

Nurdiana
Rizki Amelia

INTERPRETIVE *Reading*



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Nurdiana
Rizki amelia

INTERPRETIVE READING



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PREFACE

Reading comprehension is one of the pillars of the act of reading. When a student reads a text he engages in a complex array of cognitive processes. He is simultaneously using his awareness and understanding of phonemes (individual sound “pieces” in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text.

There are two elements that make up the process of reading comprehension: vocabulary knowledge and text comprehension. In order to understand a text, the reader must be able to comprehend the vocabulary used in the piece of writing. If the individual words don’t make the sense then the overall story will not either. Student can draw on their prior knowledge of vocabulary, but they also need to continually be taught new words. The best vocabulary instruction occurs at the point of need. Text comprehension is much more complex and varied than vocabulary knowledge. Readers use many different text comprehension strategies to develop reading comprehension. These include monitoring for understanding, answering and generating questions, summarizing and being aware of and using a text’s structure to aid comprehension.

Reading comprehension is incredibly complex and multifaceted. Because of this, readers do not develop the ability to comprehend texts quickly, easily or independently. Reading comprehension strategies must be taught over an extended period of time by the teachers who have knowledge and experience using them. Reading comprehension strategies must be refined, practiced and reinforced continually throughout life. Even in the middle grades and high school, teachers need to continue to help their students

develop reading comprehension strategies. As their reading materials become more diverse and challenging, students need to learn new tools for comprehending these texts. Content area materials such as textbooks and newspaper, magazine and journal articles pose different reading comprehension challenges for students and thus require different comprehension strategies. The development of reading comprehension is a lifelong process that changes based on the depth and breadth of texts the person is reading.

This book is for undergraduate students in university especially for English department students. SLA belongs to English department subject. In faculty guide book, this subject refers to MKK (Mata Kuliah Keahlian). This subject will teach at second semester students.

Writers

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CHAPTER I

INTRODUCING INTERPRETIVE READING

1. What is Reading?

a. Definition of Reading

Reading is a complex "cognitive process" of decoding symbols in order to construct or derive meaning. Reading is a means of language acquisition, communication, and of sharing information and ideas.

Reading is one of the subjects to get information and knowledge about everything readers need from the written form. Reading is very important, and it is one of the four language skills that should be mastered by student for all level. According to Nunan (2003) reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.

Then, Baker and Brown in Dorn and Soffos (2005) says that reading is a complex process involving a network of cognitive actions that work together to construct meaning. Then, Johnson states in his book that reading is the act of linking one idea to another.

In addition, Linguists also give definitions about reading, their opinions about reading vary. Some of them say that reading is the process to get, to understand, to catch the content of the reading. And also reading is a process to understand a written text which means extracting the required information from it as efficiently as possible.

Those statements above show the various definitions of reading, they mean generally. Reading means a complex process of thinking in assigning meaning from printed materials which involve most of the reader's intellectual act such as pronunciation and comprehension in order to receive ideas or information extended by the text. It can be seen that reading is not only looking at word in the form of graphic symbols but also getting meaning from word to word or line to line to understand what we read. It means that reading is process to understand the text content and to get information.

b. Purpose of reading

The purpose of your reading determines how you will read. You are not expected to read every reading on your reading list carefully from beginning to end, word for word. Skimming, scanning and careful, deliberate reading, are all skills which can be applied to reading academic texts, depending on the 'purpose' of your reading.

There are various academic purposes for reading, but only two are in evidence in the modern classroom. The first is recreational. One would think that recreational reading and academic reading would occupy different worlds, but, in the modern classroom, they do not. Recreational reading, especially in the upper elementary grades and middle school, affords the student the sole opportunity to improve his primary reading skills, especially fluency and comprehension. If the reading choices are controlled by a list, what is described as recreational in nature also serves an academic purpose. If 8th graders are reading "The Red Badge of Courage," they are also accessing the canon of Western literature.

Usually the main purpose behind your reading is to make connections between what you already know and

what you need to know. Knowing why you are reading will greatly increase your chances of understanding the material. There are many reasons why you might be reading some particular text:

1. Pleasure and Enjoyment

This is probably the best reason to read anything. You have chosen the material for the purpose of enjoying yourself. Reading entertains you, even relaxes you. However, this will rarely be the purpose behind the reading you need to do for your subjects at university.

2. Practical Application

Here the purpose is to gain information that you can apply or use in a practical situation. Books such as laboratory manuals, computer manuals, instruction booklets, and recipe books are all texts that you would consult with the purpose of gaining specific information.

3. To get an overview

The point here is to get a general feel for the material, to determine whether it is relevant, useful, up to date, and to get a sense of how the topic is treated by the author. This is likely to be the main purpose behind your reading when you:

- a. are given an extensive reading list for an assignment
- b. are doing initial library research for an essay, tutorial, research report or similar assignments
- c. need to decide which texts are most relevant or useful for your assignment

4. To locate specific information

Sometimes you know what you are looking for but do not know exactly where to find it. For example, you might be looking for:

- a. a specific quotation
- b. evidence to support a particular argument
- c. details about a specific person or event
- d. a map
- e. a diagram
- f. a statistic or table of statistics
- g. To find this sort of information might mean that you have to consult several books or sources. In these circumstances you will be reading with the aim of zeroing in on the information you are looking for.

5. To identify the central idea of theme

Looking for the main ideas rather than individual words and so-called facts. Once you identify a main idea, look for the deeper meanings:

- a. What evidence is being presented to support it?
- b. What evidence might there be against it?
- c. What connections might there be between the main points and what you already know?
- d. How does what the speaker is saying match up with what you have read in the relevant literature?

6. To develop a detailed and critical understanding

From the theories above, we know that what we are going to get after reading. The readers have their aim when they read something.

c. Kinds of reading

There are two kinds of reading:

1) Extensive reading

Extensive reading is a language teaching procedure where learners are supposed to read large quantities of material or long texts for global understanding, the principal goal being obtaining pleasure from the text (Bamford, Extensive Reading Activities 1). It is the view of Palmer (1964) that “extensive reading” is considered as being reading rapidly. The readers read books after books. Its attention is paid to the meaning of the text itself not the language. The purpose of extensive reading is for pleasure and information. Thus, extensive reading is also termed as “supplementary reading”.

Extensive is a form of reading instruction. Its definition and purpose are expressed as follows: “Extensive reading means reading in quantity and in order to gain a general understanding of what is read. It is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading” Richards and Schmidt (2002: 193–194). Although there are various ways of implementing.

Extensive reading in educational settings, the top ten principles by Day and Bamford (2002) provide a good guideline for conceptualizing extensive reading in a teaching/ learning process:

1. The reading material is easy.
2. A variety of reading material on a wide range of topics must be available.

3. Learners choose what they want to read.
4. Learners read as much as possible.
5. The purpose of reading is usually related to pleasure, information and general understanding.
6. Reading is its own reward.
7. Reading speed is usually faster rather than slower.
8. Reading is individual and silent.
9. Teachers orient and guide their students.
10. The teacher is a role model of a reader.

2) Intensive Reading

The work of Palmer (1921) notes that “intensive reading” means that the readers take a text, study it line by line, and refer at very moment to the dictionary about the grammar of the text itself. It is related to further progress in language learning under the teacher's guidance. It provides a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will provide material for developing greater control of the language and speech and writing. Students will study short stories and extracts from novels, chosen for the standard of difficulty of the language and for the interest they hold for this particular group of students.

Intensive reading is generally at a slower speed and requires a higher degree of understanding to develop and refine word study skills, enlarge passive vocabulary, reinforce skills related to sentence structure, increase active vocabulary, distinguish among thesis, fact, supportive and non-supportive details, provide socio cultural insights.

2. Reading Comprehension

Comprehension is the process of making sense words, sentences, and connected text. Phang (2011: 15) stated that comprehension is the process of deriving meaning from connected text. It involves word knowledge as well as thinking and reasoning. Readers must use the information already acquired to filter, interpret, organize, reflect upon and establish relationships with the new incoming information on the page.

We define reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. According to Galda and Beach (2001), Comprehension entails three elements:

1. The reader who is doing the comprehending
2. The text that is to be comprehended
3. The activity in which comprehension is a part

Beside, comprehension is the active process of constructing meaning concepts, making inferences, and linking key ideas. It is supported by Karen R.Harris and Steve Graha state that reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge and strategy use) as well as variables related to the text itself (interest in text, understanding of text types). It means that comprehension is a process that involves prior knowledge and interaction between readers and text in comprehending the text.

While, reading is comprehending. It means that if they can read the words of a text, but do not understand what they

are reading, they are not really reading. How much and how easily readers comprehend depends on variables within and outside them. These key variables of reading comprehension include the reader, the activity of reading, and the text

Reading comprehension includes the following:

- a. Applying one's knowledge and experiences to the text,
- b. Setting goals for reading, and ensuring that they are aligned with the text,
- c. Using strategies and skills to construct meaning during and after reading,
- d. Adapting strategies that match the reader's text and goals,
- e. Recognizing the author's purpose,
- f. Distinguishing between facts and opinions, and
- g. Drawing logical conclusions.

From the explanation above, known that reading comprehension is process and activity to understand about all of reading text that include vocabulary and concepts, making inferences, and linking key ideas, besides the reader will get idea or meaning from the written text.

Moreover, as pointed out by Lems, Miller and Soro (2010: 170), reading comprehension is not a static competency; it varies according to the purposes for reading and the text that is involved. When the prerequisite skills are in place, reading becomes an evolving interaction between the text and the background knowledge of the reader. It means that to comprehend the text the readers need to use some strategies before, during and after reading.

Fundamentally, King and Stanley (1989), the components of reading comprehension are as follows:

1) Finding Factual Information.

Factual information requires reader to scan specific details. The readers must be recognizing the factual information and able to find detail information such as person, place, event and time.

2) Finding Main Idea.

Recognition of the main idea of a paragraph is very important because it helps the readers not only understand the paragraph on the first reading, but also help to remember the content later. Reader not only comprehends the idea in the text but also the relative significance as expressed by the writer.

3) Finding The Meaning of Vocabulary.

It means that the reader should be able to guess the meaning of unfamiliar word in the paragraph or sentence which they read.

4) Identifying Reference.

Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronoun, such as; it, she, he, they, this, etc.

5) Making Inference.

Inference is a skill where the reader has to be able to read between the lines.

3. Interpretive Reading

Interpretive communication includes listening, viewing, or reading a text, such as listening to an announcement on a public address system, watching a movie, or reading a newspaper. The listener, viewer, or reader does not have any way to question the author of the text, ask for repetition, or negotiate meaning. This type of communication is referred to as one-way communication.

When talking about interpretive communication the content of the language input that is listened to, watched, or read is referred to as a “text” regardless of the mode. Not all interpretive communication is the same; listening to an announcement in an airport requires a different sort of listening capability than listening to a story on the radio, and reading an ad in the newspaper requires a different sort of reading capability than reading a newspaper article. In addition, listening, viewing, and reading each pose unique challenges.

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning and the reader uses knowledge, skills, and strategies to determine what that meaning is. The reader must cope with the way the writer has structured the material, but can look backwards and forward in the text to increase comprehension.

Interpretive communication always involves comprehension of a text. Comprehension is usually described as literal or inferential. Your instructional objectives for comprehension in the target language should include both literal and inferential comprehension, just as they do in the students’ first language.

Literal Comprehension is comprehension of the facts that are explicitly stated in a text that is read, listened to, or viewed. A recipe, for example, is a series of explicit statements about ingredients, amounts, and the steps taken in preparation.

In contrast, Inferential Comprehension is comprehension of ideas or facts derived from inferences, predictions, and elaborations that are based on the literal interpretation of a text. If a student reads that a man is opening an umbrella as he walks outside, s/he may infer that it is raining, even if the text does not include that specific information.

While, Interpretive reading is when a person reads aloud from a written literary script in a way that makes it feel as though it is being performed though the person is not performing the script. The audience must imagine the action happening rather than seeing it in front of them. Interpretive readers will use vocal and physical cues to help convey the action that the script suggests.

CHAPTER II

STRATEGIES FOR ACTIVE READING

1. What is active reading

Active reading takes place when students are proactively involved in the reading of a text. Active reading is about more than reading words in black and white and answering questions afterwards. Student engagement is important in order to optimize learning, so when you, as the teacher, get your students involved in what they are reading, they are more likely to better understand the meaning within the text.

Active reading simply means reading something with a determination to understand and evaluate it for its relevance to student's needs. Simply reading and re-reading the material isn't an effective way to understand and learn. Actively and critically engaging with the content can save their time. Research reveals that effective reading is not a single-step process, but a complex set of skills involving activities before, during and after reading. Here is a partial list of some of those skill:

- a. Before reading:
 - 1) Determining the subject of the material
 - 2) Determining how the material is organized
 - 3) Deciding what you need to remember from the material
 - 4) Defining your purpose for reading
- b. During Reading
 - 1) Identifying what is important
 - 2) Determining how key ideas are supported
 - 3) Identifying patterns of thought
 - 4) Drawing connections among ideas
 - 5) Anticipating what is to come next
 - 6) Relating ideas to what you already know

- c. During and after reading
 - 1) Identifying the author’s purpose for writing
 - 2) Analyzing the writer’s technique and language
 - 3) Evaluating the writer’s competence or authority
 - 4) Asking critical questions
 - 5) Evaluating the nature and type of supporting evidence

Active readers get involved with the material they are reading. They think, question, challenge, and criticize the author’s idea. They also try to make the material their material.

2. Pre reading

Pre reading is a way to familiarize yourself with the organization and content of the material. It involves getting a quick impression or overview of what you are going to read before beginning to read. As a result, you will be able to read faster and follow the author’s train of thought more easily. Pre reading likes a road map before you start out on a drive to unfamiliar place. The road map, such as pre reading, gives you an idea of what lies ahead and how it is arranged.

- a. How to pre read

This the way how to do pre reading:

- 1) Read the title
- 2) Read the introduction or opening paragraphs
- 3) Read each boldface heading
- 4) Read the first sentence under each heading
- 5) Notice any typographical aids
- 6) Notice any graphs or picture
- 7) Read the last paragraph or summary

- b. How to pre read articles without headings

To get an overview of the content of an article without headings, read the first sentence of each paragraph: it often states the main idea of the paragraph. By reading first sentences, you will become familiar with most of the main ideas contained in the selection

c. Adapting pre reading to various types of material

If the key to becoming a flexible reader lies in adapting techniques to fit the material, then the key to successful pre reading is the same. You must adjust the way you pre read to the type of material you are working with. Here are a few suggestion to help you make these adjustment.

Table II.1

How to adjust pre reading to the material

No	Types of material	Special features to consider
1	Textbooks	Title and subtitle Preface Table of contains Appendix Glossary
2	Textbook chapters	Summary Vocabulary list Review and discussion questions
3	Article and essays	Title Introductory paragraphs Concluding paragraphs
4	Tests and exams	Instructions and directions Number of items Types of questions Point distribution

(McWhorter, 1992: 24)

d. Why pre reading is effective

Pre reading is effective because it:

- 1) Helps you become interested and involved with what you will read
- 2) Gives you basic information about the organization and the content of the article
- 3) Allows you to read somewhat faster, since the material is familiar
- 4) Provides you with a mental outline of the material

3. Making predictions and connections

Pre reading is similar to watching a film preview. After pre reading you should be able to make predictions about the content and organization of the material and make connections with what you already know about the topic.

a. Making prediction

Predictions are educated guesses about the material to be read. It are made based on your experience with written language, as well as your background knowledge and familiarity with the subjects. To get started making predictions, keep the following questions in mind.

What clues does the author give?

What will this material about?

What logically would follow?

How could this be organized?

Table II.2

Sample Predictions

No	Title	Prediction
1	Highlights of marketing research	An overview of the history of market research will be presented
2	Laws affecting competition	How competition works and what affects it will be explained
3	Why new products fail or succeed	Factors that influence a product's sales will be discussed
4	A test of your consumer rights awareness	Questions and answers about consumer rights will be presented

Exercise 2-1

Directions: Predict the content or organization of each of the following textbook chapter headings taken from a sociology textbook

1. Inequality in the United States

2. Nontraditional marital and family lifestyles

3. What is religion?

4. Education and change in the 1980s

5. Computers in the school

b. Making connection

Once you had pre read an assignment, an important next step is to call to mind what you already know about the subject. Do this by making connections between the material to be read and your background knowledge and experience. For example, learnings occurs more easily if you can relate new information to information already stored. Material that is familiar and meaningful is easier to learn than that which is not.

Search your previous knowledge and experience for ideas or information to which you can connect the new material in an assignment. You might think of this process as tying a mental stringing between already stored information and new information. Then as you pull out, or recall, old information, you will find new information is also recall. To draw on or active your prior knowledge and experience, think about the subject using one of the following techniques:

- 1) Ask as many questions as you can about the topic and attempt to answer them

- 2) Divide the subject into as many features or subtopics as possible
- 3) Free associate, write down anything that comes to mind related to the topic.

4. Developing guide question

Reading should also be a purposeful activity. Before you begin reading any article, selection, or chapter, you should know what you want to accomplish by reading it. One of the best ways to develop specific purposes is to form guide questions.

a. How to develop guide questions

Guide questions can be formed by turning the chapter or essay titles and headings into questions that you will try to answer as you read.

b. Asking the right guide questions

To put guide question to their best use, you must ask the right questions. Questions that begin with *what, why or how* are useful because they usually require you to think or consolidate information and ideas. Questions that begin with *who, when and where* are less useful because they can often be answered in a word or two; they often refer to a specific fact or detail rather than to larger ideas or concepts.

Exercise 2-2

Directions: For each of the following titles or headings, write a guide question that would be useful in guiding your reading of the material that would follow.

