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## **APPENDICES**

**APPENDIX A**

**LESSON PLANS AND INSTRUCTIONAL MATERIALS**

**STAGE 1: INTRODUCTION****Lesson Plan 1**

**Terminal Objective:** Students should be able to recognize topics and topic sentences of the paragraphs

**Enabling Objective:** Students should be able to

1. identify topics of each paragraph
2. identify topic sentences of each paragraph
3. find definitions of required vocabulary words

**Procedure**

Present:

1. The teacher asks the students to compare their answers.
2. The teacher has the students check their answers from the answer key.
3. The teacher explains what a topic is.
4. The teacher explains the difference between topic and topic sentence.
5. The teacher explains how to find the topic.
6. Students work on vocabulary exercises one to six from supplementary handout one.
7. Students compare their answers.
8. Students check their answers from the answer key.
9. The teacher goes over the vocabulary exercises.

**Practice:**

1. Students read given paragraphs.
2. Students consult dictionaries or the teacher when encountering vocabulary.
3. Students choose the best topic for each paragraph.

**Produce:**

1. Students read the paragraphs.
2. Students write topics and topic sentences for each paragraph.
3. The teacher asks students to compare their answers with friends.
4. The teacher has students do peer-check.
5. The teacher checks students' peer-checked answers
6. The teacher assigns homework (Exercise 3) and vocabulary exercise seven from supplementary handout one.

**Evaluation:**

Students' answers

**Plan 1****Warm up:** Class discussion

- *What is the difference between topics and topic sentences?*

*Topic* is the theme or the idea of the writing while *topic sentence* tells the reader what the topic will be.

Note: The topic is what the passage or paragraph is mainly about. It can be stated in a few words and is the most general statement that can be made about the passage.

A: Look at the paragraph below and discuss with your friends what the topic is.

If robots ever come to enjoy a prominent place in the future, they may owe at least a small debt of gratitude to a “micromouse” named Moonlight Special. The micromouse is a robot rodent that can “feel” its way through a maze and memorize the correct path after two passes. On the third run through the maze, Moonlight Special can crawl from start to finish without bumping into a wall or making a wrong turn.

B: Read the key sentences, and choose the best choice that best stated the topic.

1. All caged birds need a home that is large and roomy.

Most finches need a cage with narrow spaces between the bars.

Almost any garden setting is ideal for an aviary, as long as it is out of the wind’s path.

- A. Caged birds
- B. The proper home for your bird
- C. Finding the right bird

2. Deciduous forest communities once formed a continuous band across eastern North America.

In its natural state it is rich in species, net production is high, and the structure of the ecosystem is stable.

Today much of this area is occupied and utilized by human beings, so that the biome rarely is found in its original state.

- A. Forest ecosystems
- B. The changing deciduous forest
- C. Human influence on biomes

3. Numerology begins with your name and your birthdate.

During the time of Pythagoras, the famous Greek mathematician and philosopher, numerology was reserved for the rulers, who often used it to make critical decisions.

Sometimes understanding yourself is just as important as understanding someone else.

- A. Personality disorders and their cure
- B. Ancient mathematicians
- C. Describing you through numbers

4. Early in the seventeenth century, settlers from western France came to what is now Nova Scotia's fertile Annapolis Basin.

Their new homeland of Acadie fell under British rule in 1755, and 10,000 Acadians were deported, captured, or detained.

By 1765 a few hundred had settled in Louisiana, while 2,500 impoverished Acadians congregated in French maritime ports.

In 1785 the Spanish king transported about 1,600 Acadians to Louisiana; this has been called the largest single transatlantic migration up to that time, the end of a 30-year exile.

- A. The early settling of North America
- B. Acadians on the move
- C. A transatlantic migration

5. The art of judo lies not so much in great strength as in skillful use of the body and mind.

Judo involves a complex system of physical and mental skills that help produce both mental and physical fitness.

Consisting of hundreds of techniques, every movement in judo has a definite meaning and purpose.

- A. Judo is more than a sport
- B. Judo and physical fitness
- C. Disadvantages of judo

**Exercise 1:** Read the following paragraphs and choose the best answers that best describe the topics

1)

In the critical area of food production, new cooperative efforts in agricultural research and development are paying off. Food scientists are discovering that humankind is nowhere near the limits of plant, livestock, and soil productivity. There is still room to boost yields and learn how to use more efficiently the earth's acreage for animal and crop husbandry. Investigation of irrigation procedures, pest control, intercropping, and multicropping are several areas that are providing useful information for the world's farmers.

- What is the topic of this paragraph?
  - a. Agricultural research and food production
  - b. Farmers throughout the world
  - c. Food scientists
  - d. Investigation of irrigation procedures

- The word "boost" in line 4 is closest in meaning to
  - a. clean
  - b. increase
  - c. control
  - d. adapt
  
- The word "husbandry" in line 5 is closest in meaning to
  - a. male
  - b. leader
  - c. family
  - d. farming

2)

Sometimes called puma, panther, or mountain lion, the agile cougar has a greater natural range than any other mammal in the Western Hemisphere except humans. However, long viewed as a threat to livestock, it has been intensively hunted since the arrival of European colonists to the Americas and was almost extinct by the early twentieth century. While protective measures have been implemented in the United States, humans continue to destroy the cougar's habitat, further endangering this solitary cat.

- What is the topic of the paragraph?
  - a. The cougar
  - b. Mammals of the Western Hemisphere
  - c. Endangered species
  - d. A threat to livestock
  
- The word "implemented" in line 6 is closest in meaning to
  - a. carried out
  - b. supplemented
  - c. punished
  - d. fined
  
- The word "solitary" in line 7 is closest in meaning to
  - a. secluded
  - b. outgoing
  - b. fierce
  - d. friendly

3)

In marine habitats, a number of small creatures are involved in a "cleaning symbiosis." At least six species of small shrimp, frequently brightly colored, crawl over fish, picking off parasites and cleaning injured areas. This is not an accidental occurrence, because fish are observed to congregate around these shrimp and stay motionless while being inspected. Several species of small fish (wrasses) are also cleaners, nearly all of them having appropriate adaptations such as long snouts, tweezer-like teeth, and bright coloration. Conspicuous coloration probably communicates that these animals are not prey.

- What is the topic of the paragraph?
  - a. Marine life
  - b. Why fish need to be cleaned
  - c. How certain sea creatures clean other fish
  - d. How fish are adapted to be cleaners
  
- The word "conspicuous" in line 8 is closest in meaning to
  - a. noticeable
  - b. harmful
  - c. plain
  - d. courageous

4)

Today, going to the beach is not as simple as it used to be. Our shorelines are becoming an environmentalist's nightmare—and a threat to swimmers, too. How can you decide if a beach is clean? One place to look for help is the local health department of a coastal community. It often monitors chemical and bacterial levels in water which are usually undetectable to the naked eye. Also, consider the amount and type of beach debris. Although there's no evidence linking debris with water pollution that could harm humans, thousands of marine animals die every year after eating or becoming tangled in plastic six-pack containers, fishnet, and other synthetic matter. Plastics on the beach mean you may find dead marine life in the water.

- What is the topic of this paragraph?
  - a. Beaches
  - b. Water pollution
  - c. Dead marine life
  - d. Deciding if a beach is clean

- The word "debris" is closest meaning
  - a. tourist
  - b. fish
  - c. rock
  - d. waste

5)

The sperm whale feeds almost entirely on squid. To catch these swift creatures, the sperm whale dives deep and stays down for long periods of time, a unique trait of the species. The sperm whale's hunting strategy relies less on active pursuit than on silent hovering followed by a quick pounce into a passing shoal of squid. Little or no daylight penetrates the hunting depths, but most of the squid on which the whale preys are luminescent. In its efforts to catch the swift invertebrates, a still, silent whale may well have the advantage over a swimming one.

- What is the topic of this paragraph?
  - a. swimming habits of squid
  - b. feeding method of the sperm whale
  - c. unique traits of the sperm whale
  - d. active pursuit of squid
- The word "penetrates" in line 4 is closest in meaning to
  - a. develops
  - b. enters
  - c. absorbs
  - d. avoids

**Exercise 2:** Read the following paragraphs and write the topics and the topic sentences

1. Trees can defend themselves against devouring insects by undergoing changes in the nutritional quality of their leaves. The leaves of nearby trees undergo the same changes nutritional quality as do those attacked. It is hypothesized that trees emit chemical substances that transmit information to other trees concerning the attack.

Topic: \_\_\_\_\_

Topic sentence: \_\_\_\_\_

2. Rice is the only major grain crop that is grown almost exclusively as human food. There have been a series of remarkable genetic advances that have made it possible to cultivate high-yield varieties that are resistant to disease and insect pests. Because rice constitutes half the diet of 1.6 billion people, and another 400 million people rely on it for between one-fourth and one-half of their diet, these advances have deterred disasters which otherwise would have left millions of people severely underfed.

Topic: \_\_\_\_\_

Topic sentence: \_\_\_\_\_

3. The potato, which is nutritious and tasty, is an important food for million people. Destruction of the potato crop by pests has resulted in famines. Plant researcher, studying the hundreds of varieties of potatoes, have uncovered a hairy wild variety of potato from Bolivia that emits a strong glue traps and kills insects. A new hairy potato was developed when researchers successfully crossed the common potato with the hairy potato. This new hybrid potato not only reduces aphid population by 40 to 60 percent, but also emits a substance that checks the population of the Colorado potato beetle, one of the most destructive potato pests. Unfortunately, the hairs also trap the beneficial insects. Plant researchers are currently trying to alleviate this problem through limiting the density of hairs.

Topic: \_\_\_\_\_

Topic sentence: \_\_\_\_\_

4. Tree rings have been long used to determine the ages of trees and gauge past climatic conditions. New evidence adds considerable weight to the theory that tree rings also record earthquakes. The rings reflect the effects of earthquakes, such as tilting, the disruption of root systems, and the breakage, as well as shifts in environments. An older trees and petrified trees may give information about earthquakes that took place hundreds and even thousands of years ago.

Topic: \_\_\_\_\_

Topic sentence: \_\_\_\_\_

5. A mushroom found in New Jersey is more than three times as old as previously discovered. Mushrooms are so fragile that they are seldom preserved for long. However, 90 million years ago, this mushroom was surrounded by tree resin which then solidified into amber. Bark fibers and leaves are found in pieces of amber close by suggest that the mushroom was growing on the rotting remains of a cedar tree. Although tiny, only a few millimeters across, the New Jersey mushroom looks similar to those belonging to the group of fungi that make up "fairy rings" found on lawns.

Topic: \_\_\_\_\_

Topic sentence: \_\_\_\_\_

**Exercise 3:** Read the following paragraphs and write the topics and the topic sentences

Passage One:

The situation for the Wadden Sea seal population is becoming increasingly worse. Already endangered by years of market hunting for skins and mounting pollution, the population of seals in the sanctuary is threatened again by a mysterious plague which has swept down on the animals. One seal after another got sick, grew weak, and died. The culprit was a virus, its origin unknown, that ultimately killed thousands of harbor seals along the entire North Sea coastline.

Topic: \_\_\_\_\_

Topic sentence: \_\_\_\_\_

The word "plague" in line 4 is closest in meaning to

- a. storm
- b. epidemic
- c. expedition
- d. pollution

Passage Two:

The term "not worth a continental" became a popular reference to things of little value as a result of the inability of the government of the United States to pay for the Revolutionary War. Specifically, the federal government had no power to levy taxes that might transfer resources from the private sector to the public sector. To pay for needed weapons and soldiers, the federal government had only two other options, either (1) borrow money or (2) create new money. When loans proved to be inadequate, the Continental Congress started issuing new paper money—the "continental" dollar—in 1775. By the end of 1779, Congress had authorized issuance of over \$250 million in Continental dollars. Fortunately, the war ended before the economy collapsed.

Topic: \_\_\_\_\_

Topic sentence: \_\_\_\_\_

The word "inadequate" in line 6 is closest in meaning to

- a. too expensive
- b. controversial
- c. not enough
- d. negotiable

## Passage Three:

Fundamental to the theory of plate tectonics is the assumption that while all the plates seem to be moving at different relative speeds—ranging from a fraction of an inch to a maximum of five inches a year—the whole jigsaw puzzle of plates is interlinked. No one plate can move without affecting others, and the activity of one can influence another thousands of miles away. The Atlantic Ocean could not be getting wider—as it is with the spreading of the African Plate away from the South American Plate—if the Pacific sea floor were not being consumed in deep oceanic trenches faster than it is created at the Pacific ridges. The plates move rapidly by geological standards: two inches per year—to pick a typical speed—up to 30 miles in one million years. It took only 150 million years for a mere fracture in an ancient continent to turn into the Atlantic Ocean.

Topic: \_\_\_\_\_

Topic sentence: \_\_\_\_\_

The word "assumption" in line 1 is closest in meaning to

- a. belief
- b. theory
- c. hypothesis
- d. research

## Passage Four:

During the Great Depression of the 1930s, unemployment affected as much as twenty-five percent of the labor force. Today's federal system of social welfare programs did not exist then, so the families of most of the unemployed went hungry. Since that time, we have progressed both in maintaining higher levels of employment and in providing support services to the unemployed. However, unemployment is still a threat in certain industries and for certain groups, especially among minority youth first entering the labor force. Unemployment is a waste of human resources, and represents a drain on public budgets and on the life savings of individual families.

Topic: \_\_\_\_\_

Topic sentence: \_\_\_\_\_

The word "drain" in line 7 is closest in meaning to

- a. save
- b. loan
- c. empty
- d. lend

**Answer Key 1****Exercise B:**

1.b 2.b 3.c 4.b 5.a

**Exercise 1:**

1) a, b, d 2) a, a, a 3) c, a 4) d, d 5) b, b

**Exercise 2:**

1. Topic: How trees defend themselves

Topic sentence: Trees defend themselves against insects changing the nutritional quality of their leaves.

2. Topic: Rice is grown as human food

Topic sentence: Genetic advances of rice are resistant to disease and pests.

3. Topic: Hairy wild variety of potato

Topic sentence: Hairy wild variety of potato emits a substance that traps and kills insects.

4. Topic: Tree rings

Topic sentence: Tree rings are used to determine trees' ages and climatic condition.

5. Topic: New Jersey mushroom

Topic sentence: A New Jersey mushroom is older than it is thought to be.

**Exercise 3:**

Passage One: Topic: Wadden Sea seal

Topic sentence: The situation for the Wadden Sea seal population is becoming worse.

"plague" is closest in meaning to (b) epidemic

Passage Two: Topic: The economy of the United States

Topic sentence: The government of the United States had difficulties paying for the Revolutionary War.

"inadequate" is closest in meaning to (c) not enough

Passage Three: Topic: The movement of plate tectonics

Topic sentence:

"assumption" is closest in meaning to (a) belief

Passage Four: Topic: Unemployment during the Great Depression

Topic sentence: Unemployment affected as much as 25% of the labor force during the Great Depression.

"drain" is closest in meaning to (c) empty

**STAGE 1: INTRODUCTION****Lesson Plan 2**

**Terminal Objective:** Students should be able to recognize reference words and supporting details

**Enabling Objective:** Students should be able to

1. identify pronoun and determiners
2. identify supporting details
3. find definitions of required vocabulary

**Procedure**

**Present:**

1. The teacher asks students to compare their homework.
2. The teacher checks students' homework by walking around.
3. The teacher explains what reference words are.
4. The teacher explains pronouns and determiners.
5. The teacher asks what other words can be used as references.
6. The teacher explains how to find reference words in the paragraph.

**Practice:**

1. Students find reference words from sentences.
2. Students choose reference words from paragraphs.
3. Students look up vocabulary from dictionary.

**Produce:**

1. Students read paragraphs and write topics and topic sentences of each paragraph.
2. Students write the reference words of each paragraph.
3. The teacher asks students to share and discuss their answers with friends.
4. For homework, students complete exercise one to five from the supplementary handout two.

**Evaluation:**

Students' answers

## Plan 2

**Warm up:** Class discussion

- *What are reference words?*
- *Why are reference words used?*

**Reference words** are those words in a passage that refer back to the concepts, words, or phrases mentioned earlier in the passage. We use reference words in English to avoid repeating the same word. Reference words are usually pronouns and determiners.

Some examples of reference words are:

PRONOUNS					DETERMINERS	
SUBJECT	OBJECT	POSSESSIVE	REFLEXIVE	DEMONSTRATIVE	POSSESSIVE	DEMONSTRATIVE
I	me	mine	myself	this	my	this
you	you	yours	yourself	that	your	that
he	him	his	himself	these	his	these
she	her	hers	herself	those	her	those
it	it		itself		its	
we	us	ours	ourselves		our	
you	you	yours	yourselves		your	
they	them	theirs	themselves		their	

**NOTE:**

- If the reference question is about a pronoun, make sure your answer is the same number (singular/plural) and case (first/second/third person)
- Substitute your choice for the highlighted/indicated word in the sentence. Does it violate any grammar rules? Does it make sense?

A: Read the sentences. Find the reference words for each underlined word or words, and write them in the space.

1) Under the ice, bubbles gather against the ice roof until they overflow and escape through the tide cracks.

they: \_\_\_\_\_

2) Arctic people must not only defend themselves from the environment and wild animals, but they must also protect these natural resources.

themselves: \_\_\_\_\_

they: \_\_\_\_\_

these natural resources: \_\_\_\_\_

3) Amnesty International consists of over 900 groups of individuals who work for the release of political prisoners incarcerated for their beliefs.

who: \_\_\_\_\_

their: \_\_\_\_\_

4) In 1863, when a Hungarian count recognized the potential of Californian soil and sun for growing wine grapes, he planted the first European variety there near the town of Sonoma.

he: \_\_\_\_\_

there: \_\_\_\_\_

5) The first complete American dictionary of the English language was compiled in 1828 by the lawyer and lexicographer Noah Webster, who was particularly eager to show that the English spoken in America was distinct from that spoken in Britain.

who: \_\_\_\_\_

that: \_\_\_\_\_

**Exercise 1:** Read the paragraph. Choose the best answer for each question.

1)

Differences in the way men and women process language is of special interest to brain researchers. It has been known that aphasia – a kind of speech disorder – is more common in men than in women when the left side of the brain is damaged in an accident or after a stroke. However, women are more likely than men to suffer aphasia when the front part of the brain is damaged. This clearly indicates that the brains of men and women are organized differently in the way **they** process speech.

The word "**they**" in the passage refers to

- (A) men
- (B) women
- (C) brains
- (D) researchers

2)

One of the most potentially explosive international problems is that of mass tourism. Of the more than six billion people in the world, an increasing number of them are determined to travel. Annually a vast number of travel-hungry tourists traipse around the globe, and thousands of perfect beaches, quaint villages, historic cities, and regions of exquisite natural beauty have become victims of developers' building schemes. Attempts to accommodate **these people** have led to the destruction of the very attractions that they have come to enjoy and have made daily living almost impossible for the local residents.

The phrase "**these people**" in the passage refers to

- (A) people in the world
- (B) tourists
- (C) developers
- (D) residents

The word "traipse" in line 4 is closest in meaning to

- a. wander
- b. rest
- c. tour
- d. explore

The word "quaint" in line 4 is closest in meaning to

- a. old
- b. modern
- c. attractive
- d. mysterious

The word "schemes" in line 6 is closest in meaning to

- a. constructions
- b. plans
- c. contractors
- d. restorations

3)

Traditionally, America's fast-food companies have hired teenagers. While teenagers provide cheap labor, they are sometimes unreliable. Consequently, fast-food companies often use another source of cheap labor – the elderly. Older people are less likely to skip a day of work or quit without giving notice, but because they have not been brought up with computers, they view the high-tech fast-food counter with terror. Training centers have opened in order to teach "mature workers" how to operate computerized cash registers, timed deep-fat fryers, and automatic drink-dispenser software. **These students** are put into classrooms with their peers and, since mental arithmetic is a thing of the past, are taught how to use a calculator.

The phrase "**These students**" in the passage refers to

- (A) teenagers
- (B) fast-food employers
- (C) the elderly
- (D) peers

The word "unreliable" in line 2 is closest in meaning to

- a. dependable
- b. insensitive
- c. cannot be counted on
- d. cannot be replied

4)

The Bettmann Archive is a picture library that was founded in the 1930s by German immigrant Otto Bettmann. He arrived in New York City with two suitcases of photographs and opened a picture library, which he built into the biggest commercial operation of its kind in the world. Among the millions of photographs the archive contains are **some** of the most memorable images of the twentieth century: Marilyn Monroe standing by a street grate ventilating her skirt, Einstein sticking out his tongue, and the Hindenburg exploding into flames. According to Bettmann, the archive's success was due to his unique filing system which he designed to suit journalistic needs. For example, the Mona Lisa was not filed under "Paintings" or "Leonardo da Vinci"; it was filed under "Smiling."

The word "**some**" in the passage refers to

- (A) suitcases of photographs
- (B) picture libraries
- (C) commercial operations
- (D) archive photographs

The phrase "due to" in line 8 is closest in meaning to

- a. despite of
- b. according to
- c. because of
- d. instead of

5)

Thomas Jefferson's liberal views of democracy were first proposed in his draft of the Bill of Rights in 1776. Unfortunately, the Virginia Convention used only the preamble of this draft in the more conservative document that they accepted, which had been drafted by George Mason. Much of  
*Line* (5) what Jefferson wanted was, however, obtainable as ordinary legislation, and when he took his seat in the new legislature, it was with a view of putting through a definite program of reforms. In this he had the support of such men as Mason, George Wythe, and James Madison, against the strenuous opposition of such leaders of the old order as Edmund Pendleton  
 (10) and Robert Nicholas Carter. These men had much to lose if Jefferson's ideas were carried out.

1. The words "this draft" in line 3 refer to
  - (A) the draft Jefferson wrote
  - (B) the draft that George Mason wrote
  - (C) the preamble
  - (D) the draft that was accepted
2. The pronoun "he" in line 6 refers to
  - (A) George Mason
  - (B) Thomas Jefferson
  - (C) a member of the Virginia Convention
  - (D) a member of the legislature
3. The pronoun "this" in line 7 refers to
  - (A) the implementation of the Bill of Rights
  - (B) the acceptance of Jefferson's original draft
  - (C) putting through a program of definite reforms
  - (D) carrying out Jefferson's liberal views
4. The phrase "these men" in line 10 refers to
  - (A) Mason, George Wythe, and James Madison
  - (B) the members of the legislature
  - (C) the members of the Virginia Convention
  - (D) Edmund Pendleton and Robert Nicholas Carter

The word "preamble" in line 3 is closest in meaning to

- a. discussion
- b. debate
- c. revelation
- d. introduction

**Exercise 2:** Read the paragraphs. Answer the questions that follow and write the reference words.

1)

Honeybees cannot live alone. **Their** body structure and instincts equip them for life in a colony or community, where they have a complex social organization and the various duties are divided among the individuals according to physical fitness and age. An individual worker bee cannot reproduce itself. While it may continue to live if forcibly isolated from its mates, it fails to care for itself adequately, and soon dies. Most insects have the ability to hibernate in winter, but the honeybee seems to have lost this. Since at low temperatures the bee will die, it must have the ability to make its own environment, so far as temperature is concerned. This makes a colony necessary to the bees in winter, so that they may collectively warm each other. Efficiency, if not necessity, demands that the work of the colony be divided, and such a division of labor tends to enhance the need to maintain the colony. The physical structure of the honeybee is further suited for the defense of the entire colony rather than for its own defense. The bee's barbed sting is used only once and is made more effective by the fact that it is left behind in the victim. With the loss of the sting, however, the bee dies. This kind of **defensive weapon** is not of service to the individual, but to the community.

Topic: \_\_\_\_\_

Topic sentence: \_\_\_\_\_

"Their" refers to \_\_\_\_\_

"This kind of defensive weapon" refers to \_\_\_\_\_

2)

The ability of agriculture to smooth out the seasonal scarcities of wild foodstuffs had major consequences for the sizes of Native American populations in New England. The nonagricultural Native Americans of Maine sustained population densities, on average, of perhaps 41 persons per 100 square miles. The crop-raising Native Americans, on the other hand, probably maintained 287 persons on an identical amount of land, a sevenfold difference. When these two broad groups were combined, the total Native American population of New England probably numbered somewhere between 70,000 and 100,000 people in 1600. (Lest this seem unimpressive, one should remember that the *English* population of New England was smaller than **this** even at the beginning of the eighteenth century, having reached only 93,000 people by 1700.) The crucial role of agriculture in maintaining so large a Native American population in precolonial New England is clear; although agricultural and nonagricultural peoples inhabited roughly equal areas of southern and northern New England, respectively, those who raised crops contributed over 80 percent of the total population.

