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Al-Zaiem Al-Azhari University

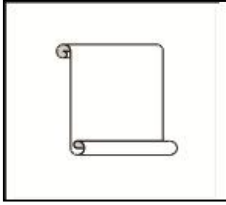
Faculty of Technical and Developmental Studies

Economics and Administration Sciences

Unit of University Requirements

English Communication Skills

Eng.101



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**Designed by: Samar Mansoor & Thouraya
Al-mahi**

Dear student,

The Department of English language at the Unit of University Requirements welcomes you to the first course of the four courses presented by the English language curriculum. This course focuses on introducing you to many micro reading comprehension skills needed in all communication purposes. It also equips with some appropriate methods to enable you to understand and generate many of the styles used in the different types of writing selected in the course materials. The reading passages are aimed at increasing your knowledge and skill of how to effectively handle diverse reading situations in English language.

As you read through the course, you will find very useful and interesting tasks which will not only increase your knowledge, but also enable you to communicate in English language in an effective manner. Some of the tasks

might be new for you, but we are sure that as you read and practice them , they will become easy for you to handle.

You will receive additional materials pertaining to the course, exams, model answers and many relevant educational materials by visiting our web address:

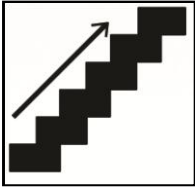
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Course Coordinator

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INTRODUCTION TO THE COURSE



Dear student,

English Communication Skills (Eng. 101)

is the first course in the English language curriculum. The course primarily aims at reinforcing your communicative competency by introducing you to a variety of reading texts selected from general and specific genres of English.

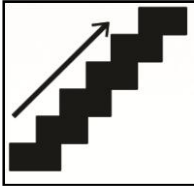
Dear student,

Specifically, by the end of this course, you are expected to:

- 1- use the strategies adopted in developing reading comprehension
- 2- practice the micro skills of reading comprehension
- 3- practice the strategies of note-taking
- 4- be able to differentiate main points from supporting details
- 5- acquire general and specific vocabulary in your field of study.
- 6- be able to make a satisfactory summary.

UNIT ONE

LEARNING FOREIGN LANGUAGES



Dear student,

This unit focuses mainly on introducing you to the nature of foreign language learning. You will be introduced to the way that language is viewed by language experts.

Specifically, by the end of this unit, you are expected to :

- 1- know the nature of foreign language learning**
- 2- use vocabulary related to language learning**
- 3- practice vocabulary related to political sciences**
- 4- practice strategies pertaining to writing skill**

Learning Foreign Languages

Learning a foreign language is not a matter of reading some grammar rules and memorizing some vocabulary words-- although those are important activities, not to be ignored. Acquiring a language is learning a **skill**, not a body of information. It's as much like learning to swim or ride a bike as it is like learning about the River Nile. That is, you must not only understand the ideas and concepts, have information at hand, but you must also make

your body accustomed to *using* that information in physical activity: in this case the physical activity involved is speaking, listening, writing and reading.

You need, then, not only to memorize and understand, but also to **practice!**

Here are a few brief suggestions on effective practice/study techniques.

1. Make your mouth or hand do what your mind is learning. Study out loud. Study with a friend, thus involving yourself in speaking and listening. Try to write sentences or a short paragraph using the skills you have practiced orally.

If you study by reading silently, you draw only upon your visual memory.

If you study out loud, you double your efficiency by adding auditory memory *and* you make your mouth work, helping with pronunciation and speech.

Augment your learning potential even further by writing what you have read and spoken.

2. Study day-by-day. You cannot get by in a foreign language course by cramming at the last minute. You may be able to `learn' vocabulary items that way, but you cannot teach your mouth to use them in sentences. (Can you cram for a swimming test ?)

3. Occasionally go back and review `old' topics and vocabulary. Language learning is cumulative. You learn new skills on the basis of old ones. The more you `recycle' familiar information and skills, the better you will be able to integrate new ones.

Instructors usually present and test new language skills in a somewhat segmented, chapter-by-chapter approach, as a matter of administrative convenience. However, actual learning is not segmented at all, but cumulative. You add new information and skills to the old without superseding them. Your instructor will incorporate `old' information and vocabulary in the presentation of new skills; you will benefit from doing the same thing when you study. (For example, practice new grammar concepts with familiar vocabulary.)

4. Don't be afraid to make mistakes. Self-consciousness can be a mighty obstacle to learning a language. Perhaps part of the reason small children readily acquire languages is that they are not afraid of making mistakes.

If you are prepared to goof from time to time, or even frequently, you'll feel much less restraint in practicing and trying to speak.



SAQ.s

Based on the above passage, decide if the following statements are true or false:

- 1- The main topic of the above passage is language learning.
- 2- You can master a language by focusing only on learning the rules of its grammar.
- 3- Making mistakes is a bad habit in language learning.

4- 'Goof' –underlined - means making mistakes.

Studying



SAQ.s

Read the following passage and choose the option which best completes each questions based on the text

Should Scotland be independent? A recent survey by the Daily Mail newspaper shows that 51 per cent of people in Scotland support Scottish independence; only 36 per cent of Scots disapprove. Scotland is a small country of five million people and 80,000 square kilometers, but it already has its own legal, banking and education systems. Its economy is improved by its natural resources, including North Sea oil. After three centuries of union with England, is Scotland ready for independence? Pro-independence campaigners simply point to the successful economies of

similar small nations like Norway, the Republic of Ireland and Iceland.

Scotland has been part of Great Britain since the Act of Union was signed between England and Scotland in 1707. The act dissolved the individual parliaments of both countries and transferred powers to a new Parliament of Great Britain, based in London.

Scotland's Celtic heritage, Gaelic and Scots languages, tribal and clan structures, and history of emigration align it more closely with Ireland and Wales than with England. When the Labour Party won the 1997 general election, it promised devolution. The Scotland Act of 1998 saw the formation of a new Scottish Parliament and historic parliamentary elections the following year. From Edinburgh, the 129 Members of the Scottish Parliament can pass laws on health, education and prisons. Yet overall control of finance, taxation, public policy, Europe and international affairs remains firmly with Westminster.

(Adapted from: Speak Up, July 2007)

One aspect that contributes to the fact that Scotland should be independent is that it already has

- a) an area of about 80,000 square kilometers.
- b) a population of over five million inhabitants.
- c) its own legal, banking and education systems.
- d) three centuries of steady union with England.

Pro-independence campaigners consider the successful economic experience of

other small European nations

- a) an unimportant question to be really discussed.
- b) a bad indication for Scotland's new economy.
- c) a possibility for Scotland to be successful too.
- d) an issue that should be completely avoided.

After three centuries of union with England

- a) English is the only spoken language in Scotland.

b) Scotland has maintained its Celtic traditions.

c) tribal and clan structures have disappeared.

d) all cultural differences were totally forgotten.

When the Labour Party won the 1997 general election, it promised

a) decentralization of power.

b) new economic development.

c) more investments on health.

d) overall control of finance.

The Members of the Scottish Parliament cannot regulate

a) prisons.

b) education.

c) health.

d) finance.



Exercise 1

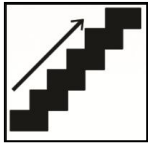
: Compared to mother tongue , why learning foreign language seems to be more difficult ?

Answer key:

When a child learns his mother tongue, he does so by trying to fulfill his immediate needs. This may explain why the first words centre around his basic necessities as mother, father, water, food , ...etc. We can deduce here that adults face difficulties in learning foreign languages because they simply are not compelled to practice it to fulfill their needs. When they are forced to do so, their learning develops tremendously. *Practice* is ,thus, the magic word for overcoming foreign language learning. The more you practice , the better you will be.

UNIT TWO

BACKGROUND INFORMATION ON READING COMPREHENSION



Dear student,

By the end of this unit, your expected to :

- 1- use the strategies of reading comprehension.
- 2- appreciate the importance of background information in reading comprehension.
- 3- state the reasons for Lack of Comprehension.
- 4- practice writing skill.
- 5- acquire vocabulary and styles related to writing advertisement.

BACKGROUND INFORMATION ON READING COMPREHENSION

Reading comprehension refers to the ability to understand information presented in written form. While this process usually entails understanding textbook assignments, reading comprehension skills also may affect one's interpretation of directions on exams, labs, and homework assignments and completion of job applications or questionnaires.

The following paragraphs consider several basic topics related to reading comprehension.

- Good and Poor Readers
- Reasons for Lack of Comprehension
- Troubleshooting

In this unit you will discuss what makes us good or bad readers. The next units will discuss the other elements.