1) Political Party functions

2) The thinking of men and machines

3) Comparing X-Rays and Visible Light

4) Ghana and Rhodesia- A Study in Contrasts

5) The constitution: New Challenges

5. Monitoring Comprehension

Cognitive monitoring means keeping track or being aware of what is happening mentally as you read. In cognitive monitoring, you maintain an awareness of your level of understanding by picking up clues or signals that indicates whether you are understanding what you are reading.

Read the following paragraph, as you read, be alert to your level of understanding.

The two most common drugs that are legal and do not require a prescription are caffeine and nicotine. Caffeine is the active ingredient in coffee, tea and many cola drinks. It stimulates the central nervous system and heart and therefore is often used to stay awake. Heavy use-

say, seven to ten cups of coffee per day—has toxic effects, that is, acts like a mild poison. Prolonged heavy use appears to be addicting. Nicotine is the active ingredient in tobacco. One of the most addicting of all drugs and one of the most dangerous, at least when obtained by smoking, it has been implicated in lung cancer, emphysema and heart disease.

In this paragraph, everything seemed to fit together and make sense. Ideas seem to lead from one to another, you could follow the author’s train of thought easily.

a. Recognizing comprehension signals

The table below are some common signals that may assist you to monitor your comprehension.

Table II.3

Comprehension Signals

No	Positive Signals	Negative signals
1	Everything seems to fit and make sense; ideas flow logically from one to another	Some pieces do not seem to belong: the material seems disjointed
2	You are able to see where the author is leading	You feel as if you are struggling to stay with the author and are unable to think ahead
3	You are able to make connections and see patterns of thought developing	You are unable to detect relationships; the organization is not apparent
4	You read at a regular pace without slowing down or	You need to reread frequently, and you make

	rereading	frequent regression
5	You begin to see uses or applications to other situation	You do not know why the material was assigned and cannot explain why it is important
6	You feel comfortable and have some knowledge about the topic	The topic is unfamiliar, yet the author assumes you understand it
7	You recognize most words or can figure them out from context	Many words are unfamiliar
8	You can express the main ideas in your own words	You must reread and use the author's language to explain an idea
9	You understand why the material was assigned	You do not know why the material was assigned and cannot explain why it is important
10	You read at a regular, comfortable pace	You often slow down or reread
11	You understand what is important	Nothing or everything seems important

(McWhorter, 1992: 42)

b. Correcting incomplete comprehension

Once you recognize clues that signal your level of understanding, you will find situations where you are not comprehending as well as you should. When this happens:

- 1) Analyze the time and place in which you are reading
- 2) Rephrase each paragraph in your own words
- 3) Read aloud sentences or sections that are particularly difficult

- 4) Write a brief outline of the major point of the article
- 5) Do not hesitate to reread difficult or complicated sections
- 6) Underline key ideas
- 7) Slow down your reading rate
- 8) Summarizing

CHAPTER III

SKIMMING: READING FOR MAIN IDEA

According to Marks (2013), skimming is one of the tools you can use to read more in less time. Skimming refers to looking only for the general or main ideas, and works best with non-fiction (or factual) material. With skimming, your overall understanding is reduced because you don't read everything. You read only what is important to your purpose. Skimming takes place while reading and allows you to look for details in addition to the main ideas. In other words, skimming is reading a text quickly to get a general idea of meaning. Skimming allows you to pick up some of the main ideas without paying attention to detail. It is a fast process. A single chapter should take only a few minutes.

1. Purposes for skimming

In skimming, your overall purpose should be to read only those parts of an article or selection that contain the most information. The basic task of skimming is to identify those parts of any reading material that contain main ideas.

Here are a few examples of material for which skimming would be the most effective technique to use:

- a. A section of a text chapter that reviews the metric system.
- b. A section of a reference book that you are using to complete a research paper
- c. A newspaper report of a current political event
- d. A movie review

2. How to skim

- a. Note any bold print and graphics.
- b. Start at the beginning of the reading and glide your eyes over the text very quickly.
- c. Do not actually read the text in total. You may read a few words of every paragraph, perhaps the first and last sentences.
- d. Always familiarize yourself with the reading material by gaining an overview and/or skimming before reading in detail.

To acquaint you with the process of skimming, a basic, step-by-step procedure is presented and applied to a sample article. As general guide, read the following items:

- 1) The title
- 2) The subtitle or introductory byline
- 3) The introductory paragraph
- 4) The headings
- 5) The first sentence of each paragraph
- 6) Key words
- 7) The title or legend of any maps, graphs, charts, or diagrams
- 8) The last paragraph

3. Using skimming effectively

There are three types of skimming:

- a. Preview skimming: to become generally familiar with the organization and content of material before reading it.

- b. Overview skimming: to get an overview of the content and organization without reading the material completely.
- c. Review skimming: to go back over material you have already read to review the main points of the material

4. Skimming various material

Effective skimming hinges on the reader’s ability to recognize the organization and structure of the material and to locate the main ideas of the selection. The following suggestions should help you become familiar with the technique of skimming.

Table III.1

Adapting your skimming strategy

No	Type of material	Focus on
1	Textbook chapters	<ul style="list-style-type: none"> a. Chapter objectives and introductions b. Headings and typographical aids c. Graphic and visual aids d. Review and discussion questions
2	Reference sources	<ul style="list-style-type: none"> a. Date b. Organization of the source c. Topical index
3	Newspaper article	<ul style="list-style-type: none"> a. Title b. Opening paragraphs c. First sentences of remaining paragraphs

4	Magazine articles	<ul style="list-style-type: none"> a. Title / subtitle / byline b. Opening paragraphs c. Photograph / captions d. Headings / first sentence e. Last several paragraphs
5	Nonfiction book	<ul style="list-style-type: none"> a. Front and back cover of book jacket b. Author's credentials c. Table of contents d. Preface e. First and last chapter

(McWhorter, 1992:87)

CHAPTER IV

SCANNING RAPIDLY INFORMATION

1. Definition of scanning

Scanning is another useful tool for speeding up your reading. Unlike skimming, when scanning, you look *only* for a specific fact or piece of information without reading everything. You scan when you look for your favorite show listed in the cable guide, for your friend's phone number in a telephone book, and for the sports scores in the newspaper. For scanning to be successful, you need to understand how your material is structured as well as comprehend what you read so you can locate the specific information you need. Scanning also allows you to find details and other information in a hurry.

Scanning is a process of rapidly locating specific information in printed material. Because you already scan many different types of material in your daily life, learning more details about scanning will be easy. Establishing your purpose, locating the appropriate material, and knowing how the information is structured before you start scanning is essential.

The material you scan is typically arranged in the following ways: alphabetically, chronologically, non-alphabetically, by category, or textually. Alphabetical information is arranged in order from A to Z, while chronological information is arranged in time or numerical order. Information can also be arranged in non-alphabetical order, such as a television listing, or by category, listings of like items such as an auto parts catalog. Sometimes information is located within the written paragraphs of text, also known as a textual sense, as in an encyclopedia entry

2. How to scan

The key to effective scanning is to approach the material in a systematic manner. The following steps provide a systematic approach.

a. Check the organization

Before you begin to scan, check to see how the article or material is organized

b. Form specific question

Scanning is effective only if you have a purpose, so try to fix in your mind what you are looking for by forming specific questions about the topic

c. Anticipate word clues

This step may help you locate the answer more rapidly. The table below, lists additional clues for finding various types of information.

Table IV.1

Clues for Scanning

No	Type of information need	Clues	example
1	Statistics, amounts, quantities,	Numbers (words or digits): words expressing quantities	1.389.000 gallons of oil
2	Dates, timers	Digits, clue words:	After 1983,...

		before, after, during...	
3	Definitions	Boldface or italicized print: clue words: is referred to as, can be defined as, means, is termed; pairs of commas enclosing parenthetical information, dashes, parentheses	The playbill (poster reviewed...
4	Reasons / causes	Clue words: because consequently, for that reason, as a result; enumeration: one cause..., a second cause	Consequently, air flows upward
5	Names, places	Capitalized nouns: pairs of parenthetical commas	The famous general, George C. Marshal
6	Location, position	Capitalized nouns, clue words: besides, next	In Indonesia, ...

		to, adjacent, below...	
7	Characteristics	Item listed in a series separated by commas, synonyms, features, variables, qualities	Platinum is a steel-grey malleable, ductile chemical elements...
8	Process (how does)	Clue words: first, then, next... Enumeration: 1)... 2)... 3)...	First, blood is circulated

(McWhorter, 1992:108)

d. Identify likely answer locations

Using what you have learned from checking how material is organized try to identify likely places where the information you are looking for might appear.

e. Use a systematic patterns

Scanning should be organized and systematic. Do not randomly skip around, searching for clues. Instead, rhythmically sweep your eyes through the material. The pattern or approach you will use depend on material.

f. Confirm your answer

Once you think you have located the information you have been looking for, check to be sure you are

correct. Read the sentence or two that contain the answer, confirming that is the information you need.

3. Scanning particular types of material

Materials to be scanned can be divided into two broad categories: columnar material and prose material. Columnar material includes all sorts of information presented in lists, tables, columns, schedules, or charts. On the other hand, prose material refers to any information presented in paragraph form and includes materials such as encyclopedia series, newspaper and magazine articles, textbooks, and brochures and pamphlets.

a. Scanning columnar material

The most important step is to become familiar with its organization. It is essential to recognize how the writer has arranged the information. First, check to determine the overall organization and then see if it is divided in any particular way. In scanning a zip code directory you would see that it is arranged alphabetically but that there is a separate alphabetical list for each state. Many reference books that are arranged alphabetically have guide words at top of each page to indicate the words or entries that are included on each page. In scanning columnar material you will often be able to scan for a specific word, phrase, name, date, or place name.

The most effective scanning pattern for most columnar material is a straight down-the column pattern often called the arrow pattern. It is a swift, down-ward sweep. In using this pattern with material arranged alphabetically, focus on the first

letter of each line until you reach the letter that begins the word you are looking for. Then focus on the first two letters until you reach the two letter combination you are searching for. Successively widen your focus until you are looking for whole words.

b. Scanning prose materials

It more difficult to scan prose materials than columnar material. For prose materials you must rely heavily on identifying clue words and predicting the form of your answer. It is useful to think of scanning prose material as floating process in which your eyes drift quickly through a passage searching for clue words or phrases.

CHAPTER V

TECHNIQUE FOR READING FASTER

1. Eye-movement

Reading is primarily a thinking process. There are physical aspect of reading: your eyes recognize words and transmit them in the form of signals to the brain. While physical aspects of reading are far less important that the cognitive process, it is worthwhile to consider briefly what occurs physically when you read.

a. What happen when you read

Your eyes are highly specialized and complicated instruments. They have the capacity to recognize words rapidly and to transmit them in the form of signals to the brain. Mental process become involved as your brain attaches meaning to the signals it receives. As these two process occur, you comprehend what you are reading. To explain what occurs as your eyes move across a line of print, let us look at some physical features of eye-movement process.

1) Left to right progression

Your eyes are already well trained to move in a left-to-right pattern across the page. The speed of this progression is variable and can be significantly increased with practice and training.

2) Fixation

As your eyes move across a line of print, they move and stop, move and stop. When your eyes in motion, they do not see anything. When your eyes stop, or focus, this is called a fixation.

3) Eye span

As your eyes stop, or fixate, while progressing from left to right across the line, they see a certain number of words or letters. The amount you see during each fixation is called your eye span.

4) Return sweep

When your eyes reach the end of line of print, they return to the beginning of the next line. This return motion is called the return sweep.

5) Regression

Normally, your eyes progress in a left-to-right direction, seeing each word in the order it was written. Occasionally, your eyes will, instead of moving to the next word, move backward, or regress. This word may be on the same line or on a previous line.

b. Observing eye-movement patterns

Most of the process described so far can be readily observed by watching another person read. To get a better understanding of eye movement patterns, choose another person to work with and try the following experiments.

Experiment 1: observing eye movement

Experiment 2: counting fixations

Experiment 3: regression

c. Reducing regression

There are various mechanical devices used to reduce regression, but you can easily get the same result by using one or more of the following techniques.

- 1) Be conscious of your tendency to regress and force yourself to move your eyes only from left to right. Do not regress in the middle of a sentence
- 2) Use a 5'x8' index card to prevent regression to previous lines
- 3) Use a pen, pencil or finger to guide your eyes in a left-to-right direction across each line as you read.

2. Reading in meaning cluster

Clustering is the technique of grouping words together. You recall that your eyes move and stop, move and stop as they proceed across a line of print. It involves widening your eye span so that you see several words in one fixation.

a. How to cluster read

Essentially, clustering involves widening your eye span and / or point of concentration to encompass two or three words. To cluster most effectively, however, you should try to group words together naturally fit or go together. In both written and spoken language, words fall into natural groupings. Our languages contains many words that carry little meaning alone, but when combined with others, express a thought or idea.

b. Learning to cluster read

To develop this skill, try to read as many things as possible in clusters. Begin by reading easy material, such as newspaper and magazines article, in phrases.

Later as you feel more confident about the skill, progress to more difficult types of material.

3. Key word reading

Key words reading involves skipping unessential words and reading only those words and phrase that carry the primary or core meaning of each sentence. In developing skill in key word reading it sometimes helps to think of the process as similar to that of reading a telegram, a headline in a newspaper, or a news caption that is run across the bottom of a television screen while a program is in progress.

a. When to use key word reading

Here are a few situations in which key word reading might be an appropriate technique.

- 1) When you are reading magazine movie reviews to decide if you want to see the movie.
- 2) When you are reading encyclopedia entries to determine if this encyclopedia contains any information that you do not already have.
- 3) When you are reading newspaper article to find the key ideas and primary details in a recent local event.
- 4) When you are reading
- 5) When using reference books to gain a general ideas of an author's approach and t treatment of an even, idea, concept, or theory.

b. Aids to key word reading

The ability to key word read draws on many comprehension skills and reading techniques. Your knowledge of sentence structure, specifically your awareness of punctuation, and your ability to identify key parts of a sentence will unable you to key word read. You

will also be using your knowledge and familiarity with the structure of the English language, which you have acquired naturally throughout your lifetime, to help you locate key words.

1) Using sentence structure

Sentences contain core parts that tell you what is about (subject), what action occurred (predicate), and who or what received the action (the object). These parts carry the basic meaning of the sentence

2) Using punctuation

Punctuation can serve as an aid in locating key words. It may signal what is to follow, separate nonessential parts of a sentence, or indicate the relationship of various parts of sentence to one another.

3) Using typographical aids

Typographical aids include any aspects of the words that appear in print such as boldface print, colored print, capitalization, underlining, enumeration, or lists of information. Most typographical aids emphasize important information; others help the reader organize the information, italics, underlining, and boldface print all used to make important information more noticeable.

4) Using grammatical structure

Your knowledge of grammar can also help you read key words effectively.

4. Using cue word

Many materials contain cue words and phrases that indicate when to speed up, when to maintain your pace and when to slowdown. These words and phrases often function as transition, connecting, and leading from one idea to another. These transitions also cue reader as to what is follow and indicate its relative importance.

Table VI.1

Reading rate cues

No	Cues	Transition
1	Repetitious information Examples	Again, in other words, that is To illustrate, for example, suppose, for instance, such as
2	Change in thought Summary Conclusion Emphasis (above all, indeed)	However, nevertheless, instead of despite. In summary, for these reasons, to sum up, in brief. In conclusion, therefore, Thus. Most important, it is essential.
3	Continuation Numeration (listing)	Likewise, similarly, also, furthermore, and added to, in addition. First, second,..., next, then, 1)..., 2)...

(McWhorter, 1992:148)

5. Rapid reading drills

One effective way to build read rate is to practice reading various material than uncomfortably high rate. Do not be too concerned if at first your comprehension is incomplete. Your first goal is to gain speed-to cover material faster than before. Then as you become more skilled at faster reading, you will find that your comprehension will improve.

6. Pacing technique

Pacing involves forcing yourself to read slightly faster than you normally would. It involves trying to keep up with a pre-established pace.

a. Pacing methods

There are numerous ways to pace yourself for speed increase. Among the most common are these:

- 1) Use an index card
- 2) Use your hand or index finger, or a pen or pencil
- 3) Use a timer or alarm clock

As you begin to use one of these pacing methods, here are several suggestion keep in mind:

- 1) Keep a record of your time, the amount you read and your words per minute
- 2) Be sure that you maintain an adequate level of comprehension
- 3) Push yourself gradually, across several weeks of practice
- 4) Try to keep your practice material similar from day to day

b. Why pacing works

Pacing is built on the principle that rate gain occurs in slow, incremental eps. It provides a framework and a means to accomplish these incremental gains. It is also effective because it established a goal to be met, speed to attain. Pacing forces you to keep moving at a given rate unless you deliberately decide to slow down. Pacing also improves your concentration by forcing you to pay close attention to the text.

7. Rereading for rate increase

Rereading is an effective method that you can use to build your reading rate. This technique is similar to pacing in that involves building your rate gradually, using small increments. To reread for speed increase use the following steps.

- a. Select an article or passage and read it as you normally would for careful or leisure reading.
- b. Time yourself and compute your speed in words per minute after you finish reading.
- c. Take a break (five minutes or so). The reread the same selection. Push yourself to read faster than you read the first time.
- d. Time yourself and compute your speed once again.
- e. Read a new selection, pushing yourself to read almost as fast as you reread the first selection

CHAPTER VI

SENTENCE PATTERN

1. Understanding Sentence

A sentence is a group of words giving a complete thought. A sentence must contain a subject and a verb (although one may be implied).