Topic: \_\_\_\_\_

Topic sentence: \_\_\_\_\_

"this" refers to : \_\_\_\_\_

3)

Many types of animals combine the advantages of family association with **those** conferred by membership in still larger groups. Bees congregate in hives; some fish move in schools; ants gather in mounds; wolves live in packs; deer associate in herds. The main advantage of membership in a mass community is the safety that **it** provides. A large group of prey may be easier for a predator to find at any given point than is a small **one**, and a predator may think twice before taking on such a group; if a predator does decide to challenge a large group, **it** may merely encounter a confusing mass of moving bodies and possibly may not succeed in its primary goal.

Topic: \_\_\_\_\_

Topic sentence: \_\_\_\_\_

"these" refers to: \_\_\_\_\_

"it" in line 4 refers to: \_\_\_\_\_

"one" refers to: \_\_\_\_\_

"it" in line 7 refers to: \_\_\_\_\_

4)

A huge loss of life resulted from the introduction of Old World diseases into the Americas in the early sixteenth century. The inhabitants of the Americas were separated from Asia, Africa, and Europe by rising oceans following the Ice Ages, and, as a result, **they** were isolated by means of this watery barrier from numerous virulent epidemic diseases **that** had developed across the ocean, such as measles, smallpox, pneumonia, and malaria. Pre-Columbian Americans had a relatively disease-free environment but also lacked the antibodies needed to protect **them** from bacteria and viruses brought to America by European explorers and colonists. A devastating outbreak of disease that strikes for the first time against a completely unprotected population is known as a virgin soil epidemic. Virgin soil epidemics contributed to an unbelievable decline in the population of native inhabitants of the Americas, **one** that has been estimated at as much as an 80 percent decrease of the native population in the centuries following the arrival of Europeans in the Americas.

Topic: \_\_\_\_\_

Topic sentence: \_\_\_\_\_

"they" refers to : \_\_\_\_\_

"that" refers to: \_\_\_\_\_

"them" refers to: \_\_\_\_\_

"one" refers to: \_\_\_\_\_

**Answer Key 2****Exercise A:**

1. they: bubbles
2. themselves: Arctic people  
They: Arctic people  
These natural resources: the environment and wild animals
3. who: individuals  
their: political prisoners
4. when: 1863  
he: a Hungarian count  
the first European variety: wine grapes  
there: California
5. the lawyer and lexicographer: Noah Webster  
who: Noah Webster  
at this time: 1828  
that: English

**Exercise 1:**

1. they: brains
2. these people: tourists  
"traipse" is closest in meaning to (a) wander  
"quaint" is closest in meaning to (c) attractive  
"schemes" is closest in meaning to (b) plans
3. These students: the elderly  
"unreliable" is closest in meaning to (c) cannot be counted on
4. some: archive photographs  
"due to" is closest in meaning to (c) because of
5. this draft: (a) the draft Jefferson wrote  
he: (b) Thomas Jefferson  
this: (c) putting through a program of definite reforms  
these men: (d) Edmund Pendleton and Robert Nicolas Carter

**Exercise 2:**

1. Topic: Honeybees

Topic sentence: Honeybees cannot live again and have to maintain the colony.

Their: Honeybees

This kind of defensive weapon: bee's barbed sting

2. Topic: Agriculture and the sizes of the Native American populations in New England.

Topic sentence: The ability of agriculture had major consequences for the sizes of the Native American populations.

this: the total Native American population of New England in 1600

3. Topic: Animal congregation

Topic sentence: Animals gain the advantages of family association.

these: advantages

it (line 4): membership

one: group

it (line 7): predator

4. Topic: The Old World epidemic

Topic sentence: The Old World disease resulted in a huge loss of life.

they: the inhabitants

that: virulent epidemic diseases

them: pre-Columbian Americans

one: an unbelievable decline

**STAGE 1: INTRODUCTION****Lesson Plan 3**

**Terminal Objective:** Students should be able to recognize topics, topic sentences, and supporting details

**Enabling Objective:** Students should be able to

1. identify topic of each paragraph
2. identify supporting details of each paragraph
3. recognize reference words
4. find definitions of required vocabulary
5. read to answer comprehension questions

**Procedure**

- Present:
1. The teacher asks students to compare and discuss their homework.
  2. The teacher checks students' homework by giving out answer key.
  3. The teacher explains what supporting detail is.
  4. The teacher guides how to find supporting details.
  5. The teacher has students complete vocabulary exercise one from supplementary handout two.
  6. The teacher asks students to compare their answers.
  7. The teacher gives out the answer key for the exercise.

- Practice:**
1. Students read paragraphs.
  2. Students find supporting details from paragraphs.
  3. Students find meaning of words from dictionary or consult the teacher.
- Produce:**
1. Students read paragraphs.
  2. Students write their answers for each paragraph.
  3. The teacher asks students to share and check their answers with partners.
  4. The students submit their peer-checked answers to the teacher.
  5. Students complete exercise six to eight from the vocabulary supplementary handout two.
- Evaluation:** Students' answers

**Plan 3****Warm up:**

**Supporting details** are statements which support your topic or theme. You support your main idea by explaining it, describing it, defining it, or otherwise giving information about it.

A: Read each paragraph. Write **T** in the space if the statement is true according to the information in the paragraph. Write **F** in the space if the statement is false or if the information is not given in the paragraph.

1. The plan to join Britain to the European continent by boring a tunnel under the English Channel between Dover, England, and Calais, France, was originally proposed in the second half of the nineteenth century. The bill authorizing the work was rejected in 1883. The plan was again proposed in 1930 by many enthusiastic supporters. The tunnel was to be the longest ever made and an engineering wonder. However, the estimated cost, the military risks, and the doubt as to the feasibility of construction led to the rejection of the proposal in June 1930. Finally, in the 1980s, the proposal was accepted and tunneling began. The great engineering feat was completed in 1994, and for the first time passengers could travel underwater between England and the European mainland.
  - A. \_\_\_\_ The plan to unite Britain with the European continent was proposed three times.
  - B. \_\_\_\_ The plan to unite Britain with the continent was rejected three times.
  - C. \_\_\_\_ It was believed by some that the tunnel posed a security threat.
  - D. \_\_\_\_ Some people did not believe that the tunnel was a viable idea in the 1930s.
  - E. \_\_\_\_ The plan was rejected in 1883 because the people were bored.
  - F. \_\_\_\_ The construction of the tunnel led to the rejection of the proposal in 1930.
  - G. \_\_\_\_ The tunnel made in 1930 was the longest ever constructed.
  - H. \_\_\_\_ The predicted expense of the proposed tunnel was prohibitive in 1930.

The word "boring" in line 1 is closest in meaning to

- a. uninteresting
- b. annoying
- c. drilling
- d. constructing

The word "enthusiastic" in line 4 is closest in meaning to

- a. opposing
- b. interested
- c. outstanding
- d. wealthy

The word "feasibility" in line 6 is closest in meaning to

- a. celebration
- b. negotiation
- c. responsibility
- d. practicability

2. The 50-million-year-old fossils of an ancient whale found in the Himalayan foothills of Pakistan give strong evidence that modern whales are descended from a four-legged, land-dwelling animal. The fossils consist of part of the skull, some teeth, and the well-preserved middle ear of an animal that was 6 to 8 feet long, weighed about 350 pounds, had a wolf-like snout, and had two foot-long jaws with sharp, triangular teeth. It is the middle ear that suggests that the ancient whale lived on land. Analysis indicated that the animal had eardrums, which would not have worked in water and which modern whales have only in vestigial form. Furthermore, the right and left ear bones were not isolated from each other. The separation of these bones in marine whales enables them to detect the direction of underwater sounds.

- A. \_\_\_\_ The 50-million-year-old fossils found in Pakistan are most likely from a four-legged, land-dwelling animal.
- B. \_\_\_\_ The fossils are 6 to 8 feet long and about 350 pounds in weight.
- C. \_\_\_\_ The whale's skull, teeth, and middle ear are evidence that the Himalayan foothills were once under water.
- D. \_\_\_\_ Because eardrums do not function under water, the ancient whale probably lived on land.
- E. \_\_\_\_ Whales with eardrums would not be able to hear well in the water.
- F. \_\_\_\_ A marine whale can recognize the source of a sound because the middle ear is in a vestigial form.
- G. \_\_\_\_ When the right and left ear bones are isolated from each other, a whale can detect the direction of underwater sounds.
- H. \_\_\_\_ Whales with isolated right and left ear bones live in the sea.

The word "descended" in line 2 is closest in meaning to

- a. respected
- b. extinct
- c. evolved
- d. migrated

"them" in line 10 refers to

- a. ear bones
- b. whales
- c. teeth
- d. jaws

3. The potato, which is nutritious and popular, is an important food source for millions of people. It is so important that destruction of the potato crop by pests has resulted in famines. Plant researchers, studying the hundreds of varieties of potatoes, have uncovered a wild hairy variety of potato from Bolivia that emits a strong glue from the end of its hairs. This glue traps and kills insects. A new hairy potato was developed when researchers successfully crossed the common potato with the hairy potato. This new hybrid potato not only reduces aphid populations by 40 to 60 percent, but also emits a substance that checks the population of the Colorado potato beetle, one of the most destructive potato pests. Unfortunately, the hairs also trap beneficial insects. Plant researchers are currently trying to alleviate this problem by limiting the density of hairs.

- A. \_\_\_\_ The potato, an important food for millions of people, is nutritious and popular.
- B. \_\_\_\_ There are hundreds of varieties of potatoes that are hairy.
- C. \_\_\_\_ Plant researchers are studying a potato from Bolivia that gives off a scent from the end of its hairs.
- D. \_\_\_\_ Insects get trapped in the sticky hairs and die.
- E. \_\_\_\_ The hairy potato was crossed with the common potato to develop a new hairy potato.
- F. \_\_\_\_ All insect populations have been reduced by 40 to 60 percent by the wild hairy potato.
- G. \_\_\_\_ The Colorado potato beetle is one of the pests affected by the substance the hairy potato emits.
- H. \_\_\_\_ The hybrid potato harms insects that help potatoes.

The word "emits" in line 4 is closest in meaning to

- a. omits
- b. expands
- c. sends out
- d. covers

The word "alleviate" in line 10 is closest in meaning to

- a. alternate
- b. negotiate
- c. interfere
- d. lessen

4. A Stradivarius violin is unmatched in tonal quality and responds more quickly and easily to the touch than any other violin. Unfortunately, the secrets for making such a superb instrument were lost in 1737 with the death of Antonio Stradivari, the master craftsman who built them. Many attempts have been made to reproduce an instrument of such quality, but all have failed. It is believed that the secret lies in the wood that was used and the distinctive varnish, which ranges from orange to a deep reddish-brown color. Only around 650 Stradivarius violins are believed to be in existence today, and the average price for such a rare instrument is well into the hundreds of thousands of dollars. Even a "cheap" Stradivarius costs around a quarter of a million dollars. It is not surprising that Stradivarius violins are sought after by great violinists and musical-instrument collectors alike.
- A. \_\_\_\_ A Stradivarius violin cannot match the tonal quality of any other violin.
- B. \_\_\_\_ The main qualities of the Stradivarius are tone and response.
- C. \_\_\_\_ Antonio Stradivari was the man who crafted the violins.
- D. \_\_\_\_ Stradivari's notes on making such a superb instrument were preserved.
- E. \_\_\_\_ People believe that the quality comes from the type of wood and the color of the varnish that was used.
- F. \_\_\_\_ The varnish color ranges between an orange and a deep reddish-brown.
- G. \_\_\_\_ The 650 Stradivarius violins in existence cost a quarter of a million dollars in total.
- H. \_\_\_\_ Both musicians and instrument collectors would like to own a Stradivarius.

"them" in line 4 refers to

- a. secrets
- b. instrument
- c. death
- d. craftsman

The phrase "sought after" in line 10 is closest in meaning to

- a. hidden away
- b. broken down
- c. searched for
- d. carried on

5. The most traditional American food may well be cornmeal. Cornmeal, as we know it today, began as a Native American staple. The Native Americans grew corn of six different varieties: black, red, white, yellow, blue, and multicolored. They ground the corn kernels into cornmeal and mixed it with salt and water. Then they baked it. This recipe was introduced to the early colonists, who experimented with it and developed their own uses for cornmeal. Succotash (a meat stew with cornmeal added) and mush (leftover cornmeal porridge cooled, cut, and fried) are two meals invented by early colonists. Today, visitors can travel to the South and enjoy spoon bread, a smooth puddinglike dish, or to New England for johnnycakes, a kind of flat pancake. But probably the most common recipes using cornmeal nationwide are cornbread, cornmeal muffins, and the "hush puppy" – a round ball of cornmeal batter that is fried in oil.

- A. \_\_\_\_ The multicolored corn was made up of six different colors.
- B. \_\_\_\_ Cornmeal was ground into kernels that were baked.
- C. \_\_\_\_ The Native Americans shared their recipe of baked cornmeal with the early settlers.
- D. \_\_\_\_ The colonists did not like the meal of the Native Americans and thus developed their own meals.
- E. \_\_\_\_ Succotash and mush are two meals the colonists shared with the Native Americans.
- F. \_\_\_\_ Succotash is a meal that is made from meat and cornmeal.
- G. \_\_\_\_ Mush is fried leftovers from a cornmeal dish.
- H. \_\_\_\_ Common forms of cornmeal are restricted to certain regions in America.

The word "staple" in line 2 is closest in meaning to

- a. creation
- b. basis
- c. culture
- d. farm

"it" in line 6 refers to

- a. recipe
- b. cornmeal
- c. salt
- d. water

**Exercise 1:** Read the following paragraphs and choose the best answer for each question.

1)

Throughout the year, chimpanzee food is quite varied, but it is mainly vegetable material. At times, however, Gombe Park is loaded with insects—termites, ants, caterpillars—and the chimpanzees will eat huge numbers of them. The chimpanzees' really remarkable behavior appears when they gather termites. According to Suzuki and van Lawick-Goodall, when chimpanzees see that termites have pushed open their tunnels on the surface, they will go off to find a suitable termiting tool. It may look simple, but the job takes skill and patience.

1. It is stated in the passage that the chimpanzees' most remarkable behavior can best be seen
  - a. when they are hungry
  - b. as they are resting
  - c. when they are looking for termites
  - d. in the spring
  
2. According to the passage, when chimpanzees gather termites they show
  - a. a dependence on each other
  - b. remarkable strength
  - c. understanding and caring
  - d. ability and persistence
  
3. According to the passage, which of the following is NOT mentioned as part of the chimpanzees' diet?
  - a. Termites
  - b. Vegetable material
  - c. Ants
  - d. Mosquitoes
  
4. The word "remarkable" in line 4 is closest in meaning to
  - a. unrecognizable
  - b. controllable
  - c. noticeable
  - d. comfortable

2)

Only humans have a spoken, symbolic language; scientists have long thought that nonhuman primates had much less sophisticated communication systems. True, but chimpanzees use gestures and many voice sounds in the wild, while other apes use sounds to communicate territorial information. Chimpanzees seem to have a natural talent for learning symbolic language under controlled conditions. A famous chimpanzee named Washoe was trained to communicate with humans, using no less than 175 sign language gestures similar to those of the American Sign Language. After more than a year Washoe could associate particular signs with activities, such as eating and drinking. Another chimpanzee named Sarah was taught to read and write with plastic symbols and acquired a vocabulary of 130 different words, to the extent that she obeyed sequences of written instructions given with the symbols. But such experiments in communication with primates are a far cry from the versatility and grace of human speech.

1. The passage states that the ability of chimpanzees to learn symbolic language in certain situation is due to
  - a. their territoriality
  - b. their use of gestures and voice sounds in the wild
  - c. their natural talent
  - d. their use of the American Sign Language
  
2. According to the passage, the chimpanzee Washoe
  - a. was able to associate some signs with activities after a year
  - b. used fewer than 175 signs to communicate
  - c. was fluent in the American Sign Language
  - d. could read and write
  
3. The passage states that Sarah's ability to read and write was judged by
  - a. the size of her vocabulary
  - b. her dexterity in using the plastic symbols
  - c. her obedience to instructions given in the symbol language
  - d. the number of symbol sequence that she could manipulate
  
4. It is mentioned in the passage that spoken, symbolic language is
  - a. not a sophisticated communication system
  - b. only available to humans
  - c. shared by both humans and chimpanzees
  - d. similar to the language used by chimpanzees
  
5. The word "versatility" in line 15 is closest in meaning to
  - a. victory
  - b. violence
  - c. velocity
  - d. variety

**Exercise 2:** Read the following paragraphs and write the answer for each question.

1)

Clay is a material that has the fundamental characteristic of becoming plastic when moist so that **it** can be modeled or molded, like mud. Clay hardens when allowed to dry in the air, but can still be softened again with water. Heat changes the nature of clay, however, so that it becomes rigid and stony. **This change** is almost irreversible when the clay is baked above a temperature of 600° centigrade. Throughout history, people have exploited these qualities of clay to make bricks, pottery, and porcelain.

Topic: \_\_\_\_\_

Topic sentence: \_\_\_\_\_

Supporting details:

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"it" refers to \_\_\_\_\_

The word "irreversible" in line 4 is closest in meaning to

- a. unchangeable
- b. stable
- c. useable
- d. available

The word "exploited" in line 5 is closest in meaning to

- a. controlled
- b. spoiled
- c. destroyed
- d. used

2)

Until recently, the ability to make tools was considered one of the characteristics that distinguished humans and **their** ancestors from all other animals. In 1964, Dr. Jane M. Goodall shattered this belief when she observed that chimpanzees in the African forest frequently make simple tools for catching termites. The ape first looks for the right materials. **It** carefully selects a twig of the correct size and shape and then strips off the leaves. This the ape inserts into a hole in the termite nest. When the twig is pulled out, it is covered with delectable insects.

Topic: \_\_\_\_\_

Topic sentence: \_\_\_\_\_

Supporting details:

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"their" refers to \_\_\_\_\_

"It" refers to \_\_\_\_\_

The word "shattered" in line 3 is closest in meaning to

- a. supported
- b. destroyed
- c. advocated
- d. ignored

3)

The human brain responds to sudden fright by signaling the adrenal glands to release more adrenaline, also known as epinephrine, into the bloodstream. This substance often called the "fight-or-flight hormone," prepares the body for instant exertion. It makes the heart beat faster, stimulates the circulation, and relaxes the bronchial passages so they can send more air through the lungs. It can all happen very quickly, because this is the body's life-preserving response to sudden danger.

Topic: \_\_\_\_\_

Topic sentence: \_\_\_\_\_

Supporting details:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

"This substance" refers to \_\_\_\_\_

"they" refers to \_\_\_\_\_

The word "exertion" in line 3 is closest in meaning to

- a. encounter
- b. behavior
- c. effort
- d. fear

**Answer Key 3****Exercise A:**

- 1)
- |      |      |      |      |      |
|------|------|------|------|------|
| a. T | b. F | c. T | d. T | e. F |
| f. F | g. F | h. T |      |      |

"boring" is the closest in meaning to (c) drilling

"enthusiastic" is the closest in meaning to (b) interested

"feasibility" is the closest in meaning to (d) practicability

- 2)
- |      |      |      |      |      |
|------|------|------|------|------|
| a. T | b. F | c. F | d. T | e. T |
| f. F | g. T | h. T |      |      |

"descended" is closest in meaning to (c) evolved

them: (b) whales

- 3)
- |      |      |      |      |      |
|------|------|------|------|------|
| a. T | b. F | c. F | d. T | e. T |
| f. F | g. T | h. T |      |      |

"emit" is closest in meaning to (c) sends out

"alleviate" is closest in meaning to (d) lessen

- 4)
- |      |      |      |      |      |
|------|------|------|------|------|
| a. F | b. T | c. T | d. F | e. F |
| f. T | g. F | h. T |      |      |

them: (a) secrets

"sought out" is closest in meaning to (c) searched for

- 5)
- |      |      |      |      |      |
|------|------|------|------|------|
| a. F | b. F | c. T | d. F | e. F |
| f. T | g. T | h. F |      |      |

"staple" is closest in meaning to (b) basis

it: (a) recipe

**Exercise 1:**

- 1) 1. C      2. D      3. D      4. C
- 2) 1. C      2. A      3. C      4. B      5. D

**Exercise 2:**

- 1) Topic: Clay

Topic sentence: Clay can be modeled or molded.

Supporting details:

- Clay hardens when it is allowed to dry
- Clay can be softened again with water
- Heat can make clay become rigid and stony

it: clay

"irreversible" is closest in meaning to (a) unchangeable

"exploited" is closest in meaning to (d) used

- 2) Topic: Chimpanzees' ability to make tools

Topic sentence: Chimpanzees in the African forest make simple tools for catching termites.

Supporting details:

- It looks for the right material
- It selects a twig
- It strips off the leaves
- It inserts the twig into a termite nest

their: humans

It: the ape

"shattered" is closest in meaning to (b) destroyed

- 3) Topic: Adrenaline

Topic sentence: The human brain responds to sudden fright by releasing adrenaline into the blood stream.

Supporting details:

- Adrenaline prepares the body for instant exertion.

- It makes heart beat faster, stimulates the circulation, and relaxes the bronchial passages

This substance: adrenaline (epinephrine)

they: bronchial passages

"exertion" is closest in meaning to (c) effort

## STAGE 2: EXPLORATION

### Lesson Plan 4

**Terminal Objective:** Students should be able to write main idea of each paragraph

**Enabling Objective:** Students should be able to

1. extract main idea of each paragraph
2. extract supporting details of each paragraph
3. read to answer comprehension questions
4. find meanings of required vocabulary

### **Procedure**

- Present:**
1. The teacher checks students' homework by walking around.
  2. The teacher asks students to discuss their answers.
  3. The teacher explains what main idea is.
  4. The teacher explains the difference between main idea and topic.
  5. The teacher guides how to find the main idea of each paragraph.

- Practice:**
1. Students locate topics, main ideas, and supporting details of given sentences.
  2. Students read the paragraphs and answer questions.
  3. Students find definitions of vocabulary words

**Produce:**

1. Students read the paragraphs
2. Students write topics and main ideas and supporting details
3. Students write reference words for each paragraph
4. The teacher has students compare and check their answers with partners.
5. For homework, students complete vocabulary exercise one and two from supplementary handout three.

**Evaluation:**

Students' answers

**Plan 4****Warm up:** Class discussion

- *What is the main idea?*
- *How is main idea different from the topic?*
- *How can you find the main idea?*

The **main idea** of a paragraph is a statement about the topic which indicates a point of view about the topic. A main idea is most often a full sentence which contains a statement about the topic. To identify main ideas, look for key words that show relationship to the topic and are repeated throughout the paragraph or passage. The main idea is often restated in the conclusion as well.

A: Skim all four statements for each question. Label each statement: *T* for topic, *M* for main idea, and *D* for details.

- 1)
- \_\_\_\_\_ Electrical failure is a constant concern to both engineers and ground control.
  - \_\_\_\_\_ Problems with the NASA space program
  - \_\_\_\_\_ Technical problems have consistently delayed progress in the NASA space program.
  - \_\_\_\_\_ Fuselage leaks caused postponement of the latest shuttle flight.
- 2)
- \_\_\_\_\_ The technique involves inserting genetic instructions into the bacteria, which follow the instructions.
  - \_\_\_\_\_ Producing human insulin
  - \_\_\_\_\_ Humulin is the first substance made by gene-splicing approved by the U.S. government for human use.
  - \_\_\_\_\_ The instructions involve creating the two necessary ingredients to make insulin.
- 3)
- \_\_\_\_\_ With the Appalachian Trail following the state line along the ridge, this is a wonderful place to hike from spring to fall.
  - \_\_\_\_\_ Each season will offer visitors to the park an array of sights and activities.
  - \_\_\_\_\_ Smoky Mountain National Park
  - \_\_\_\_\_ Mountain laurel and flame azalea bloom in early June to mid-July.

4)

- \_\_\_\_\_ Fungal foods, of which corn smut is perhaps the ugliest, may soon become part of American *nouvelle cuisine*.
- \_\_\_\_\_ Most people in the United States view corn smut with revulsion because they question the safety of fungus foods in general.
- \_\_\_\_\_ The mushroom-like fungus has long played a part in the diet of Native American cultures.
- \_\_\_\_\_ New uses for "corn smut"

5)

- \_\_\_\_\_ For instance, air freight may be much more expensive than rail transport, but shipping everything from a single warehouse may cut other costs.
- \_\_\_\_\_ The cost of transportation
- \_\_\_\_\_ Many companies today use the total physical distribution concept, maximizing the efficiency of physical distribution activities while minimizing their cost.
- \_\_\_\_\_ The company will make cost tradeoffs between the various physical distribution activities.