GOOD AND POOR READERS

Students with good versus poor reading skills demonstrate distinct cognitive behaviors before, during, and after reading an assignment. The following chart from *Cook (1989)* summarizes these behaviors.

	GOOD OR MATURE READERS	POOR OR IMMATURE READERS
BEFORE READING	<ul style="list-style-type: none"> • Activate prior knowledge • Understand SAQ.s and set purpose • Choose appropriate strategies 	<ul style="list-style-type: none"> • Start reading without preparation • Read without knowing why • Read without considering how to approach the material
DURING READING	<ul style="list-style-type: none"> • Focus attention • Anticipate and predict • Use fix-up strategies when lack of understanding occurs • Use contextual 	<ul style="list-style-type: none"> • Are easily distracted • Read to get done • Do not know what to do when lack of understanding occurs • Do not recognize important vocabulary • Do not see any organization • Add on, rather than

	<ul style="list-style-type: none"> •of effort •analysis to understand •new terms •Use text structure to assist comprehension •Organize and integrate new information •Self-monitor comprehension by ... <ul style="list-style-type: none"> ○ knowing comprehension is occurring knowing what is being •Reflect on what was read 	<p>integrate, new information</p> <ul style="list-style-type: none"> • Do not realize they do not understand
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	<ul style="list-style-type: none"> • Feel success is a result Summarize major ideas ○ Seek additional information from outside understood 	
<p style="text-align: center;">AFTER READING</p>	<ul style="list-style-type: none"> • sources 	<ul style="list-style-type: none"> • Stop reading and thinking • Feel success is a result of luck



SAQ.s

Read the following document and answer the questions that follow:

“Why I’d Like to Visit Texas” Essay Contest

1 We extend a special invitation to enter our contest: “Why I’d Like to Visit Texas.” We’ll have one high school winner from each state across the country.

2 If you win, you will receive an all-expenses-paid trip for two to the great state of Texas! You will tour the state, stopping in six cities to visit overnight and to see landmarks. The prize includes hotel rooms, meals, round-trip transportation to and from Texas, and all your transportation within the state.

3 Carefully read the details below, start planning and writing, and send us your entry. We’d love to see you here in the Lone Star State!

Essay Rules:

4 You must meet each criterion for your essay to be considered. You may only write about one of the Texas

landmarks or Texas symbols listed on the next page under **“Topics.”*** Your essay must be entitled “Why I’d Like to Visit Texas.” We encourage you to research many resources as you plan your essay. We are looking for dynamic essays that will capture attention and provide fascinating detail.

5 Your essay must be at least 1,000 words, but no longer than 1,500 words. All entries that do not meet this length requirement will be automatically disqualified. Be certain that your essay is rich with historical facts. Mark each fact with a number, and include reference for the fact as an endnote. Include a full bibliography with your entry. Points will be subtracted for weak grammar and poor spelling. While we prefer typed entries, handwritten entries are allowed, but we must be able to read your handwriting.

6 Do not write your name on the essay. Instead, staple a cover sheet and the entry form to your essay. Include your name, address, and telephone number. After we receive the entries, we will assign each one a number. Include a confirmation from your high school attendance office to show that you are registered at the high school.

7 We will accept only one entry per student. While we

encourage you to share this information with your friends, only one entry per envelope will be accepted.

8 If your entry is postmarked prior to December 31, and you include a self-addressed, stamped envelope, we'll send you a free Texas sticker! We'll also send you a list of winners.

1.The author begins the document by describing the benefits of winning the contest, rather than by giving the rules. What is the MOST likely reason for this order?

A to save space and time

B to save the most important information for last

C to meet the requirements of contest laws

D to draw immediate interest and attention

2.According to the document, which of these must be verified for an entry to be accepted?

A the student's age **B** the student's registration at a high school **C** the originality of the student's essay **D** the references the student cited

3.Which of these would NOT be an acceptable topic for a contest entry?

A the Rio Grande River **B** the origin of "Texas, Our Texas"

C the mockingbird D Perry's Point: Texas at its most glorious

4. Which of the following essays would be disqualified in this essay contest?

A an essay about Rainbow Cliffs B a handwritten essay
C a 1,600-word essay D an essay with uninteresting facts



Exercise 2

What are the major differences between essays and reports?

Answer key

Exercise 2: The major differences between essays and reports can be summarized as follow:

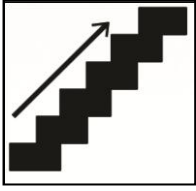
1- Essays need references while reports normally need no references.

2- Reports have subtitles while essays normally do not have subtitles.

3- Reports are usually written on demand from a manager or a committee for specific purposes while essays are usually done for general purposes

UNIT THREE

LACK OF COMPREHENSION



Dear student,

This Unit attempts to deal with a common problem that often faces

learners when introduced to informative content in a foreign language.

Specifically, by the end of this unit, you are expected to:

- 1 know the reasons for lack of comprehension
- 2 practice efficient approaches for enhancing reading comprehension
- 3-practice vocabulary pertaining to financial crisis

LACK OF COMPREHENSION

Reading comprehension fails for a number of reasons. Students, with the help of a facilitator if necessary, should attempt to identify the cause(s) of lack of comprehension and then identify appropriate reading strategies to compensate for the deficit(s).

Five reasons for lack of reading comprehension are listed below (the first four are from Twining, 1991).

- Failure to understand a word

- Failure to understand a sentence
- Failure to understand how sentences relate to one another
- Failure to understand how the information fits together in a meaningful way (organization)
- Lack of interest or concentration

TROUBLESHOOTING

The following tips are intended to help students and facilitators identify reasons for lack of reading comprehension. Learners may find that the reasons for lack of understanding are situational, depending on the type of reading matter, the subject of the material, and one's mental or physical state. Not all failures in all contexts will be attributable to the same factor. For example, lack of understanding of a biology text may be due to vocabulary problems, while lack of comprehension of a history text may be attributed to organizational failures. Therefore, it is helpful for students to be familiar with a number of reading comprehension strategies in order to deal effectively with different situations.

- Read a variety of materials. Do not limit yourself to text books.
- Read a fairly long portion of the material. It would be difficult to assess reading comprehension based on one or two paragraphs. Try to read an entire section or chapter instead.
- Circle unknown or unfamiliar words as you read.
- After reading, recall as much of the information as possible. Then check the accuracy and completeness of your recollections. If the main ideas are presented in a particular order, see if you can recall that organization.
- Consider how interesting the subject matter is and how much you already know about the subject.
- Answer questions about the material after reading it. The questions may come from the book itself, from instructors or tutors, or may be made up by the student.



SAQ.s

*Read the following passage carefully and answer the questions given below it. Certain words have been printed in **bold** to help you locate them while answering some of the questions—*

The great fear in Asia a short while ago was that the region would suffer through the wealth destruction already taking place in the U.S. as a result of the financial crisis. Stock markets tumbled as exports plunged and economic growth deteriorated. Lofty property prices in China and elsewhere looked set to bust as credit tightened and buyers **evaporated**. But with surprising speed, fear in Asia swung back to greed as the region shows signs of recovery and property and stock prices are soaring in many parts of Asia. Why should the **sharp** Asian turnaround be greeted with skepticism? Higher asset prices mean households feel wealthier and better able to spend, which could further **fuel**

the region's nascent rebound. But just as easily, Asia could soon find itself saddled with overheated markets similar to the U.S. housing market. In short **the world has not changed, it has just moved places.** The incipient bubble is being created by government policy. In response to the global credit crunch of 2008, policy makers in Asia slashed interest rates and **flooded** financial sectors with cash in frantic attempts to keep loans flowing and economies growing. These steps were logical for central bankers striving to reverse a deepening economic crisis. But there's evidence that there is too much easy money around. It's winding up in stocks and real estate, pushing prices up too far and too fast for the underlying economic fundamentals. Much of the concern is focused on China, where government stimulus efforts have been large and effective. Money in China has been especially easy to find. Aggregate new bank lending surged 201% in the first half of 2009 from the same period a year earlier, to nearly \$ 1.1 trillion. Exuberance over a quick recovery—which was given a boost by China's surprisingly strong 7.9% GDP growth in the second quarter—has **buoyed** investor sentiment not just for stocks but also for real estate.

Former U.S. Federal Reserve Chairman Alan Greenspan argued that bubbles could only be recognised in hindsight. But investors—who have been well schooled in the dangers of bubbles over the past decade are increasingly wary that prices have risen too far, and that the slightest bit of negative economic news could knock markets for a loop. These fears are compounded by the possibility that Asia’s central bankers will begin taking steps to shut off the money. Rumours that Beijing was on the verge of tightening credit led to Shanghai stocks plunging 5%. Yet many economists believe that, “there is close to a zero possibility that the Chinese government will do anything this year that constitutes tightening.” And without a major shift in thinking, the easy-money conditions will stay in place. In a global economy that has produced more dramatic ups and downs than anyone thought possible over the past two years, Asia may be heading for another disheartening plunge.