A sentence can consist of a single clause or several clauses. When a sentence is a single clause, it is called a simple sentence (and the clause is called an independent clause). A sentence must contain at least one independent clause. Below are the four types of sentence structure (with their independent clauses shaded):

a. A Simple Sentence.

A simple sentence contains one independent clause and has no dependent clauses.

For example:

- I went to the zoo last week.
- They are cleaning their classroom.
- The students have the assignments for this semester.

Simple sentence is called 'simple' because it contains only one subject and one verb, or predicate. What's a predicate? A predicate is the main verb in a sentence and any additional components related to the subject's actions.

For example:

I will shop at the store this weekend.

In this sentence 'I' is the subject, and 'will shop' is the predicate. The verb 'shop' is helped by the auxiliary verb 'will,' and together they form the predicate.

b. A Complex Sentence.

A complex sentence has an independent clause and at least one dependent clause. A clause is a group of words that has both a subject and a verb. An independent clause forms a complete thought. A dependent clause, also called a subordinating clause, does not form a complete thought and is dependent upon an independent clause for meaning.

For example:

- Although Paul had some doubts, he found the courses very useful.

The above example is a complex sentence: it has a dependent clause (a subject 'Paul' and a verb 'had'), followed by an independent clause (subject 'he' and a verb 'found') and forms a complete thought.

- Computers have come a long way since they first came on the market.

This example begins with an independent clause (subject 'computers' and verb 'have come') that forms a complete thought, followed by a dependent clause (subject 'they' and a verb 'came').

c. A Compound Sentence.

A compound sentence is a sentence that has at least two independent clauses joined by a comma, semicolon or conjunction.

For example:

This house is too expensive, and that house is too small.

This sentence is a compound sentence because it has two independent clauses, 'This house is too

expensive, and that house is too small' separated by a comma and the conjunction 'and.'

When independent clauses are joined with coordinators (also called coordinating conjunctions) commas and semicolons, they do more than just join the clauses. They add meaning and flow to your writing. These are the coordinators we can use to join independent clauses. They are: For, and, nor, but, or, yet, so.

d. A Compound-Complex Sentence.

A compound complex sentence is made up of more than one sentence joined by a conjunction, and at least one of those sentence is complex. In other words, it is a compound sentence with a dependent, or subordinate clause.

Examples of Compound Complex Sentences:

In these examples, the dependent, or subordinate clause is underlined.

1. When I grow up, I want to be a lecturer, and my mom is proud of me.
2. I will get to watch television, but first, I have to clean up the dishes after we finish eating.
3. After our trip to the beach, school started back, and I was excited to see my friends.
4. Sarah cried when her cat got sick, but it soon got better.
5. The sun is shining through the clouds, so I think that we can go swimming.

2. Understanding the sentence pattern

McWhorter (1986: 62) states that here are how to understand the sentence pattern:

b. Identifying key ideas

Every sentence expresses at least one key idea, or basic message. This key idea is made up of two parts; a simple subject and a simple predicate.

The simple subject is usually a noun which identifies the person or object the sentence is about. While, the simple predicate is a verb which tells what the person or object is doing or has done.

For example:

John submitted all semester assignments last Sunday.

The key idea of this sentence is “John submitted”. It is expressed by the simple subject and predicate. The simple subject of this sentence is *John*; it tells who the sentence is about. The simple predicate is the verb *submitted*; it tells what John did.

Sometimes, some sentences may have more than one subject and/or more than one verb in the predicate.

Examples:

1. Poor diet and lack of exercise can cause weight gain.
This sentence has two subjects; poor diet and lack of exercise. While, can cause is the predicate.

2. My brother always worries and complains about his job.
The subject of this sentence is My brother and it has two verbs as the predicate; worries and complains.

Exercise 6-1

Direction: Look at the sentences below. Draw one line under the simple subject and two lines under the predicate!

1. The horse ran in the field.
2. The people in the house are having a party.
3. Mom asked me to go to the store.
4. The U. S. President spoke to the American people.
5. Jose rode her bike to school.
6. The students of Kennedy School watched the presentation by the jugglers.
7. Melanie's mother drove her to the doctor in Chicago.
8. The defensive tackle of the Chicago Bears missed the running back as he ran by him.
9. Joseph's brother bought a new car.
10. Allison likes to play volleyball.
11. Every summer, my parents travel to the eastern seacoast.
12. Wiliam Faulkner, a popular American author, wrote about life in the South.
13. Cocain, although illegal, is apparently increasing in use.
14. Psychologists are interested in studying human behavior in many different situations.
15. Attention may be defined as a focusing of perception.

c. Locating details

After we have identified the key idea, the next step in understanding a sentence is to see how the details affect its meaning. Most details either add to or change the meaning of the key idea. Usually they answer such questions about the subject or predicate as 5W+H (What, where, which, when, why and how).

For examples:

- Susan taught the English grammar at the Second semester last Wednesday

The English grammar at the Second semester last Wednesday is the details

The English grammar : what

At the second semester: which

Last Wednesday : when

- Last night, I read with interest a magazine article on sailing

Last night : when

With interest : how

A magazine article on sailing : what

As we read a sentence, be sure to notice how the details change, limit, or add the meaning of the key idea. Look at the following examples, how the underlined portion affects the meaning of the key idea.

- The scientists with the most liberal attitudes urged further study of nuclear power.

The underlined detail tells which scientists (only those with the most liberal attitudes) urged further study.

- The film about the death of the basketball star was depressing.

The underlined detail describes the film.

Exercise 6-2

Direction: Write what, which, when, where, why, or how in the space provided!

1. We can relieve tension through exercise.-----
2. The English instructor summarized the plot. -----
3. Many students in computer science courses can use the computer terminals only weekend. -----
4. Many shoppers clip coupons to reduce their grocery bill. -----
5. After having a lunch, I am going to discuss with my academic advisor. -----
6. Astronomers have learned about stars and galaxies by analyzing radiation they emit. -----
7. The world's oil supply is concentrated in only a few places around the globe. -----
8. Light traveling through empty space will move in a straight line. -----
9. Cobalt, essential for the manufacture of jet aircraft engines, is a valuable resource. -----
10. Ebbinghaus, one of psychology's pioneers, studied learning and memory processes. -----

d. Reading sentence that combine ideas

Many sentences tells more than one key idea. In this case, the writer often combines two or more closely related ideas into one sentence. For example:

Some teachers decided to go to Singapore, and others chose to go to Malaysia.

In this sentence two related ideas are combined:

1. Some teachers decided to go to Singapore.
2. Some students chose to go to Malaysia.

As we read the combined sentences, be sure to notice both key ideas. Sometimes, we also can combine ideas by the punctuation in the sentence. Two complete ideas can be combined by:

1. Using a semicolon

Examples:

- Some children hate swimming in the river; others enjoy it.
- Television is entertaining; it can also be educational.
- Some students enjoy learning in the laboratory; others hate it.

2. Using a comma followed by a conjunction (*and, but, or, nor, so, for, yet*)

Examples:

- Velcha expected a good grade in Reading course, but she received a C.
- My reading instructor assigns a lot of work, and he is very particular about how it is done.

Exercise 6-3

Direction: Draw one line under the first complete idea and two lines under the second complete idea.

1. I read all chapters that were assigned, and I wrote an outline of each.
2. Some students like Geography, while others hate it.
3. The football team practices every day; rain or snow never stops them.
4. Although my favorite dessert is orange chocolate cake, I love anything made with chocolate.
5. George was lonely and depressed, so he called his brother on the phone to talk things over.
6. The students wanted to cancel the class, but the lecturer decided to reschedule it.
7. I drove around the city for a while, and then I found the restaurant for which I was looking.
8. My uncle bought a used car, but he could not keep up with the payments.
9. Some students chose to write a term paper, and others chose to take the final exam.
10. People are impressed with the computer's ability to solve a problem, yet computers do not solve problems unless a person has programmed them to do so.

d. Reading sentence that relate ideas

The writer expands a sentence by adding a related but less important idea. Especially in a complete sentence, there are independent and dependent clauses. It means, this sentence contains more important idea and less important idea.

McWorther (1986: 86) states that here are the functions of the idea of lesser importance:

1. Describes
Example: Our teacher, who is sitting over there, got the scholarship for her post graduate program.
2. Expresses cause
Example: Because I was out shopping, I missed your video call.
3. States purpose or reason
Example: Andrew skipped his Computer class so he could study for his psychology test.
4. Describes conditions
Example: If my brother pass that test, he will move to Jakarta next month.
5. Expresses time relationships
Example: While I was waiting for my instructor, I watched the news on television.

Exercise 6-4

Direction: Read carefully the following sentences and then underline for the less important idea!

1. Although I was recovering from a cold, I went shopping anyway
2. If a department store is too crowded, I cannot concentrate on what I am trying to purchase.
3. Because violence is regularly shown on tv, children accept it as an ordinary part of life.

4. As far as scientists can tell from available research, some types of cancer may be caused by a virus
5. As most people are aware, \$100 will not purchase the same amount of goods or services today as ten years ago
6. When a child throws a temper tantrum, the child usually receives attention
7. Since comparison shopping is a necessary part of the buying process, wise money managers look for differences in quality as well as price
8. When you learn a computer language, you learn the logic of problem solving
9. Although different psychologists within the developmental field hold various points of view, some fundamental issues confront all of them
10. While many political issues are of concern today, the most important ones are energy, the economy, and equality.

CHAPTER VII

PARAGRAPH STRUCTURE

A paragraph is a group of related sentences about a topic. In many languages, the fundamental unit of composition is the paragraph. A paragraph consists of several sentences that are grouped together. This group of sentences together discuss one main subject.

The purpose of a paragraph is to express a speaker's thoughts on a particular point in a clear way that is unique and specific to that paragraph. In other words, paragraphs shouldn't be mixing thoughts or ideas. A paragraph is structure around three essential elements: the topic, the main idea and supporting details. Here are the function of each of these elements.

1. Identifying the topic

Every paragraph has a topic to be discussed. A *topic* is the one thing the whole paragraph is about. McWhorter (1992: 71) states that topic is another word for subject. It answers the question, "Who or what is the paragraph (or article) about?" The topic is stated as a single word or phrase—not a complete sentence.

Identifying the topic is important, because it is a key in monitoring our comprehension, getting the full meaning of the text, and answering our instructor when she asks, "So what is this section about?" Once we identify the topic, we can more easily determine the author's main idea

Finding the Topic

- a. Ask ourselves, "Who or what is the paragraph (or article) about?"

- b. Use these clues to help us:
1. Look for a heading or title.
 2. Look for pictures and words in special print, such as bold, italics, or color
 3. Read the first and last sentences of the paragraph.
 4. Look for repeated words in a paragraph. It helps to use a pencil to circle or box repeated words and ideas.
 5. Look for something mentioned at the beginning of the paragraph and then referred to throughout the paragraph by pronouns or by other words.
 6. Look for ideas that are implied, or suggested, in addition to being named.

Let's use the following paragraph.

Computer chips have changed our way of life. With computer chips, we can make very small computers. Space scientists use these small computers in satellites and space ships. Large companies use these small computers for business. We can make very small calculators with computer chips. Some calculators are as small as a credit card, and these calculators are not very expensive. Computer chips are also used for making digital watches. A normal watch has a spring and moving hands, but a digital watch has no moving parts. A digital watch show the time and date with numbers, and some digital watches even have an alarm and a stopwatch. The computer chip makes all of this possible.

Explanation:

The phrase “computer chips”, as indicated by the underlining, is the most frequently mentioned thing in this paragraph. It is the one that best describes what all of the

sentences in the paragraph are about. Thus, this is the topic of the paragraph.

Most paragraphs state the topic, but some writers frequently imply the topic. Thus, to identify the topic, readers have to synthesize, or combine; different words in the paragraph. To be useful, the topic you select or create should be general enough to include everything discussed in the paragraph. Read the following paragraph.

Another Example:

Traffic is directed by color. Pilot instrument panels, landing strips, road and water crossings are regulated by many colored light and signs. Factories use color to distinguish between thoroughfares and work areas. Danger zones are painted in special colors. Lubrication points and removable parts are accentuated by color. Pipers for transporting water, steam, oil, chemicals, and compressed air, are designated by different colors. Electrical wires and resistances are color-coded.

Explanation:

In this paragraph, the topic is not directly stated. However, by considering the whole sentence, it is clear that the paragraph discusses about the uses of color in modern technological instrument. This is the topic of the paragraph.

Exercise: 7-1

Identify the topic in the following paragraphs!

1. Before we started radio communication in the last century, people had suggested ingenious ways of signaling our presence to other worlds in the solar system: huge bonfires in simple geometric

patterns such as squares or triangles; planting a 16-kilometer-wide strip of pine forest in Siberia in the form of a right triangle: huge mirrors to reflect sunlight; a 30-kilometer circular ditch filled with water over which kerosene would be poured and set burning; a powerful on the desert sands of the planet; a network of large sunlight-reflecting mirrors strategically positioned in several European cities forming the shape of the Big Dipper in Ursa Major.

Topic: _____

2. Coffee tree (actually they are more shrubs than trees) are relatively fast-growing, bearing fruits three to four years after planting. The fruits take another seven to nine months to mature. It is from these that the beverage used by at least a third of the world's people is produced. The mature fruits, or berries, are harvested by hand and processed by one of two methods. The dry method is used in most of Brazil's coffee-producing regions: the fruits are spread out to dry in the sun for fifteen to twenty-five days and then hulled. The wet method calls for pulping the berries after picking to removed the outer layer and part of the fleshy inner layer of the fruit. The pulped fruit is then fermented in tanks, washed, and sun-dried for eight to ten days. The dry skin around the beans is removed by milling and polishing, leaving shiny blue or grayish blue beans. The characteristic brown color is produced by roasting.

Topic: _____

3. Next time you fill up your tank, look at the price schedule on the pump. There you will see that several cents of each gallon's price is a federal tax. (In addition, most states—and some cities—change a tax on gasoline.) Most of these federal tax collections flow into highway trust funds, on the assumption that motorists should pay for the construction and repair of the nation's highways. (if you own a boat, you still pay the tax for gasoline. But you can receive a rebate of the federal tax proceeds at the end of the year. The reason, of course, is that boats don't need highways.

Topic: _____

4. One of the largest components of debt is the mortgage, the debt owed on real estate. In speaking of the mortgage market it is important to distinguish between real estate mortgages and mortgages as a type of security for a debt obligation. In one sense, one mortgages a car to secure a car loan. Anytime an asset is pledged to secure a loan, a mortgage is created. Since real estate loans are so typically secured by a pledged of real estate, such loans are themselves called mortgages. Mortgage borrowing exceeds the combined borrowing of corporations and municipalities by a wide margin.

Topic: _____

2. Finding the main idea

The most important idea in a paragraph is called the **main idea**. It tells what a paragraph is mostly about. Meaning that, main idea is the general sentence tells about the topic.

The main idea is the central point or thought the author wants to communicate to readers about topic. The main idea answers the question, "What does the author want me to know about the topic?"

Before determining the main idea, we should first find the topic. Then ask ourselves these questions: What is the main idea—what is the author trying to say about the topic? Which sentence states the main idea? It is easy to identify a main idea that is directly expressed in the text.

Main ideas are often found at the beginning of paragraphs. The first sentence often explains the subject being discussed in the passage. Look at the following example:

Juan loves to play games. His favorite game is chess because it requires a great deal of thought. Juan also likes to play less demanding board games that are based mostly on luck. He prefers Monopoly because it requires luck and skill. If he is done, Juan likes to play action video games as long as they aren't too violent.

In this example, the main idea is found at the beginning of paragraph; Juan loves to play games.

Main ideas are also found in the concluding sentences of a paragraph. The main idea can be expressed as a summation of the information in the paragraph. Look at the following example:

At the beginning of this century, only eight percent of marriages ended in divorce. In 1976, just over fifty

percent did. The dramatic change doesn't necessarily mean that people were happy in marriage in the old days and are unhappy today. Expectations have changed, and divorces are now much easier to come by. People who years ago might have suffered along now sever the marriage bond. Yet, however the statistics are interpreted, it is clear that there is a reservoir of dissatisfaction in many marriages.

This paragraph ends with a general statement of what the statistics do show—that there is much dissatisfaction in many marriages.

Occasionally, a writer does not directly state the main idea of paragraph. Instead, he or she leaves it up to the reader to infer, or reason out, what the main idea of the paragraph is. This type of paragraph contains only details or specifics which relate to a given topic and which substantiate an unstated main idea. To read this type of paragraph, start as you would for paragraphs with stated main idea. Ask yourself the question for finding the topic: What is the one thing the author is discussing throughout the paragraph? Then try to think of a sentence about the topic that all the details included in the paragraph would support. Analyze the following example:

Thomas Alva Edison invented or improved on the telegraph, phonograph, stock ticker, microphone, telephone, light bulb, battery, motion picture projector, and many other things. He held more than 1,300 US and foreign patents and was the first American director of a research laboratory for inventors. His various companies later combined to become General Electric.

In this paragraph, the writer returns again and again to Thomas Alva Edison. Therefore, the topic this paragraph is. Having been identifying this topic, it is not hard to figure out what the author wants to say about it. The sentences in the paragraph combine to suggest a main idea that would, if put into a sentence, read something like this: "Thomas Alva Edison was a great inventor." This is the main idea.

Exercise 7-2

Read the following paragraphs and determine the topic, the main idea in each of them.