**Exercise 1:** Read the following paragraphs and choose the correct answer for each question.

Paragraph One:

The dingo, Australia's wild dog, was first spotted on the northwest shores of the subcontinent in the late seventeenth century. The arrival of the dingo brought about substantial changes in the continent's ecosystem.

*Line* It is noted that with the establishment of dingoes, native predators (5) declined. Among the animals probably displaced from the mainland by the dingo was the Tasmanian tiger, a recently extinct wolf-like marsupial.

1. What is the main idea of this paragraph?
  - a. The dingo caused changes in Australia's balance of nature.
  - b. The dingo is not native to Australia.
  - c. The dingo is similar to a dog.
  - d. The dingo came to Australia in the 1600s.

2. According to the passage, after the dingoes arrived in Australia the Tasmanian tiger
  - a. took on the characteristics of a wolf
  - b. began hunting the dingo
  - c. began to die out
  - d. moved to the south of the continent
  
3. The word "spotted" in line 1 is closest in meaning to
  - a. colored
  - b. placed
  - c. permitted
  - d. noticed
  
4. The word "substantial" in line 3 is closest in meaning to
  - a. significant
  - b. sophisticated
  - c. uncertain
  - d. paltry
  
5. The word "extinct" in line 6 is closest in meaning to
  - a. disappearing
  - b. distinguishing
  - c. resurrecting
  - d. separating

Paragraph Two:

*Line*  
*(5)* It is convenient to think of the copper atom as a tiny hard sphere with a radius of about a hundred-millionth of an inch. In the copper crystal the spheres are packed closely together in such a fashion that each atom has twelve equidistant neighbors. The adjacent atoms form a cubic array with atoms at the corners and the center of the faces of the cube, this regular structure being repeated for thousands of atoms in each direction. It is like one of the ways in which balls of equal size could be packed in a rectangular box in order to place the maximum number within the box. This structure is perhaps the most common among the metals and is called face-centered cubic or cubic close-packing. Copper, whether its source is Michigan, the Andes, or the Congo, always has this structure with respect not only to the geometrical arrangement but also to the exact distance separating the centers of adjacent atoms.

1. What is the topic of this paragraph?
  - a. Properties of copper mixtures
  - b. Characteristics of copper crystals
  - c. Parallels among metals
  - d. Analysis of atomic structures in metals

2. According to the passage, which of the following is true of the distance between adjacent atoms in solid copper?
  - a. It is always identical.
  - b. It is one-million of an inch.
  - c. It is determined by the origin of the ore.
  - d. It is separated by some crystals.
  
3. Which of the following could be used as an illustration instead of balls in a box?
  - a. A bowl of rice
  - b. A crate of oranges
  - c. Tennis balls loose on the floor
  - d. Blocks of woods placed end to end
  
4. The word "fashion" in line 3 is closest in meaning to
  - a. popularity
  - b. manner
  - c. outstanding
  - d. trend

Paragraph Three:

As the American colonies in the seventeenth century prospered and trade increased among them, an efficient way of hauling goods overland was needed. The answer was the Conestoga wagon. It had a boat-shaped body and was suited for mountain trails. No matter how the wagon was tilted, the cargo stayed in place. For feeding the horses, there was a trough attached to the rear end. A Conestoga had six or seven overhead bows, or arches, with the ones in the center being a little lower than the ones on the end. These bows supported a covering of white canvas that protected the goods from the weather. The wagon was capable of carrying up to eight tons, though for each ton a horse had to be added to the team.

Line  
(5)

1. The best topic for this paragraph would be
  - a. A seventeenth-century transport vehicle
  - b. Shipbuilding in the seventeenth-century
  - c. The increase in trade in the American colonies
  - d. Early roads in colonial America
  
2. The design of the wagon was advantageous because it
  - a. made the wagon easy to drive
  - b. kept the cargo from falling out
  - c. allowed horses to eat while working
  - d. made the wagon easy to load and unload
  
3. The function of the bows was to
  - a. raise and lower the goods
  - b. attach the trough to the wagon
  - c. support the body of the wagon
  - d. hold the heavy cloth covering

4. The word "prospered" in line 1 is closest in meaning to
- flourished
  - suspected
  - declined
  - stabilized
5. The word "hauling" in line 2 is closest in meaning to
- producing
  - transporting
  - copying
  - storing

Paragraph Four:

Line (5) When early humans hunted and gathered food, they were not in control of their environment. They could only interact with their surroundings as lower organisms did. When humans learned to make fire, however, they became capable of altering their environment. To provide themselves with fuel, they stripped bark from trees, causing the trees to die. Clearings were burned in forests to increase the growth of grass and to provide a greater grazing area for the wild animals that humans fed upon. This development led to farming and the domestication of animals. Fire also provided the means for cooking plants which had previously been inedible. Only when the process of meeting the basic need for food reached a certain level of sophistication was it possible for humans to follow other pursuits such as the founding of cities.

- What is the topic of this paragraph?
  - The development of civilization
  - The evolution of farming techniques
  - Basic food-gathering techniques
  - Hunting as a source of food
- According to the paragraph, one way that humans maintained their food supply before they dominated their environment was by
  - hunting animals
  - cooking plants
  - stripping trees
  - burning forests
- According to the paragraph, it became possible for people to pursue less basic objectives after
  - lower organisms were no longer a danger
  - healthful cooking techniques has evolved
  - agriculture had been developed
  - a steady fuel supply had been found

4. According to the passage, early humans gained better control of their environment when they learned to
- eat meat
  - make fire
  - live with lower organism
  - improve their hunting skills
5. The word "sophistication" in line 9 is closest in meaning to
- implementation
  - advancement
  - confrontation
  - primitivism

**Exercise 2:** Read the following paragraph. Write your answers in the space provided.

Paragraph One:

*Line* In *The Little Foxes*, by Lillian Hellman, the characters are portrayed simply and directly  
*(5)* in order to make an unambiguous moral point. Except perhaps for Benjamin Hubbard, who does reveal a certain, almost charming, complexity in the candor of his evil, all the characters in the play seem one-dimensional, as if meant to embody just a single dominant or even obsessive trait. If *The Little Foxes* were a novel, the simplicity of the characterization and plot could be a drawback, for it would be hard to read a full-length book in which the characters did not show at least a little more complexity, variety, even unpredictability. But in a play, where everything has to be concentrated into a few hours on a stage and there is not much need or possibility for extensive psychological probing into characterization, the method Hellman uses in *The Little Foxes* can be effective and powerful.

Topic: \_\_\_\_\_

Main idea: \_\_\_\_\_

Supporting detail:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

"his" in line 3 refers to: \_\_\_\_\_

The word "unambiguous" in line 2 is closest in meaning to

- a. clear
- b. controversial
- c. unpredictable
- d. realistic

The word "candor" in line 3 is closest in meaning to

- a. directness
- b. uncertain
- c. immoral
- d. stigma

The word "embody" in line 4 is closest in meaning to

- a. experiment
- b. portrait
- c. lubricate
- d. simplify

The word "drawback" in line 4 is closest in meaning to

- a. paint
- b. return
- c. disadvantage
- d. benefit



The word "probing" in line 9 is closest in meaning to

- a. launching
- b. exploring
- c. consulting
- d. plotting

#### Paragraph Two:

Even after the United States won its independence at the end of the Revolutionary War in 1781, the country remained dependent on England in a fundamental way. British factories exported woolen and cotton cloth, sugar, tea, paper, and other finished products in exchange for America's raw materials. What manufacturing did exist in the United States took place on a very small and comparatively primitive scale, and involved industries such as shipbuilding, lumbering, and flour-milling that were mainly based on natural resources. This economic relationship with England came to a sudden end in 1812 when the United States declared war on England because the British had been interfering with American shipping. All trade with England halted. Although the war ruined many New England shipowners and put thousands of sailors out of work, it did stimulate American manufacturing by forcing the United States to produce for itself the items formerly supplied by Great Britain. The road was thereby paved for America's own industrial revolution.

Line  
(5)

(10)

Topic: \_\_\_\_\_

Main idea: \_\_\_\_\_

Supporting detail:

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"its" in line 1 refers to \_\_\_\_\_

"it" in line 10 refers to \_\_\_\_\_

"itself" in line 11 refers to \_\_\_\_\_

The word "primitive" in line 5 is closest in meaning to

- a. unsophisticated
- b. developing
- c. equal
- d. unfair

The word "halted" in line 9 is closest in meaning to

- a. continued
- b. stopped
- c. enhanced
- d. grew

The word "stimulate" in line 10 is closest in meaning to

- a. resemble
- b. foster
- c. degrade
- d. distribute

Paragraph Three:

President Woodrow Wilson's conception of a peace after the First World War demanded that the United States play an independent and leading role in peace negotiations. But his conviction that a durable peace also depended on an Allied victory bound him economically and morally to the Allied powers. It was inconceivable to him to go to the Paris Peace Conference only to risk a break with his former allies by taking the part of the defeated powers. A statesman who looks forward to a peaceful world based on international cooperation will not drive a hard bargain with the nations on whose collaboration he feels most dependent. Wilson might have forced the allied British and French leaders to accept his Fourteen Points, a doctrine outlining his ideas of a cooperative basis for a lasting peace, as the theoretical basis for peace negotiation. But once the talks began the dynamics of the situation delivered him into their hands, for his very hopes and ideals tended to paralyze him as a negotiator. The war had overthrown peace-time standards and values, and not even Woodrow Wilson could uphold them.

Line  
(5)

(10)

Topic: \_\_\_\_\_

Main idea: \_\_\_\_\_

Supporting detail:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

"his" in line 2 refers to \_\_\_\_\_

"them" in line 13 refers to \_\_\_\_\_

The word "conception" in line 1 is closest in meaning to

- a. acceptation
- b. expectation
- c. motivation
- d. idea

The word "conviction" in line 3 is closest in meaning to

- a. agreement
- b. interception
- c. belief
- d. demand

The word "inconceivable" in line 4 is closest in meaning to

- a. intolerant
- b. inconvenient
- c. unreviewable
- d. unimaginable

The word "collaboration" in line 7 is closest in meaning to

- a. confrontation
- b. documentation
- c. cooperation
- d. communication

The word "paralyze" in line 11 is closest in meaning to

- a. disable
- b. encourage
- c. prioritize
- d. envision

The word "uphold" in line 12 is closest in meaning to

- a. risk
- b. lead
- c. control
- d. monitor

**Answer Key 4****Exercise A:**

1) D, T, M, D

2) D, T, M, D

3) M, D, T, D

4) M, D, D, T

5) D, T, M, D

**Exercise 1:**

Passage One: 1.a 2.c 3.d 4.a 5.a

Passage Two: 1.b 2.a 3.b 4.b

Passage Three: 1.a 2.b 3.d 4.a 5.b

Passage Four: 1.a 2.a 3.c 4.b 5.b

**Exercise 2:**Passage One: Topic: *The Little Foxes* novel

Main idea: The characters portrayed in *The Little Foxes* are simple and direct.

Supporting details:

- All characters seem one-dimensional
- The novel embodies a single dominant trait
- Characters did not show complexity or variety
- There is not much need or possibility for extensive psychological probing into characterization

his: Benjamin Hubbard

"unambiguous" : (a) clear

"candor" : (a) directness

"embody": (b) portrait

"drawback": (c) disadvantage

"probing": (b) exploring

Passage Two: Topic: Economy of the United States at the end of the Revolutionary War

Main idea: The United States remained dependent on England in spite of winning its independence.

Supporting details:

- British factories exported finished products in exchange for America's raw material
- Manufacturing in the US took place on a small scale
- England interfering with American shipping led to the end of their economic relationship

its: The United States

it: the war

"itself": The United States

"primitive": (a) unsophisticated

"halted": (b) stopped

"stimulate": (b) foster

Passage Three: Topic: President Woodrow Wilson's conception of a peace

Main idea: He believed that peace depended on an Allied victory.

Supporting details:

- He went to the Paris Peace Conference
- He risked a break with former allies
- He forced the allied British and French leaders to accept his doctrine, Fourteen Points

his: President Woodrow Wilson

them: peace-time standards and values

"conception": (d) idea

"conviction": (c) belief

"inconceivable": (d) unimaginable

"collaboration": (c) cooperation

"paralyze": (a) disable

"uphold": (c) control

**STAGE 2: EXPLORATION****Lesson Plan 5**

**Terminal Objective:** Students should be able to write main idea of each short passage.

**Enabling Objective:** Students should be able to

1. extract main idea
2. extract supporting details
3. read to answer comprehension questions
4. find definitions of required vocabulary

**Procedure**

- Present:
1. The teacher asks students to compare and discuss their vocabulary homework.
  2. The teacher checks homework by walking around.
  3. The teacher reviews what main idea is.
  4. The teacher reviews how main idea can be found in a passage.

- Practice:
1. Students read short passages.
  2. Students answer questions about the passages.
  3. Students look up definitions of words in a dictionary.

**Produce:**

1. Students read the passages.
2. Students write topics, main ideas and supporting details.
3. Students write reference words for each passage.
4. Students write and find definitions of vocabulary words.
5. The teacher asks students to share and check their answers with friends.
6. The students complete vocabulary exercise three and four from supplementary handout three as homework.

**Evaluation:**

Students' answers

**Plan 5**

**Warm up:** With your partner, discuss the following questions.

1. *What is the main idea?*
2. *How can you find main idea of each passage?*
3. *Do you think finding main idea of a paragraph would be different from finding main idea of a passage?*

**Exercise 1:** Read the passages and answer the questions that follow.

Passage One:

Coral reefs are to the seas what rain forests are to the land. Teeming with life, these ecosystems depend upon sunlight and an intricate relationship between plant and animal to survive.

*Line* The brilliant blue of the Red Sea is an unexpected sight within the dry  
 (5) expanse of the Middle Eastern desert. Even more unexpected, however, is the myriad of colorful marine creatures which thrive in its shallow reefs and deep slopes. Half a world away in Australia's Coral Sea, a pair of clownfish will find protection in the reef as they patiently guard their eggs until they hatch. Strangely enough, these fish are actually poor swimmers  
 (10) and seldom stray far from the protective cover provided by the sea anemones which dwell in their coral reef homes.

Another colorful addition to coral reefs appears as a rose-like creation. It is actually a ribbon of thousands of tiny nudibranch eggs. Nudibranches are a variety of very colorful, strangely shaped gastropods which can be  
 (15) found in the world's warm seas and which feed on sponges, hydroid polyps, sea anemones, moss animals, or sea squirts.

1. What is the topic of this passage?
  - a. Colorful fish
  - b. Rain forests
  - c. Coral reefs
  - d. Ecosystems of the world
  
2. According to the passage, all of the following statements about coral reefs are true EXCEPT
  - a. Coral reefs provide an ecosystem to support fish and plant life.
  - b. Coral reefs are found in warm waters of the world.
  - c. Coral reefs are colorful.
  - d. Coral reefs develop in the deepest parts of the ocean.

3. The phrase "teeming with" in line 1 is closest in meaning to
  - a. composed of
  - b. full of
  - c. involved with
  - d. turn into
  
4. The word "intricate" in line 2 is closest in meaning to
  - a. fragmentary
  - b. complicated
  - c. delicate
  - d. simple
  
5. The phrase "the myriad of" in line 6 is closest in meaning to
  - a. consistent with
  - b. according to
  - c. a number of
  - d. in relation to
  
6. The word "stray" in line 10 is closest in meaning to
  - a. reproduce
  - b. live
  - c. wander
  - d. eat
  
7. The word "dwell" in line 11 is closest in meaning to
  - a. clean
  - b. swim
  - c. vacate
  - d. live
  
8. "It" in line 12 refers to
  - a. colorful addition
  - b. protective cover
  - c. rose-like creation
  - d. coral reefs

Passage Two:

Insect control is only one of the problems being addressed by cooperative agricultural research teams. Besides the problem of pests, great quantities of food are lost by improper threshing methods and by poor handling, storage, and food preservation.

- Line (5) Fermentation and mold during wet-season crop harvesting and badly organized drying and milling facilities lose much grain. Grain dryers that work for North America may be useless in tropical climates. Grain bins designed for gentle prairie winds are no good for Africa's blazing sun. Developing the right storage facilities for local conditions is a great need.

1. The passage mainly discusses
  - a. insect control
  - b. food harvesting and storage
  - c. tropical climates
  - d. grain loss
  
2. According to the passage, one problem leading to crop loss is
  - a. poor planting method
  - b. damage from vandals
  - c. proper transportation of food products
  - d. harvesting procedures during rainy season
  
3. It can be inferred from the passage that
  - a. agricultural facilities used in North America are not appropriate in all parts of the world
  - b. drying food is easy in tropical climates
  - c. African storage facilities are superior to North American ones
  - d. pest control is the biggest problem facing agricultural research today
  
4. It is implied in the passage that agriculture research
  - a. disregards climate conditions in its studies
  - b. is making insignificant contributions to tropical agriculture
  - c. will continue to investigate storage facilities for food
  - d. is primarily taking place in North America
  
5. The word "addressed" in line 1 is closest in meaning to
  - a. dealt with
  - b. mailed to
  - c. neglected
  - d. marketed

## Passage Three:

Noise is a given in our everyday lives. From the moment the alarm clock buzzes or the garbage trucks rouse us, to the time we fall asleep despite the neighbor's stereo, we accommodate noisy intrusions.

Line Studies suggest that we pay a price for adapting to noise: higher blood  
 (5) pressure, heart rate, and adrenaline secretion—even after the noise stops; heightened aggression; impaired resistance to disease; a sense of helplessness. In terms of stress, unpredictability is an important factor. Studies suggest that when we can control noise, its effects are much less damaging.

(10) Although there are no studies on the effects of quiet in repairing the stress of noise, those who have studied the physiological effects of noise believe that quiet provides an escape. Most people who work in a busy and fairly noisy environment love quiet and need it desperately.

(15) We are so acclimated to noise that complete quiet is sometimes unsettling. You might have trouble sleeping on vacation in the mountains, for example, without the background sounds of traffic. But making the effort to find quiet gives us a chance to hear ourselves think, to become attuned to the world around us, to find peacefulness and calm. It provides a serene antidote to the intrusively loud world we live in the rest of the day.

1. This passage mainly discusses
  - a. life in the city
  - b. the effect of noise on our lives
  - c. diseases related to stress
  - d. why quiet is hard to find
  
2. According the passage, stress from noise occurs mainly
  - a. in the morning
  - b. when we can't control it
  - c. in the mountains
  - d. from traffic
  
3. The word "it" in line 18 refers to
  - a. peacefulness and calm
  - b. the world around us
  - c. quiet
  - d. thinking
  
4. The word "intrusions" in line 3 is closest in meaning to
  - a. invasion
  - b. entertainment
  - c. creation
  - d. loudness

5. The phrase "pay a price for" in line 4 could best be replaced by
- suffer from
  - lose money because of
  - work hard
  - indulge in
6. The phrase "acclaimed to" in line 14 is closest in meaning to
- used to
  - annoyed with
  - similar to
  - surprised by
7. The word "unsettling" in line 15 could best be replaced by which of the following?
- rewarding
  - necessary
  - unavoidable
  - disturbing
8. The phrase "attuned to" in line 18 is closest in meaning to
- turned to
  - familiar with
  - similar to
  - keen on
9. The word "antidote" in line 19 is closest in meaning to
- unfriendliness
  - boredom
  - remedy
  - destruction

Passage Four:

For several decades, psychologists have been doing extensive research on a subject that affects millions of us: hobbies. According to their findings, a person's choice of hobby can be almost as revealing as his reaction to an inkblot.

- Line (5) Investigators found that a clearly distinguishable pattern exists between hobby preferences and personality. Scientists now say that they are in a position to study your hobby and come up with a fairly accurate estimate of your emotional maturity, level of intelligence, and distinguishing personality traits.
- (10) This is because people generally pick a hobby of their own free will. As a parallel, a person choosing a mate employs a method of selection that reflects his or her intellectual and emotional maturity; the same process is at work in choosing a hobby.
- (15) A hobby is never a task, but a form of living expression that complements and augments one's own personality.

1. The passage mainly discusses
  - a. psychologists' preferred hobbies
  - b. benefits of having a hobby
  - c. hobbies and personalities traits
  - d. useful leisure time activities
  
2. It can be inferred from the passage that a reaction to an inkblot
  - a. is used to reveal a person's personality
  - b. is one kind of hobby
  - c. is being extensively investigated today
  - d. is the author's favorite hobby
  
3. It is implied from the passage that hobbies are
  - a. only for the emotionally mature
  - b. something most people have
  - c. as important as a mate
  - d. very time-consuming endeavors
  
4. The word "finding" in line 2 is closest in meaning to
  - a. inventions
  - b. decisions
  - c. interests
  - d. results
  
5. The word "indistinguishable" in line 5 is closest in meaning to
  - a. differential
  - b. unpredictable
  - c. substantial
  - d. unrecognizable
  
6. The word "augments" in line 15 is closest in meaning to
  - a. reveals
  - b. misconstrues
  - c. extends
  - d. affects
  
7. "their" in line 2 refers to
  - a. hobbies
  - b. decades
  - c. psychologists
  - d. investigators

8. The word "this" in line 10 refers to
- a. the ability of scientists to match hobbies with personal characteristics
  - b. the need for people to choose an appropriate hobby
  - c. extensive research of psychologists
  - d. the ability of scientists to give advice on how free time is best used

**Exercise 2:** Read the passages. Write topic, main idea, and supporting details of each passage. You also have to answer questions that follow.

Passage One:

Medical research on the prevention of strokes has recently made several breakthroughs. The researchers studied strokes that are caused by an irregular heart rhythm that produces blood clots. When those clots get lodged in an artery that supplies blood to the brain, they reduce blood flow and produce a stroke.

Line (5) Up to 75,000 Americans who have strokes each year suffer from irregular heart rhythms. The use of the blood-thinning drug warfarin cuts the risk of a stroke by 67 percent. The data also suggest that aspirin is effective and is a reasonable alternative. Doctors might feel more comfortable prescribing aspirin because of the slight possibility that warfarin may lead to internal bleeding.

(10) In separate studies with patients with severe narrowing of the carotid artery, one of the most common causes of a stroke, a form of surgery now exists which effectively prevents strokes. The surgery involves the removal of a portion of the carotid artery in the neck when it is partially blocked by cholesterol deposits. When the blocked portion has been removed, the artery is reconnected with an

(15) artificial tube or a vein from elsewhere in the body.

The research on stroke prevention has showed such dramatic results that doctors have abruptly halted the studies in order to make the information immediately available to all patients.

Topic: \_\_\_\_\_

Main idea: \_\_\_\_\_

Supporting details :

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"they" in line 4 refers to \_\_\_\_\_

"it" in line 13 refers to \_\_\_\_\_

The word "breakthroughs" in line 2 is closest in meaning to

- a. publications
- b. advances
- c. awards
- d. operations

The word "cuts" in line 6 is closest in meaning to

- a. severs
- b. interferes
- c. illustrates
- d. reduces

The word "abruptly" in line 17 is closest in meaning to

- a. carefully
- b. suddenly
- c. quietly
- d. temporarily

Passage Two:

- For a brief interlude in American history between the passing of the Indian and the buffalo and the entry of the farmer and the barbed-wire fence, the Great Plains witnessed the most picturesque industrial drama ever staged—the drama of the open range and the cattle ranch. If the Southern planter could once claim that cotton was king, the Western cattleman could proclaim with equal fervor that grass was king. For the time being, at least, the plains were one limitless, fenceless, gateless pasture of rich, succulent, and ownerless grass that was there for the taking. Within an incredibly short period the herds of bison had been replaced and outnumbered by the herds of cattle.
- This vast expanse of grassland, populated mainly by longhorn cattle and hardworking cowboys, became the domain of a group of entrepreneurs who decided that they could make money in cattle. These were the hardheaded businessmen who built the Western livestock industry. They were known as the cattle barons, a term they detested, and they ruled enormous fiefs that as of 1883 held half of the West's 23 million cows.
- In background these businessmen varied widely. A would-be baron often started as a cowboy himself—perhaps one of the men who had drifted into the brushlands after fighting in the Texas Revolution of 1836. Or he might be a refugee from a burned-out farm in the Old South. Or he might be an Easterner seeking a new life and fortune on the frontier. In any case, he was likely to be an adventurous man, accustomed to hard work and violence and ready for both. These men were alike in another respect: they kept their eyes fixed on the profit-and-loss statement. And in so doing they managed to establish a business—and a way of life—that the world would see only once in the Old West they ruled.

