife at an **auction**. The sale began although nobody thought that Henchard was serious at first. After a little while the price rose to four guineas.*

"Four guineas!" cried the auctioneer.

"I'll tell you what – I won't sell her for less than five," said the husband, bringing his fist down on a table. "I'll sell her for five guineas to any man who will pay me the money, and treat her well; and he shall have her for ever, and never hear anything from me. But she shan't go for less. Now then – five guineas – and she's yours. Susan, you agree?"

His wife bowed her head and said nothing.

“Five guineas,” said the auctioneer, “or she’ll be **with-drawn**. Does anybody give it? The last time. Yes or no?”

“Yes,” said a loud voice from the doorway.

All eyes were turned. Standing in the doorway was a sailor who had arrived within the last two or three minutes. For it moment there was **complete** silence.

“You say you do?” asked the husband, staring at him.

“I say so,” replied the sailor.

*This was a shock for Michael Henchard, who had not really **intended** to sell his wife. The sailor paid five guineas and walked away with Susan Henchard and her young daughter. Before she left her husband, Susan pulled off her wedding-ring and threw it on the ground in front of her husband, as a sign that she was finished with him.*

*The next day Michael Henchard was **sober** and full of **repentance**. He realized the foolishness of his action, and he decided to try to find his wife, whom he loved. First he walked to a church and knelt before the altar. Then, with his head on a bible, he said:*

“I, Michael Henchard, on this morning of the sixteenth of September, do take an oath before God here in this **solemn** place that I will avoid all strong liquor for the space of twenty-one years to come, being a year for every year I have lived. And this I swear upon the book before me; and may I be struck dumb, blind and helpless, if I break my oath!”

When he had said this, he kissed the bible, stood up and went out to begin the long search for his wife and child.

## Comprehension

1. Where did Michael Henchard sell his wife?
2. Why did he sell her?
3. In the paragraph which starts "I'll tell you what ..." which words show us that Henchard was not a completely bad man?
4. What made everybody turn round suddenly?
5. As far as you can tell, what did Mrs. Henchard think of the sale?
6. Why did Michael Henchard go to the church?
7. What did he do in the church?
8. How can you discover whether he ever found his wife?
9. Explain orally what these words mean in the passage :
  - a) drunk
  - b) an auction
  - c) to withdraw
  - d) complete
  - e) intended
  - f) sober
  - g) repentance
  - h) solemn

## Lesson 17

### The Future Looks Bright



**Balamurati Krishna Ambati**

At age three, Balamurati Krishna Ambati was badly burned and spent several months in the hospital. He decided then that he wanted to be a doctor. A few years later, he read in the *Guinness Book of Records* that the youngest doctor in the world was 18 years old. So he decided to become a doctor by the age of 17. Many people thought this was impossible, but at 11, Ambati was in college. He graduated from college at 14 and from medical school at 17. Now that he is a doctor, Ambati plans to go for advanced training in Boston.



**Catherine Charlton**

Catherine Charlton is studying engineering at Cornell University, but she has already achieved an important goal: She has worked for NASA (the National Aeronautics and Space Administration). Charlton's achievements aren't only in engineering, however. She is also a successful pianist and composer. Charlton hopes to combine her talents for engineering and music someday. For example, she would like to design concert halls or manufacture pianos.



**Jasmin Sethi**

The Scholastic Aptitude Test is the test American students take to enter college; each year, only a few students get a perfect score. One of those students was Jasmin Sethi. Her achievement was especially remarkable because she is blind. To take the test, someone read the test questions to her, and she gave the answers. She even solved difficult math problems in her head. Sethi has been the editor of her school newspaper and has organized food collections. She wants to go to a top university next year. Sethi would like to be a lawyer.



**A. Read the Article**

**What are each student's interests?**

**What goals has each student set?**

	<b>Interests</b>	<b>Goals</b>
1. Balamurti	.....	.....
2. Catherine	.....	.....
3. Jasmin	.....	.....

**B. Pair work** Talk about these questions.

1. Do you think Balamurati is too young to be a doctor?
2. What other careers would allow Catherine to combine her interests?
3. How do you think someone like Jasmin overcomes his or her disabilities?
4. How old were you when you started to think about your career goals?
5. Have you achieved a goal you set? What was it?
6. What other goals do you have?