1. To which of the following has the author attributed the 2008 Asian financial crisis ?

(1) Reluctance of Asian governments to taper off the economic stimulus

(2) Greed of Asian investors causing them to trade stocks of American companies at high prices

(3) Inflated real estate prices in Asian countries

(A) None

(B) Only (1)

(C) Only (3)

(D) Only (1) and (2)

(E) Only (2)

2. What does the author want to convey through the phrase **“The world has not changed it has just moved places”** ?

(A) At present countries are more dependent on Asian economics than on the US economy

(B) Economies has become interlinked on account of globalisation

(C) Asian governments are implementing the same economic reforms as developed countries

(D) All economies are susceptible to recession because of the state of the US economy

(E) None of these

3. Which of the following can be said about the Chinese government’s efforts to revive the economy?

(A) These were largely unsuccessful as only the housing

market improved

(B) The government's only concern was to boost investor confidence in stocks

(C) These efforts were ineffectual as the economy recovered owing to the US market stabilizing

(D) These were appropriate and accomplished the goal of economic revival

(E) They blindly imitated the economic reforms adopted by the US

4. Why do experts predict that Asian policy makers will not withdraw fiscal stimulus ?

(1) The US economy is not likely to recover for a long time

(2) Stock markets are yet to regain their former levels

(3) Fear of revolt by greedy citizens

(A) None

(B) Only (3)

(C) Only (1) and (3)

(D) Only (2)

(E) Only (2) and (3))

5. What do the statistics about loans given by Chinese banks in 2009 indicate ?

(A) There was hardly any demand for loans in 2008

(B) The Chinese government has borrowed funds from the U.S.

(C) China will take longer than the US to recover from the economic crisis

(D) The GDP of China was below expectations

(E) None of these

6. Why has investor confidence in the Chinese stock market been restored ?

(1) Existing property prices which are stable and affordable

(2) The government has decided to tighten credit

(3) Healthy growth of the economy indicated by GDP figures

(A) Only (3)

(B) Only (1) and (2)

(C) All (1), (2) and (3)

(D) Only (2)

(E) None of these

7. What is the author's main objective in writing the passage ?

(A) Illustrating that Asian economies are financially more sound than those of developed countries

(B) Disputing financial theories about how recessions can

be predicted and avoided

(C) Warning Asian countries about the dangers of favouring fast growth and profits over sound economic principles

(D) Extolling China's incredible growth and urging other countries to emulate it

(E) Advising governments about the changes in policy to strengthen economic fundamentals

8. Why does the author doubt the current resurgence of Asian economics ?

(A) Their economies are too heavily reliant on the American economy which is yet to recover

(B) Central banks have slashed interest rates too abruptly which is likely to cause stock markets to crash

(C) With their prevailing economic conditions they are at risk for a financial crisis

(D) Their GDP has not grown significantly during the last financial year

(E) None of these

9. Which of the following can be inferred from the passage ?

(1) All Asian economies are recovering at the same pace

(2) Experts are apprehensive about the state of Asian

economies despite their recovery

(3) Developed countries should implement the same economies reforms as Asian ones

- (A) Only (1)
- (B) Only (2) and (3)
- (C) Only (1) and (2)
- (D) Only (2)
- (E) None of these

10. According to the passage, which of the following factor(s) has/ have had a negative impact on the Asian stock markets ?

- (1) Abrupt drop in exports by Asian countries
 - (2) Extravagant disbursement of housing loans in 2009
 - (3) Raising of interest rates by the Central Bank
- (A) None
 - (B) Only (1) and (2)
 - (C) Only (1)
 - (D) Only (1) and (3)
 - (E) All (1), (2) and (3)

Directions—(Q. 11–12) Choose the word or group of words which is **MOST SIMILAR** in **MEANING** to the word printed in **bold** as used in the passage.

11- **Fuel**

- (A) Petrol
- (B) Stimulate
- (C) Sustain
- (D) Heat
- (E) Charge)

12- **Flooded**

- (A) Surged
- (B) Saturated
- (C) Overflowed
- (D) Deluge
- (E) Overcome)

13. **Evaporated**

- (A) Dehydrated
- (B) Melted
- (C) Vaporised
- (D) Vanished
- (E) Dodged

Directions—(Q. 14-15) Choose the word or group of words which is **MOST OPPOSITE** in **MEANING** to the word printed in **bold** as used in the passage.

14. **Buoyed**

(A) Heavy

(B) Stifled

(C) Numbed

(D) Dull

(E) Abated

Ans : (E)

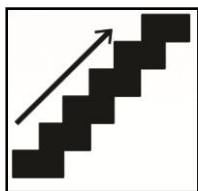
15. **Sharp**

(A) Blunt (B) Incomplete (C) Naive (D) Indistinct (E)

Gradual

UNIT FOUR

READING TECHNICAL MATERIAL



Dear student,

By the end of this unit, your expected to :

- 1- understand the strategies adopted in reading technical terms
- 2- practice deducing meaning based on context.
- 3- be able to differentiate main points from supporting details
- 4- acquire general and specific vocabulary in oil industry.

READING TECHNICAL MATERIAL

Reading assignments may be challenging if the information is highly specialized or technical, or if the material is beyond the student's level of preparation. In these situations it is common for students to lose interest and motivation. The following tips may help students get through difficult reading assignments.

- Repetition.
 - Read over the assignment once. Switch to another SAQ.s for a period of time or sleep on it. Re-read the material later or on the following day. Review the assignment periodically.
- Remediation.

- Consult supplemental resources for learning fundamental information needed to understand the reading assignment. Possibilities include introductory textbooks, student workbooks or study guides to textbooks, lab manuals, and survey books.
- Consult with Professionals.
 - Additional help in understanding difficult readings may be obtained from the instructor during office hours, from graduate assistants, and from professional tutors. Peer tutors or upperclass majors may also provide valuable assistance.
- Essential Words.
 - Focus on key words in the text. Emphasize verbs and nouns only; ignore or cross out unnecessary adjectives and adverbs. Look for terms in bold print or italics.
- Review and Summarize.
 - Review after reading each paragraph of text. Identify the main idea of each paragraph. Be sure to understand each paragraph before moving on to the next. Review at the end of each section as well as at the end of the chapter. Develop your own summary of the chapter and compare it to the summary presented in the book.
- Make Reading More Active.

- Comprehension may be improved if one uses senses other than vision while reading. Stimulate the auditory sense by reading aloud or listening to tape recordings of the text (see the Books on Tape section of this page). Take notes during or after reading difficult material (see the Text Book Note taking section of this page).

- Make Reading Interactive.

- Work with another student. Read to each other, and take turns summarizing sections or chapters of text. "Teach" each other the more difficult concepts, making liberal use of visual aids. Relate the material to personal experiences.

- Review Questions.

- Evaluate your understanding of the material by answering the review questions at the end of the chapter or in student study guides and workbooks. If questions are not available, make up your own by converting the section headings into questions.

- Words and Definitions.

- Look up the definitions of all unfamiliar words, even if they are not in bold print or italics. Compile a written list of unfamiliar words (and definitions) that appear repeatedly, or record the words and definitions on audio tapes and

listen to them for review. Use a dictionary to look up non-technical words, and consult the glossary in the book for technical word definitions. Place a colored paper clip on the glossary pages for quick access. Additional vocabulary strategies are discussed elsewhere in this page.

- Other Strategies.
 - Other strategies outlined in this page may be helpful when confronted with difficult reading assignments.



SAQ.s

Read the passage below and answer the questions based on it.

World Distribution of Oil - Location of Reserves

Two overriding principles apply to world petroleum production. First, most petroleum is contained in a few large fields, but most fields are small. Second, as exploration progresses, the average size of the fields discovered decreases, as does the amount of petroleum found per unit of exploratory drilling. In any region, the

large fields are usually discovered first. Since exploration for oil began during the early 1860s, some 50,000 oil fields have been discovered. More than 90 percent of these fields are insignificant in their impact on world oil production. The two largest classes of fields are the super giants, fields with 5,000,000,000 or more barrels of recoverable oil, and world-class giants, fields with 500,000,000 to 5,000,000,000 barrels of recoverable oil. Fewer than 40 super giant oil fields have been found worldwide, yet these fields originally contained about one-half of all the oil so far discovered. The Arabian-Iranian sedimentary basin in the Persian Gulf region contains two-thirds of these super giant fields. The remaining super giants are distributed as follows: two in the United States, two in Russia, two in Mexico, one in Libya, one in Algeria, one in Venezuela, and two in China. The nearly 280 world-class giant fields thus far discovered, plus the super giants, account for about 80 percent of the world's known recoverable oil. There are, in addition, approximately 1,000 large oil fields that initially contained between 50,000,000 and 500,000,000 barrels. These fields account for some 14 to 16 percent of the world's known oil. Less than 5 percent of the known

fields originally contained roughly 95 percent of the world's known oil.