Topic: \_\_\_\_\_

Main idea: \_\_\_\_\_

Supporting details :

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"they" in line 12 refers to \_\_\_\_\_

The word "picturesque" in line 3 is closest in meaning to

- a. painted
- b. unrealistic
- c. breathtaking
- d. imaginary

The word "entrepreneurs" in line 11 is closest in meaning to

- a. thieves
- b. laborers
- c. businessmen
- d. engineers

The word "detested" in line 14 is closest in meaning to

- a. respected
- b. chose
- c. treasured
- d. disliked

**Answer Key 5****Exercise 1:**

Passage One:	1.c	2.d	3.c	4.b	5.c	6.c	7.d	8.c	
Passage Two:	1.b	2.d	3.a	4.c	5.a				
Passage Three:	1.b	2.c	3.c	4.a	5.a	6.a	7.d	8.b	9.c
Passage Four:	1.c	2.a	3.b	4.d	5.d	6.c	7.c	8.a	

**Exercise 2:**

Passage One: Topic: Medical research on the prevention of strokes

Main idea: Medical research on the prevention of strokes has recently made several breakthroughs.

Supporting details:

- The use of blood-thinning drug cuts the risk of a stroke
- Aspirin is effective and reasonable alternative
- A surgery which prevents strokes

they: clots

it: carotid artery

"breakthroughs": (b) advances

"cuts": (d) reduces

"abruptly": (b) suddenly



Passage Two: Topic: The early development of the cattle industry

Main idea: The Great Plains witnessed the most picturesque industrial drama.

Supporting details:

- Longhorn cattle and cowboys become domain of a group of entrepreneurs
- They kept their eyes fixed on the profits-and-loss statement
- They established business

they: a group of entrepreneurs

"picturesque": (c) breathtaking

"entrepreneurs": (c) businessmen

"detested": (d) disliked

**STAGE 2: EXPLORATION****Lesson Plan 6**

**Terminal Objective:** Students should be able to take notes on a paragraph level.

**Enabling Objective:** Students should be able to

1. extract main idea of each paragraph
2. extract supporting details of each paragraph
3. use note language in taking notes
4. find definitions of new words encountered in the paragraphs

**Procedure**

- Present:**
1. The teacher asks students to compare and discuss their homework.
  2. The teacher walks around to check students' homework.
  3. The teacher explains what note-taking is.
  4. The teacher explains how to take notes.
  5. The teacher explains useful symbols and abbreviations used in note-taking.
- Practice:**
1. Students practice using note languages with given sentences
  2. Students find meaning of the vocabulary words
- Produce:**
1. Students read the paragraphs
  2. Students take notes from the paragraphs.

3. Students share their notes with friends
4. The teacher has students discussed new vocabulary
5. The teacher asks students to submit their answers
6. Students complete vocabulary exercise one and two from the supplementary handout four as homework.

**Evaluation:** Students' answers

## Plan 6

### **Warm up:** Class discussion

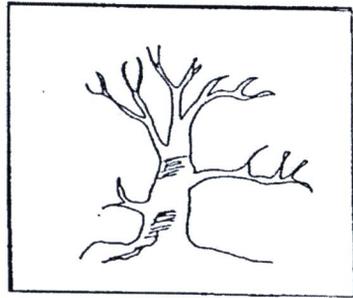
- *What is note-taking?*

#### Note-taking

You usually take notes in order to help understand and remember the most *important information*. Notes can be taken from lectures in university classes, articles or textbooks—even a list of things to buy when you go shopping is a kind of note-taking. In this course, we'll focus on taking notes from articles and texts.



Article or Text



Notes

(Source: จันทร์คำอ้าย, สุภาณี. English for Science Students 3)

- *How to take notes?*

To take notes, first you must understand the main idea and supporting details. Then, organize that information into some logical note form (outline, numbered list, chart, diagram, table, etc.)

Here are some useful symbols and abbreviations.

### Symbols Review

the same as, equal to	=
leads to, causes	□
more than, bigger than	>
not the same as, not equal to	≠
number	#
less than	<
and, plus	+
or	/
approximately	□

### Abbreviation Review

for example	e.g.
number	no.
etcetera	etc.
versus	vs.
that is	i.e.

**Exercise 1:** write your own short form of the words listed below using abbreviations

1. association \_\_\_\_\_
2. World Health Organization \_\_\_\_\_
3. for example \_\_\_\_\_
4. lexicography \_\_\_\_\_
5. building \_\_\_\_\_
6. equals \_\_\_\_\_
7. concentrated \_\_\_\_\_
8. chapters \_\_\_\_\_
9. developing \_\_\_\_\_
10. without \_\_\_\_\_

**Exercise 2:** Read the sentences and write them in a shortened form.

1. Ironworking probably spread to the rest of Africa via the Meroitic civilization.

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2. Finely ground pigments mixed with a base such as egg yolk was the exclusive medium for painting panels in the Middle Ages.

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3. Trade relations between Egypt and Africa began in 1460s BCE when Queen Hatshepsut sent her ships to the country of Punt, today's Somalia.

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4. The freedom of Information Act, passed by the U.S Congress in 1966, gives U.S citizens the right of access to public records.

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5. In the Sonora Desert, the daytime temperatures rise to 50 degrees Celsius.

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**Exercise 3:** Read the following paragraphs and take notes. You also need to conclude topic, main idea, and supporting details of each paragraph.

Paragraph One:

Chief Washakie was the head chief of the Shoshone tribes from the mid-1800s. He earned this position through his bravery in battles and his wisdom in statesmanship. As a charismatic leader with linguistic abilities in French, English, and numerous Native American languages, Chief Washakie negotiated a treaty that protected the lands of the Shoshone people and provided them with education and health care. In 1900, after 60 years of leadership, Chief Washakie, the man known as the "Peacemaker," died. He is the only Native American chief to have been given the honor of a full military funeral by orders from the president of the United States, President McKinley.

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"this position" in line 2 refers to \_\_\_\_\_

The word "wisdom" in line 2 is closest in meaning to

- a. tactic
- b. hideout
- c. knowledge
- d. trick

The word "charismatic" in line 3 is closest in meaning to

- a. religious
- b. charming
- c. aggressive
- d. violent

The word "negotiated" in line 4 is closest in meaning to

- a. navigated
- b. interrupted
- c. arbitrated
- d. defeated

## Paragraph Two:

Rube Goldberg earned his degree in engineering, but a love for drawing led him into the cartooning profession. Although Goldberg's career in cartooning involved a variety of different creations, he is perhaps best known for the absurd inventions of Professor Lucifer Gorgonzola Butts. Typically, these inventions, sometimes referred to as "Rube Goldberg's inventions," consisted of outrageously complicated designs for machines that performed ridiculously simple tasks. Every year, a nationwide Rube Goldberg invention contest is sponsored by the engineering fraternity at Purdue University. University students are required to design and engineer an impractical machine to perform in less than 9 minutes a simple task using more than 20 processes. Past assignments have included designing a device that turns off an alarm clock and one that cleans and peels an apple.

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The word "absurd" in line 3 is closest in meaning to

- a. absolute
- b. rudimentary
- c. strange
- d. conventional

The word "ridiculously" in line 6 is closest in meaning to

- a. extremely
- b. negatively
- c. basically
- d. understandably

The word "impractical" in line 9 is closest in meaning to

- a. economical
- b. artificial
- c. unrealistic
- d. technological

## Passage Three:

In the Americas, two complex societies emerged at the end of the first millennium BCE: the Mayan civilization in Mesoamerica and the Moche/Nazca states in Peru. Both these civilizations were founded on the cultivation of maize and were dominated by ceremonial centers constructed for a priestly elite. By the beginning of the second millennium CE, these states had been replaced by imperial civilizations – the Aztecs taking over the Mayan civilization and the Incas, the Moche/Nazca states.

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The word "emerged" in line 1 is closest in meaning to

- a. submerged
- b. appeared
- c. evolved
- d. cultivated

The word "elite" in line 4 is closest in meaning to

- a. labor
- b. believer
- c. aristocrat
- d. practitioner



**Answer Key 6****Exercise 1 & 2:** *(accept all relevant answers)***Exercise 3:** *(any of the notes can be completed with note language)*

Passage One: Topic: Chief Washakie

Main idea: Chief Washakie earned his position through his bravery and wisdom.

Supporting details:

- He was a charismatic leader with linguistic abilities
- He negotiated a treaty that protected the lands of the Shoshone people
- He provided the Shoshone people with education and health care
- He was given the honor of a full military funeral by orders from the president of the United States

this position: Chief

"wisdom": (c) knowledge

"charismatic": (b) charming

"negotiated": (c) arbitrated

Passage Two: Topic: Rube Goldberg

Main idea: Rube Goldberg is best known for the absurd inventions

Supporting details:

- His inventions consisted of outrageously complicated designs for machines that performed simple tasks
- Every year, there is a nationwide Rube Goldberg contest
- University students design and engineer an impractical machine to perform simple task

"absurd": (c) strange

"ridiculously": (a) extremely

"impractical": (c) unrealistic

Passage three: Topic: Two ancient civilizations

Main idea: The Mayan civilization and the Moche/Nazca states emerged at the end of the first millennium

Supporting details:

- The two civilizations were founded on the cultivation of maize
- Both were dominated by ceremonial centers constructed for a priestly elite
- The Aztecs took over the Mayan civilization and the Moche/Nazca states

"emerged": (b) appeared

"elite": (c) aristocrat

Passage Four: Topic: Rockefeller Center

Main idea: Rockefeller Center was the biggest building project of its kind

Supporting details:

- 30 architects, 120 draftsmen, hundreds of artists and technicians were employed to draft the plans.
- 229 old buildings and to be emptied and razed
- The leases cost over \$6,000,000
- The unusual shape and setbacks of the 70-story building resulted from practical considerations
- The lower concourse and basement level were set for shops
- Today, the plaza is used for ice-skating and dancing

It: Rockefeller Center

"forerunner": (a) pioneer

"erected": (c) constructed

"razed": (a) destructed

**STAGE 3: EXPANSION****Lesson Plan 7**

**Terminal Objective:** Students should be able to take notes on a short passage level.

**Enabling Objective:** Students should be able to

1. extract main idea
2. extract supporting details
3. use note language in taking notes
4. find definitions of new words encountered in the paragraphs

**Procedure**

Present:

1. The teacher asks students to share and discuss their homework.
2. The teacher walks around the room to check students' homework.
3. The teacher reviews what note-taking is.
4. The teacher reviews how to take notes.
5. The teacher reviews useful symbols and abbreviations used in note-taking.

Practice:

1. Students practice using note languages with given sentences.
2. Students use dictionary or consult the teacher to get meaning of vocabulary.

**Produce:**

1. Students read the paragraphs.
2. Students take notes from the paragraphs.
3. Students share their notes with friends.
4. The teacher has students discussed new vocabulary.
5. The teacher asks students to submit their answers.
6. Students complete vocabulary exercise three and four from supplementary handout four.

**Evaluation:**

Students' answers

**Plan 7****Warm up:** Class discussion

- *Why do we have to take notes?*
  - = Taking notes will help you focus your attention on the content of the passage.
  - = Writing down information will help you to remember main ideas and details.
  - = If you forget any details, you can refer back to your notes.
  
- *How can I take good notes?*
  - = You need to develop two skills: writing notes quickly and understanding what is important in a passage.

**Exercise 1:** Reduce the following sentences to note language. Remember to cut out unnecessary words and use symbols and abbreviation when possible.

1. Smoking cigarettes is dangerous and can lead to serious illness and disease.

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2. The medical department includes all the members of the medical staff who are responsible for the case of the patients.

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3. The inorganic compounds which can be found in living systems are acids, bases, and salts.

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4. A number of studies have proven that students who practice deep breathing or other relaxation techniques just before taking exams significantly improve their scores.

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5. Animals generally have a much stronger sense of smell than humans and they can sometimes detect the scent of human beings from more than a kilometer away.

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**Exercise 2:** Read the following passages and take notes. Include topic, main idea, and supporting details in your notes. You also have to find meanings of vocabulary words.

Passage One:

Initially, underground homes are more expensive to build than conventional houses. In order to avoid a home resembling a dark, dank basement, much care and expense must be put into designing a home with well-placed windows and skylights that ensure brightness and fresh air. Conventional homes have much more straightforward designs. Also, expensive and sophisticated waterproofing techniques need to be used to keep moisture out of an underground home. However, in the long term, underground homes save the owner a great deal of money in heating and air-conditioning costs. Underground houses require much less energy than conventional homes because the soil temperature is relatively stable and the concrete walls can store the sun's heat and radiate it into the rooms at night.

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The word "conventional" in line 1 means

- a. original
- b. agreeable
- c. standard
- d. honest

The word "resembling" in line 2 means

- a. creating
- b. echoing
- c. gathering
- d. beaming

The word "sophisticated" in line 5 means

- a. advanced
- b. cultured
- c. forced
- d. overpriced

Passage Two:

The earliest form of dueling was the clash of mounted knights armed with lances in medieval tournaments. These duels were often purely sporting affairs in which special nonlethal lances were used. They provided entertainment for the spectators and kept the knights in good condition for battle. Later, in Elizabethan days, duels no longer took place on horseback, and the lance was exchanged for a sword and dagger. The sword was held in the right hand and used for attacking, while the dagger was held in the left hand and used for defense. Dueling with swords was not a sport but used as a means to decide a point of honor. This form of dueling later became obsolete with the invention of pistols, which brought about a whole new set of rules and etiquette unique to that form of dueling.

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The word "affairs" in line 2 means

- a. scandals
- b. events
- c. romances
- d. responsibilities

The word "nonlethal" in line 3 means

- a. kind
- b. adventurous
- c. deadly
- d. harmless

The word "obsolete" in line 9 means

- a. outdated
- b. complete
- c. fashionable
- d. modern

The word "etiquette" in line 10 means

- a. style
- b. progression
- c. protocol
- d. decree

"They" in line 3 refers to

- a. lances
- b. duels
- c. tournaments
- d. knights

Passage Three:

Unlike the majority of plants that create their nourishment from sunlight, such as the flowering hyacinth or the leafy coleus or the garden-variety dandelion, a limited number of plants are able to enhance their diet by fortifying it with insects and other small animals to supplement the food that they have produced from sunlight. These carnivorous plants can be categorized as those without moving traps that lure their intended victims and then trap them on a sticky surface or drown them in a pool of fluid and those with active traps—moving parts that ensnare prey—such as the sundew.

Butterworts are harmless-looking plants with circles of flat and sticky leaves. If an insect is unfortunate enough to land on one of the seemingly inviting leaves, it sticks to the surface of the leaf and eventually dies and is digested by the plant.

The pitcher plant is a plant that is shaped like a pitcher and has fluid at the bottom. Insects are attracted to the pitcher plant by a nectar around the rim of the pitcher opening; when an insect lands on the rim, it cannot maintain its balance on the slippery surface of the rim and falls into the opening and drowns in the fluid.

Bladderworts are water plants with traps on their leaves that resemble tiny bubbles. A small animal may swim by the plant, totally oblivious to the danger posed by the harmless-looking bladderwort. If the small animal comes too close to the plant, the bubbles open without warning and the animal is pulled inside the plant and digested.

Probably the best known of the carnivorous plants is the Venus flytrap. This plant features unusual leaf tips that look like an inviting place for an insect to rest and offers the enticement of promised food. If an unwary ladybug or dragonfly settles on the leaves of the Venus flytrap, the two leaves suddenly snap shut, trapping the insect and creating a delicious meal for the plant.

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The word "enhance" in paragraph 1 means

- a. raise
- b. supplement
- c. change
- d. prove

The word "ensnare" in paragraph 1 means

- a. trap
- b. escape
- c. find
- d. consume

The word "oblivious" in paragraph 3 means

- a. clear
- b. worry
- c. blind
- d. prone

The word "enticement" in paragraph 5 means

- a. meal
- d. price
- c. lure
- d. request

The word "unwary" in paragraph 5 means

- a. attentive
- b. exhausted
- c. innocent
- d. careless

"it" in paragraph 1 refers to

- a. diet
- b. dandelion
- c. sunlight
- d. coleus

**Answer Key 7****Exercise 1:** *(accept any relevant answers)***Exercise 2:** *(the notes can be taken with note language)*

Passage One: Topic: underground homes and conventional homes

Main idea: Even though they are more expensive to build, underground homes have many advantages

Supporting details:

- Conventional homes have straight-forward designs so they are cheaper to build
- In the long term, underground homes save a great deal of money in heating and air conditioning costs
- Underground homes require less energy

"conventional": (a) standard

"resembling": (b) echoing

"sophisticated": (a) advanced

Passage Two: Topic: The earliest form of dueling

Main idea: The duels were sporting affairs where special nonlethal lances were used

Supporting details:

- They provided entertainment for the spectators
- They kept knights in good condition for battle
- In Elizabethan days, the lance was exchanged for a sword and dagger
- The dueling with swords was not a sport anymore but used as a means to decide points of honor
- This form of dueling became obsolete with the invention of pistols

"affairs": (b) events

"nonlethal": harmless

"obsolete": outdated

"etiquette": protocol

they: duels

passage Three: Topic: Carnivorous plants

Main idea: A limited number of plants enhance their diet by fortifying it with insects and other small animals

Supporting details:

- Butterworts: circles of flat and sticky leaves  
Insect sticks to the surface of the sticky leaves and eventually dies  
Insect is digested by the plant
- The pitcher plant: shaped like a pitcher and has fluid at the bottom  
Insect is attracted by nectar around the rim of the pitcher opening  
Insect lands on the rim and loses balance on the slippery surface  
Insect falls and drowns in the fluid
- Bladderworts: traps on their leaves like tiny bubbles  
The bubbles open and pull insect inside  
Insect is then digested
- Venus flytrap: unusual leaf tips  
Two leaves snap shut and trap the insect inside

"enhance": (b) supplement

"ensnare": (a) trap

"oblivious": (c) blind

"enticement": (c) lure

"unwary": (c) innocent

it: diet

**STAGE 3: EXPANSION****Lesson Plan 8**

**Terminal Objective:** Students should be able to take notes on a longer passage level.

**Enabling Objective:** Students should be able to

1. extract main idea
2. extract supporting details
3. use note language in taking notes
4. find definitions of new words encountered in the paragraphs

**Procedure**

Present:

1. The teacher has students compare their homework.
2. The teacher checks students' homework by walking around.
3. The teacher reviews what note-taking is.
4. The teacher reviews how to take good notes.

Practice:

1. Students practice completing notes with given sentences
2. Students use dictionary or consult the teacher to get meaning of vocabulary

Produce:

1. Students read the paragraphs.
2. Students take notes from the paragraphs.
3. Students share their notes with friends.

4. The teacher has students discuss new vocabulary.
5. The teacher asks students to submit their answers.
6. For homework, the students complete vocabulary exercises five and six from supplementary handout four.

**Evaluation:** Students' answers

## Plan 8

### Warm up: Class discussion

- *How can I write good notes?*
  - ☺ ☺ ☺ To take good notes on a passage, it's important to be able to identify the topic, identify the important points, and understand the logic and the organization of the passage.
  - ☺ Remember the following points:
    1. read the passage two to three times and get an idea of the theme
    2. underline the main points
    3. omit the unnecessary words
    4. reduce the lengthy sentences

### Exercise 1: Extract details and complete note

Read the following passages and complete the note from the sentences provided. You will also have to find the meaning of vocabulary words.

#### Passage One:

Sandy deserts contain enormous volumes of sand eroded from mountains and carried to the deserts by wind or water. The huge quantities of sand that make up sandy deserts are blown about into dunes of various shapes.

Ridge dunes form where there are large amounts of sand, generally in the interiors of deserts, and winds blow in one direction. Under these conditions, parallel ridges of sand, known as transverse dunes, form at right angles to the wind.

When the direction of the wind changes so that it comes from different directions, star-shaped dunes form from the massive amounts of sand in desert interiors. Star-shaped dunes are relatively stable dunes that reach incredible heights, up to 80 meters high in some deserts, and are quite common in massive deserts such as the Sahara.

Crescent dunes form on the edges of deserts where there is less sand and where the winds blow mainly in one direction. These dunes, which are also known as barchan dunes, are less stable than star-shaped dunes and can shift as much as 20 meters per year as winds blow over the outer curves of the crescent in the direction of the pointed ends.

#### Different shapes of sand dunes

ridge dunes	• •
star-shaped dunes	•
crescent dunes	• •

- a. form when winds from one direction blow over small amounts of sand
- b. form when winds from various directions blow over small amounts of sand
- c. form when winds from one direction blow over large volumes of sand
- d. are ridges of sand in the middle of deserts
- f. are generally not found in the middle of deserts

The word "stable" in paragraph 2 is closest in meaning to

- a. fluctuated
- b. elementary
- c. fixed
- d. unpredictable

The word "shift" in paragraph 4 is closest in meaning to

- a. move
- b. still
- c. erode
- d. rain

"it" in line 1 of paragraph 3 refers to

- a. direction
- b. sand
- c. wind
- d. dune

Passage Two:

Author William Faulkner is today recognized as one of America's greatest writers on the basis of a body of novels that so convincingly portray the culture of the South in the years following the Civil War, with its citizens overcome by grief and defeat and trying to cling to old values while struggling to take their place in a changing world. The acclaim that today is Faulkner's, however, was slow in coming.

Though Faulkner was praised by some critics and reviewers during the first part of his career, his novels did not sell well and he was considered a fairly marginal author. For the first few decades of his career, he made his living writing magazine articles and working as a screenwriter rather than as a novelist. Throughout this period, he continued to write, though his novels, sometimes noted for the stirring portrait that they presented of life in the post-Civil War South, were generally relegated to the category of strictly regional writing and were not widely appreciated.

Beginning in 1946, Faulkner's career took an unexpected and dramatic turn as Faulkner came to be recognized as considerably more than a regional writer. *The Portable Faulkner* was published in that year by Viking Press; two years later he was elected to the prestigious National Academy of Arts and Letters; he was awarded the Nobel Prize for literature in 1949. Over the next decade, his work was recognized in various ways, including a National Book Award and two Pulitzer Prizes, and he became a novelist in residence at the University of Virginia. His success led to a degree of affluence that enabled him to take up the life of a southern gentleman, including horseback riding and fox hunting. Ironically, he died as a result of an accident related to these gentlemanly pursuits, succumbing as a result of injuries suffered during a fall from a horse.

**Life of William Faulkner, one of America's greatest writers**

Faulkner in the first phase of his career	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
Faulkner in the second phase of his career	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>

- a. was considered one of America's greatest writers
- b. received a small amount of critical acclaim
- c. received numerous awards and acclaims
- d. was considered merely a regional writer
- e. made his living as a novelist
- f. made his living by writing other than novels
- g. had plenty of time for leisure activities

The word "a body of" in paragraph 1 is closest in meaning to

- a. corpse
- b. skeleton
- c. a number of
- d. a few of

The word "grief" in paragraph 1 is closest in meaning to

- a. disbelief
- b. fear
- c. loss
- d. sorrow

The phrase "cling to" in paragraph 1 is closest in meaning to

- a. take over
- b. turn into
- c. hang onto
- d. look for

The word "struggling to" in paragraph 1 is closest in meaning to

- a. deciding to
- b. striving to
- c. fitting into
- d. planning to

The word "marginal" in paragraph 2 is closest in meaning to

- a. regional
- b. central
- c. significant
- d. famous

The word "stirring" in paragraph 2 is closest in meaning to

- a. imaginary
- b. convincing
- c. provoking
- d. confusing

The word "relegated" in paragraph 2 is closest in meaning to

- a. noticed
- b. favored
- c. promoted
- d. downgraded

The word "prestigious" in paragraph 3 is closest in meaning to

- a. simple
- b. honored
- c. insignificant
- d. simple

The word "affluence" in paragraph 3 is closest in meaning to

- a. influence
- b. argument
- c. wealth
- d. character

"these gentlemanly pursuits" in paragraph 3 refers to

- a. his success
- b. horseback riding and fox hunting
- c. two Pulitzer Prizes
- d. dramatic turn

Passage Three:

All successful businesses are not established and run in the same way, with formal business plans, traditional organizational structures, and a strong focus on profits. Ben Cohen and Jerry Greenfield, the entrepreneurs responsible for the highly successful ice cream business that bears their names, were businessmen with a rather unconventional approach.