1. Between 1890 and 1900, millions of people from southern and eastern Europe left their home in search of the American dream. The new immigrants had hoped to find a comfortable place where they could settle and live out their lives. But the cities to which they came were not prepared for the new arrivals, and many immigrant families ended up in ugly tenements that were poorly supplied with light, heat and water. They had dreamt of finding work, work that could make them independent, even rich. Instead they found that jobs were scarce. Frequently they had to take jobs for which they were unsuited, and the work left them exhausted and depressed. Many immigrants found that instead of the warm welcome they expected, they were treated as outsiders, with funny customs and even funnier way of speaking.
2. Human digestion begins when we use our teeth to cut and grind food. As we chew, saliva moistens and softens food so it can be easily swallowed. After being swallowed, the food passes into a tube that connects the

mouth and stomach; this tube is called *esophagus*. After the food reaches the stomach, muscles in the stomach will mix it together and combine it with a gastric juice that consists mostly of water and hydrochloric acid. The gastric juice reduces the food to a liquid that can pass into the small intestine. The passage takes about eight hours. During this time, enzymes break down the food even more, preparing it for absorption into the blood stream.

3. Liberty Statue is a colossal statue in Liberty Island in the Upper New York Bay, U.S., made to commemorate the friendship of the peoples of the United States and France. Standing 305 feet (93 meters) high including its pedestal, it represents a woman holding a torch in her raised right hand and a tablet bearing the adoption date of the Declaration of Independence (July 4, 1776) in her left. The torch, which measures 29 feet (8.8 meters) from the flame tip to the bottom of the handle, is accessible via a 42-foot (12.8-metre) service ladder inside the arm (this ascent was open to the public from 1886 to 1916). An elevator carries visitors to the observation deck in the pedestal, which may also be reached by stairway, and a spiral staircase leads to an observation platform in the figure's crown.
4. The atmosphere of Earth acts like any window in serving two very important functions: to let light in and to permit us to look out and to guard Earth from dangerous or uncomfortable things. A normal glazed window lets us keep our house warm by keeping out cold air. In such a way, the Earth's atmospheric window helps to keep our planet to a comfortable temperature by holding back radiated heat and protecting us from dangerous levels of ultraviolet light. Just like a window which prevents rain,

dirt, and unwelcome insects and animals from coming in, scientists have discovered that space is full of a great many very dangerous things against which our atmosphere guards us. (Adapted from: Brandon & Brandon, 2011: 289).

5. Astronauts face many problems in space caused by weightlessness. One of these problems is floating around the cabin. To solve this problem, astronauts wear shoes that are coated with a special adhesive. This adhesive sticks to the floor of the cabin. Serving food is another problem. It won't stay put on the table! Experts solved this problem by putting food and drinks in pouches and tubes. It only needs to be mixed with water. Weightlessness also causes problems when an astronaut tries to work. The simple task of turning a wrench or a doorknob can be difficult. Since there is no gravity to keep him down, when he exerts a force in one direction, the opposite force may flip him over completely. To solve this problem, he must be very careful about how much force he uses to do these simple tasks. Here on earth, life is much simpler, thanks to gravity.

6. To many parents, the infant's crying may be mainly an irritation, especially if it continues for long periods. But crying serves important functions for the child as well as for the parents. For the child, crying helps improve lung capacity and the respiratory system. Perhaps more important, the cry serves as a signal of distress. When babies cry, they indicate that they are hungry or in pain, and this is important information for parents."

3. Developing expectations as you read

According to McWhorter (1992: 180) states that to be an effective reader, you must become mentally active as you read. Rather than just taking in facts and ideas as you encounter them, you should be reacting to and thinking about what you are reading. In fact there are certain mental activities that should occur almost automatically as you read. For instance, you should be thinking about what you have just read, following the author's pattern of thought, and trying to relate the ideas. Also, as you read a paragraph you should be developing expectations about how the writer will develop his or her ideas and what will come next in the paragraph. In other words, the reader should not keep up with the writer, you should try to stay one jump ahead.

Similarly, as you begin to read a paragraph, often you will find sufficient clues to enable you to know what to expect throughout. Often, the topic sentence, especially if it appears first in the paragraph, will suggest how the paragraph will be developed. Suppose a paragraph were to begin with the following topic sentence:

The unemployment rate in the past several years has increased due to a variety of economic factors.

What do you expect the rest of the paragraph to include? It will probably be about the various economic factors that cause unemployment.

Exercise 7-3

Read the following sentences, and then summarize your expectations in the space provided after each sentence.

1. Conventional musical instruments can be grouped into three classes.

-
-
2. The distinction between storage and retrieval has important implications for memory researchers.

-
-
3. When Charles Darwin published his theories of evolution, people objected on scientific and religious grounds.

-
-
4. Narcotics such as opium, morphine, and heroin are derived from different sources and vary in strength and aftereffects.

-
-
5. Not all factors that contribute to intelligence are measurable.
-
-

4. Major and Minor Supporting Details

Supporting details are those facts and ideas that prove or explain the main idea of a paragraph. When we read an article or any other type of reading, we will notice that in addition to have a thesis statement, the document will also have points that support that thesis. The thesis provides the author's topic

and purpose for writing. The supporting details help the author make that topic and purpose clear to the reader.

The supporting details of a reading can be divided into major supporting details and minor supporting details, and they are found in the supporting paragraphs, or body paragraphs, of an article or essay. Distinguishing between major and minor supporting details will help you break down the paragraphs in a reading, making it easier to understand. In this lesson, you will learn how to identify both major and minor supporting details in a reading.

There are two kinds of supporting details:

- a. Major supporting details: topic sentences in each body paragraph that support the thesis statement.
- b. Minor supporting details: sentences that support the major supporting details.

To find the most important or major supporting details, ask ourselves like this question: “which statements directly prove or explain the main idea?”

Notice the following example:

There are potential disadvantages to group therapy. Many psychologists feel that the interactions in group situations are too superficial to be of much benefit. A patient with deep-seated conflicts may be better treated by a psychotherapist in individual therapy, the therapist can exert consistent pressure, refusing to let the patient avoid the crucial issues, and she or he can control the therapeutic environment more effectively. Another criticism of groups is that they are too powerful. If the group starts to focus on one individual’s defense mechanism—which are used for

a reason, remember—that individual might break down. If no trained therapist is present—which is often the case in encounter groups—the result can be disastrous.

In this paragraph, we can see that the main idea of the sentence is double underlined. Then, each of the underlined details states one of the disadvantages of group therapy. These are called *major details*, because they directly explain and support the main idea. While, the details that were not underlined, they are the lesser important ideas that further explain details. And these details are called *minor details*. They provide information that qualifies, describes, or explains the major details. In the previous example, the third sentence further explains the disadvantage described in the second sentence.

Exercise 7-4

Learn the following paragraphs and then underline the major and minor supporting details!

- 1) Success in college depends on many things, but one of the most important is having a positive attitude. There are many ways to develop a positive outlook. You can try using encouraging self-talk to motivate yourself. For example, if you tell yourself that you are smart and can be successful, you are more likely to do well in your classes. Helping others to be successful is also a way of maintaining a positive attitude. When you see that college is not a competition, you will see success come to you and those who work closely with you. Finally, you can develop a positive attitude by viewing difficult situations as opportunities to grow. For example, if you are struggling in a class because the material is challenging, don't let yourself feel down about it. Instead,

take action! Visit with your professor or form a study group. Getting help will enable you to learn the material and therefore do better in your class. By using encouraging self-talk, helping others, and utilizing difficult moments as an opportunity to grow, you will have the optimistic outlook that will enable you to succeed in college—and in life!

- 2) Studies reveal that people's first names can have an influence on them. Some names reflect on people in a positive way. For example, one survey showed that American men consider the name Susan to be very sexy. And participants in a British study thought Tony to be the name of someone very friendly. However, other names can have a negative impact. In one study, for instance, teachers gave lower grades to essays supposedly written by boys Learning Assistance Center University of Hawaii, Manoa named Hubert and Elmer than to the very same essay when they credited to boys with more popular names. Another study found girls with unpopular names did worse on IQ and achievement tests than girls with more appealing names.
- 3) The skin itself is the largest organ of the body, is composed of epithelial and connective tissue components, and forms a pliable protective covering over the external body surface. It accounts for about 7 percent of the body weight and receives about 30 percent of the left ventricular output of blood. The term protective, as used here, includes not only resistance to bacterial invasion or attack from the outside, but also protection against large changes in the internal environment. Control of body temperature, prevention of excessive water loss, and prevention of excessive loss of organic and inorganic materials are necessary to the

maintenance of internal homeostasis and continued normal activity of individual cells. In addition, the skin acts as an important area of storage, receives a variety of stimuli, and synthesizes several important substances used in the overall body.

- 4) There are basically two types of computers— analog computers and digital computers. Analog computers operate on the principle of a parallel or analog between numbers and physical quantities. For example, a slide rule is an analog device with length representing numbers. Modern analog computers use electronic circuitry to represent physical process with changes in electric current representing the behavior of the system being studied. Digital computers, on the other hand, are essentially based on counting operations. Most modern computers are digital computers, and it is usually digital computers which are referred to when the word “computer” is used. For this reason, the explanations in the chapter to follow apply only to digital computers.

- 5) Consumers concerned about the hazards or noise can reduce noise pollution in many ways. They can purchase noisy products such as garbage disposals and lawn mowers with reduced noise levels. They can also use sound-absorbing materials in their home. Carpeting can be installed instead of hard flooring, and cork and fabric can be used in rooms that tend to be noisy. Also, people can become less noisy themselves. They can learn to avoid shouting, to close doors without slamming them, and to play radios, TV sets, and stereos at moderate levels.

5. Types of Supporting details

There are many types of supporting details that a writer can use to explain or support a main idea. When we read we should notice the type of details a writer uses as well as be able to identify which details are most important. Among the most common types of supporting details are illustrations and examples, facts and statistics, reasons, and descriptions.

a. Illustrations and Examples

One way the supporting details are explained through illustrations or examples. Usually, a writer uses examples to make a concept, problem, or process understandable by showing its application in a particular situation.

Look at the following example:

All of us live within a culture, one that is qualified by a label like “middle-class American,” “Roman,” or “Aztec”—a label that conjures up certain objects or behavior patterns typical of this particular culture. For instance, we associate hamburgers with middle-class American culture, and skin canoes with Eskimos. Romans are thought to have spent their time conquering the world. Sioux Indians wandering over the Great Plains. But such stereotypes are often crude, inaccurate generalizations. Though we think of American Indians as legendary, feathered braves, only a few Indian groups ever wore such head-dresses. In fact, the label “American Indian” includes an incredibly diverse set of peoples, ranging from family size hunter gatherer bands to large, complex civilizations.

In this example, the writer uses examples from specific cultures—Eskimo, Roman, and American Indian—to illustrate that labels exist. When we read illustration and example and the concept or idea it illustrates.

b. Facts and Statistics

Another way to support and further explain the main idea is by giving the facts and/or statistics. Analyze the following example:

Compared with females, males have a great excess of crimes in all nations, all communities within nations, all age groups, all periods of history for which we have statistics, and all types of crime except those related to the female sex, such as abortion, in the United States, males are arrested approximately ten times as frequently as females, and they are committed to prisons and reformatories approximately twenty times as frequently as females. Of the cases coming before juvenile courts, about 85 percent are boys. The official statistics are probably biased in favor of females, but even if correction could be made for the statistical bias, the criminal sex ratio probably would be well over 600 or 700.

These authors used percentages and ratios to indicate that the crime rate is higher among males than females. When, reading paragraph developed by the use of facts and statistics, you can expect that these details will answer questions such as what, when, where, or how about the main idea.

c. Reasons

Certain types of main ideas are most easily explained by giving reasons, especially in argumentative and persuasive

writing, we will find that a writer supports an opinion, belief, or action by discussing *why* the thought or action is appropriate.

Notice the following example:

The growth in American higher education is taking place largely in the public colleges and universities. These colleges are usually more responsive than private colleges to state and local demands, and provide training for the increasingly numerous occupation that require advanced skills. They are relatively inexpensive, often easy to enter, and conveniently located to serve large numbers of students. The rapid expansion of college attendance among job-oriented young people of lower social origins is chiefly in these service-minded institutions.

In this paragraph, the writer provides reasons for growth of public colleges and universities. We can see that the writer offers numerous reasons for the growth trend, including response to local demands, costs, ease of entrance, location, and so forth.

d. Description

Descriptions are often used as a means of paragraph development. Descriptive details are facts that help us visualize the person, object, or event being described.

The following paragraph contains descriptive details to help us to create a description of a person.

A newly married pair had boarded this coach at San Antonio. The man's face was reddened from many days in the wind and sun, and a direct result of

his new black clothes was that his brick-colored hands were constantly performing in a most conscious fashion. From time to time he looked down respectfully at his attire. He sat with hand on each knee, like a man waiting in a barber's shop. The glances he devoted to other passengers were furtive and shy.

In this paragraph, we can see that how each detail does not contribute much to our understanding of the bridegroom, but when all details are added together we are able to visualize him. Small details, such as sitting "with a hand on each knee," contribute to our overall impression and help us realize that the writer is trying to suggest that the man was awkward and uncomfortable.

Exercise 7-5

Predict and analyze what types of supporting details fr the following main idea!

1. It is much easier to sell a productto buyer who possesses complete purchasing authority than to sell to one who has little authority.

Type of detail: _____

2. The concept of insurance is an ancient one, beginning with the Babylonians.

Type of detail: _____

3. It was cold in the fall in Rome and the evening fell suddenly and with great importance.

Type of detail: _____

4. Government documents indicate that the total number of Americans living in poverty has decreased, but the definition of the poverty line has also been changed.

Type of detail: _____

5. A sudden explosion at 200 decibels can cause massive and permanent hearing loss.

Type of detail: _____

CHAPTER VIII

READING ARTICLE AND ESSAYS

1. Organizational features

McWhorter (1986:122) noted five basic parts of articles and essays.

- a. Title
- b. Introduction
- c. Thesis Statement
- d. Supporting information
- e. Conclusion or summary

a. Title

There are two basic kinds of titles, descriptive and interest catching.

- 1) A descriptive title announces the topic of the article and essays clearly and succinctly. It also tell about what the article will be about. This type of title is always appropriate and is usually expected in academic writing.

Examples:

- a) The Writing Approaches of University Students
- b) What Do People Need to Know About Writing in Order to Write in Their Jobs?
- c) Sociolinguistic Implications of Academic Writing
- d) How I Became a Famous Novelist

2) Interest Catching, it doesn't tell the subject of the article.

For example:

Title	Subject
a) Rolling Along	Roller Dorbies
b) Man at the top	Flagpole-sitting contests

There are another types of title suggestive title and Combination Title. First, suggestive title (also known as an implicative title) is almost the exact opposite of a descriptive one. It merely hints at the topic, whereas a descriptive title boldly declares it. Creative and catchy, this is the type of title you see most often on bookstore books (the non-academic ones). Next, Combination tiles. These titles are a combination of both descriptive and suggestive titles. In essence, you're coming up with two titles and then stapling them together using a colon (:.) or conjunction (and, or).

Here are the example of suggestive title

Examples:

- a) A Plague of Secrets
- b) Killer Summer
- c) Strange Brew
- d) The Two Towers

Next, the example of combination title

Examples:

- a) Tagmemics: An Introduction for Perl Developers, or “I wouldn’t Know a Tagmeme if it Bit Me on the Parse”*
- b) From the Personal to the Public: Conceptions of Creative Writing in Higher Education
- c) Utterance Unmoored: The Changing Interpretation of the Act of Writing in the European Middle Ages

Exercise 8-1

Direction: read each title and, when possible, describe what you expect the article to be about

1. “Ancient Sports Revisited”

2. “The Woman Question”

3. “The Graying of the American Family”

4. “Roots of Rock”

5. “Changing Times, Changing Morals”

6. “City That Finds its Children”

7. "How To Fight Hungries"

8. "Saving The Third World's Children"

9. "A Cop To The Core"

10. "In Pursuit of The Perfect Hamburger"

b. Introduction

When reading an article, it is tempting to rush through the first paragraph in order to get right into the main part of the article. Introduction is one of the most important parts of an article because it usually:

- 1) Announces the subject
- 2) Provides a focus and context for the subject
- 3) Give pertinent background information
- 4) Build interest in the subject

c. Thesis Statement

Thesis statement is the one important idea the article presents. It may also suggest the organization, purpose, and focus of the article (McWhorter, 1986:123). Every article and essay should have a main point, a main idea, or

central message. The argument(s) that appears in that article and essay should reflect this main idea.

A thesis statement focuses the ideas into one or two sentences. It should present the topic of the paper and also make a comment about the position in relation to the topic. Thesis statement should tell the reader what the paper is about and keep your argument focused.

A thesis statement usually appears at the end of the introductory paragraph of a paper, and it offers a concise summary of the main point or claim of the essay, research paper, etc. A thesis statement is usually one sentence that appears at the beginning, though it may occur more than once.

d. Supporting information

A paragraph contains details that explain the idea. The term "supporting details" can be defined as additional information that explains, defines or proves an idea. Supporting details are additional details that support the topic sentence in a paragraph. They let the reader understand and learn more about the main idea. These details can be reasons, descriptions, examples, explanations or comparisons. Similarly, an article or essay contains supporting ideas that explain the thesis statement. Most writers use various types of supporting information. Often this information is organized by means of one or more of the patterns. In addition to these common patterns, writers may support facts, statistics or research (McWhorter, 1986:125).

e. Conclusion or summary

An article or essay is usually brought to a close with a summary or conclusion. Each in its own way brings together the ideas expressed in the article. A summary provides a review of important ideas. It can be thought of as an outline in paragraph form. The order in which the information appears in the summary reflects the organization of the article itself. Next, a conclusion is a final statement about the subject of the article. A conclusion does not review content as a summary does. It usually suggests a new or further direction of thought. It most always introduces an idea that has not been stated previously or a new way of looking at what has been stated (McWhorter, 1986:126).