1. Which statement is correct?

- a) Most petroleum production comes from small oil fields.
- b) As exploration continues, the size of the oil fields increases.
- c) A few large oil fields contain most of the available petroleum.
- d) Large oil fields are discovered last.

2. The main point of this article is:

- a) To warn of a coming shortage of oil.
- b) To describe how drilling for oil is carried out.
- c) To increase awareness of the importance of petroleum.
- d) To describe the distribution of oil fields around the world.

3. What is the relationship between the size of an oil field and the number of these oil fields?

- a) The smaller the oil field is, the more there are.
- b) The bigger the oil field is, the more there are.
- c) The relationship is random.
- d) The bigger the oil field is, the less oil it has.

4. An oil field with 4,000,000,000 barrels of recoverable oil would be called a:

- a) World-class giant.
- b) A super giant.
- c) A large oil field.
- d) A sedimentary basin.

5. At the time of writing, how many super giant oil fields were there outside of the Persian Gulf?

- a) 11. b) Two-thirds.
- c) 9. d) 40.

6. World-class giants and super giant oil fields account for how much of the world's known oil?

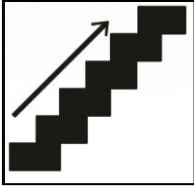
- a) Four-fifths. b) Two-thirds.
- c) Two-fifths. d) One half.

7. Which answer represents the size order of oil fields (smallest first)?

- a) World-class giant, large, super giant.
- b) Super giant, large, world-class giant.
- c) Large, super giant, world-class giant.
- d) Large, world-class giant, super giant.

UNIT FIVE

GENERAL APPROACH TO UNFAMILIAR VOCABULARY



Dear student,

By the end of this unit, you are expected to :

- 1- practice an approach to unfamiliar vocabulary.
- 2- reinforce some grammatical rules.
- 3- be able to differentiate main points from supporting details
- 4- develop vocabulary through MSQS technique.

GENERAL APPROACH TO UNFAMILIAR VOCABULARY WORDS

From text books to journal articles to exam questions, students are commonly faced with vocabulary words they do not understand. In such situations, several options are available to students for learning the meanings of unfamiliar terms. The following approach is suggested by Twining (1991).

1. Listen to the Word
 - The first strategy to try is pronouncing the unfamiliar word aloud and listening for something familiar in the word as you speak and listen. Sometimes just saying the word

aloud and listening carefully will trigger one's memory of the word's meaning or a similar word.

2. Consider the Context

- Next, reread the sentence containing the unfamiliar word, or perhaps a few sentences preceding or following, to determine if the meaning can be derived from the context.

-

3. Decipher

- If no clues may be gleaned from the context of the word, try deciphering the word itself based on suffixes, prefixes, and root words within the unfamiliar term.

4. Dictionaries

- When deciphering and context clues are ineffective, use a dictionary to learn the meaning of an unfamiliar word. A standard dictionary is often sufficient for finding most words. Otherwise, one may have to consult a content-specific dictionary (such as for medical terms) or the glossary of a text book.

- If a dictionary is used, make an abbreviated note of the definition in the margin of the text near the word. That way, if the word is encountered again, one need not look it up again.

- Because consulting dictionaries can be time consuming and may interfere with one's comprehension of the text, try to use them sparingly.
- If one is unable to use a dictionary during an exam, try asking the instructor for definitions of unfamiliar words, especially if the words are not content related.

5. Skip the Word

- It may be most efficient to skip an unfamiliar word as long as it will not result in confusion or lack of comprehension of key sentences or entire paragraphs. If the word seems inconsequential, just skip it.

6. Experience

- Remember that unfamiliar words are ultimately understood through a variety of experiences. Therefore, to steadily improve one's word knowledge, read frequently with the intent to learn new words.

A. VOCABULARY AND GRAMMAR:

Choose one option A,B,C,D that correctly completes the sentence

1.team sports require cooperation.

A. Of all B. They are all C. All D. Why
are all

2. Anyone who has ever pulled weeds from a garden
.....roots firmly anchor plants to the soil.

A. is well aware of B. is well aware that C. well
aware D. well aware that

3. Centuries of erosion have exposedrock surfaces
in the Poland Desert of northern Arizona.

A. in colors of the rainbow B. colored like a
rainbow C. rainbow-colored D. a rainbow's
coloring

4. The higher the temperature of a molecule,

A. the more energy it has B. than it has more
energy C. more energy has it D. it has more energy

5. Frontier surgeon Ephraim Mac Donald had to perform
operations anesthesia.

A. no B. not having C. without D. there
weren't

6. young, chimpanzees are easily trained.

A. When are B. When C. They are
D. When they

The Driving Instructor

I'm a driving test examiner. I ran my own driving school for twelve years before applying to become an examiner in 1996. Since then I've ...⁽¹⁾ to examine lorry and bus drivers and instruct trainee examiners. I⁽²⁾ that I've assessed 16,000 people and passed around half of them. The first lorry driver I passed ...⁽³⁾ tears. However, the most ...⁽⁴⁾ reasons for failing are not being ready and being too⁽⁵⁾ Inwardly I'm telling the candidates not to do something stupid like ...⁽⁶⁾ out into moving traffic, but I'm not ...⁽⁷⁾ to tell them how to drive.

When I⁽⁸⁾ my own test I was extremely nervous and had to⁽⁹⁾ with a very strict and unfriendly examiner. We're taught nowadays to put people at their⁽¹⁰⁾ We pass everyone who's up to⁽¹¹⁾, but people often present themselves too soon. I've never been offered money to pass anyone,⁽¹²⁾ one man asked me if he could make me change my⁽¹³⁾ I then⁽¹⁴⁾ him to the police. My ambition is to be a supervising examiner in⁽¹⁵⁾ of test centers in a large area.

1. A. resulted B. succeeded
C. qualified D. mastered
2. A. count B. number
C. judge D. estimate
3. A. burst into B. turned back C. carried on
D. set off
4. A. simple B. regular C. average D. common
5. A. tense B. tight C. stretched D. stiff
6. A. make B. pull C. pick D. stand
7. A. admitted B. let C. allowed D. enabled
8. A. took B. performed C. achieved D. affected
9. A. suffer B. meet C. experience D. deal
10. A. rest B. ease C. peace D. leisure
11. A. limit B. test C. measure D. standard
12. A. while B. even C. although D. despite
13. A. mind B. thoughts C. attitude D. view
14. A. reported B. declared C. announced D. notified
15. A. responsibility B. care C. duty D. charge

Read the sentences and correct any errors. Put a tick if the sentence is error-free.

1. Aromatherapy uses many of essential oils plants.

.....

2. Conventional methods have proved as ineffective and they

are now experimenting with a radically different treatment.

.....

3. I couldn't whip up any enthusiasm for going out on such a cold night.

.....

4. One vitamin pill a day is the equivalent for drinking two litres of orange juice

.....

5. Coffee is stimulus and should be drunk late at night .

.....

6. Their singing was excruciating and most people left the room.

.....

7. If you're feeling nervous during an interview, try to improve your posture.

.....

8. Respiratory unorders such as asthma can be made worse by living near busy roads.

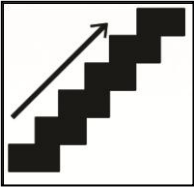
.....

9. It is well-known that smoking can be harmful to unborn babies.

.....

UNIT SEX

TEXT BOOK READING GUIDES



Dear student,

By the end of this unit, your expected to :

- 1-State the methods of reading textbooks.
- 2- acquire the procedures in newspaper articles.
- 3- acquire vocabulary related to economics.

TEXT BOOK READING GUIDES

Guides to aid you in reading texts may be developed for nearly any subject or reading level. They help you to recognize the organization of information and to comprehend the main points of the reading. Facilitators or instructors may develop reading worksheets for students, or students may work individually or in study groups to design their own.

You and facilitators select from a set of questions and statements designed to guide readers through the major ideas and supporting details of the text. Or you can make up your own items. The strategy is especially useful when lecture information, course objectives, and prior exams are considered in making the reading guide.