They were rather unconventional from the start, not choosing to begin their careers by attending one of the elite business schools but instead choosing to take a five-dollar correspondence course from Pennsylvania State University. They had little financial backing to start their business, so they had to cut corners wherever they could; the only location they could afford for the startup of their business was a gas station that they converted to ice cream production. Though this start-up was rather unconventional, they were strongly committed to creating the best ice cream possible, and this commitment to the quality of their product eventually led to considerable success.

Even though they became extremely successful, they did not convert to a more conventional style of doing business. In an era where companies were measured on every penny of profit that they managed to squeeze out, Ben and Jerry had a strong belief that business should give back to the community; thus, they donated 7.5 percent of their pretax profit to social causes that they believed in. They also lacked the emphasis on executive salary and benefits packages that so preoccupy other corporations, opting instead for a five-to-one policy in which the salary of the employee receiving the highest pay could never be more than five times the salary of the employee receiving the lowest pay.

Direction: Choose the best statements to complete the note

**Ben and Jerry's unconventional company**

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- a. They began their business with little background and investment
- b. They believed strongly in producing a very high-quality product
- c. They had a salary structure that limits the salaries of high-level executives
- d. they set aside a noteworthy portion of their profits for social causes
- e. They borrowed several thousand dollars from friends to start their business

The word "run" in paragraph 1 is closest in meaning to

- a. managed
- b. competed
- c. exercised
- d. succeeded

The word "unconventional" in paragraph 1 is closest in meaning to

- a. convenient
- b. successful
- c. different
- d. traditional

The word "elite" in paragraph 2 is closest in meaning to

- a. prestigious
- b. infamous
- c. unknown
- d. difficult

The word "converted" in paragraph 2 is closest in meaning to

- a. improved
- b. designed
- c. publicized
- d. changed

The word "opting" in paragraph 3 is closest in meaning to

- a. influencing
- b. voicing
- c. choosing
- d. ignoring

"their product" in line 8 of paragraph 2 refers to

- a. business
- b. ice cream
- c. start-up
- d. financial backing







The word "variation" in paragraph 2 is closest in meaning to

- a. simplicity
- b. category
- c. diction
- d. version

The word "dreaded" in paragraph 3 is closest in meaning to

- a. undetected
- b. dangerous
- c. surviving
- d. curable

"itself" in line 8 of paragraph 2 refers to \_\_\_\_\_

**Answer Key 8****Exercise 1:**

Passage One:

Different shapes of sand dunes:

Ridge dunes: c, d

Star-shaped dunes: b

Crescent dunes: a, f

"stable": (c) fixed

"shift": (a) move

it: sand

Passage Two:

Life of William Faulkner

The first phase of his career: b, d, f

The second phase of his career: a, c, e, g

"a body of": (c) a number of

"grief": (d) sorrow

"cling to": (c) hang onto

"struggling to": (b) striving to

"marginal": (a) regional

"stirring": (c) provoking

"relegated": (d) downgraded

"prestigious": (b) honored

"affluence": (c) wealth

these gentlemanly pursuits: horseback riding and fox hunting

Passage Three:

Ben and Jerry's unconventional company: a, c, d

"run": (a) managed

"unconventional": (c) different

"elite": (a) prestigious

"converted": changed

"opting": (c) choosing

their product: ice cream

**Exercise 2:** (*the notes can be completed in note language*)

Passage One: Topic: Wrigley's chewing gum and the use of a premium

Main idea: Wrigley's chewing gum was first developed as a premium

Supporting details:

- (at his father's company) : sold soap and used umbrella as a premium
- (at his own company): sold soap and used baking soda as a premium
- Baking soda became more popular than the soap
- Decided to sell baking soda and used chewing gum as a premium
- The chewing gum became more popular than the baking soda
- Decided to produce and sell chewing gum

"merchants": (a) vendors

"manufactured": (b) produced

"phased out": (c) disappeared

this: the use of premium

Passage Two: Topic: Surprising connection between the words "buckaroo" and "vaccine"

Main idea: The words "buckaroo" and "vaccine" are derived from the same source

Supporting details:

- *Buckaroo* (cowboy) is borrowed into English from the Spanish word *vaquero* (also means cowboy)
- *Vaquero* came from Latin word *vacca* (cow)
- Another Latin word is *vaccine*

"derived from": (c) came from

"variation": (d) version

"dreaded": (b) dangerous

itself: the English word

**STAGE 3: EXPANSION****Lesson Plan 9**

**Terminal Objective:** Students should be able to take notes on a long passage level.

**Enabling Objective:** Students should be able to

1. extract main idea
2. extract supporting details
3. use note language in taking notes
4. find definitions of new words encountered in the paragraphs

**Procedure**

Present:

1. Students compare and discuss their homework.
2. The teacher checks students' homework by walking around.
3. The teacher reviews why it is important to take notes.
4. The teacher reviews how to take effective notes.

Practice:

1. Students practice completing notes.
2. Students use dictionary or consult the teacher to get meaning of vocabulary.

Produce:

1. Students read the paragraphs.
2. Students take notes from the paragraphs.
3. Students share their notes with friends.

4. The teacher has students discuss new vocabulary.
5. The teacher asks students to submit their answers.
6. For homework, students complete vocabulary exercises seven and eight from supplementary handout four.

**Evaluation:** Students' answers

## **Plan 9**

### **Warm up:** Class discussion

- *Why do we have to take notes?*

☺ ☺ ☺ One of the best ways to retain information after reading it is to take notes on the subject matter while you're learning it. When a person reads, he may not remember what he just read after he's finished. If the person reads the information and also writes down notes at the same time, he's taking an extra step and reinforcing that information in his mind. This reinforcement will help him retain and recall that information much faster and with less effort.

- *How to take effective notes?*

1. Read the complete passage. Reread any part you don't understand.
2. Identify important information: the specific topic and main ideas.
3. Write a quick list of the important points. Use abbreviations.

### **Exercise 1: Extract details and complete note**

Read the following passages and complete the note from the sentences provided. You will also have to find the meaning of vocabulary words.

#### **Passage One:**

In 1836, crews building a canal from Washington, D.C., to the Ohio River found a major obstacle in their path: a long, steep crest of mountains known as Paw Paw Ridge. Various options for surmounting this hurdle were proposed. One idea, to build directly over the sheer cliffs, proved impractical. Another option was to create a series of aqueducts to skirt around the difficult terrain. This idea was rejected because of the anticipated time and expense.

The company's project engineer, Lee Montgomery, finally decided to tunnel through the ridge, a distance of about one kilometer. This was expected to take only two years. Perhaps this was optimistic on his part, given that power drills and dynamite had not yet been invented. Montgomery had invested much of his own money in the project and was keen to see the deadlines met. However, the construction crews found that the ridge was composed of soft shale, which frequently caved in and hampered progress. Other problems followed. Cholera, aided by the unsanitary living conditions, swept through the shantytowns, claiming many lives. At one point the laborers could not be paid.

**The major obstacle for the completion of the Paw Paw Canal was the Paw Paw Ridge.**

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- a. The Paw Paw Canal is named after the mountain ridge that had to be traversed.
- b. Several ideas for overcoming the Paw Paw Ridge Canal were considered.
- c. It was decided that a one-kilometer tunnel was the best way to overcome the barrier.
- d. Power drills and dynamite were not available during the time that the canal was being built.
- e. The project was beset with financial setbacks, disease, and unexpected terrain characteristics.
- f. Unpaid laborers held protests that led to the loss of lives.

The word "obstacle" in paragraph 1 is closest in meaning to

- a. advantage
- b. barrier
- c. chance
- d. loss

The word "surmounting" in paragraph 1 is closest in meaning to

- a. destroying
- b. descending
- c. rising
- d. overcoming

The word "hurdle" in paragraph 1 is closest in meaning to

- a. support
- b. problem
- c. encouragement
- d. argument

The word "impractical" in paragraph 1 is closest in meaning to

- a. unrealistic
- b. impossible
- c. unenviable
- d. implicit

The word "anticipated" in paragraph 1 is closest in meaning to

- a. rejected
- b. required
- c. warranted
- d. expected

The word "hampered" in paragraph 2 is closest in meaning to

- a. helped
- b. hindered
- c. buffeted
- d. prompted

The word "unsanitary" in paragraph 2 is closest in meaning to

- a. unexpected
- b. uninfected
- c. unhealthy
- d. unhelpful

The word "shantytown" in paragraph 2 is closest in meaning to

- a. slum
- b. village
- c. maze
- d. mountain

"This" in line 2 of paragraph 2 refers to

- a. engineer
- b. distance
- c. tunnel
- d. years

#### Passage Two:

When the bald eagle became the national symbol of the United States in 1782, soon after the country was born, it is estimated that there were as many as 75,000 nesting pairs in North America. By the early 1960s, however, the number of nesting pairs had been reduced to only around 450.

The demise of the bald eagle is generally attributed to the effects of the pesticide DDT (dichloro-diphenyl-trichloroethane). This pesticide was used to kill insects harmful to agriculture, thereby increasing agricultural production. One unintended negative result of the use of DDT was that, while it did get rid of the undesirable insects, it also made its way along the food chain into fish, a favorite food source of the bald eagle.

The bald eagle is now protected by federal laws. It was originally protected by the Bald Eagle Act of 1940 and later by the Endangered Species Act of 1973. However, it is not just the laws directly related to endangered species that aided in the resurgence of the bald eagle; its resurgence has also been widely attributed to the banning of DDT in 1972. Today there are more than 5,000 pairs of bald eagles, a tenfold increase over the low point of 450, and the bird was removed from the list of endangered species in July, 1999.

**The bald eagle has undergone radical shifts in population**

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- The numbers of bald eagles was greatly reduced by the 1960s, at least in part due to the effects of the pesticide.
- The pesticide DDT was successful in removing undesirable insects.
- The bald eagle was named as the national symbol of the United States in the late 18<sup>th</sup> century.
- A certain pesticide had a negative effect on the number of bald eagles.
- Two different pieces of legislation were enacted thirty-three years apart.
- Legislation was specifically designed to protect the bald eagle as well as to outlaw the pesticide DDT.

The word "demise" in paragraph 2 is closest in meaning to

- decline
- birth
- rise
- demonstrate

The phrase "attributed to" in paragraph 2 is closest in meaning to

- given
- bound
- recommended
- credited

The word "unintended" in paragraph 2 is closest in meaning to

- unprepared
- unplanned
- unknown
- unapproved

The word "endangered" in paragraph 3 is closest in meaning to

- scared
- perished
- threatened
- damaged

The word "resurgence" in paragraph 3 is closest in meaning to

- reproduction
- disappearance
- extinction
- revival

"it" in line 4 of paragraph 2 refers to

- a. result
- b. DDT
- c. insects
- d. food chain

Passage Three:

A recent survey found that nine out of ten drivers admit to having felt intense anger toward other drivers at some time. "Road rage" seems to be on the rise, and several explanations for this have been presented. First, there are more cars today competing for road space. People also are far more subject to time constraints. A person who must meet a time deadline, but is caught in a tangle of traffic, may feel increasingly frustrated. Soon this stress may result in an outburst of road rage ranging anywhere from pounding on the car horn to getting out of the car and attacking another driver.

Of the three major responses to stress which have evolved – fight, flight, or freeze – only one is available to the driver who is suddenly caught behind a dawdler in the fast lane. The car itself prohibits the driver from fleeing the situation or freezing in one place. The only stress response left is fight.

Another explanation may be that people are not as courteous as they used to be. A person who is worried about getting to work on time, having a report ready for the afternoon mail, and running into the boss while coming into the office late may forget how to be polite. Other drivers become the enemy and the car, a weapon.

**Road rage has become a serious problem that is on the rise.**

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- a. These days the roads are very congested.
- b. Stress caused by the frustration of dealing with the traffic is a major reason for people to succumb to road rage.
- c. The major responses to stress are fight, flight, and freeze.
- d. The fight response is the only recourse for the driver who cannot flee nor freeze because of the situation the car puts him or her in.
- e. The car is now a weapon and all other drivers are the enemy.
- f. The stresses of modern-day living may cause people to forget courtesy and give in to road rage.

The word "constraints" in paragraph 1 is closest in meaning to

- a. stresses
- b. concerns
- c. limits
- d. characteristics

The word "outburst" in paragraph 1 is closest in meaning to

- a. access
- b. order
- c. action
- d. eruption

The word "dawdler" in paragraph 2 is closest in meaning to

- a. competitor
- b. lingerer
- c. worker
- d. driver

The word "prohibits" in paragraph 2 is closest in meaning to

- a. disallows
- b. permits
- c. forces
- d. places

The word "courteous" in paragraph 1 is closest in meaning to

- a. impolite
- b. considerate
- c. judgmental
- d. predictable

"which" in line 1 of paragraph 2 refers to

- a. stress
- b. responses
- c. car
- d. driver



The word "consistent" in paragraph 1 is closest in meaning to

- a. lousy
- b. thick
- c. regular
- d. compatible

The phrase "broadly concur" in paragraph 1 is closest in meaning to

- a. have the contrary idea
- b. have extensive debates
- c. openly discuss
- d. are in general agreement

The phrase "well-suited" in paragraph 2 is closest in meaning to

- a. equal to
- b. appropriate for
- c. flattering to
- d. modified for

The word "submerged" in paragraph 3 is closest in meaning to

- a. sunk
- b. raised
- c. left
- d. forgotten

The word "formidable" in paragraph 3 is closest in meaning to

- a. superior
- b. maddening
- c. powerful
- d. difficult

"they" in paragraph 2 refers to \_\_\_\_\_

## Passage Two:

- The sauce that is today called ketchup (or catsup) in Western cultures is a tomato-based sauce that is quite **distinct** from the Eastern ancestors of this product. A sauce called *ke-tiap* was in use in China at least as early as the seventeenth century, but the Chinese version of the sauce was made of pickled fish, shellfish, and spices. The popularity of this Chinese sauce spread to Singapore and Malaysia, where it was called *kechap*. The Indonesian sauce *ketjap* derives its name from the same source as the Malaysian sauce but is made from very different ingredients. The Indonesian *ketjap* is made by cooking black soy beans, fermenting them, placing them in a salt brine for at least a week, cooking the resulting solution further, and sweetening **it** heavily; this process results in a dark, thick, and sweet **variation** of soy sauce.
- Early in the eighteenth century, sailors from the British navy **came across** this exotic sauce on voyages to Malaysia and Singapore and brought samples of it back to England on return voyages. English chefs tried to recreate the sauce but were unable to do so **exactly** because key ingredients were unknown or unavailable in England; chefs ended up **substituting** ingredients such as mushrooms and walnuts in an attempt to recreate the special taste of the original Asian sauce. Variations of this sauce became quite the **rage** in eighteenth-century England, appearing in a number of recipe books and featured as an exotic addition to menus from the period.
- The English version did not contain tomatoes, and it was not until the end of the eighteenth century that tomatoes became a main ingredient, in the ketchup of the newly created United States. It is quite **notable** that tomatoes were added to the sauce in that tomatoes had previously been considered quite dangerous to health. The tomato had been cultivated by the Aztecs, who had called it *tomatl*; however, early botanists had recognized that the tomato was a member of the *Solanaceae* family, which does include a number of poisonous plants. The leaves of the tomato plant are poisonous, though of course the fruit is not.
- Thomas Jefferson, who cultivated the tomato in his gardens at Monticello and served dishes containing tomatoes at **lavish** feasts, often receives credit for changing the **reputation** of the tomato. Soon after Jefferson had introduced the tomato to American society, recipes combining the newly fashionable tomato with the equally fashionable and exotic sauce known as *kechap* began to **appear**. By the middle of the nineteenth century, both the tomato and tomato ketchup were **staples** of the American kitchen.
- Tomato ketchup, popular though it was, was quite time-consuming to prepare. In 1876, the first mass-produced tomato ketchup, a product of German-American Henry Heinz, went on sale and achieved immediate success. From tomato ketchup, Heinz branched out into a number of other products, including various sauces, pickles, and relishes. By 1890, his company had expanded to include sixty-five different products but was in need of a marketing slogan. Heinz settled on the slogan "57 Varieties" because he liked the way that the digits 5 and 7 looked in print, in spite of the fact that this slogan understated the number of products that he had at the time.

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The word "distinct" in paragraph 1 is closest in meaning to

- a. specific
- b. obvious
- c. different
- d. visible

The word "variation" in paragraph 1 is closest in meaning to

- a. shape
- b. miniature
- c. form
- d. appearance

The phrase "came across" in paragraph 2 is closest in meaning to

- a. traversed
- b. discovered
- c. transported
- d. described

The word "substituting" in paragraph 2 is closest in meaning to

- a. replacing
- b. acting
- c. covering
- d. modeling

The word "rage" in paragraph 2 is closest in meaning to

- a. anger
- b. distinction
- c. misunderstanding
- d. fashion

The word "notable" in paragraph 3 is closest in meaning to

- a. important
- b. successful
- c. remarkable
- d. dignified

The word "lavish" in paragraph 4 is closest in meaning to

- a. free
- b. meager
- c. luxurious
- d. difficult

The word "staples" in paragraph 4 is closest in meaning to

- a. rare alternatives
- b. necessary utensils
- c. strong attachments
- d. standard elements

"it" in paragraph 1 refers to

- a. a salt brine
- b. solution
- c. soybeans
- d. process

**Answer Key 9****Exercise 1:**

Passage One:

The major obstacle for the completion of the Paw Paw Canal: a, c, e

"obstacle": (b) barrier

"surmounting": (d) overcoming

"hurdle": (b) problem

"impractical": (a) unrealistic

"anticipated": (d) expected

"hampered": (b) hindered

"unsanitary": (c) unhealthy

"shantytown": (a) slum

This: tunnel

Passage Two

The bald eagle has undergone radical shifts in population: a, d, f

"demise": (a) decline

"attributed to": (d) credited

"unintended": (b) unplanned

"endangered": (c) threatened

"resurgence": (d) revival

it: DDT

Passage Three:

Road rage has become a serious problem: b, d, f

"constraints": (c) limits

"outburst": (d) eruption

"dawdler": (b) lingerer

"prohibits": (a) disallows

"courteous": (b) considerate

which: responses

**Exercise 2:** *(the notes can be completed in note language)*

Passage One:

Topic: Migration from Asia to the Western Hemisphere

Main idea: A widely held theory today is that migration from Asia to the Western Hemisphere between 25,000 and 30,000 years ago

Supporting details:

- Dental evidence: dental pattern that is found in the Americas is consistent with the dental pattern of human fossils in Asia.
- Blood type: blood type B is almost nonexistent among Native American but exists in Asian populations
- Linguistic evidence: it took about 25,000 to develop 500 distinct languages
- Geographical evidence: Asia and North America were linked by a landmass (Beringia)

"consistent": (d) compatible

"broadly concur": (d) are in general agreement

"well-suited": (b) appropriate for

"submerged": (a) sunk

"formidable": (d) difficult

they: inhabitants

Passage Two:

Topic: The history of ketchup

Main idea: Ketchup in Western cultures is distinct from its Eastern ancestors

Supporting details:

- *Ke-tiap* (China): made of pickled fish, shellfish, and spices.
- *Kechap* (spread from China to Singapore and Malaysia)
- *Ketjab* (Indonesia): made by cooking black soy beans, fermenting them, placing them in a salt brine, sweetening the resulting solution
- British navy came across the sauce on voyages to Malaysia and Singapore
- Brought the sauce back to England.
- English chefs substituted mushrooms and walnuts
- Thomas Jefferson served tomatoes at feast
- Recipe became fashionable
- Heinz first mass-produced tomato ketchup

"distinct": (c) different

"variation": (c) form

"came across": (b) discovered

"substituting": (a) replacing

"rage": (d) fashion

"notable": (c) remarkable

"lavish": (c) luxurious

"staples": (d) standard elements

it: solution

**STAGE 3: EXPANSION****Lesson Plan 10**

**Terminal Objective:** Students should be able to recognize the structure and understand academic reading passages

**Enabling Objective:** Students should be able to

1. extract main ideas
2. extract supporting details
3. recognize reference words
4. find definitions of required vocabulary
5. read to answer comprehension questions

**Procedure**

Present:

1. Students share and discuss their homework.
2. The teacher walks around the room to check students' homework.
3. The teacher reviews what main idea is
4. The teacher reviews what supporting detail is
5. The teacher reviews what reference words are
6. The teacher reviews note-taking

Practice:

1. Students find main ideas and supporting details from academic reading passages
2. Students complete notes

3. Students find meaning of vocabulary by consulting a dictionary or the teacher.

**Present:**

1. Students read the paragraphs
2. Students take notes from the paragraphs.
3. Students share their notes with friends
4. The teacher has students discuss new vocabulary
5. The teacher asks students to submit their answers

**Evaluation:**

Students' answer

## Plan 10

### Warm up: Class discussion

- *How main idea and supporting details differ?*

**The main idea** of a passage is what it is mostly about. It is the idea that the author most wants you to understand when you read. **Supporting details** in a passage tell more about the main idea. They help you better understand the main idea and why it is important.

- *What are reference words? Why are they used in the passage?*
- *What are some note-taking techniques?*

**Exercise 1:** Read the passages and answer the questions that follow. You also need to complete notes choosing the statements provided.

#### Passage One:

- The earliest known American painters, who were active in the latter part of the seventeenth century and the early part of the eighteenth century, were described in documents, journals, and letters of the time as limners. Most of the paintings created by limners were portraits, and they were unsigned because the finished pieces did not belong to the limners who created them but were instead the possessions of the subjects in the portraits. The portraits today are named after the subjects portrayed in them, and a particular artist is known only as the creator of a particular portrait; thus a particular portrait is named *Mrs. Elizabeth Freake and Baby Mary* after the people in the portrait, and the limner who created the portrait is known only as the Freake Limner. Art historians who specialize in art from this era have been able to identify clusters of portraits painted by each of a number of limners but, in many cases, do not know the name of the actual limner.
- As can be seen from the fact that portraits created by limners went unsigned, limners were regarded more as artisans or skilled tradesmen than as artists. They earned their living as many artisans and tradesmen did at the time, as itinerant workers moving from town to town offering their services to either those who could pay or, more likely, to those who had goods or services to offer in return. They were able to paint portraits for those desiring to have a tangible representation of a family member for posterity; they also took on a variety of other types of painting jobs to stay employed, such as painting the walls of buildings, painting signs for businesses, and painting furniture.

- 3 Some of the early portraitists most likely received their education in art or trained as artisans in Europe prior to their arrival in America and then trained others in America in their craft; because they were working in undeveloped or minimally developed colonial areas, their lives were quite difficult. They had little access to information about the world of art and little access to art supplies, so they needed to mix their own paints and make their own brushes and stretched canvasses. They also needed to be prepared to **take on** whatever painting jobs were needed to survive.
- 4 There seem to be two broad categories of painting styles used by the portraitists, the style of the New England limners and the style of the New York limners. The style of the New England limners was a decorative style with flat characters, characters that seemed to lack mass and volume. This is not because the New England limners had no knowledge of painting techniques but was instead because the New England limners were using the style of Tudor painting that became popular during the reign of Queen Elizabeth I, a style that included characters with a flat woodenness yet with the numerous highly decorative touches and **frills** popular in the English court.
- 5 The New York limners had a rather different style from the New England limners, and this was because New York had a different background from the rest of New England. Much of New England had been colonized by the English, and thus the basis for the style of the New England limners was the Tudor style that had been popularized during the reign of the Tudor queen Elizabeth I. However, the Dutch had settled the colony of New Amsterdam, and though New Amsterdam became an English colony in 1664 and was renamed New York, the Dutch character and influence was strongly in place during the era of the limners. The New York limners, as a result, were influenced by the Dutch artists of the time rather than the Tudor artists. Dutch art, unlike the more flowery Tudor art, was considerably more **sober** and **prosaic**. In addition, the New York limners lacked the flat portrayals of characters of the New England limners and instead made use of light and shade to create more lifelike portraits.

1. The passage mainly discusses
  - a. limners and their works
  - b. how limners came into the United States
  - c. people in the portraits that were painted by limners
  - d. why New York limners were more popular than New England limners.
  