2. Types of article and essays

There are various types of articles and essays:

a. Narrative

Narratives tell a story, so narrative essays have a beginning, a middle and an end. They review events that have happened. Usually the events are presented in the order in which they occurred. The story is told to make a point or to explain an idea. In addition to essays, many types of material use the narrative style such as biographies, autobiographies, historical accounts and travel book. Follow these steps when reading narratives:

- 1) Determine when and where the events take place

- 2) Notice the sequence of events
- 3) Notice how the story is told and who is telling
- 4) Look beyond specific events to the overall meaning
- 5) Watch for the writer's commentary as he or she tells the story

Narratives concern characters, their actions, their mental states and emotions, their interactions with others in the text and also with the physical world of the narrative, and have a narrative "point of view". There are several features common to a typical story: an *introduction* to orient the reader, which usually describes the main characters and setting, for example a young child living in the Russian countryside; an *initiating event*, such as losing a pet dog; the character's *goal* to find that pet and the *motivation* for that action, because this was a much-loved dog and the loss has made the child sad; often there is a *problem* or a conflict that must be *resolved* so that the main characters can accomplish their goal, for example the pet getting into a dangerous situation from which it must be rescued, such as seeking shelter in a cave and disturbing a fierce bear. More sophisticated stories also include consequences and reactions to the outcome and also unexpected situations or complications (Stein & Glenn, 1982 in Friedman).

b. Descriptive

Descriptive articles and essays present ideas by providing details about characteristics of people, places and things. The detailed are intended to appeal your senses, to help you create a mental picture, or to make you feel a certain way. For example, descriptive writing is used frequently in advertising. Notice in the following

travel ad, how the writer helps you imagine what Bermuda is like.

For more than a century, people who like value relaxation have been returning to Bermuda year after year. They appreciate the pink-tinted beaches, the flower-laden garden paths, the cozy pubs, and the clear turquoise waters.

In reading descriptive writing, be sure follow these steps:

- 1) Identify the subject of the essay.
- 2) Pay close attention to the writer's choice of words
- 3) Look for overall impressions the writer is trying to create
- 4) Pay particular attention to the first and last paragraphs

The generic structure of descriptive text consist of two parts: identification and description. Identification refers to identifying the phenomenon to be described. And description means describing the phenomenon in parts, qualities and characteristics. The language features of descriptive text are: using simple present tense, using attribute and identifying process, using adjective and classifier in nominal group.

c. Expository

Expository articles and essays are written to explain. They are intended to present information about a topic

or to explain an idea. Most textbooks, magazine articles, and nonfiction books use the expository style. Writers use various methods to develop their subjects and present their ideas. The most common approaches include the following:

- 1) Illustration / example-giving examples
- 2) Definition-describing characteristics
- 3) Comparison-showing similarities
- 4) Contrast-showing differences
- 5) Cause-effect-showing relationships or connections
- 6) Classification-grouping ideas based on similar characteristics
- 7) Process-describing a procedure or giving a step-by-step list

The following questions may be used as a guide in reading expository writing:

- a. What is material about?
- b. What main points is the writer making?
- c. How is this material organized? How are the main points connected together?
- d. How much detail do I need to recall

In general, reading expository writing involves the sifting and sorting out of information. Most expository writing contains many facts and detail. The reader's task is to identify and remember those that are important. Your purpose of reading will determine the type of information you need to recall.

Expository writing is also writing that seeks to explain, illuminate or 'expose' (which is where the word 'expository' comes from). This type of writing can include essays, newspaper and magazine articles, instruction

manuals, textbooks, encyclopedia articles and other forms of writing, so long as they seek to explain. Expository writing differs from other forms of writing, such as fiction and poetry. In fact, this lesson itself is an example of expository writing.

The expository essay is a tool that is often used in the academic world. If you've attended school, it's highly likely you've written one. Most expository essays have an introductory paragraph in which a thesis or objective is stated, several main body paragraphs that prove or explain what is in the introduction, and a concluding paragraph in which everything is summed up.

When writing an expository essay, it's important to write with the assumption that your audience has little to no background knowledge about the main topic. Your duty as the writer is to provide the reader with as much information as you can. The reader should feel as if he or she has learned something after reading your essay.

Informational (expository) texts can follow a range of structures, such as description, sequence, compare and contrast, problem–solution, and cause–effect, and often a text will combine two or more of these structures (Meyer & Freedle, 1984). Thus, a text about the constitutional monarchy in the UK could simply describe the system currently in place, or how monarchies first arose across Europe, or the text might additionally explain the current UK system through examples of what is similar and also what is different between the UK's ceremonial constitutional monarchy and an executive system, such as the one in place in Monaco. Each of these structures of description, sequence, and compare and contrast might be found in the same text. Because informational texts often contain unfamiliar concepts and vocabulary, they

can require high levels of inference skill. Therefore, an appreciation of the structure and how it signals connections between ideas is crucial to successful understanding of these texts and also to learning from them.

d. Persuasive

Persuasive articles and essays are written to convince the reader of something. They are usually concerned with controversial issues or those for which there is no clear-cut right and wrong. This type of writing encourages you to change your beliefs or attitudes. The two principal methods authors use to accomplish this are logical argument and appeal to the reader's emotion. Reading a persuasive article or essays involves skills of interpretation as well as basic comprehension skills.

Now read the following paragraph of a persuasive essay. Decide whether the writer will use a logical argument or make an emotional appeal.

My point of view is that of a cancer researcher who has been working for the last 20 years with RNA viruses that cause cancer in chickens. Since the early years of this century, it has been known that viruses cause cancer in chickens. In more recent years viruses have been shown to cause cancer not only in chickens, but also in mice, cats, and even in some primates. Therefore, it was reasonable hypothesis that viruses might cause cancer in humans and that, if a human cancer virus existed, it could be prevented by a vaccine as so many other virus disease have been prevented.

In the first paragraph, the author tells you that he is a researcher. This is your first clue that a logical argument

will be presented. In the second paragraph, the words reasonable hypothesis and therefore also suggest a logical presentation.

CHAPTER IX

INTERPRETING: UNDERSTANDING THE WRITER'S MESSAGE

1. Connotative Meaning

Words have two levels of meaning—a literal meaning and additional shade of meaning. These two levels of meaning are called denotative and connotative. A word's denotative meaning is the meaning stated in the dictionary—its literal meaning. On the other hand, a word's connotative meaning is additional implied meaning, or shading, that a word may take on. Often the connotative meaning carries either a positive or negative, favorable or unfavorable impression. For instance, the words *mob* and *crowd* have a negative connotation because they imply a disorderly, disorganized group. *Congregation*, *audience*, and *class* have a positive connotation because they suggest an orderly, organized group.

Exercise 9-1

Direction: for each of the following pairs of words, circle the word with the more positive connotation

- | | |
|-------------|----------|
| a) Request | demand |
| b) Overlook | neglect |
| c) Tease | ridicule |
| d) Glance | stare |
| e) Display | expose |

- | | |
|---------------|----------|
| f) Garment | gown |
| g) Gaudy | showy |
| h) Awkward | clumsy |
| i) Artificial | fake |
| j) Token | keepsake |

Exercise 9-2

Directions: for each word listed below, write a word that has similar denotative meaning but a negative connotation. Then write a word that has a positive connotation.

	Negative	Positive
Example: eat	gobble	dine
1) Take	_____	_____
2) Ask	_____	_____
3) Look at	_____	_____
4) Walk	_____	_____
5) Dress	_____	_____
6) Music	_____	_____
7) Car	_____	_____
8) Laugh	_____	_____
9) Large	_____	_____
10) Woman	_____	_____

2. Implied Meaning

An inference is an educated guess or prediction about something unknown based on available facts and information. It is logical connection that you draw between what you observe or know and what you do not know.

How to make inferences

Making an inference is a thinking process. As you read, you are following the author's thoughts. You are also alert for ideas that are suggested but not directly stated. Because inference is a logical thought process, there is no simple, step-by-step procedure to follow. Each inference depends entirely on the situation, the facts provided, and the reader's knowledge and experience with the situation. Here are a few guidelines to make inferences:

- a. Be sure you understand the literal meaning
- b. Notice details
- c. Add up the facts
- d. Watch for clues
- e. Be sure your inference is supportable

3. Figurative Language

Figurative language is a way of describing something that makes sense on an imaginative level but not on a factual or literal level. The purpose of figurative language is to paint a word picture-to help you visualize how something looks, feels, or smells. Figurative language is a device writers use to express an idea or feeling and, at the same time, allow the reader the freedom of imagination. It allows the writer to express attitudes and opinions without directly stating them.

Depending on the figurative expression chosen, a writer can create a variety of impressions.

Figurative language is used in many types of articles and essays. It is also used in everyday speech and in slang expressions. Various types of literature, especially poetry, also use figurative language. When reading an article that contains figurative language, be sure to pay close attention to the images and feeling created. Be sure you recognize that the writer is shaping your response to the topic or subject.

Example: Sam eats like a horse

Exercise 9-3

Direction: each of the following sentences includes a figurative expression. Read each sentence and explain in your own words what the expression means

- a) My psychology quiz was a piece of cake

- b) My life is a junkyard of broken dreams

- c) You took scissors and sheared my life to shreds

- d) Life is as tedious as a twice-told tale

- e) A sleeping child gives me the impression of a traveler in a very far country

CHAPTER X

INTERPRETING: UNDERSTANDING THE AUTHOR'S PURPOSE

1. Style and intended audience

The writers have unique characteristic in making an article or essays. One author may use many examples; and other may use few. One author may use relatively short sentences; another may use long, complicated ones. The characteristics that make a writer unique are known as style (McWhorter, 1986:223).

Style is the way in which something is written, as opposed to the meaning of what is written. In writing, however, the two are very closely linked. As the package for the meaning of the text, style influences the reader's impression of the information itself. Style includes diction and tone. The main goal in considering style is to present the information in a manner appropriate for both the audience and the purpose of the writing. Consistency is vital. Switching styles can distract the reader and diminish the believability of the paper's argument.

Writers may vary their style to suit their intended audiences. A target audience is the person or group of people a piece of writing is intended to reach. In other words, it is important for a writer to know who will be reading his or her writing. This audience is the person or group of people the writer is aiming for or trying to reach. When a writer knows the target audience, he or she will shape both the purpose and tone of the writing to match the audience's needs and, sometimes, expectations.

A writer may write for a general-interest audience (anyone who interested in the subject but is not considered an expert such as newspapers and periodicals. On the other hand, a writer may have a particular interest group in mind. For example: journal of American Medicine. A writer may also target his or her writing for an audience with particular political, moral, or religious attitudes. Depending on the group of people for whom the author is writing, he or she will change the level of language, choice of words, and method of presentation.

Knowing the audience for a particular essay and article is important because it determines the content that will appear in the writing. The content of an essay that has a specific topic will vary depending on the intended audience. In other words, having a focused topic is important, but having a specific audience is equally important.

Exercise 10-1

Direction: read each of the following statements and decide for whom each was written.

- a. Introducing the new, high powered supertuner III, a stereo system guaranteed to keep your mother out of your car,

- b. Bright and white laundry detergent removes dirt and stains faster than any other brand

- c. Think about all the places your drinking water has been before you drink another drop. Most likely it has been chemically treated to remove bacteria and chemical

pollutants. Soon you may begin to feel the side effects of these treatments. Consider switching to filtered, distilled water today.

2. Tone

McWhorter (1986: 224) stated that tone refers to the attitude or feeling a writer expresses about the subject. A writer may adopt a serious tone, an angry tone, a humorous tone, a sympathetic tone, an instructive tone, a persuasive tone and so forth.

Here are a few example of different tones

a. Instructive

Example: When purchasing a piece of clothing, one must be concerned with quality as well as with price. Be certain to check for the following: double-stitched seams, matched patterns, and ample linings

b. Sympathetic

Example: The forlorn, frightened-looking child wandered through the streets alone, searching for someone who would show an interest in helping her find her parents.

c. Persuasive

Example: child abuse is a tragic occurrence in our society. Strong legislation is needed to control the abuse of innocent victims and

to punish those who are insensitive to the rights and feelings of others.

In the first example, the writer offers advice in a straightforward, informative style. In the second, the writer wants you to feel sorry for the child. This is done through description. In the last example, the writer tries to convince the reader that action must be taken to prevent child abuse. The use of such words as tragic, innocent, and insensitive establish this tone

Surber also mentioned that tone is the author's attitude toward a subject. The tone can be identified by looking at word choices and phrases. Take time to look at the language. An author uses words to create meaning. For example, a dog described as a lovable puppy is positive, but one described as a fierce fighter is more frightening.

You should also decide if a word is abstract, concrete, general, or specific. It is important to note if an author is using a general word, like car, or a more specific word, like Ford Focus. An abstract word is one that may carry different meanings, such as pleasant, while a concrete word will show us the meaning.

Finally, look at the details of the story. Language is the first step to finding the tone, but the word choice is just as important. Look how an author describes the setting, a character, or an event. This description will help create the tone

In literature, tone is the attitude or approach that the author takes toward the work's central theme or subject. Works of literature can have many different types of tone, such as humorous, solemn, distant, intimate, ironic, arrogant,

condescending, sentimental, and so on. Any emotion that humans can feel can be an example of tone in literature.

All works of literature have a tone. Authors use elements such as syntax, diction, imagery, details, and figurative language to create tone. Authors must use words to convey emotions and feelings, and the choice of these words constitutes the tone the author has toward the work's main subject.

Works of literature are not limited to having only one tone. Tone may shift throughout a work as the narrator's perspective changes, or as the plot becomes more complex, dramatic, bizarre, etc. There also may be more than one tone that an author takes toward a work at the same time. For example, a novel can be both humorous and dark, or both sentimental and formal.

Exercise 10-2

Direction: of each of the following statements, paying particular attention to the tone. Then write a sentence that describes the tone. Prove your point by listing some of the author's words that reveal his or her feelings.

- 1) No one says that nuclear power is risk free. There are risks involved in all methods of producing energy. However, the scientific evidence is clear and obvious. Nuclear power is at least as safe as any other means used to generate electricity.

- 2) I'm a tired America. I am tired of watching criminals walk free while they wait for their day in court. I'm tired of hearing about victims getting as much as or more

hassle than criminals. I'm tired of reading about courts of law that even accept a lawsuit in which criminal sues his or her intended victim.

3. Language

One important feature that writers adjust to suit their purpose is the kind of language they use. There are two basic types of language, objective and subjective.

a. Objective language is factual

Objective information is observable and factual: able to be seen, touched, smelled, tasted, or proven. It is able to be counted, described, or imitated. It is as close to the truth as we can get and is the same from multiple reports. There are no personal opinions or viewpoints in objective language. Formal voice and academic writing both rely on objective language.

Example of objective language: IVCC is a community college located in Oglesbly, IL.

b. Subjective language expresses attitudes and feelings.

Subjective information is opinion, judgment, assumption, belief, rumor, suspicion, or other unprovable information. It is colored by the observer, and brings in personal opinions and viewpoints. Your first narrative essay uses a lot of subjective language, but all others after that should rely on objective language.

Example of subjective language: IVCC is a beautiful community college located in Oglesby, IL.

c. Descriptive Language

Descriptive language is a particular type of subjective language. It is the use of words that appeal to one or more of the reader's senses. Descriptive words help the reader create an imaginary picture of the object, person, or event being described (McWhorter, 1986:226).

Exercise 10-3

Direction: read each of the following selections and answer the questions that follow.

AMERICANS AND THE LAND

I have often wondered at the savagery and thoughtlessness with which our early settlers approached this rich continent. They came at it as though it were an enemy, which of course it was. They burned the forests and changed the rainfall, they swept buffalo from the plains, blasted the streams, set fire to the grass and ran a reckless scythe through the virgin and noble timber. Perhaps they felt that it was limitless and could never be exhausted and that a man could move on to new wonders endlessly. Certainly there are many examples to the contrary, but to a large extent the early people pillaged the country as though they hated it, as though they held it temporarily and might be driven off any time.

1. Is this selection an objective or subjective account of the early settlement of America? Give examples to support your choice.

2. Describe the writer's tone. How does it make you feel?

3. Why do you think the author wrote this selection?

CHAPTER XI

CRITICAL READING STRATEGIES

1. Making Inferences

An inference is a logical connection that you draw between what you observe or know and what you do not know. Basically, an inference is the best guess that you can make given the available information and circumstances.

Exercise 11-1

Direction: For each of the following items make an inference about the situation described.

- a. A woman seated alone in a restaurant nervously glances at everyone who enters. Every few minutes she checks her watch.

- b. A dog growls as a teenager walks toward the house

- c. Your three-year-old brother will not eat his dinner. A package of cookies is missing from the kitchen cupboard

1) Making inferences as you read

As in many other everyday situations, you make inferences frequently when you are reading. Applied to reading, an inference is a reasonable guess about what the author does not say based on what he or she does

say. You are required to make inferences when an author suggests an idea but does not directly state it. For example, suppose a writer describes a character as follows:

In the mirror John Bell noticed that his hair was graying at the temples. As he picked up the morning paper, he realized that he could no longer see well at all without his glasses. Looking at the hands holding the paper he saw that they were wrinkled.

2) How to make inferences

There are few general guidelines for making inferences about what you read are offered:

- a) Be sure you understand the literal meaning
- b) Use clues provided by the writer
- c) Consider the author's purpose
- d) Verify your inference

2. Distinguishing between fact and opinion

An essential critical reading skill is the ability to distinguish fact from opinion. Facts are statements that can be verified—that is, proven to be true or false. Opinions are statements that express feelings, attitudes, or beliefs and are neither true or false. Here are a few examples of each:

Facts

- 1) the average American adult spends 25 hours per week on house work
- 2) U.S. military spending has increased over the past ten years.