Sample items that one might include in a text book reading guide – which you have to look for - are provided below

(REFERENCE). Items may be phrased as statements or as questions.

- The main idea introduced is ...

What is the main idea?

- The author's purpose for writing the text is ...

What is the author's purpose of writing the text?

- The author's thesis is ...

What is the thesis of the reading?

- The main idea is significant because ...

Why is the main idea significant?

- The main idea may be defined as ...

What is the definition of the main idea?

- Examples of the main idea are ...

What are some examples of the main idea?

- The author elaborates on the main idea by discussing the differences between ___ and ___ .

What two things or ideas are contrasted?

- Visual aids in the text show ...

What do the visual aids tell us about the subject?

- Important dates discussed in the text are ...

What are the important dates discussed in the text?

- The most significant contribution of ___ was ...

What are the significant contributions of the people discussed in the text?

- The main idea is related to the reader's personal experiences of ...

What personal experiences of the reader are related to the main idea of the text?

- The author's motivation for writing the text was ...

What was the author's motivation for writing the text?

A reading guide was developed for the following excerpt from a science book (REFERENCE). The sample reading guide and the completed reading guide are illustrated.

- "Different elements combine in proportions that are fixed and unvarying to form compounds. For example, the compound water has a fixed proportion of two elements: 11.9 % hydrogen to 88.1% oxygen by mass. Compounds are unlike mixtures, in which two or more elements can be present in varying proportions. Seawater is a mixture. It consists of sodium, chlorine, potassium, calcium, sulfur, magnesium, and other substances dissolved in water, but the percentages of each substance varies from place to

place. The compound water is 11.9% hydrogen and 88.1% oxygen no matter where you find it."

- The main idea introduced is _____ .
- It can be defined as _____ .
- An example is _____ .
- The authors elaborate on the idea by discussing the differences between _____ and _____ .

- The main idea introduced is compounds.
- It can be defined as different elements combined in fixed and unvarying proportions.
- An example is water (always 11.9% hydrogen and 88.1% oxygen) .
- The authors elaborate on the idea by discussing the differences between compounds (water) and mixtures (seawater).



SAQ.s

You are going to read a newspaper article about the hobby of collecting things – big and small. Seven paragraphs have been removed from the article. Choose the most suitable paragraph from the list A-H for each part (1-6) of the article. There is one extra paragraph which you do not need to use. There is an example at the beginning (0).

The Collectors

One in three adults indulge in collecting. Amanda Roy writes about the things she collects and the reasons why so many people enjoy the same hobby.

Since the beginning of time, people have had the urge to collect. When primitive man collected pebbles, he hung them around his neck. Attracted by their shapes and color, these pebbles represented man's first attempts to gather objects for intellectual and spiritual reasons.

0	H (Example)
---	-------------

I have been collecting all my life. Everything from flowers such as tulips, to pottery and paintings. My first collection was of stones picked up in my parents' garden. Aged six I had the good fortune, although it did not seem so at the time, to be sent to a school in a remote part of England, a cold and windy place surrounded by hills.

1	
---	--

Surprisingly I am not alone in being interested in collecting objects. One in three adults indulges the same passion. The reasons why people collect has become a subject of great interest.

2	
---	--

One famous collector was the Due de Berry in France. He owned a 'room of wonders'. This was a collection of natural and artificial curiosities.

3	
---	--

However, you don't have to be rich and powerful to start a collection. I have collected items as different as tulips bulbs and china cups, searching out examples of each type with incredible determination.

4	
---	--

One collection that I made was of American rag dolls – 350 of them. I looked all over America for these dolls, searching out each variation in design with delight. This collection was destroyed when my house caught fire.

5	
---	--

It is, I suppose the way that collection change hands that has always interested me. A silver spoon that once belonged to a king, a poet: it is this that gives value to the goods that are traded in the markets of the world. As small objects become a popular collector's item, so they begin to rise in price.

6	
---	--

I have always loved collecting and collectors. It is a world of passion, envy and enthusiasm and delight. However, if you enter this world, remember one thing: in the end, if you don't fall in love with an object, don't collect it.

Removed paragraphs:

A. There were cups made from coconut shells, carved ivory beads and pieces of Oriental china. Another aristocrat,

Catherine the Great of Russia, collected more than 4,000 paintings.

B. I once owned a copy; there are, I believe, only three in existence. It reveals why some objects are more sought after than others.

C. When my parents came to visit me they used to take me to the local museum, which was full of objects collected by people in the past. I was fascinated by these objects.

D. The toys of the 1950s are now positively an investment, provided of course, that you didn't throw away the original boxes. (Not only did I throw away the boxes, but I also threw away the contents)

E. I remember the day that I persuaded a fellow collector of tulips to part with one which I wanted to add to my collection. I planted it and watered it until one year it vanished – stolen by another collector.

F. The current thinking is that, for some individuals, it is the only aspect of their lives where they have complete control. For me, it's just something I enjoyed doing.

G. Next morning, I stood inside the front hall and saw the remains of furniture and collection. I am not certain which saddened me more!

H. Over the intervening centuries, nothing much has changed. Small boys and girls still collect stones and seashells just for the beauty of their forms and colors.

: Read the following passage and, for each question, choose the one best answer – A,B,C,D based on what is stated in the passage or on what can be inferred from the passage.

What is meant by the term *economic resources* ? In general, these are all the natural, man-made, and human resources that go into the production of goods and services . This obviously covers a lot of ground: factories and farms, tools and machines, transportation and communication facilities, all types of natural resources, and labor. Economic resources can be broken down into two general categories: property resources – land and capital – and human resources – labor and entrepreneurial skills.

What do economists mean by *land* ? Much more than the non-economist . land refers to all natural resources that are usable in the production process: arable land, forests, mineral and oil deposits, and so on. What about *capital* ? Capital goods are all the man-made aids to producing, storing, transporting, and distributing goods and services.

Capital goods differ from consumer goods in that the latter satisfy wants directly, while the former do so indirectly by facilitating the production of consumer goods. It should be noted that *capital* as defined here does not refer to money. Money, as such, produces nothing.

The term labor refers to the physical and mental talents of humans used to produce goods or services (with the exception of a certain set of human talents, entrepreneurial skills, which will be considered separately because of their special significance). Thus the services of a factory worker or an office worker, a ballet dancer or an astronaut all fall under the general heading of labor.

Question:

1. What is the author's main purpose in writing this passage?

A. To explain the concept of labor B.

To criticize certain uses of capital

C. To contrast capital goods and consumer goods D. To define economic resources

2. In the second sentence of paragraph 1, the author uses the expression "This obviously covers a lot of ground...." to indicate that

A. the factories and farms discussed in the passage are very large

B. economic resources will be discussed in great depth

C. the topic of economic resources is a broad one

D. land is an important concept in economics

3. When non-economists use the term “land”, its definition

A. is much more general than when economists use it

B. is much more restrictive than when economists use it

C. changes from place to place

D. includes all types of natural resources

4. Which of the following could be considered a capital good as defined in the passage ?

A. A railroad

B. Money

C. A coal

deposit

D. Human skills

5. The skills of the following could be considered examples of labor , as defined in the passage EXCEPT

A. artists and scientists

B. workers who produce

services, not goods

C. office workers

D. entrepreneurs

C. USE OF ENGLISH

Here in Ho Chi Minh, traffic lights are quite possibly (0) *the* greatest danger I encounter on my daily pilgrimage

...⁽¹⁾....and from work. I had never considered them in anything⁽²⁾... a favourable light before⁽³⁾..... arrival in Vietnam – their helpful and friendly colours of red, green and orange and⁽⁴⁾.... associated meanings imprinted in my subconscious⁽⁵⁾..... have apparently not imprinted in⁽⁶⁾..... a way on the Vietnamese,⁽⁷⁾..... that or an extremely large proportion of the country is colourblind.

The ...⁽⁸⁾..... turns green and out I go – often with near-death results ! On numerous occasions I have missed⁽⁹⁾....hit by motorbikes, cyclos, bicycles, trucks, buses, and taxis by extremely narrow margins. Whatever law governs the streets, it has little to⁽¹⁰⁾.... with traffic lights.

.....⁽¹¹⁾..... danger near the top of my list is crossing one-way streets. I see the ...⁽¹²⁾..... ‘one-way’ and it triggers a memory that tells me it is only necessary to check for oncoming ...⁽¹³⁾..... from one direction. If that direction happens to be clear – out I go and yet again find ...⁽¹⁴⁾..... in the hands of deaths.