2. It is NOT mentioned in paragraph 2 that a limner might
  - a. work as a carpenter
  - b. receive pay for a painting
  - c. offer his services in return for other services
  - d. paint a house
  
3. It can be inferred from paragraph 2 that limners
  - a. would not possibly have had any formal training
  - b. were quite knowledgeable about the world of art
  - c. were held in high esteem by the population
  - d. were not all formally trained artists

4. *Direction:* Use the following statements to complete note

**There are different categories of limners**

only the New York limners	• •
only the New England limners	• •
both the New York and New England limners	•

- a. used a Tudor style of painting
  - b. were influenced by the Dutch style of painting
  - c. had flat characters and lots of ornamentation
  - d. did not sign portraits
  - e. had more lifelike characters and less ornamentation
5. "pieces" in paragraph 1 refers to
- a. parts
  - b. works
  - c. ideas
  - d. fragments
6. "them" in paragraph 1 refers to
- a. limners
  - b. portraits
  - c. possessions
  - d. subjects
7. The word "clusters" in paragraph 1 is closest in meaning to
- a. groups
  - b. people
  - c. associations
  - d. separations
8. The word "itinerant" in paragraph 2 is closest in meaning to
- a. successful
  - b. uneducated
  - c. wandering
  - d. professional
9. The word "tangible" in paragraph 2 is closest in meaning to
- a. expensive
  - b. creative
  - c. novel
  - d. concrete

10. The word "posterity" in paragraph 2 is closest in meaning to
- ancestors
  - future generation
  - creator
  - predecessor
11. The phrase "take on" in paragraph 3 can be replaced by
- accept
  - attack
  - admit
  - allow
12. The word "frills" in paragraph 4 is closest in meaning to
- colors
  - paints
  - details
  - brushes
13. The word "sober" in paragraph 5 is closest in meaning to
- plain
  - wild
  - imaginative
  - creative
14. The word "prosaic" in paragraph 5 is closest in meaning to
- unconventional
  - unique
  - progressive
  - ordinary

## Passage Two:

- 1 A considerable body of research has demonstrated a correlation between birth order and aspects such as temperament and behavior, and some psychologists believe that birth order significantly affects the development of personality. Psychologist Alfred Adler was a pioneer in the study of the relationship between birth order and personality. A key point in his research and in the hypothesis that he developed based on it was that it was not the actual numerical birth position that affected personality; instead, it was the similar responses in large numbers of families to children in specific birth order positions that had an effect. For example, first-borns, who have their parents to themselves initially and do not have to deal with siblings in the first part of their lives, tend to have their first socialization experiences with adults and therefore tend to find the process of peer socialization more difficult. In contrast, later-born children have to deal with siblings from the first moment of their lives and therefore tend to have stronger socialization skills.
- 2 Numerous studies since Adler's have been conducted on the effect of birth order and personality. These studies have tended to classify birth order types into four different categories: first-born, second-born and/or middle, last, and only child.
- 3 Studies have consistently shown that first-born children tend to exhibit similar positive and negative personality traits. First-borns have consistently been linked with academic achievement in various studies; in one study, the number of National Merit scholarship winners who are first-borns was found to be equal to the number of second- and third-borns combined. First-borns have been found to be more responsible and assertive than those born in other birth-order positions and tend to rise to positions of leadership more often than others; more first-borns have served in the U.S. Congress and as U.S. presidents than have those born in other birth-order positions. However, studies have shown that first-borns tend to be more subject to stress and were considered problem children more often than later-borns.
- 4 Second-born and/or middle children demonstrate markedly different tendencies from first-borns. They tend to feel inferior to the older child or children because it is difficult for them to comprehend that their lower level of achievement is a function of age rather than ability, and they often try to succeed in areas other than those in which their older sibling or siblings excel. They tend to be more trusting, accepting and focused on others than the more self-centered first-borns, and they tend to have a comparatively higher level of success in team sports than do first-borns or only children, who more often excel in individual sports.
- 5 The last-born child is the one who tends to be the eternal baby of the family and thus often exhibits a strong sense of security. Last-borns collectively achieve the highest degree of social success and demonstrate the highest levels of self-esteem of all the birth-order positions. They often exhibit less competitiveness than older brothers and sisters and are more likely to take part in less competitive group games or in social organizations such as sororities and fraternities.
- 6 Only children tend to exhibit some of the main characteristics of first-borns and some of the characteristics of last-borns. Only children tend to exhibit the strong sense of security and self-esteem exhibited by last-borns while, like first-borns, they are more achievement oriented and more likely than middle- or last-borns to achieve academic success. However, only children tend to have the most problems establishing close relationships and exhibit a lower need for affiliation than other children.

## 1. The passage mainly discusses

- Adler's research that followed studies of birth order
- relationship between birth order and personalities
- various ways that different studies have categorized birth order
- several reasons why children have different personalities

2. Which of the following is NOT true according to the passage?
- First-borns then to do well in individual sports
  - Middle children tend to have a preference for team sports
  - Last-borns tend to prefer games with fierce competition
  - Only children then to prefer individual over team sports

### **3. Characteristics of different birth orders**

- **First-borns**
  - 
  - 
  -
- **Second-borns and middle children**
  - 
  -
- **Last-borns**
  - 
  -
- **Only children**
  -

- feel secure and to achieve social success
- concentrate on others rather than self
- bear responsibility better than others
- do well in school and as leaders
- not highly competitive
- feel stressed
- feel inferior to siblings
- have a successful career but few close friendships

4. The word "body" in paragraph 1 is closest in meaning to
- corpse
  - amount
  - organization
  - skeleton

5. The word "assertive" in paragraph 3 is closest in meaning to
- shy
  - considerate
  - violent
  - confident

6. The phrase "subject to" in paragraph 3 is closest in meaning to
- likely to
  - deal with
  - learn to
  - struggle to

7. The word "comprehend" in paragraph 4 is closest in meaning to
- argue
  - agree
  - understand
  - think
8. The word "accepting" in paragraph 4 is closest in meaning to
- tolerant
  - affectionate
  - admissible
  - respectable
9. The word "exhibits" in paragraph 5 is closest in meaning to
- competes
  - demonstrates
  - suffers
  - possesses
10. The word "eternal" in paragraph 5 is closest in meaning to
- temporary
  - current
  - pretending
  - forever
11. The phrase "achievement oriented" in paragraph 6 is closest in meaning to
- directly involved
  - focused on accomplishment
  - skilled as leaders
  - aware of surroundings
12. The word "affiliation" in paragraph 6 is closest in meaning to
- connection
  - jealousy
  - determination
  - independence
13. "his" in paragraph 1 refers to
- psychologists
  - birth order
  - Alfred Adler
  - the study
14. "themselves" in paragraph 1 refers to
- first-borns
  - psychologists
  - families
  - siblings

**Exercise 2:** Read the following passage and complete notes. You also have to work on vocabulary words and references

Passage One:

- 1 Schizophrenia is in reality a cluster of psychological disorders in which a variety of behaviors are exhibited and which are classified in various ways. Though there are numerous behaviors that might be considered schizophrenic, common behaviors that manifest **themselves** in severe schizophrenic disturbances are thought disorders, delusions, and emotional disorders.
- 2 Because schizophrenia is not a single disease but is in reality a cluster of related disorders, schizophrenics tend to be classified into various subcategories. The various subcategories of schizophrenia are based on the degree to which the various common behaviors are **manifested** in the patient as well as other factors such as the age of the schizophrenic patient at the **onset** of symptoms and the duration of the symptoms. Five of the more common subcategories of schizophrenia are simple, hebephrenic, paranoid, catatonic, and acute.
- 3 The main characteristic of simple schizophrenia is that it begins at a relatively early age and manifests itself in a slow **withdrawal** from family and social relationships with a gradual progression toward more severe symptoms over a period of years. Someone suffering from simple schizophrenia may early on simply be **apathetic** toward life, may maintain contact with reality a great deal of the time, and may be out in the world rather than hospitalized. Over time, however, the symptoms, particularly thought and emotional disorders, increase in severity.
- 4 Hebephrenic schizophrenia is a relatively severe form of the disease that is characterized by severely **disturbed** thought processes as well as highly emotional and **bizarre** behavior. Those suffering from hebephrenic schizophrenia have hallucinations and delusions and appear quite incoherent; their behavior is often extreme and quite inappropriate to the situation, perhaps full of **unwarranted** laughter, or tears, or obscenities that seem unrelated to the moment. This type of schizophrenia represents a rather severe and ongoing disintegration of personality that makes this type of schizophrenic unable to play a role in society.
- 5 Paranoid schizophrenia is a different type of schizophrenia in which the outward behavior of the schizophrenic often seems quite appropriate; this type of schizophrenic is often able to get along in society for long periods of time. However, a paranoid schizophrenic suffers from extreme delusions of persecution, often accompanied by delusions of grandeur. While this type of schizophrenic has strange delusions and unusual thought processes, his or her outward behavior is not as incoherent or unusual as a hebephrenic's behavior. A paranoid schizophrenic can appear alert and intelligent much of the time but can also turn suddenly **hostile** and violent in response to imagined threats.
- 6 Another type of schizophrenia is the catatonic variety, which is characterized by alternating periods of extreme excitement and **stupor**. There are **abrupt** changes in behavior, from frenzied periods of excitement to stuporous periods of withdrawn behavior. During periods of excitement, the catatonic schizophrenic may exhibit excessive and sometimes violent behavior; during the periods of stupor, the catatonic schizophrenic may remain mute and unresponsive to the environment.
- 7 A final type of schizophrenia is acute schizophrenia, which is characterized by a sudden onset of schizophrenic symptoms such as confusion, excitement, emotionality, depression, and **irrational** fear. The acute schizophrenic, unlike the simple schizophrenic, shows a sudden onset of the disease rather than a slow progression from one stage of it to the other. Additionally, the acute schizophrenic exhibits various types of schizophrenic behaviors during different episodes, sometimes exhibiting the characteristics of hebephrenic, catatonic, or even paranoid schizophrenia. In **this type** of schizophrenia, the patient's personality seems to have completely disintegrated.



6. The word "bizarre" in paragraph 4 is closest in meaning to
  - a. uncertain
  - b. noticeable
  - c. strange
  - d. patterning
  
7. The word "unwarranted" in paragraph 4 is closest in meaning to
  - a. inappropriate
  - b. uncontrolled
  - c. insensitive
  - d. underestimated
  
8. The word "hostile" in paragraph 5 is closest in meaning to
  - a. unknown
  - b. seasonable
  - c. aggressive
  - d. unpredictable
  
9. The word "stupor" in paragraph 6 is closest in meaning to
  - a. unresponsive
  - b. hysteric
  - c. appreciated
  - d. functional
  
10. The word "abrupt" in paragraph 6 is closest in meaning to
  - a. gradual
  - b. progressive
  - c. sudden
  - d. expected
  
11. The word "irrational" in paragraph 2 is closest in meaning to
  - a. unreasonable
  - b. predictable
  - c. unforgivable
  - d. memorable
  
12. "themselves" in paragraph 1 refers to
  - a. various ways
  - b. disorders
  - c. behaviors
  - d. disturbances
  
13. "this type" in paragraph 7 refers to
  - a. acute schizophrenia
  - b. paranoid schizophrenia
  - c. catatonic schizophrenia
  - d. hebephrenic schizophrenia

**Answer Key 10****Exercise 1:**

Passage One:

1.a 2.a 3.d

4. Different categories of limners: New York: B, E

New England: A, C

Both: D

5.b 6.b 7.a 8.c 9.d 10.b 11.a 12.c

13.a 14.d

Passage Two:

1.b 2.c

3. Characteristics of different birth orders

- First-borns
  - C
  - D
  - F
- Second-borns and middle children
  - B
  - G
- Last-borns
  - A
  - E
- Only children
  - H

4. b 5.d 6.a 7.c 8.a 9.b 10.d 11.b 12.a

**Exercise 2:**

Passage One:

Topic: Schizophrenia

Main idea: Schizophrenia is a cluster of psychological conditions in which a variety of behaviors are exhibited and classified in various ways.

## Supporting details:

- Simple Schizophrenia:
  - o Begins at early age
  - o A slow withdrawal
  - o Gradual progression toward more severe symptoms
- Hebephrenic Schizophrenia
  - o Severely disturbed thought processes
  - o Emotional and bizarre behavior
  - o Have hallucination and delusion
  - o Appear incoherent
- Paranoid Schizophrenia
  - o Outward behavior seems appropriate
  - o Can get along in society
  - o Strange delusion and unusual thought processes
- Catatonic Schizophrenia
  - o Alternating periods of excitement and stupor
  - o Abrupt changes in behavior
- Acute Schizophrenia
  - o A sudden onset of schizophrenic symptoms
  - o Exhibits various types of schizophrenic behaviors

1. a    2.b    3.d    4.d    5.d    6.d

7. a    8.c    9.a    10.c    11.a    12.c    13.a

**Supplementary Handout 1**

**Exercise 1:** Complete the sentences using words from the list below.

husbandry

boost

implement

solitary

conspicuous

debris

penetrate

1. China's top priority is to \_\_\_\_\_ economic growth.
2. The government has been providing interest free loans to encourage animal \_\_\_\_\_ and agriculture activities.
3. Next week, the United Kingdom Border Agency (UKBA) will \_\_\_\_\_ new global changes to the immigration rules for applying for a visa to work or study in the UK.
4. Predators like lions, hyenas, and pythons are nocturnal and \_\_\_\_\_ creatures, often living in burrows on their own, with only babies and mothers sharing tunnels until the baby is about a year old.
5. When dinoflagellates are attacked by predators, their \_\_\_\_\_ bioluminescence is thought to draw attention to their assailants.
6. Local organizations are hosting community meetings to share current information and science on marine \_\_\_\_\_ left by the Japanese tsunami in 2011.
7. American politicians are told that foreign spies may \_\_\_\_\_ the computer networks of the US military.

**Exercise 2:** Complete each sentence by filling in the blank with the best word from the list. Change the form of the word if necessary.

*abandoned   precipitation   cultivation   fertilize   photosynthesis*

1. Through \_\_\_\_\_, green plants create organic materials with the help of chlorophyll.
2. The coastal city gets half of its \_\_\_\_\_ during the months of January, February, and March.
3. Farmers use various methods of land \_\_\_\_\_.
4. When they heard the hull crack, all but two of the sailors \_\_\_\_\_ ship.
5. Inexperienced gardeners may not realize how important it is that they \_\_\_\_\_ their plants.

**Exercise 3:** Find the word or phrase that is closest in meaning to the opposite of each word in the left-hand column. Write the letter in the blank.

- |                     |                |
|---------------------|----------------|
| _____ 1. obtain     | (a) weaken     |
| _____ 2. intensify  | (b) separate   |
| _____ 3. irrigation | (c) lose       |
| _____ 4. aggregate  | (d) drainage   |
| _____ 5. adversely  | (e) positively |

**Exercise 4:** Find the word or phrase that is closest in meaning to the opposite of each word in the left-hand column. Write the letter in the blank.

- |                       |                                 |
|-----------------------|---------------------------------|
| _____ 1. persevere    | (a) to pass by without hitting  |
| _____ 2. anticipate   | (b) to give up                  |
| _____ 3. famine       | (c) to not see something coming |
| _____ 4. collide      | (d) harmless                    |
| _____ 5. catastrophic | (e) excess of food              |

**Exercise 5:** Circle the word that best completes each sentence.

1. Residents of Hawaii must accept the possibility of a volcanic (eruption / perseverance).
2. Years after the accident, she was finally able to (anticipate / unleash) her feelings of anger.
3. Houses along the river often face (famine / flooding) during the rainy season.
4. Many people think it is cruel to (collide / plunge) live lobsters into boiling water.
5. A well-written essay should make some kind of (catastrophe / impact) on its readers.

**Exercise 6:** Replace the words in **bold** in sentences 1-28 with a word or expression from the box that has an opposite meaning in the same context.

approximate	archaic	artificial	clear	commonplace	considerable	crude			
delicate	detrimental	dim	easy	even	feasible	flexible	graceful	innocent	intricate
mandatory	negligible	problematic	scarce	smooth	reluctant	spontaneous	tedious	vibrant	
			worthless	worthwhile					

1. The meaning of his words was very **ambiguous**.
2. According to his colleagues, he's a very **awkward** person to deal with.
3. When she first started dancing, she was very **awkward**.
4. His policies were **beneficial** to the economy as a whole.
5. We need **exact** figures before we embark on a new venture.
6. The jury decided he was **guilty** of the crime.
7. Add up all the **odd** numbers between 1 and 20 to get a result.
8. Despite the weather, supplies of food after the harvest were **plentiful**.
9. The laws restricting pollution in the city are very **rigid**.
10. There is a **slight** difference in the way the company is run these days compared with a few years ago.
11. The device is very **sophisticated** and should only be operated by someone who is familiar with it.
12. The spices used in some international dishes have a very **strong** flavor.
13. The **bright** light from the flashlight highlighted details on the walls of the cave.
14. Attendance at afternoon classes should be **voluntary**.

15. A lot of students are **willing** to attend classes on Saturday morning.
16. Newspapers are saying a lot about the country's **modern** customs.
17. Many students believe that doing volunteer work for charities is a **pointless** cause.
18. The country displayed all the features of a **stagnant** economy.
19. Her lectures are extremely **interesting**.
20. **Planned** demonstrations and strikes took place all over the city.
21. The plans they presented were **simple** and well written.
22. A close study of the painting by experts revealed it to be **priceless**.
23. The new rules had a **profound** impact on everyone's behavior.
24. What you are asking me to do is absolutely **impossible**.
25. Contrary to what many people think, this is a very **rare** event.
26. Organizing a fundraising event can be surprisingly **simple**.
27. From a distance, the surface of the planet appears to be very **rough**.
28. The candy contained several flavors, all of them **natural**.

**Exercise 7:** Match the word with its meaning.

- |                       |   |
|-----------------------|---|
| _____ 1. traipse      | a. extremely dangerous or harmful and quick to have an effect   |
| _____ 2. quaint       | b. the sudden start of something unpleasant                     |
| _____ 3. schemes      | c. similar in very detail                                       |
| _____ 4. unreliable   | d. to walk or go somewhere                                      |
| _____ 5. scarcity     | e. causing a lot of damage and destruction                      |
| _____ 6. sustain      | f. a plan for getting money or some other advantage             |
| _____ 7. identical    | g. a large number of cases of a particular disease              |
| _____ 8. congregation | h. a state of not having enough or difficult to obtain          |
| _____ 9. epidemic     | i. cannot be depended on  |
| _____ 10. virulent    | j. to provide enough of what someone or something needs to live |
| _____ 11. devastating | k. attractive in an unusual way                                 |
| _____ 12. outbreak    | l. a group of people or animals who are gathered together       |

**Answer Key**

**Supplementary 1**

Exercise 1

1. boost
2. husbandry
3. implement
4. solitary
5. conspicuous
6. debris
7. penetrate

Exercise 2

1. photosynthesis
2. precipitation
3. cultivation
4. abandoned
5. fertilize

Exercise 3

1. c
2. a
3. d
4. b
5. e

Exercise 4

1. b
2. c
3. e
4. a

Exercise 5

1. eruption
2. unleash
3. flooding
4. plunge
5. impact

Exercise 6

- |                  |                 |               |
|------------------|-----------------|---------------|
| 1. clear         | 2. easy         | 3. graceful   |
| 4. detrimental   | 5. approximate  | 6. innocent   |
| 7. even          | 8. scarce       | 9. flexible   |
| 10. considerable | 11. crude       | 12. delicate  |
| 13. dim          | 14. mandatory   | 15. reluctant |
| 16. archaic      | 17. worthwhile  | 18. vibrant   |
| 19. tedious      | 20. spontaneous | 21. intricate |
| 22. worthless    | 23. negligible  | 24. feasible  |
| 25. commonplace  | 26. problematic | 27. smooth    |
| 28. artificial   |                 |               |

Exercise 7

1. d
2. k
3. f
4. i
5. h
6. j
7. c
8. l

9. g

10. a

11. e

12. b

### Supplementary Handout 2

**Exercise 1:** Match the words with the correct meaning

- |                       |  |
|-----------------------|--|
| _____ 1. boring       | a. a state of being able to do many different things.    |
| _____ 2. enthusiastic | b. a basic type of food that is used a lot               |
| _____ 3. feasible     | c. to send out something such as light, heat, sound etc. |
| _____ 4. descend      | d. to make a long deep hole with a tool or by digging    |
| _____ 5. emit         | e. to make something less severe                         |
| _____ 6. alleviate    | f. surprising in a way that causes people to take notice |
| _____ 7. staple       | g. feeling or showing excitement                         |
| _____ 8. remarkable   | h. being possible and likely to be achieved              |
| _____ 9. versatility  | i. to be related to someone who lived a long time ago    |
| _____ 10. expedition  | j. an organized journey with a particular purpose        |

**Exercise 2:** Find the word that is closest in meaning to the opposite of each word in the left-hand column. Write the letter in the blank.

- |                        |              |
|------------------------|--------------|
| _____ 1. stable        | (a) keep     |
| _____ 2. contamination | (b) expand   |
| _____ 3. extinct       | (c) unsteady |
| _____ 4. dispose of    | (d) existing |
| _____ 5. shrink        | (e) purity   |

**Exercise 3:** Circle the word that best completes each sentence.

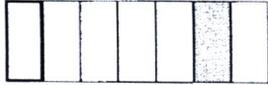
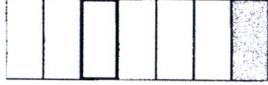
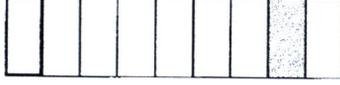
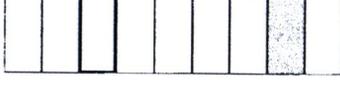
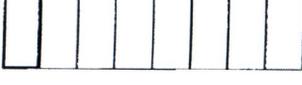
1. The (constraints / contamination) of being in prison made her hate society even more.
2. A recognition that the Earth is round was one of the (elemental / shrunken) advances in thought during the time period.
3. Mother Teresa, who helped the poorest of the poor, had a great (disposal / reservoir) of love within her spirit.
4. Automobiles are responsible for some (emissions / extinction) of greenhouse gases.
5. By the end of the storm, the hikers had (depleted / reserved) even their emergency stores.

**Exercise 4:** Complete each sentence by filling in the blank with the best word from the list. Change the form of the word if necessary. Use each word only once.

*adjust   arbitrary   denominator   infinitesimal   rate*

1. Students felt that the exam was unfair and the grading system was rather \_\_\_\_\_.
2. The \_\_\_\_\_ of increase in prices made it difficult for people to afford basic goods.
3. Politicians promised great changes in the coming year, but any improvement in people's lives was \_\_\_\_\_.
4. She quickly overcame her culture shock and found it easy to \_\_\_\_\_ to the new country.
5. You can add two fractions that have the same \_\_\_\_\_.



11. Violence might have been averted if the police had not acted so aggressively. **vredntepe** 
12. The media liked to depict the leader as a national hero, when in fact he was a cruel tyrant. **rpyato** 
13. We know that there are benefits, but they are very difficult to quantify. **sumreea** 
14. The aim of the organization is to promote travel among young people. **oragnceue** 
15. The two reports emphasize the problems that are faced by those living in housing projects. **gighihlth** 
16. The transformation is accelerated by adding salt to the solution. **satheden** 

**Exercise 7:** Look at the sentences 1-20. These can either be completed with a word from box A or a word with a similar meaning from box B. Identify both the words that could be used. In some cases, you will need to add an -s to one or both of the words when you put them into the sentences.

A	B
acclaim accommodations agenda appeal appointment assistance benefit discipline discount drop fallacy fault means opposition poll proof proximity requirement victory work	advantage closeness decline defect employment evidence help housing meeting method misconception order petition praise prerequisite resistance reduction schedule survey triumph

- We have a very busy \_\_\_\_\_ / \_\_\_\_\_ today, so I suggest we start as soon as possible.
- The college provides cheap \_\_\_\_\_ / \_\_\_\_\_ for its staff and students.
- With regard to attendance and punctuality, we need to maintain \_\_\_\_\_ / \_\_\_\_\_ at all times.
- Thank you for your kind \_\_\_\_\_ / \_\_\_\_\_: I couldn't have done it without you.
- There has been a sharp \_\_\_\_\_ / \_\_\_\_\_ in the number of people attending afternoon classes.
- The early computer program had several \_\_\_\_\_ / \_\_\_\_\_ which needed to be fixed before it could be used.
- There has been a lot of \_\_\_\_\_ / \_\_\_\_\_ to the new schedule: nobody likes the earlier starts and later finishes to the day.
- There is no \_\_\_\_\_ / \_\_\_\_\_ to show that standards of living have improved.
- Students holding a valid student card are eligible for a 10% \_\_\_\_\_ / \_\_\_\_\_ on book prices.