Opinions

- 1) By the year 2020 tobacco will be illegal, as various other drugs are currently illegal.
- 2) If John F. Kennedy had lived. The United States would have made even greater advancements against the spread of communism.

Some authors are careful to signal the reader when they are presenting an opinion. Watch for words and phrases such as:

It is believed	apparently
In my view	presumably
It is likely that	in my opinion
Seemingly	this suggests
One explanation is	possibly

Exercise 11-2

Direction: read each of the following statements and identify whether it is fact or opinion

- a) An infection is an illness produced by the action of microorganism in the human body

- b) Work, or the lack of it, is the primary influence in life style

- c) Parents now spend more times with their children than they did 30 years ago

d) When measured by earning power, the American standard of living has increased steadily since the early 1970s

e) Increased job opportunities for women and other minorities will depend primarily on larger trends in economy

3. Recognizing Generalization

A generalization is a statement that is made about a large group or class of items based on observation of or experience with a part of that group or class. When reading material that contains generalizations, approach the writer's conclusion with a critical, questioning attitude. When a generalization is unsubstantiated by facts, regard it as an opinion expressed by the author. Generalizations presented as facts are dangerous and misleading and may be completely false.

Exercise 11-3

Direction: indicate which of the following are generalizations.

a. Worker productivity in the United States is rapidly declining.

b. Government spending on social program is detrimental to national economic growth

- c. In 1964 the federal government officially declared a war on poverty
-

- d. Male computer scientists earn more than female computer scientists with similar job responsibilities
-

4. Identifying tone

In speech, a speaker's tone of voice often reveals his or her attitude and contributes to the overall message. Tone is also evident in a piece of writing and it, too, contributes to its meaning. Recognizing an author's tone is often important in interpreting and evaluating because tone often reveals feelings, attitudes, or viewpoints not directly stated by the author.. an author's tone is achieved primarily through word choice an stylistic features such as pattern and length.

Tone reveals feelings. Many human emotions can be communicated through tone-disapproval, hate, admiration, disgust, gratitude, forcefulness, are examples.

Exercise 11-4

Directions: describe the tone of each of the following passage.

Passage 1:

If one is about to clean house, a good first step is to get rid of the garbage. But one man's garbage is

another man's keepsake. Garbage is what a person wants to get rid of. What I want to get rid of is the human garbage that willfully perpetrates outrage against the rest of humanity and whom we have come to call terrorist.

Passage 2:

Welfare makes you feel like you are nothing. Like you're laying back and not doing anything and it's falling in your lap. But you must understand, mothers, too, work. My house is clean. I've been scrubbing since this morning. You could check my clothes, all washed and ironed. I'm home and I'm working. I am a working mother.

A job that a woman in a house is doing is a tedious job-especially if you want to do it right. If you do it slipshod, then it's not so bad. I'm pretty much of a perfectionist. I tell my kids, hang a towel. I don't want it thrown away. That is very hard. It's a constant game of picking up that. And putting this away, so the house will be clean.

5. Identifying the author's purpose

Authors write for a variety of purposes: to inform or instruct the reader, to amuse or entertain, to arouse sympathy, to persuade the reader to take a particular action or to accept a certain point of view. To be an effective reader must be aware of the author's purpose.

How to identify the author's purpose

- a. Who is the intended audience?

Try to decide for whom or for what type or group of people the material seems to be written

b. What is the tone?

Determine whether the author is serious or whether he or she is trying to poke fun at the subject.

c. What is the point of view?

Point of view is the perspective from which an article or essay is written. Point of view might be described as the way an author “looks at” or approaches his or her subject. As such, point of view can often suggest the author’s purpose in writing.

d. Does the writer try to prove anything about the subject?

Try to determine if the article is written to persuade the reader to accept a certain point of view or to perform a certain action

6. Identifying Bias

Bias refers to an author’s partiality, inclination toward a particular viewpoint, or prejudice. A writer is biased, for example, if he or she takes one side of a controversial issue and does not recognize opposing viewpoints. Perhaps the best example of bias is advertising. A magazine advertisement for a new car model, describes not only positive, saleable features—the ad does not recognize the car’s limitations or faults. In some material the writer is direct and outright in expressing his or her bias: other times the bias is hidden and left for the reader to discover through careful analysis.

To identify bias, apply the following questions:

- 1) Analyze connotative meanings, is there a preponderance of positive or negative terms toward the subject
- 2) Notice descriptive language. What impression is created
- 3) Analyze the tone. The author's tone often provides important clues.
- 4) Look for opposing viewpoints

CHAPTER XII

PRACTICES

Text I

Questions 1 through 7 refer to the following passage:

In the 16th century, an age of great marine and terrestrial exploration, Ferdinand Magellan led the first expedition to sail around the world. As a young Portuguese noble, he served the king of Portugal, but he became involved in the quagmire of political intrigue at court and lost the king's favor. After he was dismissed from service by the king of Portugal, he offered to serve the future Emperor Charles V of Spain.

A papal decree of 1493 had assigned all land in the New World west of 50 degrees W longitude to Spain and all the land east of that line to Portugal. Magellan offered to prove that the East Indies fell under Spanish authority. On September 20, 1519, Magellan set sail from Spain with five ships. More than a year later, one of these ships was exploring the topography of South America in search of a water route across the continent. This ship sank, but the remaining four ships searched along the southern peninsula of South America. Finally they found the passage they sought near 50 degrees S latitude. Magellan named this passage the Strait of All Saints, but today it is known as the Strait of Magellan.

One ship deserted while in this passage and returned to Spain, so fewer sailors were privileged to gaze at that first panorama of the Pacific Ocean. Those who remained crossed the meridian now known as the International Date Line in the early spring of 1521 after 98 days on the Pacific Ocean. During those

long days at sea, many of Magellan's men died of starvation and disease.

Later, Magellan became involved in an insular conflict in the Philippines and was killed in a tribal battle. Only one ship and 17 sailors under the command of the Basque navigator Elcano survived to complete the westward journey to Spain and thus prove once and for all that the world is round, with no precipice at the edge.

1. The 16th century was an age of great ____ exploration.

- A. cosmic
- B. land
- C. mental
- D. common man
- E. None of the above

2. Magellan lost the favor of the king of Portugal when he became involved in a political _____.

- A. entanglement
- B. discussion
- C. negotiation
- D. problem
- E. None of the above

3. The Pope divided New World lands between Spain and Portugal according to their location on one side or the other of an imaginary geographical line 50 degrees west of Greenwich that extends in a _____ direction.

- A. north and south
- B. crosswise
- C. easterly

- D. south east
- E. north and west

4. One of Magellan's ships explored the _____ of South America for a passage across the continent.

- A. coastline
- B. mountain range
- C. physical features
- D. islands
- E. None of the above

5. Four of the ships sought a passage along a southern _____.

- A. coast
- B. inland
- C. body of land with water on three sides
- D. border
- E. Answer not available

6. The passage was found near 50 degrees S of _____.

- A. Greenwich
- B. The equator
- C. Spain
- D. Portugal
- E. Madrid

7. In the spring of 1521, the ships crossed the _____ now called the International Date Line.

- A. imaginary circle passing through the poles
- B. imaginary line parallel to the equator
- C. area

- D. land mass
- E. Answer not available

Text II

The following passage refers to questions 8 through 14.

Marie Curie was one of the most accomplished scientists in history. Together with her husband, Pierre, she discovered radium, an element widely used for treating cancer, and studied uranium and other radioactive substances. Pierre and Marie's amicable collaboration later helped to unlock the secrets of the atom.

Marie was born in 1867 in Warsaw, Poland, where her father was a professor of physics. At an early age, she displayed a brilliant mind and a blithe personality. Her great exuberance for learning prompted her to continue with her studies after high school. She became disgruntled, however, when she learned that the university in Warsaw was closed to women. Determined to receive a higher education, she defiantly left Poland and in 1891 entered the Sorbonne, a French university, where she earned her master's degree and doctorate in physics.

Marie was fortunate to have studied at the Sorbonne with some of the greatest scientists of her day, one of whom was Pierre Curie. Marie and Pierre were married in 1895 and spent many productive years working together in the physics laboratory. A short time after they discovered radium, Pierre was killed by a horse-drawn wagon in 1906. Marie was stunned by this horrible misfortune and endured heartbreaking anguish. Despondently she recalled their close relationship and the joy that they had shared in scientific research. The fact that she had two young daughters to raise by herself greatly increased her distress.

Curie's feeling of desolation finally began to fade when she was asked to succeed her husband as a physics professor at the Sorbonne. She was the first woman to be given a professorship at the world-famous university. In 1911 she received the Nobel Prize in chemistry for isolating radium. Although Marie Curie eventually suffered a fatal illness from her long exposure to radium, she never became disillusioned about her work. Regardless of the consequences, she had dedicated herself to science and to revealing the mysteries of the physical world.

8. The Curies' _____ collaboration helped to unlock the secrets of the atom.

- A. friendly
- B. competitive
- C. courteous
- D. industrious
- E. chemistry

9. Marie had a bright mind and a _____ personality.

- A. strong
- B. lighthearted
- C. humorous
- D. strange
- E. envious

10. When she learned that she could not attend the university in Warsaw, she felt _____.

- A. hopeless
- B. annoyed
- C. depressed

- D. worried
- E. None of the above

11. Marie _____ by leaving Poland and traveling to France to enter the Sorbonne.

- A. challenged authority
- B. showed intelligence
- C. behaved
- D. was distressed
- E. Answer not available

12. _____ she remembered their joy together.

- A. Dejectedly
- B. Worried
- C. Tearfully
- D. Happily
- E. Irefully

13. Her _____ began to fade when she returned to the Sorbonne to succeed her husband.

- A. misfortune
- B. anger
- C. wretchedness
- D. disappointment
- E. ambition

14. Even though she became fatally ill from working with radium, Marie Curie was never _____.

- A. troubled
- B. worried
- C. disappointed

- D. sorrowful
- E. disturbed

Text III

The following passage refers to questions 15 through 19.

Mount Vesuvius, a volcano located between the ancient Italian cities of Pompeii and Herculaneum, has received much attention because of its frequent and destructive eruptions. The most famous of these eruptions occurred in A.D. 79.

The volcano had been inactive for centuries. There was little warning of the coming eruption, although one account unearthed by archaeologists says that a hard rain and a strong wind had disturbed the celestial calm during the preceding night. Early the next morning, the volcano poured a huge river of molten rock down upon Herculaneum, completely burying the city and filling the harbor with coagulated lava.

Meanwhile, on the other side of the mountain, cinders, stone and ash rained down on Pompeii. Sparks from the burning ash ignited the combustible rooftops quickly. Large portions of the city were destroyed in the conflagration. Fire, however, was not the only cause of destruction. Poisonous sulfuric gases saturated the air. These heavy gases were not buoyant in the atmosphere and therefore sank toward the earth and suffocated people.

Over the years, excavations of Pompeii and Herculaneum have revealed a great deal about the behavior of the volcano. By analyzing data, much as a zoologist dissects an animal specimen, scientists have concluded that the eruption changed large portions of the area's geography. For instance, it turned the Sarno River from its course and raised the level of the beach

along the Bay of Naples. Meteorologists studying these events have also concluded that Vesuvius caused a huge tidal wave that affected the world's climate.

In addition to making these investigations, archaeologists have been able to study the skeletons of victims by using distilled water to wash away the volcanic ash. By strengthening the brittle bones with acrylic paint, scientists have been able to examine the skeletons and draw conclusions about the diet and habits of the residents. Finally, the excavations at both Pompeii and Herculaneum have yielded many examples of classical art, such as jewelry made of bronze, which is an alloy of copper and tin. The eruption of Mount Vesuvius and its tragic consequences have provided everyone with a wealth of data about the effects that volcanoes can have on the surrounding area. Today, volcanologists can locate and predict eruptions, saving lives and preventing the destruction of other cities and cultures.

15. Herculaneum and its harbor were buried under _____ lava.

- A. liquid
- B. solid
- C. flowing
- D. gas
- E. Answer not available

16. The poisonous gases were not _____ in the air.

- A. able to float
- B. visible
- C. able to evaporate
- D. invisible
- E. able to condense

17. Scientists analyzed data about Vesuvius in the same way that a zoologist _____ a specimen.

- A. describes in detail
- B. studies by cutting apart
- C. photographs
- D. chart
- E. Answer not available

18. _____ have concluded that the volcanic eruption caused a tidal wave.

- A. Scientists who study oceans
- B. Scientists who study atmospheric conditions
- C. Scientists who study ash
- D. Scientists who study animal behavior
- E. Answer not available in article

19. Scientists have used _____ water to wash away volcanic ash from the skeletons of victims.

- A. bottled
- B. volcanic
- C. purified
- D. sea
- E. fountain

Text IV

The following passage refers to questions 20-24.

Conflict had existed between Spain and England since the 1570s. England wanted a share of the wealth that Spain had been taking from the lands it had claimed in the Americas.

Elizabeth I, Queen of England, encouraged her staunch admiral of the navy, Sir Francis Drake, to raid Spanish ships and towns. Though these raids were on a small scale, Drake achieved dramatic success, adding gold and silver to England's treasury and diminishing Spain's supremacy.

Religious differences also caused conflict between the two countries. Whereas Spain was Roman Catholic, most of England had become Protestant. King Philip II of Spain wanted to claim the throne and make England a Catholic country again. To satisfy his ambition and also to retaliate against England's theft of his gold and silver, King Philip began to build his fleet of warships, the Spanish Armada, in January 1586.

Philip intended his fleet to be indestructible. In addition to building new warships, he marshaled 130 sailing vessels of all types and recruited more than 19,000 robust soldiers and 8,000 sailors. Although some of his ships lacked guns and others lacked ammunition, Philip was convinced that his Armada could withstand any battle with England.

The martial Armada set sail from Lisbon, Portugal, on May 9, 1588, but bad weather forced it back to port. The voyage resumed on July 22 after the weather became more stable.

The Spanish fleet met the smaller, faster, and more maneuverable English ships in battle off the coast of Plymouth, England, first on July 31 and again on August 2. The two battles left Spain vulnerable, having lost several ships and with its ammunition depleted. On August 7, while the Armada lay at anchor on the French side of the Strait of Dover, England sent eight burning ships into the midst of the Spanish fleet to set it on fire. Blocked on one side, the Spanish ships could only drift away, their crews in panic and disorder. Before the Armada could regroup, the English attacked again on August 8.

Although the Spaniards made a valiant effort to fight back, the fleet suffered extensive damage. During the eight hours of battle, the Armada drifted perilously close to the rocky coastline. At the moment when it seemed that the Spanish ships would be driven onto the English shore, the wind shifted, and the Armada drifted out into the North Sea. The Spaniards recognized the superiority of the English fleet and returned home, defeated.

20. Sir Francis Drake added wealth to the treasury and diminished Spain's _____.

- A. unlimited power
- B. unrestricted growth
- C. territory
- D. treaties
- E. Answer not available in article

21. King Philip recruited many _____ soldiers and sailors.

- A. warlike
- B. strong
- C. accomplished
- D. timid
- E. inexperienced

22. The _____ Armada set sail on May 9, 1588.

- A. complete
- B. warlike
- C. independent
- D. isolated
- E. Answer not available

23. The two battles left the Spanish fleet _____.

- A. open to change
- B. triumphant
- C. open to attack
- D. defeated
- E. discouraged

24. The Armada was _____ on one side.

- A. closed off
- B. damaged
- C. alone
- D. circled
- E. Answer not available in this article

Text V

The following passage refers to questions 25-29.

The victory of the small Greek democracy of Athens over the mighty Persian Empire in 490 B.C. is one of the most famous events in history. Darius, king of the Persian Empire, was furious because Athens had interceded for the other Greek city-states in revolt against Persian domination. In anger the king sent an enormous army to defeat Athens. He thought it would take drastic steps to pacify the rebellious part of the empire.

Persia was ruled by one man. In Athens, however, all citizens helped to rule. Ennobled by this participation, Athenians were prepared to die for their city-state. Perhaps this was the secret of the remarkable victory at Marathon, which freed them from Persian rule. On their way to Marathon, the Persians tried to fool some Greek city-states by claiming to have come in peace. The frightened citizens of Delos refused to believe this. Not wanting to abet the conquest of Greece, they fled from their city and did not return until the Persians had left. They were wise, for

the Persians next conquered the city of Eritrea and captured its people.

Tiny Athens stood alone against Persia. The Athenian people went to their sanctuaries. There they prayed for deliverance. They asked their gods to expedite their victory. The Athenians refurbished their weapons and moved to the plain of Marathon, where their little band would meet the Persians. At the last moment, soldiers from Plataea reinforced the Athenian troops.

The Athenian army attacked, and Greek citizens fought bravely. The power of the mighty Persians was offset by the love that the Athenians had for their city. Athenians defeated the Persians in both archery and hand combat. Greek soldiers seized Persian ships and burned them, and the Persians fled in terror. Herodotus, a famous historian, reports that 6,400 Persians died, compared to only 192 Athenians.

25. Athens had _____ the other Greek city-states against the Persians.

- A. refused help to
- B. intervened on behalf of
- C. wanted to fight
- D. given orders for all to fight
- E. defeated

26. Darius took drastic steps to _____ the rebellious Athenians.

- A. weaken
- B. destroy
- C. calm
- D. irritate
- E. Answer not available

27. Their participation _____ to the Athenians.

- A. gave comfort
- B. gave honor
- C. gave strength
- D. gave fear
- E. gave hope

28. The people of Delos did not want to _____ the conquest of Greece.

- A. end
- B. encourage
- C. think about
- D. daydream about
- E. Answer not available

29. The Athenians were _____ by some soldiers who arrived from Plataea.

- A. welcomed
- B. strengthened
- C. held
- D. captured
- E. Answer not available

Text VI

The following passage refers to questions 30-32.