One-way system when translated⁽¹⁵⁾.....Vietnamese has a different meaning altogether. It is seen by some

to learn foreign languages at my age. I am not
⁽²⁾ PATIENCE
 and neither am I⁽³⁾, so why have I found it
 almost INTELLIGENCE
⁽⁴⁾ to learn more than just the basics of
Spanish after POSSIBLE
 nearly six months of study ? My vocabulary is
 ...⁽⁵⁾ ADQUATE
 beyond very basic expressions and my grammar is
 ...⁽⁶⁾ SATISFY
 to say the least. It is not only that my Spanish is
⁽⁷⁾ CORRECT
 but I suspect I sound very⁽⁸⁾ , too. Recently, I
 met POLITE
 a Cuban tourist in a café and⁽⁹⁾ , I
 must have FORTUNE
 said something⁽¹⁰⁾ because she looked
 very APPROPRIATE
 offended and got up and sat at another table.

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given

1. Inventors don't like people copying their ideas. (**object**)
Inventors
being copied.

2. Why were the students mixing up those chemicals in the lab yesterday? (**being**)
Whyup in the lab yesterday ?

3. They made her hand over the notebooks. (**was**)
She her notebooks.

4. People say that the local camera shop is very good. (**supposed**)
The local camera shop very good.

5. My boss told me of his decision yesterday. (**informed**)

I decision
yesterday

6. Fewer people smoke these days. (**decrease**)

There the number of people who smoke
these days.

7. It isn't possible for this to be a car advert. (**be**)

This a car
advert.

8. If you read the slogan, it sounds as if it's about
shampoo. (**must**)

Reading the slogan,
about shampoo.

9. I bet Ginola earned a lot for that Renault ad. (**paid**)

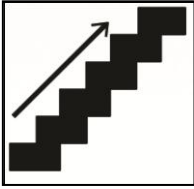
Ginola a lot for that Renault
ad.

10. It was a mistake for me to buy you that computer game.
(**bought**)

I that computer game

UNIT SEVEN

SUMMARY WRITING



Dear student,

By the end of this unit, your expected to :

- 1-practice the strategies of efficient summary writing
- 2- differentiate main points from supporting details.
- 3- reinforce some grammatical rules pertaining to writing stories.

SUMMARY WRITING

One strategy for improving reading comprehension is to write summaries. Summaries function to reduce the amount of information to be remembered and to organize the information in a way that aids understanding and remembering. The following rules and steps for summary writing are quoted from REFERENCE. Summarizing is also covered in the Writing and Proofing page.

Four rules of summary writing (REFERENCE) are as follows.

- Collapse lists.
 - If you see a list of things, try to think of a word or phrase as a name for the whole list.

- For example, if you saw a list like eyes, ears, neck, arms and legs, you could substitute 'body parts.' Or if you saw a list like ice skating, skiing and sledding, you could use 'winter sports.'
- In short, substitute a superordinate for a list of items or actions.
 - Use topic sentences.
 - Often authors write a sentence that summarizes a whole paragraph. It is called a topic sentence or a main idea.
 - If the author gives you one, you can use it in your summary.
 - Some paragraphs do not have explicit topic sentences or main ideas. You may have to invent one for your summary.
 - Get rid of unnecessary detail.
 - Some text information can be repeated in a passage. The same thing can be said in a number of different ways, all in the same passage.
 - Other text information can be unimportant or trivial.
 - Since summaries are meant to be short, you should delete trivia and redundancies.
 - Collapse paragraphs.
- Paragraphs are often related to one another.

- Some paragraphs explain one or more other paragraphs. Other paragraphs just expand on information presented in previous paragraphs. Some are more necessary or important than others.

- Decide which paragraphs should be kept, which can be deleted and which can be joined with others.

Five steps of summary writing (REFERENCE) are provided below.

1. Make sure you understand the text.

- Ask yourself, 'What was this text about?' and 'What did the author say?'

- Try to say the general theme to yourself before you begin to summarize the text.

2. Look back.

- Reread the text to make sure you got the general theme right.

- Also reread to make certain that you really understand what the important parts of the text are.

- Star or mark the important parts of the text.

- Now use the four specific rules for writing a summary.

3. Rethink.

- Reread a paragraph of the text.

- Try to say the theme of that paragraph to yourself.
- Is the theme a topic sentence? (Main idea?) Have you marked it?
- Or is the topic sentence missing? If it is missing, have you written one, in the margin, for example?

4. Check and double check.

- Did you leave in any lists? Make sure you don't list things out in your summary.
- Did you repeat yourself? Make sure you didn't.
- Did you skip anything?
- Is all the important information in the summary?

5. Polish the summary.

- When a lot of information is reduced from an original passage, the resulting concentrated information often sounds very unnatural. Fix this problem and create a more natural- sounding summary.
- Adjustments may include but are not limited to: paraphrasing, insertion of connecting words like 'and' or 'because,' and the insertion of introductory or closing statements.

Paraphrasing is especially useful here, for two reasons: It improves your ability to remember the material and it

avoids using the author's words, otherwise known as plagiarism [Paraphrasing and plagiarism are discussed in detail in the Writing and Proofing page of the General-Purpose Learning Strategies main stack



SAQ.s

Read the short a story and write a traditional a story based on a local legend:

The Gift of Magi

One dollar and eighty- seven cents. That was all. She had put it aside, one cent and then another and then another, in her careful buying of meat and other food. Della counted it three times. One dollar and eighty- seven cents. And the next day would be Christmas.

There was nothing to do but fall on the bed and cry. So Della did it.

While the lady of the home is slowly growing quieter, we can look at the home. Furnished rooms at a cost of \$8 a week. There is little more to say about it.

In the hall below was a letter-box too small to hold a letter. There was an electric bell, but it could not make sound. Also there was a name beside the door, "Mr. James Dillingham Young". When the name was placed there, Mr. James Dillingham Young was being paid \$30 a week. Now, when he was being paid only \$20 a week, the name seemed too long and unimportant. It should perhaps have been "Mr. James D. Young". But when Mr. James Dillingham Young entered the furnished rooms, his name became very short indeed. Mrs. James Dillingham Young put her arms warmly about him and called him "Jim". You have already met her. She is Della.

Della finished her crying and cleaned the marks of it from her face. She stood by the window and looked out with no interest. Tomorrow would be Christmas Day, and she had only \$1,87 with which to buy Jim a gift. She had put aside as much as she could form months, with this result. Twenty dollars a week is not much. Everything had cost more than she had expected. It always happened like that. Only \$1,87 to buy a gift for Jim. Her Jim. She had had many happy hours planning something nice for him. Something nearly

good enough. Something almost worth the honor of belonging to Jim.

There was a looking-glass between the windows of the room. Perhaps you have seen the kind of looking-glass that is placed in \$8 furnished rooms. It was very narrow. A person could see only a little of himself at a time. However, if he was very thin and moved very quickly, he might be able to get a good view of himself. Della, being quite thin, had mastered this art.

Suddenly she turned from the window and stood before the looking- glass. Her eyes were shining brightly, but her face had lost its colour. Quickly she pulled down her hair and let it fall to its complete length

The James Dillingham Youngs were very proud of two things which they owned. One thing was Jim's gold watch. It had once belonged to his father. And long ago, it had belonged to his father's father. The other thing was Della's hair.

If a queen had lived in the rooms near theirs, Della would have washed and dried her hair where the queen could see it. Della knew her hair was more beautiful than any queen's jewels and gifts.

If a king had lived in the same house, with all his riches, Jim would have looked at his watch every time they met. Jim knew that no king had anything so valuable.

So now Della's beautiful hair fell about her, shinning like a falling stream of brown water. It reached below her knees. It almost made itself into a dress for her. And then she put it up on her head again, nervously and quickly. Once she stopped for a moment and stood still while a tear or two ran down her face. She put on her old brown coat. She put on her old brown hat. With the bright light still in her eyes, she moved quickly out the door and down to the street.

Where she stopped, the sign said: "Mrs. Sofronie. Hair articles of all kinds".

Up to the second floor Della ran, and stopped to get her breath.

Mrs. Sofronie, large too white, cold –eyed, looked at her.

Will you buy my hair? Asked Della.

"I buy hair" said Mrs. Sofronie "Take your hat off and let me look at it"

Down fell the brown waterfall

"Twenty dollars" said Mrs. Sofronie, lifting the hair to feel its weight.

"Give it to me quick" said Della.

Oh, and the next two hours seemed to fly. She was going from one shop to another, to find a gift for Jim.

She found it at last. It surely had been made for Jim and no one else. There was no other like it in any of the shops, and she had looked in every shop in the city.