10. The bar is popular with our students because of its \_\_\_\_\_ / \_\_\_\_\_ to the college.
11. I can't see you this afternoon because I have a / an \_\_\_\_\_ / \_\_\_\_\_ with my advisor.
12. The Turkish writer Orhan Pamuk received international \_\_\_\_\_ / \_\_\_\_\_ for his novel *Snow*.
13. At the height of its success, the studio provided \_\_\_\_\_ / \_\_\_\_\_ for over 3,000 people.
14. There are several \_\_\_\_\_ / \_\_\_\_\_ to working from home: you save on travel costs, for one thing.
15. If you want to major in Middle East Studies, a basic knowledge of Arabic is one of the main \_\_\_\_\_ / \_\_\_\_\_
16. The cheapest \_\_\_\_\_ / \_\_\_\_\_ of traveling around the U.S is by Greyhound bus.
17. The \_\_\_\_\_ / \_\_\_\_\_ taken before the election did not reflect the final result.
18. His ruling in the case was a \_\_\_\_\_ / \_\_\_\_\_ for common sense and freedom of speech.
19. Many people believe that exercising makes you more hungry: this is in fact a \_\_\_\_\_ / \_\_\_\_\_.
20. The \_\_\_\_\_ / \_\_\_\_\_ was rejected by the committee, despite the fact it had been signed by over 5,000 people.

**Exercise 8:** Use the words provided to complete the sentences

substantial	prosper	unambiguous	conviction	paralyze
extinct	hauling	candor	drawback	
collaboration	sophistication	embody	probing	
primitive	halt	stimulate	conception	

1. Data indicate that between 2003 and 2009 there was a \_\_\_\_\_ decline in the U.S. in hospitalizations for pneumonia and inpatient deaths.
2. Scientists wanted to find out why these mammoths became \_\_\_\_\_.
3. Ferndale Mayor said he believes the worst of the economic challenges are over and that the city is poised to \_\_\_\_\_ from the economic recovery.
4. The number of oil tankers \_\_\_\_\_ Middle East crude to Asia has risen to the highest level since December on increased Chinese demand for cargoes.
5. Thailand said its security services have to work harder after a triple car bomb attack demonstrated the increasing \_\_\_\_\_ of militant tactics in the violence-plagued south.
6. Whether you are fixated on newspapers, addicted to radio, or mesmerized by TV, you get the same clear, \_\_\_\_\_ message

7. To most Americans, openness and \_\_\_\_\_ are respected values. The foundation of a representative government is the free expression of ideas.
8. Olympic and Paralympic athletes \_\_\_\_\_ the highest ideals of competitive performance--integrity, talent, drive, and commitment to quality.
9. The main \_\_\_\_\_ of the new iPad is its retina display, which isn't as impressive.
10. The European Commission is \_\_\_\_\_ Motorola to see if it took advantage of a dominant market position by seeking an injunction to stop Microsoft and Apple.
11. The \_\_\_\_\_ traits in the 3.4-million-year-old partial right foot also show that there was more than one way for early human ancestors to walk upright for at least a million years.
12. Britain's early summer was brought to an abrupt \_\_\_\_\_ as snow blanketed parts of the country on Tuesday.
13. Investors should be prepared for further policies designed to \_\_\_\_\_ the economy, which should allow stocks to travel higher.
14. It is his touchstone and guiding principle and his \_\_\_\_\_ of liberty is likely to determine the future of President Obama's health care law.
15. President Woodrow Wilson's \_\_\_\_\_ that peace depended on an Allied victory bound him economically to the Allied powers.
16. University of Michigan President Mary Sue Coleman emphasized \_\_\_\_\_ that can help revive the state during a talk Monday in Midland.
17. The strikes, which \_\_\_\_\_ much of the country, are the first major challenge to the new conservative government's austerity drive.

**Answer Key****Supplementary 2**Exercise 1

1. d
2. g
3. h
4. i
5. c
6. e
7. b
8. f
9. a
10. j

Exercise 2

1. c
2. e
3. d
4. a
5. b

Exercise 3

1. constraints
2. elemental
3. reservoir
4. emissions
5. depleted

Exercise 4

1. arbitrary
2. rate
3. denominator
4. adjust
5. infinitesimal

Exercise 5

1. e
2. c
3. a
4. d
5. b

Exercise 6

- |              |                |               |
|--------------|----------------|---------------|
| 1. crush     | 2. heighten    | 3. attract    |
| 4. replacing | 5. exemplifies | 6. supported  |
| 7. recover   | 8. explain     | 9. exhaust    |
| 10. achieve  | 11. prevented  | 12. portray   |
| 13. measure  | 14. encourage  | 15. highlight |
| 16. hastened |                |               |

Exercise 7

- |                            |                             |
|----------------------------|-----------------------------|
| 1. agenda / schedule       | 2. accommodations / housing |
| 3. discipline / order      | 4. assistance / help        |
| 5. drop / decline          | 6. faults / defects         |
| 7. opposition / resistance | 8. proof / evidence         |
| 9. discount / reduction    | 10. proximity / closeness   |

- |                                  |  |
|----------------------------------|--|
| 11. appointment / meeting        | 12. acclaim / praise   |
| 13. work / employment            | 14. benefits / advantages  |
| 15. requirements / prerequisites | 16. means (note that in this context, means is always used in the plural) / method |
| 17. poll / survey                | 18. victory / triumph  |
| 19. fallacy / misconception      | 20. appeal / petition  |

### Exercise 8

1. substantial
2. extinct
3. prosper
4. hauling
5. sophistication
6. unambiguous
7. candor
8. embody
9. drawback
10. probing
11. primitive
12. halt
13. stimulate
14. conception
15. conviction
16. collaboration
17. paralyzed

**Supplementary Handout 3**

**Exercise 1:** Write down the meaning of the following words

1. antidote \_\_\_\_\_
2. intricate \_\_\_\_\_
3. the myriad of \_\_\_\_\_
4. stray \_\_\_\_\_
5. dwell \_\_\_\_\_
6. intrusion \_\_\_\_\_
7. *unpredictability* \_\_\_\_\_
8. unsettling \_\_\_\_\_
9. distinguishable \_\_\_\_\_
10. augment \_\_\_\_\_
11. breakthrough \_\_\_\_\_
12. picturesque \_\_\_\_\_
13. detest \_\_\_\_\_

**Exercise 2:** Look at the sentences 1-14 and choose a word from the box that has a similar meaning to the words and expressions in **bold**.

---

abundant    archaic    chaotic    concise    credible    evident    hypothetical  
 industrious    integral    rampant    risky    scrupulous    tedious    tenacious

---

1. His instructions were very **brief and clear**.
2. Here's an **imaginary** situation: you are in the desert and you run out of water.
3. Latin is considered by many to be an **outdated** language, despite the fact that many words from the language are still in use today.
4. From a financial point of view it was a very **dangerous** plan.
5. There are **plenty of** opportunities for promotion if you are prepared to work hard.
6. The conference was really **disorganized** and a complete waste of time.
7. His lectures are **boring** and I never seem to learn anything useful or interesting.
8. It was **obvious** that the President had been told what to say by his advisers.
9. **Uncontrolled** corruption and abuse of power by officials eventually prompted new anti-corruption laws.
10. The setting of the scene in chapter one of the book is **essential** to the plot.
11. He gained a reputation as an **honest and fair** dealer, and therefore won the respect of his customers.
12. He was a **determined** man who believed in fighting for his principles at any cost.
13. She was a serious, **hardworking** student who achieved excellent grades.
14. The story seemed **believable** at first, but a bit of research revealed some startling irregularities.

**Exercise 3:** Look at the sentences 1-20. These can either be completed with a word from box A *or* a word with a similar meaning from box B. Identify both the words that could be used. In some cases, you will need to add an *-s* to one or both of the words when you put them into the sentences.

A	B
admission   alteration   characteristic   choice code   component   cooperation   discussion liability   magnitude   overview   priority problem   protest   question   result   strategy valid   winner   zenith	access   change   collaboration   complication consequence   deliberation   demonstration (short) description   element   feature good   importance   option   peak   plan precedence   query   responsibility rule   victor

1. The \_\_\_\_\_ / \_\_\_\_\_ against the war spread to most parts of the city by midnight, with at least 50 arrests taking place.
2. The college \_\_\_\_\_ / \_\_\_\_\_ state(s) that students must attend at least 80% of their classes.
3. The college accepts no \_\_\_\_\_ / \_\_\_\_\_ for any damage to vehicles in the parking lot.
4. There are two \_\_\_\_\_ / \_\_\_\_\_ available to you: work hard on improving your mid-term grades, or consider changing your major.
5. Our latest prospectus provides a / an \_\_\_\_\_ / \_\_\_\_\_ of our courses and a brief history of the university.
6. Nobody understood the \_\_\_\_\_ / \_\_\_\_\_ of the results: it was assumed that everything would stay the same, whereas there were in fact profound changes
7. Thanks to their \_\_\_\_\_ / \_\_\_\_\_ with several affiliated companies, they managed to create a virtual monopoly for their product.
8. I hope you have a \_\_\_\_\_ / \_\_\_\_\_ reason for missing so many of your classes.
9. The empire reached its \_\_\_\_\_ / \_\_\_\_\_ at the end of the nineteenth century.
10. If you have any \_\_\_\_\_ / \_\_\_\_\_ please ask a staff member.
11. A purple rash and a persistent cough are two of the \_\_\_\_\_ / \_\_\_\_\_ of this disease.
12. We had hoped that everything would run smoothly, but unfortunately there have been several \_\_\_\_\_ / \_\_\_\_\_.
13. Before you start studying for the TOEFL®, you should come up with a \_\_\_\_\_ / \_\_\_\_\_ that will help you to make the most of your study time.
14. Safety in the workplace is very important, and should take \_\_\_\_\_ / \_\_\_\_\_ over everything else.
15. Is it necessary to make any \_\_\_\_\_ / \_\_\_\_\_ to the plan, or should we keep it as it is?
16. In the battle of the sexes there can never be a true \_\_\_\_\_ / \_\_\_\_\_.
17. Fieldwork is a key \_\_\_\_\_ / \_\_\_\_\_ of this course.
18. After much \_\_\_\_\_ / \_\_\_\_\_, we decided to reject her offer.
19. Climate change could have disastrous \_\_\_\_\_ / \_\_\_\_\_ for farmers.
20. \_\_\_\_\_ / \_\_\_\_\_ to the building after 6 p.m. is limited to faculty, staff, and full-time students only.

**Exercise 4:** Match the word with its definition

- |                |   |
|----------------|---|
| 1. wisdom      | a. to start to exist, to become known                               |
| 2. negotiate   | b. completely ridiculous  |
| 3. absurd      | c. people in the society who are powerful and have influence        |
| 4. impractical | d. the ability to make sensible decisions and give good advice      |
| 5. elite       | e. a person or thing that came before and influenced something else |
| 6. emerge      | f. to completely destroy a building, town, etc.                     |
| 7. forerunner  | g. not sensible or realistic  |
| 8. raze        | h. to try to reach an agreement                                     |

**Answer Key****Supplementary 3**Exercise 1

1. anything that takes away the effects of something unpleasant
2. different parts and small details that fit together
3. large number of something
4. to move away from the one place where you should be, without intending to
5. to live somewhere
6. something that effects a situation or people's lives in a way that they do not want
7. something that cannot be predicted
8. make you feel upset, nervous or worried
9. can be distinguished
10. to increase the amount, value, size, etc. if something
11. an important development that may lead to an agreement of achievement
12. pretty, especially in a way that looks old-fashioned
13. to hate somebody / something very much

Exercise 2

- |                 |                |               |
|-----------------|----------------|---------------|
| 1. concise      | 2. handsome    | 3. archaic    |
| 4. risky        | 5. abundant    | 6. chaotic    |
| 7. tedious      | 8. evident     | 9. rampant    |
| 10. integral    | 11. scrupulous | 12. tenacious |
| 13. industrious | 14. credible   |               |

Exercise 3

- |   |                            |
|---|----------------------------|
| 1. protest / demonstration  | 2. code / rules            |
| 3. liability / responsibility   | 4. choices / options       |
| 5. overview / (short) description                                       | 6. magnitude / importance  |
| 7. cooperation / collaboration  | 8. valid / good            |
| 9. zenith / peak  | 10. questions / queries    |
| 11. characteristics / features (with illness, we can also say symptoms) |                            |
| 12. problems / complications  | 13. strategy / plan        |
| 14. priority / precedence   | 15. alternations / changes |
| 16. winner / victor   | 17. component / element    |
| 18. discussion / deliberation   | 19. results / consequences |
| 20. admission / access  |                            |

Exercise 4

1. d
2. h
3. b
4. g
5. c
6. a
7. e
8. f

**Supplementary Handout 4****Exercise 1:** Match the word with its meaning

- |                        |  |
|------------------------|--|
| _____ 1. conventional  | a. causing or able to cause death, deadly                    |
| _____ 2. resemble      | b. to increase or improve the good quality, value, or status |
| _____ 3. sophisticated | c. following what is traditional                             |
| _____ 4. lethal        | d. formal rules of correct or polite behavior                |
| _____ 5. obsolete      | e. not aware of the possible dangers or problems             |
| _____ 6. etiquette     | f. to look like or be similar to another person or thing     |
| _____ 7. enhance       | g. lacking remembrance, memory, or mindful attention         |
| _____ 8. oblivious     | h. clever or complicated                                     |
| _____ 9. entice        | i. no longer used because something new has been invented    |
| _____ 10. unwary       | j. to persuade   |

**Exercise 2:** Replace the verbs in **bold** in sentences 1-26 with a word or expression from the box which has an opposite meaning in the same context. In many cases you will need to change the form of the word.

abandon	abolish	attack	conceal	decline	demolish	deny	deteriorate	exaggerate	
extend	fall	forbid	gain	hire	lend	loosen	lower	postpone	refuse
reject	replenish	reward	set	simplify	succeed	withdraw			

1. They **accepted** the offer of a ceasefire.
2. He **admitted** telling lies in his original statement.
3. They **agreed** to meet to discuss the future of the organization.
4. The senator **defended** his opponent's policies in a televised speech.
5. The apartments buildings they **built** were the ugliest in the city.
6. He **complicated** matters by rewriting the original proposal.
7. They **continued** their plans to assassinate the king when he opened Parliament.
8. He **deposited** \$10,000 — half his college fees for the forthcoming year.
9. Relations between the two countries have **improved** considerably in the last year.
10. He **permitted** us to present our petition directly to the governor.
11. The members of the commune were **punished** for their part in the revolution.
12. He **raised** the overall standards of the company within two months of his appointment.
13. As soon as the sun **rose**, the demonstrators began to appear on the streets.
14. Prices **rose** sharply in the first three months of the financial year.
15. As soon as he had **tightened** the knots, he pushed the boat out.
16. To everyone's surprise, she **failed**.
17. Tomorrow's meeting has been **brought forward**.
18. The management said that they would be happy to **borrow** the money.
19. Several flaws in the design of the new model were **revealed**.
  
20. The course has been **shortened** to 12 weeks.
21. I don't want to **underestimate** his role in the club.
22. Attendance has **increased** since the new professor took over the course.
23. Fuel supplies have been **exhausted**.
24. Despite having a bigger and cheaper choice of healthy foods, many Americans have **lost** a lot of weight.
25. Following the revolution, the monarchy was **restored**.
26. The company started seeing some success once they **dismissed** several employees.

**Exercise 3:** Read the essay and complete the gaps with the word from the box

acid rain	greenhouse gases	rainforest	fossil fuels
endangered species	conservation programs	recycle	
biodegradable packaging	poaching	emissions	
global warming	contaminated	organic	environmentalists
ecosystem	genetically engineered	unleaded gas	

*"Environmental degradation is a major world problem. What causes this problem, and what can we do to prevent it?"*

There is no doubt that the environment is in trouble. Factories burn (1) \_\_\_\_\_ which produce (2) \_\_\_\_\_, and this kills trees. At the same time, (3) \_\_\_\_\_ rise into the air and contribute to (4) \_\_\_\_\_ which threatens to melt the polar ice cap. Meanwhile farmers clear huge areas of (5) \_\_\_\_\_ in places such as the Amazon to produce feeding land for cattle or produce wood for building. Rivers and oceans are so heavily (6) \_\_\_\_\_ by industrial waste that it is no longer safe to go swimming. Cars pump out poisonous (7) \_\_\_\_\_ which we all have to breathe in. (8) \_\_\_\_\_ and overfishing are killing off millions of animals, including whales, elephants, and other (9) \_\_\_\_\_. In fact, all around us, all living things large and small which comprise our finely balanced (10) \_\_\_\_\_ are being systematically destroyed by human greed and thoughtlessness.

There is a lot we can all do, however, to help prevent this. The easiest thing, of course, is to (11) \_\_\_\_\_ waste material such as paper and glass so that we can use it again. We should also check that the things we buy from supermarkets are packaged in (12) \_\_\_\_\_ that decomposes easily. At the same time, we should make a conscious effort to avoid foods which are (13) \_\_\_\_\_ (at least until someone proves that they are safe both for us and for the environment). If you are truly committed to protecting the environment, of course, you should only buy (14) \_\_\_\_\_ fruit and vegetables, safe in the knowledge that they have been naturally cultivated. Finally, of course, we should buy a small car that uses (15) \_\_\_\_\_ which is less harmful to the environment or, even better, make more use of public transportation.

The serious (16) \_\_\_\_\_, however, do much more. They are aware of the global issues involved and will actively involve themselves in (17) \_\_\_\_\_ by making sure our forests are kept safe for future generations.

We cannot all be as committed as they are, but we can at least do our own little bit at grass roots level. We, as humans, have inherited the earth, but that doesn't mean we can do whatever we like with it.

**Exercise 4:** Choose the correct words provided to complete the sentences

erosion      stable      grief      relegate      prestigious  
 affluent      succumb      elite      preoccupy      contribution

1. The Rama III Road footpath that collapsed on Monday was probably a combination of two factors: the collapse of a soil-holding wall and water \_\_\_\_\_.
2. The Thai economy for this year should remain \_\_\_\_\_ but the risks to recovery include potential floods and political factor.
3. Everyone, whatever age or culture, has ways of dealing with \_\_\_\_\_, and all lead to the acceptance of the loss of their loved ones.
4. The Constitution simply does not permit the board to \_\_\_\_\_ free speech to isolated regions where no one can receive the message.
5. The BBC's international website has won a Peabody Award, one of the most \_\_\_\_\_ media awards in the US, for its coverage of global news.
6. The North Carolina counties where people are healthiest tend to be urban and \_\_\_\_\_, while poor, rural counties struggle the most with bad health.
7. One year old Sania Rathod became the eighth person to \_\_\_\_\_ to the swine flu virus in Pune district.
8. Harvard University is known as the most \_\_\_\_\_ educational constitutions in the world.
9. Rising prices continue to \_\_\_\_\_ employers and employees on Phuket. In an increasingly competitive region, tourism has to stay reasonably priced.
10. Nicolas Sarkozy, France's president, has pledged to freeze France's \_\_\_\_\_ to the EU's budget if he is elected for a second term.

**Exercise 5:** Match the word with its meaning

- |                      |  |
|----------------------|--|
| _____ 1. surmounting | a. effect, result that you did not plan              |
| _____ 2. hurdle      | b. to prevent someone or something from achieving    |
| _____ 3. anticipate  | c. to deal successfully with a difficulty            |
| _____ 4. hamper      | d. to expect, to see what might happen in the future |
| _____ 5. unsanitary  | e. a town where poor people live                     |
| _____ 6. shantytown  | f. a sudden increase                                 |
| _____ 7. demise      | g. soon no longer exist                              |
| _____ 8. unintended  | h. a problem or difficulty                           |
| _____ 9. endangered  | i. dirty   |
| _____ 10. resurgence | j. polite especially in a way that shows respect     |
| _____ 11. constraint | k. the return and growth                             |
| _____ 12. outburst   | l. the end or failure, death                         |
| _____ 13. dawdler    | m. to take a long time to do something               |
| _____ 14. prohibit   | n. restriction                                       |
| _____ 15. courteous  | o. to prevent, to forbid                             |

**Exercise 6:** Choose the correct words provided to complete the sentences

- |                   |                   |                   |                   |
|-------------------|-------------------|-------------------|-------------------|
| <b>consistent</b> | <b>concur</b>     | <b>submerge</b>   | <b>formidable</b> |
| <b>distinct</b>   | <b>variation</b>  | <b>substitute</b> | <b>rage</b>       |
| <b>notable</b>    | <b>reputation</b> | <b>lavish</b>     | <b>relic</b>      |
|                   |                   |                   | <b>sparse</b>     |

- This soup is a spicy \_\_\_\_\_ on a traditional favorite.
- Scientists usually do not \_\_\_\_\_ with each other in their views.
- Someone else has to \_\_\_\_\_ Beckham in the second half after a knee injury.
- Vegetation becomes \_\_\_\_\_ in desert areas.
- Chiang Mai is \_\_\_\_\_ for its historical landmarks.

6. Jamaican reggae music is quite \_\_\_\_\_ from North American jazz or blues.
7. Since its founding, Chiang Mai has enjoyed the excellent \_\_\_\_\_ for fine craft and art.
8. The results are entirely \_\_\_\_\_ with our earlier research.
9. Celebrities are rich and they live a very \_\_\_\_\_ lifestyle.
10. The building stands as the last remaining \_\_\_\_\_ of the town's cotton industry.
11. Sue stormed out of the room in a \_\_\_\_\_.
12. We have to overcome \_\_\_\_\_ obstacles.
13. The submarine had time to \_\_\_\_\_ before the warship could approach.

**Exercise 7:** Match the word with its meaning

- |                       |  |
|-----------------------|--|
| _____ 1. cluster      | a. to direct (someone/something) toward something              |
| _____ 2. itinerant    | b. expressing opinions or desires strongly and with confidence |
| _____ 3. tangible     | c. a group of things of the same type                          |
| _____ 4. posterity    | d. things that are added to make something more interesting    |
| _____ 5. frill        | e. travelling from place to place, especially to find work     |
| _____ 6. sober        | f. to show   |
| _____ 7. prosaic      | g. plain and not bright  |
| _____ 8. assertive    | h. that can be clearly seen, that you can touch and feel       |
| _____ 9. comprehend   | i. to understand something fully                               |
| _____ 10. accept      | j. all the people who will live in the future                  |
| _____ 11. exhibit     | k. ordinary and not showing any imagination                    |
| _____ 12. eternal     | l. to continue without complaining                             |
| _____ 13. orient      | m. a person's connection                                       |
| _____ 14. affiliation | n. without an end  |

**Exercise 8:** Choose the correct words provided to complete the sentences

**illusory**                      **fastidious**                      **manifest**                      **onset**  
**withdrawal**                      **disturbed**                      **bizarre**                      **incoherent**  
**disintegrate**                      **hostile**                      **abrupt**  
**stupor**                      **irrational**

1. In a new study, scientists have discovered a new gene that causes early-\_\_\_\_\_ of Alzheimer's disease.
2. According to experts, Bipolar disorder could cause \_\_\_\_\_ behavior.
3. More than six inches of snow fell in the space of four hours in Scotland, bringing a spell of unseasonably warm weather to an \_\_\_\_\_ end.
4. Recent economic gains have been primarily \_\_\_\_\_, driven by weather-related factors that are not sustainable.
5. Manchester City's title hopes all \_\_\_\_\_ after a crushing defeat at Arsenal.
6. There is a special school for emotionally \_\_\_\_\_ children.
7. Because he wants this party to be perfect, he is \_\_\_\_\_ in his preparation.
8. The symptoms of the disease start to \_\_\_\_\_ themselves.
9. Leeds United boss Neil Warnock says he wants Elland Road to become a \_\_\_\_\_ and intimidating atmosphere next season.
10. A group of people hopped up on caffeine are more likely to go out and do something productive than a group of people depressed into an alcoholic \_\_\_\_\_.
11. \_\_\_\_\_ behavior that has no rational basis, however, seems to indicate that the individual is confused.
12. The \_\_\_\_\_ or avoidance that is seen in the preschool years is, most of the time, due to a temperamental bias that makes some children uncertain over unfamiliar events.
13. The speaker whispers something \_\_\_\_\_.