The Trojan War is one of the most famous wars in history. It is well known for the 10-year duration, for the heroism of a number of legendary characters, and for the Trojan horse. What may not be familiar, however, is the story of how the war began.

According to Greek myth, the strife between the Trojans and the Greeks started at the wedding of Peleus, King of Thessaly, and Thetis, a sea nymph. All of the gods and goddesses had been invited to the wedding celebration in Troy except Eris, goddess of discord. She had been omitted from the guest list because her presence always embroiled mortals and immortals alike in conflict.

To take revenge on those who had slighted her, Eris decided to cause a skirmish. Into the middle of the banquet hall, she threw a golden apple marked "for the most beautiful." All of the goddesses began to haggle over who should possess it. The gods and goddesses reached a stalemate when the choice was narrowed to Hera, Athena, and Aphrodite. Someone was needed to settle the controversy by picking a winner. The job eventually fell to Paris, son of King Priam of Troy, who was said to be a good judge of beauty. Paris did not have an easy job. Each goddess, eager to win the golden apple, tried aggressively to bribe him.

"I'll grant you vast kingdoms to rule," promised Hera. "Vast kingdoms are nothing in comparison with my gift," contradicted Athena. "Choose me and I'll see that you win victory and fame in war." Aphrodite outdid her adversaries, however. She won the golden apple by offering Helen, daughter of Zeus and the most beautiful mortal in the land, to Paris. Paris, anxious to claim Helen, set off for Sparta in Greece.

Although Paris learned that Helen was married, he nevertheless accepted the hospitality of her husband, King Menelaus of Sparta. Therefore, Menelaus was outraged for a number of reasons when Paris departed, taking Helen and much of the king's wealth back to Troy. Menelaus collected his loyal forces and set sail for Troy to begin the war to reclaim Helen.

30. Eris was known for _____ both mortals and immortals.

- A. scheming against
- B. creating conflict amongst
- C. feeling hostile toward
- D. ignoring
- E. comforting

31. Each goddess tried _____ to bribe Paris.

- A. boldly
- B. effectively
- C. secretly
- D. carefully
- E. Answer not available

32. Athena _____ Hera, promising Paris victory and fame in war.

- A. disregarded the statement of
- B. defeated
- C. agreed with
- D. restated the statement of
- E. questioned the statement of

Text VII

Refer to the following passage for questions 33-37.

One of the most intriguing stories of the Russian Revolution concerns the identity of Anastasia, the youngest daughter of Czar Nicholas II. During his reign over Russia, the czar had planned to revoke many of the harsh laws established by previous czars. Some workers and peasants, however, clamored for more rapid social reform. In 1918, a group of these

people known as Bolsheviks overthrew the government. On July 17 or 18, they murdered the czar and what was thought to be his entire family.

Although witnesses vouched that all the members of the czar's family had been executed, there were rumors suggesting that Anastasia had survived. Over the years, a number of women claimed to be Grand Duchess Anastasia. Perhaps the most famous claimant was Anastasia Tschaikovsky, who was also known as Anna Anderson.

In 1920, 18 months after the czar's execution, this terrified young woman was rescued from drowning in a Berlin river. She spent two years in a hospital, where she attempted to reclaim her health and shattered mind. The doctors and nurses thought that she resembled Anastasia and questioned her about her background. She disclaimed any connection with the czar's family. Eight years later, however, she claimed that she was Anastasia. She said that she had been rescued by two Russian soldiers after the czar and the rest of her family had been killed. Two brothers named Tschaikovsky had carried her into Romania. She had married one of the brothers, who had taken her to Berlin and left her there, penniless and without a vocation. Unable to invoke the aid of her mother's family in Germany, she had tried to drown herself.

During the next few years, scores of the czar's relatives, ex-servants, and acquaintances interviewed her. Many of these people said that her looks and mannerisms were evocative of the Anastasia that they had known. Her grandmother and other relatives denied that she was the real Anastasia, however.

Tired of being accused of fraud, Anastasia immigrated to the United States in 1928 and took the name Anna Anderson. She still wished to prove that she was Anastasia, though, and

returned to Germany in 1933 to bring suit against her mother's family. There she declaimed to the court, asserting that she was indeed Anastasia and deserved her inheritance.

In 1957, the court decided that it could neither confirm nor deny Anastasia's identity. Although it will probably never be known whether this woman was the Grand Duchess Anastasia, her search to establish her identity has been the subject of numerous books, plays, and movies.

33. Some Russian peasants and workers ____ for social reform.

- A. longed
- B. cried out
- C. begged
- D. hoped
- E. thought much

34. Witnesses ____ that all members of the czar's family had been executed.

- A. gave assurance
- B. thought
- C. hoped
- D. convinced some
- E. Answer not available

35. Tschaikovsky initially ____ any connection with the czar's family.

- A. denied
- B. stopped
- C. noted
- D. justified
- E. Answer not available

36. She was unable to ____ the aid of her relatives.

- A. locate
- B. speak about
- C. call upon
- D. identify
- E. know

37. In court she _____ maintaining that she was Anastasia and deserved her inheritance.

- A. finally appeared
- B. spoke forcefully
- C. gave testimony
- D. gave evidence
- E. Answer not available

Text VIII

Refer to the following passage for questions 38-39.

King Louis XVI and Queen Marie Antoinette ruled France from 1774 to 1789, a time when the country was fighting bankruptcy. The royal couple did not let France's insecure financial situation limit their immoderate spending, however. Even though the minister of finance repeatedly warned the king and queen against wasting money, they continued to spend great fortunes on their personal pleasure. This lavish spending greatly enraged the people of France. They felt that the royal couple bought its luxurious lifestyle at the poor people's expense.

Marie Antoinette, the beautiful but exceedingly impractical queen, seemed uncaring about her subjects' misery. While French citizens begged for lower taxes, the queen embellished her palace with extravagant works of art. She also

surrounded herself with artists, writers, and musicians, who encouraged the queen to spend money even more profusely.

While the queen's favorites glutted themselves on huge feasts at the royal table, many people in France were starving. The French government taxed the citizens outrageously. These high taxes paid for the entertainments the queen and her court so enjoyed. When the minister of finance tried to stop these royal spendthrifts, the queen replaced him. The intense hatred that the people felt for Louis XVI and Marie Antoinette kept building until it led to the French Revolution. During this time of struggle and violence (1789-1799), thousands of aristocrats, as well as the king and queen themselves, lost their lives at the guillotine. Perhaps if Louis XVI and Marie Antoinette had reined in their extravagant spending, the events that rocked France would not have occurred.

38. The people surrounding the queen encouraged her to spend money _____.

- A. wisely
- B. abundantly
- C. carefully
- D. foolishly
- E. joyfully

39. The minister of finance tried to curb these royal _____.

- A. aristocrats
- B. money wasters
- C. enemies
- D. individuals
- E. spenders

Text IX

Refer to the following passage for questions 40-45.

Many great inventions are initially greeted with ridicule and disbelief. The invention of the airplane was no exception. Although many people who heard about the first powered flight on December 17, 1903 were excited and impressed, others reacted with peals of laughter. The idea of flying an aircraft was repulsive to some people. Such people called Wilbur and Orville Wright, the inventors of the first flying machine, impulsive fools. Negative reactions, however, did not stop the Wrights. Impelled by their desire to succeed, they continued their experiments in aviation.

Orville and Wilbur Wright had always had a compelling interest in aeronautics and mechanics. As young boys they earned money by making and selling kites and mechanical toys. Later, they designed a newspaper-folding machine, built a printing press, and operated a bicycle-repair shop. In 1896, when they read about the death of Otto Lilienthal, the brothers' interest in flight grew into a compulsion.

Lilienthal, a pioneer in hang-gliding, had controlled his gliders by shifting his body in the desired direction. This idea was repellent to the Wright brothers, however, and they searched for more efficient methods to control the balance of airborne vehicles. In 1900 and 1901, the Wrights tested numerous gliders and developed control techniques. The brothers' inability to obtain enough lift power for the gliders almost led them to abandon their efforts.

After further study, the Wright brothers concluded that the published tables of air pressure on curved surfaces must be wrong. They set up a wind tunnel and began a series of

experiments with model wings. Because of their efforts, the old tables were repealed in time and replaced by the first reliable figures for air pressure on curved surfaces. This work, in turn, made it possible for the brothers to design a machine that would fly. In 1903 the Wrights built their first airplane, which cost less than \$1,000. They even designed and built their own source of propulsion—a lightweight gasoline engine. When they started the engine on December 17, the airplane pulsed wildly before taking off. The plane managed to stay aloft for 12 seconds, however, and it flew 120 feet.

By 1905, the Wrights had perfected the first airplane that could turn, circle, and remain airborne for half an hour at a time. Others had flown in balloons and hang gliders, but the Wright brothers were the first to build a full-size machine that could fly under its own power. As the contributors of one of the most outstanding engineering achievements in history, the Wright brothers are accurately called the fathers of aviation.

40. The idea of flying an aircraft was _____ to some people.

- A. boring
- B. distasteful
- C. exciting
- D. needless
- E. Answer not available

41. People thought that the Wright brothers had _____.

- A. acted without thinking
- B. been negatively influenced
- C. been too cautious
- D. been mistaken
- E. acted in a negative way

42. The Wrights' interest in flight grew into a _____.

- A. financial empire
- B. plan
- C. need to act
- D. foolish thought
- E. Answer not available

43. Lilienthal's idea about controlling airborne vehicles was _____ the Wrights.

- A. proven wrong by
- B. opposite to the ideas of
- C. disliked by
- D. accepted by
- E. improved by

44. The old tables were _____ and replaced by the first reliable figures for air pressure on curved surfaces.

- A. destroyed
- B. invalidated
- C. multiplied
- D. approved
- E. not used

45. The Wrights designed and built their own source of _____.

- A. force for moving forward
- B. force for turning around
- C. turning
- D. force for going backward
- E. None of the above

Adapted from Enoch Morrison (2017)

Text X

Read the following paragraph to answer the next four questions (Questions 46-49).

"Anne," cried Mary, still at her window, "there is Mrs Clay, I am sure, standing under the colonnade, and a gentleman with her. I saw them turn the corner from Bath Street just now. They seemed deep in talk. Who is it? Come, and tell me. Good heavens! I recollect. It is Mr Elliot himself." "No," cried Anne, quickly, "it cannot be Mr Elliot, I assure you. He was to leave Bath at nine this morning, and does not come back till to-morrow." As she spoke, she felt that Captain Wentworth was looking at her, the consciousness of which vexed and embarrassed her, and made her regret that she had said so much, simple as it was.

Mary, resenting that she should be supposed not to know her own cousin, began talking very warmly about the family features, and protesting still more positively that it was Mr Elliot, calling again upon Anne to come and look for herself, but Anne did not mean to stir, and tried to be cool and unconcerned. Her distress returned, however, on perceiving smiles and intelligent glances pass between two or three of the lady visitors, as if they believed themselves quite in the secret. It was evident that the report concerning her had spread, and a short pause succeeded, which seemed to ensure that it would now spread farther. "Do come, Anne" cried Mary, "come and look yourself. You will be too late if you do not make haste. They are parting; they are shaking hands. He is turning away. Not know Mr Elliot, indeed! You seem to have forgotten all about Lyme." To pacify Mary, and perhaps screen her own embarrassment, Anne did move quietly to the window. She was just in time to ascertain that it really was Mr Elliot, which she had never believed, before he disappeared on one side, as Mrs Clay walked quickly off on the other; and checking the surprise which she could not but feel at such an

appearance of friendly conference between two persons of totally opposite interest, she calmly said, "Yes, it is Mr Elliot, certainly. He has changed his hour of going, I suppose, that is all, or I may be mistaken, I might not attend;" and walked back to her chair, recomposed, and with the comfortable hope of having acquitted herself well. From 'Persuasion', by Jane Austen.

46. Anne does not believe it is Mr Elliot whom Mary sees from the window because:

- A: Mary does not know what Mr Elliot looks like.
- B: Mr Elliot was to have left Bath earlier that day.
- C: it was highly unlikely that Mr Elliot would be a friend of Mrs Clay.
- D: A and B together.
- E: B and C together

47. Anne obviously knows Mr Elliot quite well for all the following reasons EXCEPT:

- A: she has knowledge of his travel plans.
- B: she shows discomfort at Mary spotting him.
- C: she is sensitive to what the other ladies might know.
- D: she had been speaking about Mr Elliot to others in the room.
- E: Mary refers to Anne meeting Mr Elliot in Lyme.

48. Anne finally goes to the window because:

- A: she knows in her heart that it really is Mr Elliot
- B: she wishes to prove Mary wrong.
- C: she wishes to calm Mary and cover up her own lack of composure.
- D: Mary frets that Mr Elliot will disappear from view.
- E: Mary is creating a fuss in front of the others in the room.

49. From what occurs it can be inferred that Anne:
- A: couldn't care less about Mr Elliot.
 - B: had not known Mr Elliot long enough to recognise him.
 - C: is attracted to Mr Elliot.
 - D: is uncomfortable at Mr Elliot's behaviour.
 - E: C and D together.

Text XI

Read the following paragraph to answer the next two questions (Questions 50-53).

A hare was very popular with the other beasts who all claimed to be her friend, but one day she heard the hounds approaching and hoped to escape them with the help of her many friends. "What are friends for," she asked herself, "if not to help out in time of need?" Furthermore, most of her friends were big and brave, so at least one should be able to help. First she went to the horse, and asked him to carry her away from the hounds on his back. But he declined, stating that he had important work to do for his master. "I feel sure," he said, "that all your other friends will come to your assistance." She then applied to the bull, and hoped that he would repel the hounds with his horns. The bull replied: "I am very sorry, but I have an appointment with a lady. However, I feel sure that our friend the goat will do what you want." The goat, however, feared that his back might be harmed if he took her upon it. The ram, he felt sure, was the proper friend to apply to. So she went to the ram and told him the case. The ram replied: "Another time, my dear friend. I do not like to interfere on the present occasion, as hounds have been known to eat sheep as well as hares." The hare then applied, as a last hope, to the calf, who regretted that he was unable to help her. He did not like to take the responsibility upon

himself, as so many older persons had declined the task. By this time the hounds were quite near, so the hare had to take to her heels. Luckily, she escaped.

50. The hare was confident she would find a friend to help for all the following reasons except:

- A: she knew she was popular.
- B: she assumed friends were there to help.
- C: most of her friends were big and strong.
- D: her friends had promised help whenever she needed it.
- E: she had a wide range of friends.

51. A suitable moral for this story would be:

- A: a friend in need is a friend indeed.
- B: never rely on your friends in a time of crisis.
- C: popularity does not mean friendship.
- D: friendship does not exist among animals.
- E: in a time of crisis you discover who your true friends are.

52. The sentence below does not have any punctuation. Choose the option with the correct punctuation. dont you understand what I'm saying shouted his father get down at once

- A: Don't you understand what Im saying, shouted his father. Get down at once.
- B: "Don't you understand what I'm saying", shouted his father, "Get down at once."
- C: "Don't you understand what I'm saying", shouted his father. "Get down at once"
- D: "Don't you understand what I'm saying." shouted his father. "Get down at once"
- E: "Don't you understand what I'm saying?" shouted his father. "Get down at once."

53. Choose the option which will best replace the underlined word in the sentence to make it correct. The hotel accomodation was luxurious.

- A: acommodation
- B: accommodation
- C: accomadation
- D: accommerdation
- E: Leave it as it is.

Text XII

Read the following paragraphs to answer the next five questions (Questions 54 - 60).

When I returned to the common the sun was setting. The crowd about the pit had increased, and stood out black against the lemon yellow of the sky—a couple of hundred people, perhaps. There were raised voices, and some sort of struggle appeared to be going on about the pit. Strange imaginings passed through my mind. As I drew nearer I heard Stent's voice: "Keep back! Keep back!" A boy came running towards me. "It's movin'," he said to me as he passed; "it's screwin' and screwin' out. I don't like it. I'm goin' home, I am." I went on to the crowd. There were really, I should think, two or three hundred people elbowing and jostling one another, the one or two ladies there being by no means the least active. "He's fallen in the pit!" cried someone. "Keep back!" said several. The crowd swayed a little, and I elbowed my way through. Everyone seemed greatly excited. I heard a peculiar humming sound from the pit. "I say!" said Ogilvy. "Help keep these idiots back. We don't know what's in the confounded thing, you know!" I saw a young man, a shop assistant in Working I

believe he was, standing on the cylinder and trying to scramble out of the hole again. The crowd had pushed him in.

The end of the cylinder was being screwed out from within. Nearly two feet of shining screw projected. Somebody blundered against me, and I narrowly missed being pitched onto the top of the screw. I turned, and as I did so the screw must have come out, for the lid of the cylinder fell upon the gravel with a ringing concussion. I stuck my elbow into the person behind me, and turned my head towards the Thing again. For a moment that circular cavity seemed perfectly black. I had the sunset in my eyes. I think everyone expected to see a man emerge—possibly something a little unlike us terrestrial men, but in all essentials a man. I know I did. But, looking, I presently saw something stirring within the shadow: greyish billowy movements, one above another, and then two luminous disks-like eyes.