It was a gold watch chain, very simply made. Its value was in its rich and pure material. Because it was so plain and simple, you knew that it was very valuable. All good things are like this.

It was good enough for the Watch.

As soon as she saw it, she knew that Jim must have it. It was like him. Quietness and value- Jim and the chain both had quietness and value. She paid twenty-one dollars for it. And she hurried home with the chain and eighty-seven cents.

With that chain on his watch, Jim could look at his watch and learn the time anywhere he might be. Though the watch was so fine, it had never had a fine chain. He sometimes took it out and looked at it only when no one could see him do it.

When Della arrived home, her mind quieted a little. She began to think more reasonably. She started to try to cover the sad marks of what she had done. Love and large-hearted giving, when added together can leave deep marks. It is never easy to cover these marks. Dear friends – never easy. Within forty minutes her head looked a little better. With her short hair, she looked wonderfully like a schoolboy. She stood at the looking- glass for a long time.

"If Jim doesn't kill me" she said to herself, "before he looks at me a second time, he'll say I look like a girl who sings and dances for money. But what could I do- oh what could I do with a dollar and eighty –seven cents?"

At seven, Jim's dinner was ready for him.

Jim was never late. Della held the watch chain in her hand and sat near the door where he always entered. Then she heard his step in the hall and her face lost color for a moment. She often said little prayers quietly, about simple everyday things. And now she said: "Please God, make him think I'm still pretty".

The door opened and Jim stepped in. he looked very thin and he was not smiling. Poor fellow, he was only twenty-

two- and with a family to take care of! He needed a new coat and he had nothing to cover his cold hands.

Jim stopped inside the door. He was as quiet as a hunting dog when it is near a bird. His eyes looked strangely at Della, and there was an expression in them that she could not understand. It filled her with fear. It was not anger, nor surprise, nor anything she had been ready for. He simply looked at her with that strange expression on his face.

Della went to him.

"Jim, dear" she cried. "Don't look at me like that. I had my hair cut off and sold it. I couldn't live through Christmas without giving you a gift. My hair will grow again. You won't care, will you? My hair grows very fast. It's Christmas. Jim let's be happy. You don't know what a nice- what a beautiful nice gift I got for you.

"You've cut off your hair?" asked Jim slowly. He seemed to labor to understand what had happened. He seemed not to feel sure he knew.

"Cut it off and sold it" said Della. "Don't you like me now? I'm me, Jim I'm the same without my hair"

Jim looked around the room.

"You don't have to look for it." said Della. "It's sold, I tell you – sold and gone, too. It's the night before Christmas, boy. Be good to me, because I sold it for you. Maybe the hairs of my head could be counted" she said, "but no one could ever count my love for you. Shall we eat dinner Jim"?

The Gift of Magi

1. How much has Della put aside for months?
 - a. one dollar & eighty cents.
 - b. hundred and eighty seven cents.
 - c. two dollars
 - d. eight seven cents
2. Why did Della put her money aside?
 - a. to buy a gift for herself
 - b. to buy a gift for her spouse.
 - c. to buy gift for newborn children
 - d. to live happily with her husband
3. Where does Della live?
 - a. in a big nice house
 - b. in a furnished small room
 - c. whit her parents
 - d. in a small nice house
4. How much has Mr. James Dillingham Young been paid when his name was placed near the front door?
 - a. \$1.87 a week
 - b. a dollar a week
 - c. 20 dollars a week
 - d. 30 dollars a week

5. The James Dillingham Young were proud of two things.

What are they?

- a. the watch & the combs b. the watch & the chain
c. the watch & the chain d. the watch and Della's hair

6. From where did Jim have his golden watch?

- a. he inherited it b. he sold it to get the money to buy the
combs
c. his mother gave it to him d. he bought it

7. What's the colour of Della's hair?

- a. pretty black b. brown c. yellow d. white

8. What does Della look like?

- a. she is quite fat b. she is quite thin
c. she is an ugly d. she is a normal woman

9. Who are the Magi?

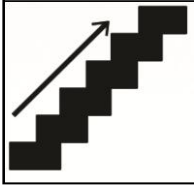
- a. they are wise men b. they are wise women
c. they are normal people d. they are wise children

10. Who has bought Della's hair?

- a. Mr. Sofronie b. Mrs. Sofronie c. Miss. Sofronie
d. all the above options are correct.

UNIT EIGHT

WORD ELEMENTS: AFFIXES AND ROOTS



Dear student,

By the end of this unit, you are expected to :

- 1- practice word formation
- 2- acquire common prefixes
- 3- acquire common suffixes
- 4- practice some derivational techniques.
- 5- reinforce some grammatical rules pertaining to writing stories

WORD ELEMENTS: AFFIXES AND ROOTS

An effective approach to understanding unfamiliar words is to decipher them part by part. The strategy is useful when reading content-specific material as well as when reading test questions, times when dictionaries may not be helpful or available.

To decipher unknown words, one must become familiar with common prefixes, suffixes, and root words. Lists of these word parts are given on the following cards. Knowing

what these word elements mean is often helpful in deciphering the meanings of unfamiliar words. Familiarity and proficiency with the word parts come with practice.

It is advantageous for students to become familiar with this strategy because it is very effective when one encounters an unfamiliar word during an exam. In this case, one is not able to consult a dictionary, and the test question may not be long enough to provide adequate context for predicting the meaning of the word. Deciphering word elements may be one's only alternative.

Deciphering unfamiliar terms by considering word elements is a major component of other strategies described in this page: DISSECT strategy and vocab game.

Steps in the deciphering approach are summarized below.

1. Identify the unknown word.
2. Break the word up into smaller parts. Say the word aloud to help detect syllables and word parts. Look for a familiar prefix, a suffix, and/or a root word.
3. Consult the list of word parts to find the meanings of the prefix, suffix, and/or root word. Make up your own list of additional word parts that are specific to the subject you are reading. For example, biology students may need to

develop their own list with common suffixes like "-cyst" or "-blast" and prefixes such as "neuro-" and "endo-".

4. Use the word parts to predict the meaning of the word.

5. Check your deciphering against the context of the word.

Common word parts are given in the following tables

Common Prefixes

PREFIX	MEANING	EXAMPLE
ab-	away from	Absent
ad-	to, toward	advise, advance
anti- contra-	opposed to	anticrime contradict
auto-	Self	Autonomy
bene-	Good	Benevolent
com- con-	Together	combine converge
de-	from, away	Decline
dis-	negation, opposite	Disadvantage
en-/TD>	in, into	Engage
ex-	out of	Exchange

inter-	Between	Interstate
mono-	One	Monopoly
multi-	Many	Multicolor
non- un-	Not	nonsense unprepared
pre-	Before	Preregister
re-	back, again	Return

Common Root Words

ROOT WORD	MEANING	EXAMPLE
act	do, move	Active
close	close, end	Foreclose
dict	to speak	contradiction
grad	to step	Graduation
man	Hand	Manual
phon	Sound	microphone
port	Carry	Portage
quest	Ask	Question

script	Write	Description
temp	mix, time	Temporary
volve	to roll	Revolve

Common Suffixes

SUFFIX	MEANING	EXAMPLE
-able	capable of	Manageable
-al	relating to	Rational
-ation	process of	Maturation
-ative	Nature	Formative
-ence	Condition	Confidence
-ful	full of	Beautiful
-ic	pertaining to	Prolific
-ism	Practice	Socialism
-ist	one who does	Scientist
-less	Without	Homeless
-ology	study of	Biology
-ous	having, full of	Wondrous



SAQ.s

Circle the correct answer:

1- Which of the following words cannot use the prefix un-?

- a. believable
- b. countable
- c. necessary
- d. possible

2- Which of the following cannot use the suffix *-ive*?

- a. conclus-
- b. decis-
- c. reduct
- d. reveal

3- Which of the following cannot use the prefix re-

- a- pay
- b- capture
- c. turn
- d. listen

4- Which of the following cannot use the suffix *-ure*?

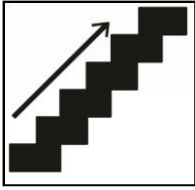
- a. clos-
- b. depart-
- c. lect-
- d. polit-

5- Which of the following cannot use the suffix *-ion*?

- a. collect-
- b. correct-
- c. predict-
- d. put

UNIT NINE

A UNIVERSAL LANGUAGE



Dear student,

By the end of this unit, your expected to :

- 1- acquire new vocabulary
- 2- know how to make conclusion
- 3- practice summary writing
- 4- differentiate between main points from supporting details. .