## Lesson 18

### The Daily Grind

Is it a good idea for a student to have a job? Why or why not?



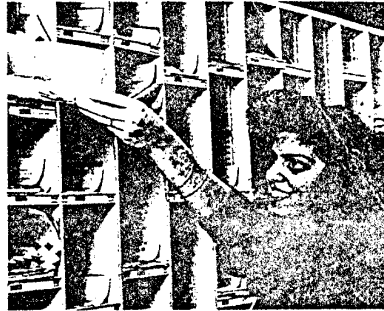
Brandon Smith

I'm a junior in high school, and I have a part-time job in a restaurant. I bus dishes on Saturdays and Sundays from 8:00 until 4:00. I earn \$5.50 an hour. It isn't much money, but I save almost every penny! I want to go to a good university, and the cost goes up every year. Of course, I spend some money when I go out on Saturday nights.



Lauren Russell

I'm a senior in high school. I have a job as a cashier in a grocery store. The job pays well-about \$6.75 an hour. I work every weeknight after school from 4:00 until 8:00. I don't have time for homework, and my grades aren't very good this year. But I have to work, or I can't buy nice clothes and I can't go out on Saturday nights. Also, a car costs a lot of money.



Erica Davis

I'm a freshman in college. College is very expensive, so I work in a law office for three hours every weekday afternoon. I make photocopies, file papers, and sort mail for \$8.25 an hour. The job gives me good experience because I want to be a lawyer someday. But I don't want to work every semester. I need time to study.

**A. Read the Article**

**Why do these students work?**

**Check (✓) the correct boxes.**

	<b>Brandon</b>	<b>Lauren</b>	<b>Erica</b>
1. To earn money for college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. To buy nice clothes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. To go out on the weekend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. To pay for a car	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. To get job experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B. *Pair Work***      Talk about these questions.

1. Look at the reasons why each student works. Who has good reasons to work? Who doesn't, in your opinion?
2. How many hours a week does each student work?
3. How much money does each student earn per week?
4. What are the advantages and disadvantages of part-time work for students?

## **Lesson 19**

### **Survival Techniques In The Animal World**

Domestic animals like cats, dogs, and sheep have been trained to become man's friends. They are harmless and do not attack man, their benefactor, who gives them food, shelter and protection. Some animals, which are not really domestic, have been trained to live with man as pets; for example, birds and monkeys, even snakes and bears.

Animals, which live in freedom in the woods, may harm people. To survive they have to attack other animals and defend themselves against other animals. For this purpose a tiger has strong teeth, and claws with nails as sharp as knives. A rhinoceros has one or two sharp horns with which it attacks other animals, or occasionally, human beings.

Some animals, however, like the antelope and the ostrich, depend on speed. Others depend on a very good sense of smell. They can smell their prey or their enemy at a great distance. Some birds, like the eagle, have very keen sight. Dogs bark at what they think are their enemies in the hope of frightening them. This is an example of bluff, or psychological warfare.

Chemical warfare is also found in the animal world. For instance, the cuttlefish when attacked ejects ink like liquid behind, which it can hide. Snakes use poison to kill their enemies. Animals, which have neither teeth nor claws, neither speed nor any chemical weapon, use camouflage to survive. They have the same color as their surroundings, or they can change their color to match their background. In that way their enemies do not easily see them.

Compared with survival techniques of other animals, the human animal seems practically defenseless. In fact, however, he possesses the most powerful means of offence or defense: his

brain. Man has the ability to think. With this ability he can think of ways to defend himself, or to escape from his enemies. He can make weapons to attack even the fiercest animal in the forest, or the smallest disease-causing bacteria, which is invisible to the naked eye, but which is not too small for the human brain to detect.

Practice 1: Based on the text, decide whether the sentence is true (T) or false (F).

1. Animal that you keep at home called domestic animals.
2. Dogs, cats and sheep are harmful.
3. Animal which live in freedom in the woods may not harm people.
4. Tiger have strong teeth and claws with nails as sharp as knives to attack their enemies.
5. Antelope and the ostrich depend on speed to survive their live.
6. An eagle can smell their enemy by using keen sight.
7. A cuttlefish doesn't eject an ink like liquid when it attacks its enemies.
8. In order to kill their enemies, the snake uses its teeth.
9. One of ways to survive his life, a man uses brain.
10. The bacteria can not be seen by the naked eyes.