Then something resembling a little grey snake, about the thickness of a walking stick, coiled up out of the writhing middle, and wriggled in the air towards me—and then another. A sudden chill came over me. There was a loud shriek from a woman behind. I half turned, keeping my eyes fixed upon the cylinder still, from which other tentacles were now projecting, and began pushing my way back from the edge of the pit. I saw astonishment giving place to horror on the faces of the people about me. I heard inarticulate exclamations on all sides. There was a general movement backwards. I saw the shop man struggling still on the edge of the pit. I found myself alone, and saw the people on the other side of the pit running off, Stent among them. I looked again at the cylinder and ungovernable terror gripped me. I stood petrified and staring. A big greyish rounded bulk, the size, perhaps, of a bear, was rising slowly and painfully out of the cylinder. As it bulged up and caught the light, it glistened like wet leather. Two large dark-coloured eyes were regarding me steadfastly. The mass that framed them, the head of the thing, was rounded, and had, one might say, a face. There

was a mouth under the eyes, the lipless brim of which quivered and panted, and dropped saliva.

The whole creature heaved and pulsated convulsively. A lank tentacular appendage gripped the edge of the cylinder, another swayed in the air. Those who have never seen a living Martian can scarcely imagine the strange horror of its appearance. The peculiar V-shaped mouth with its pointed upper lip, the absence of brow ridges, the absence of a chin beneath the wedge like lower lip, the incessant quivering of this mouth, the Gorgon groups of tentacles, the tumultuous breathing of the lungs in a strange atmosphere, the evident heaviness and painfulness of movement due to the greater gravitational energy of the earth above all, the extraordinary intensity of the immense eyes—were at once vital, intense, inhuman, crippled and monstrous. There was something fungoid in the oily brown skin, something in the clumsy deliberation of the tedious movements unspeakably nasty. Even at this first encounter, this first glimpse, I was overcome with disgust and dread.

54. This is part of a science fiction story. The most important clue to this would be:

- A: the cylinder in a hole on the common.
- B: something unscrewing the cylinder from within.
- C: the sense of terror and apprehension in the crowd.
- D: the emergence of a Martian.
- E: the author's feelings of disgust and dread.

55. The people in the crowd were first 'elbowing and jostling' one another because:

- A: they were retreating in fear from the pit.
- B: some were trying to push others into the pit.
- C: they were excited and curious to see what was in the pit.
- D: a few had lost their tempers.

E: there were no police present to control them.

56. The author hints that the women in the crowd were:

A: just as aggressive as the men.

B: more aggressive than the men.

C: reluctant to push forward.

D: merely passive onlookers.

E: None of these

57. The mood of the crowd altered suddenly when:

A: the cylinder opened.

B: a bear emerged from the cylinder.

C: a pair of eyes was detected peering at them from the cylinder.

D: tentacles appeared out of the top of the cylinder.

E: the creature opened its mouth.

58. Of the Martian's features, the one most causing the writer's disgust and dread was:

A: the slobbering mouth.

B: the huge, intensely staring eyes.

C: the oily, fungoid skin.

D: the Gorgon-like tentacles.

E: the heaving, pulsating body

59. Please read the following sentences. We all love to win. However, we also have to know how to accept defeat. If we change the above into a single sentence and begin: We have to know how to accept defeat..... What will the best ending be?

A: however, we all love to win.

B: but winning is better.

- C: so we can also love to win.
- D: even though we all love to win.
- E: None of these.

60. He was a morose man, so people tended to avoid him. The word morose in this sentence means:

- A: large
- B: cheerful
- C: idiotic
- D: sullen
- E: none of these

Text XIII

Read the following paragraphs to answer the next two questions (Questions 61 & 62).

The debate on whether Australia will have a nation-wide carbon trading scheme ended last week with the government committed to a national emissions scheme from 2012. However, the decision making as to how we power the economy in a carbon constrained world is only just beginning. Fossil fuels like coal and oil have underpinned our economic growth and standard of living for decades. The current resources boom is there because other countries want our fossil fuels, and for all these reasons it is profitable to keep mining them. Ironically, the income may help develop the technologies to replace them, but it is a matter of which and when. Almost certainly, in the race to reduce emissions, new technologies such as solar, wind and geothermal (heat from rocks) power will compete against gas, clean coal and perhaps nuclear energy to win the hearts and minds of the business world. In the end, business will favour whatever is a cheap, abundant and reliable solution. You can

imagine the lobbying that will ensue from the different interest groups, to attract business capital and government support so that their technology wins out. There may be many collapsed ventures and lost fortunes along the way.

61. Fossil fuels will be in demand for some time yet because:

- A: we have no other options.
- B: they are plentiful and cheap in Australia.
- C: our wealth and lifestyle are at present dependent on them.
- D: A and B together.
- E: B and C together.

62. In the writer's view 'there may be many collapsed ventures' along the way because:

- A: cheaper fossil fuels will continue to be used for a long time.
- B: business will favour existing sources, rather than undergoing expensive change.
- C: carbon emission rules will cripple new energy sources.
- D: not all the options will be adopted, so the cheaper and more efficient will survive.
- E: None of these.

Text XIV

Read the following paragraphs to answer the next questions (Questions 63-72).

One of the modern world's intriguing sources of mystery has been aero planes vanishing in mid-flight. One of the more famous of these was the disappearance in 1937 of a pioneer woman aviator, Amelia Earhart. On the second last stage of an attempted round the world flight, she had radioed her position

as she and her navigator searched desperately for their destination, a tiny island in the Pacific. The plane never arrived at Howland Island. Did it crash and sink after running out of fuel? It had been a long haul from New Guinea, a twenty hour flight covering some four thousand kilometres. Did Earhart have enough fuel to set down on some other island on her radioed course? Or did she end up somewhere else altogether? One fanciful theory had her being captured by the Japanese in the Marshall Islands and later executed as an American spy; another had her living out her days under an assumed name as a housewife in New Jersey. Seventy years after Earhart's disappearance, 'myth busters' continue to search for her. She was the best-known American woman pilot in the world. People were tracking her flight with great interest when, suddenly, she vanished into thin air. Aircraft had developed rapidly in sophistication after World War One, with the 1920s and 1930s marked by an aeronautical record-setting frenzy. Conquest of the air had become a global obsession.

While Earhart was making headlines with her solo flights, other aviators like high-altitude pioneer Wiley Post and industrialist Howard Hughes were grabbing some glory of their own. But only Earhart, the reserved tomboy from Kansas who disappeared three weeks shy of her 40th birthday, still grips the public imagination. Her disappearance has been the subject of at least fifty books, countless magazine and newspaper articles, and TV documentaries. It is seen by journalists as the last great American mystery.

There are currently two main theories about Amelia Earhart's fate. There were reports of distress calls from the

Phoenix Islands made on Earhart's radio frequency for days after she vanished. Some say the plane could have broadcast only if it were on land, not in the water. The Coast Guard and later the Navy, believing the distress calls were real, adjusted their searches, and newspapers at the time reported Earhart and her navigator were marooned on an island. No-one was able to trace the calls at the time, so whether Earhart was on land in the Phoenix Islands or there was a hoaxer in the Phoenix Islands using her radio remains a mystery. Others dismiss the radio calls as bogus and insist Earhart and her navigator ditched in the water. An Earhart researcher, Elgen Long, claims that Earhart's airplane ran out of gas within fifty-two miles of the island and is sitting somewhere in a 6,000-square-mile area, at a depth of 17,000 feet. At that depth, the fuselage would still be in shiny, pristine condition if ever anyone were able to locate it. It would not even be covered in a layer of silt. Those who subscribe to this explanation claim that fuel calculations, radio calls and other considerations all show that the plane plunged into the sea somewhere off Howland Island.

Whatever the explanation, the prospect of finding the remains is unsettling to many. To recover skeletal remains or personal effects would be a grisly experience and an intrusion. They want to know where Amelia Earhart is, but that's as far as they would like to go. As one investigator has put it, "I'm convinced that the mystery is part of what keeps us interested. In part, we remember her because she's our favourite missing person."

63. Amelia Earhart's nationality was:
- A: English
 - B: Australian
 - C: Canadian
 - D: American
 - E: South African
64. All the following are theories about Amelia's fate EXCEPT:
- A: she crashed on a remote island somewhere near her destination.
 - B: her plane ran out of fuel and crashed into the sea.
 - C: she was captured by the Japanese and executed as a spy.
 - D: she escaped incognito and lived under an assumed name.
 - E: she crashed somewhere on Howland Island.
65. The most convincing evidence that Amelia crashed somewhere on land was:
- A: the finding of aircraft remains.
 - B: sightings by islanders.
 - C: radio contact with the coastguard from the Phoenix island
 - D: distress signals from the Phoenix Islands on her particular radio frequency.
 - E: All of these.
66. If the aircraft were ever recovered from its probable sea grave:
- A: it would be hardly recognizable.
 - B: it would be in pristine condition and considered highly valuable.
 - C: it may reveal some grisly evidence.
 - D: A and C together.
 - E: B and C together.

67. The fate of Amelia Earhart still fascinates investigators for all the following reasons EXCEPT:

A: she was a famous female aviator and adventurer.

B: there are such conflicting theories about her disappearance.

C: she was so close to the end of her journey.

D: she may have staged her own disappearance.

E: she presents one of the twentieth century's great unsolved mysteries.

68. You cannot be a hero without being a coward. What does this sentence suggest?

A: Heroes are transformed cowards.

B: To be truly heroic, you first have to know the meaning of fear.

C: Heroes are cowards in disguise.

D: You can never be one or the other; it is always a combination of both.

E: None of these.

69. The sentence below does not have any punctuation. Choose the option with the correct punctuation. whos going to fly qantas to sydney and use its special return offer

A: who's going to fly qantas to Sydney and use it's special return offer?

B: Who's going to fly Qantas to Sydney and use its special return offer?

C: Who's going to fly Qantas to Sydney and use it's special return offer?

D: Who's going to fly Qantas to Sydney and use its special return offer.

E: who's going to fly Qantas to Sydney and use it's special return offer?

70. Choose the option which best corrects the errors in this sentence. Passed experience tells me sitting in a draft you'll catch a cold.
- A: Passed experience tells me if I sat in a draught you'll catch a cold.
 - B: Passed experience tells me sitting in a draught I'll catch a cold.
 - C: Past experience tells me if I sit in a draft I'll catch a cold.
 - D: Passed experience tells me if I sit in a draught you'll catch a cold.
 - E: Past experience tells me if I sit in a draught I'll catch a cold.
71. Far from being upright and moral, his behavior showed him to be fallible. The word fallible in this sentence means:
- A: capable of falling over
 - B: weak-kneed
 - C: capable of error
 - D: immoral
 - E: None of these
72. The sentence below does not have any punctuation. Choose the option with the correct punctuation. we aren't welcome here said Jenny so we had better go don't you think
- A: "We aren't welcome here, said Jenny. We had better go don't you think."
 - B: "We aren't welcome here," said Jenny, "we had better go, don't you think?"

- C: "We aren't welcome here," said Jenny. "We had better go, don't you think?"
- D: "We aren't welcome here," said Jenny, "we had better go, don't you think."
- E: "We aren't welcome here," said Jenny, "we had better go, don't you think?"

Text XV

Read the following text!

One Day City Tour of Sawahlunto

Sawahlunto is about 94 km from Padang, 38 km from Batu Sangkar or 137 km from Bukit Tinggi. If you want to go to Sawahlunto, you can start from any of these three places and take a bus, a taxi or join a trip arranged by a travel agency. If you start from Padang, you can get to Sawahlunto in two hours.

If you take a bus from Padang, you will have to pay Rp8.0000. A taxi will cost you Rp. 200.000. If you join a trip, you will have to pay the travel agency Rp 20.000.

At present, The Tourism, Art, and Culture office of Sawahlunto municipality prepares a tourist package called "One day City Tour of sawahlunto". If you take this package, you will be taken around the town on a tourist train, locally known as dressing, or a tourist bus.

A tourist train is available every day at Sawahlunto station. It starts at 10.00 a.m. and will take you to Muara Kalaban station, which is about 5 km away. This tourist train can accommodate a maximum of 12 passengers and the return fare is Rp. 75.000.

On the way, you can see the tower of the old electric power plant and will be plunged into darkness as you enter the 900-meter-long tunnel.

If you wish to travel by bus, you can charter a tourist bus. It is big enough for 25 people and the charter fee is Rp.250.000 The bus will take you around the old town, visit the living museum, the former open mining pit, and the location of Ombilin Mines Training College (OMTC) and the grave of Prof M.Yamin in Talawi.

When you visit OMTC, you will get information about mining activities through a simulation system of underground mining. You can also visit the geological museum and a coal mining laboratory.

At the end of your tour, you can buy local handicrafts as souvenirs.

73. What is the purpose of the text?
- to persuade readers to visit sawahlunto
 - to describe about a one day tour of sawahlunto
 - to present some point of view about sawahlunto
 - to inform some interesting places in sawahlunto
 - To amuse readers with a one day tour of Sawahlunto
74. The main idea of paragraph six is
- you can visit the location of omtc
 - the bus is big enough for 25 people
 - you can visit the graves of some heroes
 - the bus will take the visitors to the location of omtc
 - There is a tourist bus available to travel to Sawahlunto
75. Which statement is TRUE according to the text?
- sawahlunto is located in padang
 - the visitors will pay less if they take a taxi from padang
 - a tourist train is available at sawahlunto station everyday
 - information about the heroes' graves can be got from omtc
 - taking a tourists bus will be cheaper than taking a tourist train

76. “..... you can charter a tourist bus” (Paragraph 6).

The synonym of the underlined word is

- a. buy
- b. hire
- c. ride
- d. borrow
- e. exchange

Text XVI

Read the following text!

Prague

Is there any city in Europe, or else, like Prague? There has been a city here for over a thousand years, and now 2.250.000 people live here. It is most famous for its Gothic and Baroque building styles. Old Town Square, with its wonderful clock, the Charles Bridge, and Prague Castle on the hill above the river are just a few of Prague’s famous attractions.

Getting around Prague is easy by tram or underground train but it’s also a pedestrian’s dream because much of the old quarter and many of the streets and lanes have little or no traffic. The medieval center is Prague castle and St Vitus Cathedral. An evening view of these illuminated landmarks is one of the most memorable sights in Europe. Wenceslas Square is in the heart of modern Prague.

Visiting Prague today, you immediately notice the lively atmosphere. The city can be crowded during the hot summer months, but it is delight to visit any time of the year, even in the snowy cold of winter. In fact, tourism makes the largest contribution to Prague’s economy. Classical concerts take place all through the year, though the biggest event is the Prague Spring International Music Festival in May and early June. Theatre also has a special place in the life of the city.

The suburbs are like many in Eastern Europe with tall sky crappers and some light industry, but you are very quickly in the

sleepy villages and gentle hills of Bohemia. Many people say Prague reminds them of Vienna or Budapest. But in fact, Prague is unique. There's nowhere quite like it.

77. The purpose of the text is
- to inform people about Prague's beauty
 - to tell people about the history of Prague
 - to present people about the events in Prague
 - to describe the city of Prague and its uniqueness
 - to persuade
78. An evening view of these illuminated landmarks
The underlined word means
- full of colors
 - full of buildings
 - full of memories
 - full of illusion
 - full of lights
79. The text organization/generic structure for this text consists of
- general classification – description
 - identification – explanation
 - orientation – events – reorientation
 - identification – description
 - general classification – events
80. The text tells us about
- Europe
 - Gothic building
 - Charles Bridge
 - Prague Castle
 - Prague

Text XVII

Read the following text and answer the questions!

Why do hawks hunt chicks?

Once upon a time, a hawk fell in love with a hen. The hawk flew down from the sky and asked the hen, "Will you marry me?" The hen loved the brave, strong hawk and wished to marry him. But she said, "I cannot fly as high as you can. If you give me time, I may learn to fly as high as you. Then we can fly together."

The hawk agreed. Before he went away, he gave the hen a ring. "This is to show that you have promised to marry me," said the hawk.

It so happened that the hen had already promised to marry a rooster. So, when the rooster saw the ring, he became very angry. "Throw that ring away at once!" shouted the rooster. The hen was so frightened at the rooster's anger that she threw away the ring immediately.

When the hawk came a few months later, the hen told the truth. The hawk was so furious that he cursed the hen, "Why didn't you tell me earlier? Now, you'll always be scratching the earth, and I'll always be flying above to catch your children," said the hawk.

1. What is the social function of the text above?
2. Who was involved?
3. Did the hen face any problems to marry the hawk?
4. How did the hen solve the problem?
5. Does the story end in happy or sad ending?
6. Does the story happen in the past time or in the present time?
7. Mention the words are used to tell that the story happened in the past?
8. What are the words used to tell the order of events?
9. Are the verbs in the present or in the past?
10. Write several action verbs that you find in the text!

Text XVII

Read the following text!

England is one of countries located in Europe that has four seasons. They are winter, spring, summer and autumn.

In winter, we can find snow everywhere. It is always very cool. The temperature can be lower than 0° C. you should wear jacket if you want to go out. We usually have winter from December to February. After winter, we have spring from March to May. The snow melts down. It is the time when trees and plants start to grow their leaves. The temperature is warmer than before, we also have a lot of rain.

Then, it is summer! We have summer from June to August. The sun shine very bright and it is a holiday time. We finish out school and we can play all day or travel to another place. We usually visit our relatives in difference city. It is sometime very hot and people go to the beach or swimming pool.

Autumn comes after summer. We have autumn from September to November. The live on the trees go brown then they fall of. We like playing with falling leaves in our garden. It is very beautiful. We are sure that people like to visit England in autumn

Check your comprehension!

Read the following statement! Are they true or false? Correct the statement if they are false!

1. England is located in Europe.
2. There are four seasons in England.
3. Winter happen in June to August.
4. In winter, the temperature is upper than 0o C.
5. Spring start in February.

6. The weather in summer is hot.
7. Autumn happen form September to November.
8. The leave turn brown in spring.
9. In summer, people go to the beach and swimming pool.
10. The leaves on the trees grow in autumn

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