**Answer Key****Supplementary 4**Exercise 1

1. c
2. f
3. h
4. a
5. i
6. d
7. b
8. g
9. j
10. e

Exercise 2

- |               |                 |                 |
|---------------|-----------------|-----------------|
| 1. rejected   | 2. denied       | 3. refused      |
| 4. attacked   | 5. demolished   | 6. simplified   |
| 7. abandoned  | 8. withdrew     | 9. deteriorated |
| 10. forbade   | 11. rewarded    | 12. lowered     |
| 13. set       | 14. fell        | 15. loosened    |
| 16. succeeded | 17. postponed   | 18. lend        |
| 19. concealed | 20. extended    | 21. exaggerate  |
| 22. decline   | 23. replenished | 24. gained      |
| 25. abolished | 26. hired       |                 |

Exercise 3

- |                   |               |                             |
|-------------------|---------------|-----------------------------|
| 1. fossil fuels   | 2. acid rain  | 3. greenhouse gases         |
| 4. global warming | 5. rainforest | 6. contaminated             |
| 7. emissions      | 8. poaching   | 9. endangered species       |
| 10. ecosystem     | 11. recycle   | 12. biodegradable packaging |

13. genetically engineered

14. organic

15. unleaded gas

16. environmentalists

17. conservation programs

#### Exercise 4

1. erosion
2. stable
3. grief
4. relegate
5. prestigious
6. affluent
7. succumb
8. elites
9. preoccupy
10. contribution

#### Exercise 5

1.c    2.h    3.d    4.b    5.i    6.e    7.l    8.a    9.g  
 10.k    11.n    12.f    13.m    14.o    15.j

#### Exercise 6

1. variation
2. concur
3. substitute
4. sparse
5. notable
6. distinct
7. reputation
8. consistent
9. lavish

10. relics

11. rage

12. formidable

13. submerge

Exercise 7

1.c 2.e 3.h 4.j 5.d 6.g 7.k

8.b 9.i 10.l 11.f 12.n 13.a 14.m

Exercise 8

1. onset

2. irrational

3. abrupt

4. illusory

5. disintegrate

6. disturbed

7. fastidious

8. manifest

9. hostile

10. stupor

11. bizarre

12. withdrawal

13. incoherent

**APPENDIX B**  
**PRETEST AND POSTTEST**

**Passage One:**

**EARLY CINEMA**

① The cinema did not emerge as a form of mass consumption until its technology evolved from the initial “peepshow” format to the point where images were projected on a screen in a darkened theater. In the peepshow format, a film was viewed through a small opening in a machine that was created for that purpose. Thomas Edison’s peepshow device, the Kinetoscope, was introduced to the public in 1894. It was designed for use in Kinetoscope parlors, or arcades, which contained only a few individual machines and permitted only one customer to view a short, 50-foot film at any one time. The first Kinetoscope parlors contained five machines. For the price of 25 cents (or 5 cents per machine), customers moved from machine to machine to watch five different films (or, in the case of famous prizefights, successive rounds of a single fight).

② These Kinetoscope arcades were modeled on phonograph parlors, which had proven successful for Edison several years earlier. In the phonograph parlors, customers listened to recordings through individual ear tubes, moving from one machine to the next to hear different recorded speeches or pieces of music. The Kinetoscope parlors functioned in a similar way. Edison was more interested in the sale of Kinetoscopes (for roughly \$1,000 apiece) to these parlors than in the films that would be run in them (which cost approximately \$10 to \$15 each). **He refused to develop projection technology, reasoning that if he made and sold projectors, then exhibitors would purchase only one machine—a projector—from him instead of several.**

③ Exhibitors, however, wanted to maximize their profits, which they could do more **readily** by projecting a handful of films to hundreds of customers at a time (rather than one at a time) and by charging 25 to 50 cents admission. About a year after the opening of the first Kinetoscope parlor in 1894, showmen such as Louis and Auguste Lumiere, Thomas Armat and Charles Francis Jenkins, and Orville and Woodville Latham (with the **assistance** of Edison’s former assistant, William Dickson) perfected projection devices. These early projection devices were used in vaudeville theaters, legitimate theaters, local town halls, makeshift storefront theaters, fairgrounds, and amusement parks to show films to a mass audience.

④ With the advent of projection in 1895–1896, motion pictures became the ultimate form of mass consumption. Previously, large audiences had viewed spectacles at the theater, where vaudeville, popular dramas, musical and minstrel shows, classical plays, lectures, and slide-and-lantern shows had been presented to several hundred spectators at a time. But the movies differed significantly from these other forms of entertainment, which depended on either live performance or (in the case of the slide-and-lantern shows) the active involvement of a master of ceremonies who assembled the final program.

⑤ Although early exhibitors regularly accompanied movies with live acts, the substance of the movies themselves is mass-produced, prerecorded material that can easily be reproduced by theaters with little or no active participation by the exhibitor. Even though early exhibitors shaped

their film programs by mixing films and other entertainments together in whichever way they thought would be most attractive to audiences or by accompanying them with lectures, their creative control remained limited. What audiences came to see was the technological marvel of the movies; the lifelike reproduction of the commonplace motion of trains, of waves striking the shore, and of people walking in the street; and the magic made possible by trick photography and the manipulation of the camera.

⑥ With the advent of projection, the viewer's relationship with the image was no longer private, as it had been with earlier peepshow devices such as the Kinetoscope and the Mutoscope, which was a similar machine that reproduced motion by means of successive images on individual photographic cards instead of on strips of celluloid. **I** suddenly became public—an experience that the viewer shared with dozens, scores, and even hundreds of others. At the same time, the image that the spectator looked at **expanded** from the minuscule peepshow dimensions of 1 or 2 inches (in height) to the life-size proportions of 6 or 9 feet.

**Questions:**

1. According to paragraph 1, all of the following were true of viewing films in Kinetoscope parlors EXCEPT
  - (a) One individual at a time viewed a film.
  - (b) Customers could view one film after another.
  - (c) Prizefights were the most popular subjects for films.
  - (d) Each film was short.
  
2. The author discusses phonograph parlors in paragraph 2 in order to
  - (a) explain Edison's financial success
  - (b) describe the model used to design Kinetoscope parlors
  - (c) contrast their popularity to that of Kinetoscope parlors
  - (d) illustrate how much more technologically advanced Kinetoscope parlors were
  
3. Which of the sentences below best expresses the essential information in the highlighted sentence in paragraph 2? Incorrect answer choices change the meaning in important ways or leave out essential information
 

<ol style="list-style-type: none"> <li>(a) Edison was more interested in developing a variety of machines than in developing a technology based on only one.</li> <li>(b) Edison refused to work on projection technology because he did not think exhibitors would replace their projectors with newer machines.</li> </ol>	<ol style="list-style-type: none"> <li>(c) Edison did not want to develop projection technology because it limited the number of machines he could sell.</li> <li>(d) Edison would not develop projection technology unless exhibitors agreed to purchase more than one projector from him.</li> </ol>
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4. The word **readily** in paragraph 3 is closest in meaning to
- (a) frequently
  - (b) easily
  - (c) intelligently
  - (d) obviously
5. The word **assistance** in paragraph 3 is closest in meaning to
- (a) criticism
  - (b) leadership
  - (c) help
  - (d) approval
6. According to paragraph 4, how did early movies differ from previous spectacles that were presented to large audiences?
- (a) They were a more expensive form of entertainment.
  - (b) They were viewed by larger audiences.
  - (c) They were more educational.
  - (d) They did not require live entertainment.
7. According to paragraph 5, what role did early exhibitors play in the presentation of movies in theaters?
- (a) They decided how to combine various components of the film program.
  - (b) They advised film-makers on appropriate movie content.
  - (c) They often took part in the live-action performances.
  - (d) They produced and prerecorded the material that was shown in the theaters.
8. Which of the following is mentioned in the paragraph 6 as one of the ways the Mutoscope different from the Kinetoscope?
- (a) Sound and motion were simultaneously produced in the Mutoscope.
  - (b) More than one person could view the images at the same time with the Mutoscope.
  - (c) The Mutoscope was a less sophisticated earlier prototype of the Kinetoscope.
  - (d) A different type of material was used to produce the images used in the Mutoscope.
9. The word **it** in paragraph 6 refers to
- (a) the advent of projection
  - (b) the viewer's relationship with the image
  - (c) a similar machine
  - (d) celluloid

10. According to paragraph 6, the images seen by viewers in the earlier peepshows, compared to the images projected on the screen, were relatively
- (a) small in size
  - (b) inexpensive to create
  - (c) unfocused
  - (d) limited in subject matter
11. The word **expanded** in paragraph 6 is closest in meaning to
- (a) was enlarged
  - (b) was improved
  - (c) was varied
  - (d) was rejected
12. Look at the four squares, **[a]**, **[b]**, **[c]**, and **[d]**, which indicate where the following sentence could be added to the passage.

**When this widespread use of projection technology began to hurt his Kinetoscope business, Edison acquired a projector developed by Armat and introduced it as “Edison’s latest marvel, the Vitascope.”**

Where would the sentence best fit?

**[a]** Exhibitors, however, wanted to maximize their profits, which they could do more readily by projecting a handful of films to hundreds of customers at a time (rather than one at a time) and by charging 25 to 50 cents admission. **[b]** About a year after the opening of the first Kinetoscope parlor in 1894, showmen such as Louis and Auguste Lumiere, Thomas Armat and Charles Francis Jenkins, and Orville and Woodville Latham (with the assistance of Edison’s former assistant, William Dickson) perfected projection devices. **[c]** These early projection devices were used in vaudeville theaters, legitimate theaters, local town halls, makeshift storefront theaters, fairgrounds, and amusement parks to show films to a mass audience. **[d]**

13. Direction: An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some answer choices do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. *This question is worth 2 points.*

**The technology for modern cinema evolved at the end of the nineteenth century.**

- Ⓐ Kinetoscope parlors for viewing films were modeled on phonograph parlors.
- Ⓑ Thomas Edison's design of the Kinetoscope inspired the development of large screen projection.
- Ⓒ Early cinema allowed individuals to use special machines to view films privately.
- Ⓓ Slide-and-lantern shows had been presented to audiences of hundreds of spectators.
- Ⓔ The development of projection technology made it possible to project images on large screen.
- Ⓕ Once film images could be projected, the cinema became a form of mass consumption.

**Passage Two:****GEOLOGY AND LANDSCAPE**

① Most people consider the landscape to be unchanging, but Earth is a dynamic body, and its surface is continually altering—slowly on the human time scale, but **relatively** rapidly when compared to the great age of Earth (about 4,500 billion years). There are two principal influences that shape the terrain: constructive processes such as uplift, which create new landscape features, and destructive forces such as erosion, which gradually wear away exposed landforms.

② **Hills and mountains are often regarded as the epitome of permanence, successfully resisting the destructive forces of nature, but in fact they tend to be relatively short-lived in geological terms.** As a general rule, the higher a mountain is, the more recently it was formed; for example, the high mountains of the Himalayas are only about 50 million years old. Lower mountains tend to be older, and are often the eroded **relics** of much higher mountain chains. About 400 million years ago, when the present-day continents of North America and Europe were joined, the Caledonian mountain chain was the same size as the modern Himalayas. Today, however, the relics of the Caledonian orogeny (mountain-building period) exist as the comparatively low mountains of Greenland, the northern Appalachians in the United States, the Scottish Highlands, and the Norwegian coastal plateau.

③ The Earth's crust is thought to be divided into huge, movable segments, called plates, which float on a soft plastic layer of rock. Some mountains were formed as a result of these plates crashing into each other and forcing up the rock at the plate margins. In this process, sedimentary rocks that originally formed on the seabed may be folded upwards to altitudes of more than 26,000 feet. Other mountains may be raised by earthquakes, which fracture the Earth's crust and can displace enough rock to produce block mountains. A third type of mountain may be formed as a result of volcanic activity which occurs in regions of active fold mountain belts, such as in the Cascade Range of western North America. The Cascades are made up of lavas and volcanic materials. Many of the peaks are extinct volcanoes.

④ Whatever the reason for mountain formation, as soon as land rises above sea level it is subjected to destructive forces. The exposed rocks are attacked by the various weather processes and gradually broken down into fragments, which are then carried away and later deposited as sediments. Thus, any landscape represents only a temporary stage in the continuous battle between the forces of uplift and those of erosion.

⑤ The weather, in its many forms, is the main agent of erosion. Rain washes away loose soil and penetrates cracks in the rocks. **Carbon dioxide** in the air reacts with the rainwater, forming a weak acid (carbonic acid) that may chemically attack the rocks. The rain **seeps** underground and the water may reappear later as springs. These springs are the sources of

streams and rivers, which cut through the rocks and carry away debris from the mountains to the lowlands.

⑥ Under very cold conditions, rocks can be shattered by ice and frost. Glaciers may form in permanently cold areas, and these slowly moving masses of ice cut out valleys, carrying with them huge quantities of eroded rock debris. In dry areas the wind is the principal agent of erosion. It carries fine particles of sand, which bombard exposed rock surfaces, thereby wearing them into yet more sand. Even living things contribute to the formation of landscapes. Tree roots force their way into cracks in rocks and, in so doing, speed their splitting. In contrast, the roots of grasses and other small plants may help to hold loose soil fragments together, thereby helping to prevent erosion by the wind.

### Questions:

14. According to paragraph 1, which of the following statements is true of changes in Earth's landscape?
- (a) They occur more often by uplift than by erosion.
  - (b) They occur only at special times.
  - (c) They occur less frequently now than they once did.
  - (d) They occur quickly in geological terms.
15. The word **relatively** in paragraph 1 is the closest in meaning to
- (a) unusually
  - (b) comparatively
  - (c) occasionally
  - (d) naturally
16. Which of the following can be inferred from paragraph 2 about the mountains of the Himalayas?
- (a) Their current height is not an indication of their age.
  - (b) At present, they are much higher than the mountains of the Caledonian range.
  - (c) They were a uniform height about 400 million years ago.
  - (d) They are not as high as the Caledonian mountains were 400 million years ago.
17. The word **relics** in paragraph 2 is closest in meaning to
- (a) resemblances
  - (b) regions
  - (c) remains
  - (d) restorations

18. According to paragraph 3, one cause of mountain formation is the
- (a) effect of climatic change on sea level
  - (b) slowing down of volcanic activity
  - (c) force of Earth's crustal plates hitting each other
  - (d) replacement of sedimentary rock with volcanic rock
19. Why does the author mention Carbon dioxide in the passage?
- (a) To explain the origin of a chemical that can erode rocks
  - (b) To contrast carbon dioxide with carbonic acid
  - (c) To give an example of how rainwater penetrates soil
  - (d) To argue for the desirability of preventing erosion
20. The word **seeps** in paragraph 5 is closest in meaning to
- (a) dries gradually
  - (b) flows slowly
  - (c) freezes quickly
  - (d) warms slightly
21. The word **them** in paragraph 6 refers to
- (a) cold areas
  - (b) masses of ice
  - (c) valleys
  - (d) rock debris
22. Which of the sentences below best expresses the essential information in the highlighted sentence in paragraph 2? Incorrect choices change the meaning in important ways or leave out essential information.
- |  |   |
|--|---|
| <p>(a) When they are relatively young, hills and mountains successfully resist the destructive forces of nature.</p> | <p>(c) Hills and mountains successfully resist the destructive forces of nature, but only for a short time.</p> |
| <p>(b) Although they seem permanent, hills and mountains exist for a relatively short period of geological time.</p> | <p>(d) Hills and mountains resist the destructive forces of nature better than other types of landforms.</p>    |

23. Look at the four squares, [a], [b], [c], and [d], which indicate where the following sentence could be added to the passage.

**Under different climatic conditions, another type of destructive force contributes to erosion.**

Where would the sentence best fit?

Under very cold conditions, rocks can be shattered by ice and frost. Glaciers may form in permanently cold areas, and these slowly moving masses of ice cut out valleys, carrying with them huge quantities of eroded rock debris. [a] In dry areas the wind is the principal agent of erosion. [b] It carries fine particles of sand, which bombard exposed rock surfaces, thereby wearing them into yet more sand. [c] Even living things contribute to the formation of landscapes. [d] Tree roots force their way into cracks in rocks and, in so doing, speed their splitting. In contrast, the roots of grasses and other small plants may help to hold loose soil fragments together, thereby helping to prevent erosion by the wind.

24. **Directions:** Three of the answer choices below are used in the passage to illustrate constructive processes, and two are used to illustrate destructive processes. Complete the table by matching appropriate answer choices to the processes they are used to illustrate. *This question is worth 3 points.*

Constructive Processes	Destructive Processes
●	●
●	●
●	

**Answer Choices:**

- (a) Collision of Earth's crustal plates
- (b) Separation of continents
- (c) Wind-driven sand
- (d) Formation of grass roots in soil
- (e) Earthquakes
- (f) Volcanic activity
- (g) Weather processes

**Passage Three:****FEEDING HABITS OF EAST AFRICAN HERBIVORES**

1 Buffalo, zebras, wildebeests, topi, and Thomson's gazelles live in huge groups that together make up some 90 percent of the total weight of mammals living on the Serengeti Plain of East Africa. They are all herbivores (plant-eating animals), and they all appear to be living on the same diet of grasses, herbs, and small bushes. This appearance, however, is **illusory**. When biologist Richard Bell and his colleagues analyzed the stomach contents of four of the five species (they did not study buffalo), they found that each species was living on a different part of the vegetation. The different vegetational parts differ in their food qualities: lower down, there are succulent, nutritious leaves; higher up are the harder stems. There are also **sparsely** distributed, highly nutritious fruits, and Bell found that only the Thomson's gazelles eat much of these. The other three species differ in the proportion of lower leaves and higher stems that they eat: zebras eat the most stem matter, wildebeests eat the most leaves, and topi are intermediate.

2 How are we to understand their different feeding preferences? The answer lies in two **associated** differences among the species, in their digestive systems and body sizes. According to their digestive systems, these herbivores can be divided into two categories: the non-ruminants (such as the zebra, which has a digestive system like a horse) and the ruminants (such as the wildebeest, topi, and gazelle, which are like the cow). Non-ruminants cannot extract much energy from the hard parts of a plant; however, this is more than made up for by the fast speed at which food passes through their guts. Thus, when there is only a short supply of poor-quality food, the wildebeest, topi, and gazelle enjoy an advantage. They are ruminants and have a special structure (the rumen) in their stomachs, which contains microorganisms that can break down the hard parts of plants. Food passes only slowly through the ruminant's gut because ruminating digesting the hard parts—takes time. The ruminant continually regurgitates food from its stomach back to its mouth to chew it up further (that is what a cow is doing when "chewing cud"). Only when it has been chewed up and digested almost to a liquid can the food pass through the rumen and on through the gut. Larger particles cannot pass through until they have been chewed down to size. Therefore, when food is in short supply, a ruminant can last longer than a non-ruminant because it can derive more energy out of the same food. The difference can partially explain the eating habits of the Serengeti herbivores. The zebra chooses areas where there is more low-quality food. It migrates first to unexploited areas and chomps the abundant low-quality stems before moving on. It is a fast-in/fast-out feeder, relying on a high output of incompletely digested food. By the time the wildebeests (and other ruminants) arrive, the grazing and trampling of the zebras will have worn the vegetation down. As the ruminants then set to work, they eat down to the lower, leafier parts of the vegetation. All of this fits in with the differences in stomach contents with which we began.

③ The other part of the explanation is body size. Larger animals require more food than smaller animals, but smaller animals have a higher metabolic rate. Smaller animals can therefore live where there is less food, **provided that** such food is of high energy content. That is why the smallest of the herbivores, Thomson's gazelle, lives on fruit that is very nutritious but too thin on the ground to support a larger animal. By contrast, the large zebra lives on the masses of low-quality stem material.

④ The differences in feeding preferences lead, in turn, to differences in migratory habits. The wildebeests follow, in their migration, the pattern of local rainfall. The other species do likewise. But when a new area is fueled by rain, the mammals migrate toward it in a set order to exploit it. The larger, less **fastidious** feeders, the zebras, move in first; the choosier, smaller wildebeests come later; and the smallest species of all, Thomson's gazelle, arrives last. The later species all depend on the preparations of the earlier one, for the actions of the zebra alter the vegetation to suit the stomachs of the wildebeest, topi, and gazelle.

#### Questions:

25. The word **illusory** in paragraph 1 is closest in meaning to
- (a) definite
  - (b) illuminating
  - (c) misleading
  - (d) exceptional
26. The word **sparsely** in paragraph 1 is closest in meaning to
- (a) widely
  - (b) thinly
  - (c) clearly
  - (d) freshly
27. Which of the following questions about Richard Bell's research is NOT answered in paragraph 1?
- (a) Which of the herbivores studied is the only one to eat much fruit?
  - (b) Which part of the plants do wildebeests prefer to eat?
  - (c) Where did the study of herbivores' eating habits take place?
  - (d) Why were buffalo excluded from the research study?
28. The word **associated** in paragraph 2 is closest in meaning to
- (a) obvious
  - (b) significant
  - (c) expected
  - (d) connected

29. The author mentions the cow and the horse in paragraph 2 in order to
- (a) distinguish the functioning of their digestive systems from those of East African mammals
  - (b) emphasize that their relatively large body size leads them to have feeding practices similar to those of East African mammals
  - (c) illustrate differences between ruminants and non-ruminants through the use of animals likely to be familiar to most readers
  - (d) emphasize similarities between the diets of cows and horses and the diets of East African mammals
30. According to paragraph 2, which of the following herbivores has to eat large quantities of plant stems because it gains relatively little energy from each given quantity of this food?
- (a) The gazelle
  - (b) The wildebeest
  - (c) The zebra
  - (d) The topi
31. Paragraph 2 suggests that which of the following is one of the most important factors in determining differences in feeding preferences of East African herbivores?
- (a) The availability of certain foods
  - (b) The differences in stomach structure
  - (c) The physical nature of vegetation in the environment
  - (d) The ability to migrate when food supplies are low
32. According to paragraph 2, all of the following are true of East African gazelles EXCEPT:
- (a) They digest their food very quickly.
  - (b) Microorganisms help them digest their food.
  - (c) They are unable to digest large food particles unless these are chewed down considerably.
  - (d) They survive well even if food supplies are not abundant.
33. The phrase **provided that** in paragraph 3 is closest in meaning to
- (a) as long as
  - (b) unless
  - (c) as if
  - (d) even though
34. The word **fastidious** in paragraph 4 is closest in meaning to
- (a) rapid
  - (b) determined
  - (c) flexible
  - (d) demanding

35. According to paragraph 4, which of the following mammals exhibits a feeding behavior that is beneficial to the other herbivores that share the same habitat?
- (a) Topi
  - (b) Zebra
  - (c) Wildebeest
  - (d) Gazelle
36. According to the passage, which of the following is true of wildebeests?
- (a) They eat more stem matter than zebras do.
  - (b) They are able to digest large food particles if the food is of a high quality.
  - (c) They tend to choose feeding areas in which the vegetation has been worn down.
  - (d) They are likely to choose low-quality food to eat in periods when the quantity of rainfall is low.
37. Look at the four squares, [a], [b], [c], and [d], which indicate where the following sentence could be added to the passage.

**The sequence in which they migrate correlates with their body size.**

Where would the sentence best fit?

The differences in feeding preferences lead, in turn, to differences in migratory habits.

[a] The wildebeests follow, in their migration, the pattern of local rainfall. [b] The other species do likewise. [c] But when a new area is fueled by rain, the mammals migrate toward it in a set order to exploit it. [d] The larger, less fastidious feeders, the zebras, move in first; the choosier, smaller wildebeests come later; and the smallest species of all, Thomson's gazelle, arrives last. The later species all depend on the preparations of the earlier one, for the actions of the zebra alter the vegetation to suit the stomachs of the wildebeest, topi, and gazelle.

38. Directions: An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. *This question is worth 2 points.*

**East African herbivores, though they all live in the same environment, have a range of feeding preferences.**

- (a) The survival of East African mammals depends more than anything else on the quantity of highly nutritious fruits that they are able to find.
- (b) A herbivore's size and metabolic rate affect the kinds of food and the quantities of food it needs to eat.
- (c) Zebras and wildebeests rarely compete for the same food resources in the same locations.
- (d) The different digestive systems of herbivores explain their feeding preferences.
- (e) Migratory habits are influenced by feeding preferences.
- (f) Patterns in the migratory habits of East African herbivores are hard to establish.

**APPENDIX C**  
**ATTITUDE QUESTIONNAIRE**

### Attitude Questionnaire

This questionnaire was designed to explore students' attitude in learning English. Your true answers will be useful and appreciated. Please tick (/) in the space provided.

Statement of Opinion	Strongly agree (5)	Agree (4)	Not sure (3)	Disagree (2)	Strongly disagree (1)
1. I am happy with my in-class performance e.g. homework, classroom activities					
2. I enjoy working with peers when it comes to reading academic English					
3. I feel more confident reading academic English					
4. I am terrified when I see long passages in English					
5. I get nervous when I have to read academic English without using a dictionary					
6. When I have to read academic English, I like to work with peers rather than working on my own					
7. I feel more positive toward vocabulary learning					
8. I feel more secure in my reading when I make notes while I read					
9. I like the learning atmosphere					
10. I am satisfied with my test result					
11. I don't mind paying more to advance my English					
12. I want to read more of academic English passages in order to gain vocabulary					



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