Practice 2: Answer these questions based on the text above.

1. "They are harmless and do not attack man ..." (Paragraph 1.)  
What does the word ' **they** ' refer to?
2. "For this purpose a tiger has a strong teeth, and claw with nails as sharp as knives." (Paragraph 2.)  
What does the phrase ' **This purpose** ' mean?
3. " This is an example of bluff, or psychological warfare." (Paragraph 3.)  
What does the word ' **this** ' refer to?

4. “They have the same colour as their surroundings, ...”  
(Paragraph 4.)  
What does the word ‘ **they** ’ mean?
5. “He can make weapons to attack even the fiercest animal in the forest, ...” (Paragraph 5.)  
What does the word ‘ **He** ’ refer to?

Practice 3: Answer these questions based on the text above.

1. Mention some domestic animals!
2. How does the domestic animal behave toward men?
3. What usually animals do to survive their life?
4. How does a cuttlefish to prevent its enemies?
5. What does an man have in order to defend himself and how does he use it?

Practice 4: Match the words in column A with its equivalents in column B!

No.	A	B
1	Train	a. dangerous
2	Harm	b. rely on
3	Attack	c. own
4	Depend on	d. avoid
5	Kill	e. sharp
6	Possess	f. give teaching
7	Escape	g. defeat
8	Keen sight	h. save
		i. put to death

## Lesson 20

### Rain Forest

Tropical rain forest are found in the Amazon region, Central America, parts of Africa, and parts of South and Southeast Asia. These are thick forest with trees 45 meters high. These huge trees have their first branches about 10 meters above the ground. Below the trees there is another level of plants – many kinds of smaller trees, bushes, and flowers.

Each level of the forest is its own world. The lower level is protected by the trees above. The temperature and humidity (the amount of water or moisture in the air) stay about the same in the lower level. There is not much sunlight. In the upper level the sun, rain, and wind change the temperature and humidity often.

It is amazing to find that there is an animal world in the upper level. There are monkeys, members of the cat family, birds, and insect **such as bees, butterflies,** and many kinds of **flies.** There are also other animals that usually live on the ground – mice, **ants,** and even **earthworms.**

This upper of the forest is thick with plant life because the trees are covered with other plants. Most plants get **nutrients** from the ground through their **roots.** These plants in the upper level take their nutrients from the trees they live on and from the other plants that die there.

The animals need “streets” so they can move along the upper level without going down to the ground. In order to travel in this upper level, they make paths along the branches of the trees. A researcher found a path that stretched for 18 meters in one tree. One kind of **tiny** and makes a path only 3 millimeters wide.

Now **humans** are destroying the earth’s tropical rain forests. About 100,000 square kilometers are being destroyed every



year. About one-fourth of the **destruction** comes from people cutting down trees for fuel. Another **quarter** is destroyed when people cut down trees to make grassland for their **cattle**. People cut down the rest of the trees so they can sell the wood or start farms.

The world needs more food, and it seems like a good idea to clear the rain forests and use the land for agriculture. Land that can support these huge, thick forests must be very rich in nutrients. But it isn't. This is another surprising thing about rain forests.

Most of the land in tropical rain forests is very poor. The plants are able to live because of all the dead leaves and other parts of the plants that fall to the ground. This carpet of dead plants provides nutrients for the living plants.

When the land is cleared for agriculture, there are **no longer** any plants left to die and provide nutrients for living plants. The **cycle** is broken. Agriculture is not successful because the land cannot support it. Trees cannot grow again because the carpet of dead plants is gone. The land becomes empty and useless.

Is this important? What does it matter to a Japanese businessman, a French farmer, or an Arab student that people are destroying rain forests thousands of kilometers away?

Do you ever take medicine? Do you wear running shoes? Do you use envelopes when you mail letters? Rain forests make these things possible.

Rain forests cover about 7 percent of the earth's area, but they have 100,000 kinds of plants, probably half of all the kinds of plants on earth. Twenty percent of our different kinds of medicine comes from rain forests. The glue on an envelope and in shoes comes from tropical plants. Rain forests provide materials for hundreds of other products.

Rain forests are also very important to the world's climate. The Amazon rain forest alone receives about 30 to 40 percent of

the total rainfall on the earth and produces about the same percentage of the world's oxygen (O). No one knows how the decreasing size of the world's rain forests will affect the earth's climate.

Saving our rain forests is an international problem. One country or even a few countries cannot solve the problem alone. The nations of the world must work together to find a **solution** before it is too late.

### A. Vocabulary

bush	path	branch	such as
humans	quarter	no longer	solution
insects	tiny	level	roots
destruction	cattle	tropical	humidity

1. Flies, ants, and bees are examples of \_\_\_\_\_ .
2. An insect is a \_\_\_\_\_ animal.
3. When students do well in their English classes, they move up to the next \_\_\_\_\_.
4. Masako had to leave the university and go home. She is \_\_\_\_\_ studying English.
5. \_\_\_\_\_ can work together to save rain forests.
6. Anne and Ken like to walk on a \_\_\_\_\_ along the river in the evening.
7. A \_\_\_\_\_ is part of a tree.
8. A \_\_\_\_\_ is a plant that grows lower than a tree.
9. \_\_\_\_\_ are cows.
10. Malaysia is a \_\_\_\_\_ country. The temperature and the \_\_\_\_\_ are both high there.
11. We must find a \_\_\_\_\_ to the problem of overpopulation.
12. The \_\_\_\_\_ of most plants are below the ground.

## B. Vocabulary

fly	cycle	nutrients	path
ant	bee	moisture	region
oxygen (O)	such as	butterfly	earthworms
stretch	glue	quarter	no longer

1. The \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ are all insects.
2. A \_\_\_\_\_ is a circle.
3. Humans need to eat the right food in order to get the right \_\_\_\_\_.
4. Most of North Africa is a desert \_\_\_\_\_.
5. Carol needs some \_\_\_\_\_ to fix a broken plate.
6. People in Latin American countries \_\_\_\_\_ Ecuador, Peru, and Venezuela speak Spanish.
7. The Andes Mountains \_\_\_\_\_ from Colombia to Chile.
8. A \_\_\_\_\_ is one-fourth.
9. Most \_\_\_\_\_ live under the ground.
10. The amount of \_\_\_\_\_ in the air is called humidity.
11. \_\_\_\_\_ is necessary for life.

### C. Vocabulary Review

rubber	ivory	treat	colony
attitude	although	average	metal
famine	industry	revolution	extended
nuclear	tribes	frightened	field

1. There are two kinds of families, \_\_\_\_\_ and \_\_\_\_\_.
2. The Indian \_\_\_\_\_ in the Americas came from Siberia.
3. Mr. Green has an excellent \_\_\_\_\_ about visiting a foreign country. He wants to learn everything about it that he can.
4. You don't have to like everybody, but you should \_\_\_\_\_ everyone the right way.
5. \_\_\_\_\_ Joe doesn't like to fly, he is going to Hawaii on his vacation.
6. Tires are made from \_\_\_\_\_.
7. Most \_\_\_\_\_ comes from elephants.
8. The United States was a British \_\_\_\_\_ until 1776. Then the American \_\_\_\_\_ made it a separate country.

### D. True/False/No Information

- \_\_\_ 1. Some rain forests are not in the tropics.
- \_\_\_ 2. There is more change in weather in the upper level of a rain forests than in the lower.
- \_\_\_ 3. In the upper level, some plants support the life of the other plants.
- \_\_\_ 4. Plants get nutrients through their branches.
- \_\_\_ 5. People destroy about 25,000 square kilometers of tropical rain forest every year so they can the wood.
- \_\_\_ 6. The land in tropical rain forest is rich.
- \_\_\_ 7. Tropical rain forest land can support forests, although it cannot support agriculture.

- \_\_\_ 8. Material from rain forests is used to make cassette tapes.
- \_\_\_ 9. Earthworms make paths on the branches of trees in rain forests.
- \_\_\_ 10. There are rain forests in Brazil.
- \_\_\_ 11. Rain forests have 100,000 kinds of plants.

### **E. Comprehension Questions**

1. How is the weather in the lower level of a rain forest different from in the upper level?
2. Why is it amazing to find mice and earthworms in the upper level?
3. Where do most plants at the upper level get their nutrients?
4. Why do people cut down trees in rain forests?
5. Where do plants in the lower level get their nutrients?
6. What happens to the land when the trees are cut down?
7. Why are rain forests important to the world's climate?
8. What are some other reasons they are important to all of us?

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