A Universal Language

1 Thousands of different languages exist in the world, some spoken by millions of people and some spoken by only a few. Since it is difficult and time-consuming to learn a new language, many people speak only one. Some people have a little knowledge of one or two other languages but aren't able to put them into practice very often. Travelers to foreign countries often have to rely on a translator or an international dictionary. Wouldn't it be helpful, then, to have a universal language that everyone could understand?

Dr. Zamenhof and His Belief in the Benefits of a Universal Language

2 . Zamenhof believed in such a language. A linguist from Warsaw, Poland, he felt that a common language would

contribute to better communication and help ease world tensions. Zamenhof wanted to create a language that did not favor speakers from any geographic area and one that would be easy for everyone to learn. He rejected existing languages because they were either too complicated or would put native speakers at an advantage over others.

3 Zamenhof published his universal language in 1887. It quickly became known as “Esperanto” after his pseudonym, which means “one who is hoping.” He was hoping that his language would become accepted and spread throughout the world.

4 Zamenhof did not envision his language as one replacing all other languages but instead as one spoken as a second language by people around the world. In addition to travelers, Esperanto could be useful for anyone wanting to learn more about other cultures. In fact, people from all around the world come together at Esperanto conventions, where the communication barrier is broken because everyone speaks the same language.

An Easy Language to Learn 5 Esperanto is easy to learn. The grammar and other rules of Esperanto are relatively simple, and all words are spelled as they sound. These

features make it possible to become fluent in Esperanto much more quickly than in other languages. A knowledge of Esperanto also makes it easier to learn other foreign languages, since Esperanto has its roots in many different languages.

6 The majority of the words in Esperanto are derived from Latin and Romance languages, and French in particular. The rest of the vocabulary comes from German, English, Russian, Polish, and Greek. The words were chosen to be as easily recognizable as possible.

7- Most of the letters in Esperanto are pronounced the same way as they are in English. Some of the exceptions are the letter “J,” which is pronounced as we would pronounce a “Y,” and the letter “R,” which is trilled. The letter “G” is always pronounced as in the word “go,” and never as in the word “gentle

8 In Esperanto, it is also easy to identify the different parts of speech. Nouns always end in the letter “o” or “on,” with plural nouns ending in “oj” or “ojn.” Some common nouns are “amiko” for friend, “libro” for book, and “vorto” for word. Adjectives always end in the letter “a.” Some

common adjectives in Esperanto are “granda,” which means large, and “bruna,” which means brown.

9 There are no indefinite articles in Esperanto. The only article used is “la,” which is used like the English word “the.” There is no need to learn different articles for masculine or feminine words, or for any cases.

10 Another interesting rule of the language is that word order is more flexible than in most languages. For example, an adjective may be placed before or after a noun

The Future of Esperanto

11 Although Esperanto is easy to learn, it has not yet achieved widespread usage as a universal language. One reason is that many people simply prefer their own language. They are proud of their country, and their own language is one way to keep that identity.

12 Another reason is that, while many will agree with the idea of a universal language, they do not have the time or motivation to learn one. Learning a new language can be time-consuming, and many people will not take the time to learn one unless they have an inclination to learn languages or see some personal benefit in doing so. Others, perhaps,

have not even heard of Esperanto or are unaware that such a universal language exists

13 Despite Esperanto's seeming lack of popularity, it is estimated that several million people can speak the language. Many magazines are published in Esperanto, and books—from Shakespeare to Dante—have been translated into Esperanto. Esperanto leagues and organizations help maintain the language and provide interested people with information. Perhaps in the future, Esperanto will find its place as a widely used and accepted universal language

Read the following passage and answer the questions that follow:

Learning a new language can be time-consuming, and many people will not take the time to learn one unless they have an inclination to learn languages or see some personal benefit in doing so.

What does the word *inclination* mean?

A liking B voice C profit D indifference

2. Based on the passage, which sentence is the BEST conclusion about Zamenhof?

A He wanted the fame that creating a universal language would bring.

B He wanted to make a contribution to world peace and understanding.

C He thought English was the best basis for a universal language.

D He believed that pride in one's country led to conflicts and wars.

3. How does the passage reflect the themes and concerns of the 21st century? **A** It is about global communication.

B It describes a particular language.

C It reinforces the importance of research.

D It focuses on one person's achievement.

Directions—(Q. 1–9) Read each sentence to find out whether there is any grammatical mistake/error in it. The error if any, will be in one part of the sentence. Mark the **letter** of that part with error as your answer. If there is 'No error', mark (E).

1. Arranging such a large amount (A) /of funds now will be a problem why (B) / banks are usually not open (C) /so early in the morning. (D) No error (E)

2. He had telephoned yesterday to (A) /ask how much of the

youth (B) /who attend our classes would be (C) /interested in working for a textile company. (D) No error (E)

3. Though he has promoted to (A) / the bank's board as a director (B) / he continues to carry out (C) / all his current responsibilities. (D) No error (E)

4. The Board's decision has provided (A) / employees with the opportunity (B) / to acquire upto 100 (C) / shares by the company. (D) No error (E)

5. If the manufacturing sector continues (A) / to grow at the same rate for (B) / the next few months, I think it (C) / has a high growth rate this year. (D) No error (E)

6. The government is working (A) / out a new system to compensate (B) / those companies to sell (C) / products below the market price. (D) No error (E)

7. The success of the (A) / government sponsor job guarantee programme (B) / has resulted in a (C) / drastic drop in poverty. (D) No error (E)

8. We were forced into react (A) / as no organisation can (B) / afford to adhere to (C) / these outdated regulations. (D) No error (E)

9. We had extensively discussions (A) / with the participants and (B) / obtained their feedback (C) /

regarding our new services. (D) No error (E)

Ans : (A)

10. Their failure to inspect (A) / our factories is a (B) / clear indications that our (C) / license will not be renewed. (D)

No error (E)



SAQ.s

Summarize the following story ‘Luck’ by Mark Twain in about 50 words:

:

I was at a dinner in London given in honor of one of the most celebrated English military men of his time. I do not want to tell you his real name and titles. I will just call him Lieutenant General Lord Arthur Scoresby.

I can not describe my excitement when I saw this great and famous man. There he sat. The man himself, in person, all covered with medals. I could not take my eyes off him. He seemed to show the true mark of greatness. His fame had no effect on him.

The hundreds of eyes watching him, the worship of so many people did not seem to make any difference to him.

Next to me sat a clergyman, who was an old friend of mine. He was not always a clergyman. During the first half of his life, he was a teacher in the military school at Woolwich. There was a strange look in his eye as he leaned toward me and whispered, "Privately – he is a complete fool." He meant, of course, the hero of our dinner.

This came as a shock to me. I looked hard at my friend. I could not have been more surprised if he had said the same thing about Napoleon, or Socrates, or Solomon.

But I was sure of two things about the clergyman. He always spoke the truth. And his judgment of men was good. Therefore, I wanted to find out more about our hero as soon as I could.

Some days later I got a chance to talk with the clergyman and he told me more. These are his exact words:

"About forty years ago, I was an instructor in the military academy at Woolwich, when young Scoresby was given his first examination. I felt extremely sorry for him. Everybody answered the questions well, intelligently, while he – why, dear me – he did not know anything, so to speak. He was a

nice, pleasant young man. It was painful to see him stand there and give answers that were miracles of stupidity.

"I knew of course that when examined again he would fail and be thrown out. So, I said to myself, it would be a simple, harmless act to help him, as much as I could.

"I took him aside and found he knew a little about Julius Caesar's history. But he did not know anything else. So I went to work and tested him and worked him like a slave. I made him work, over and over again, on a few questions about Caesar which I knew he would be asked.

"If you will believe me, he came through very well on the day of the examination. He got high praise, too, while others who knew a thousand times more than he were sharply criticized. By some strange, lucky accident, he was asked no questions but those I made him study. Such an accident does not happen more than once in a hundred years.

"Well, all through his studies, I stood by him, with the feeling a mother has for a disabled child. And he always saved himself, by some miracle.

"I thought that what is the end would destroy him would be the mathematics examination. I decided to make his end as

painless as possible. So, I pushed facts into his stupid head for hours. Finally, I let him go to the examination to experience what I was sure would be his dismissal from school. Well, sir, try to imagine the result. I was shocked out of my mind. He took first prize! And he got the highest praise.

"I felt guilty day and night – what I was doing was not right. But I only wanted to make his dismissal a little less painful for him. I never dreamed it would lead to such strange, laughable results.

"I thought that sooner or later one thing was sure to happen: The first real test once he was through school would ruin him.

"Then, the Crimean War broke out. I felt that sad for him that there had to be a war. Peace would have given this donkey a chance to escape from ever being found out as being so stupid. Nervously, I waited for the worst to happen. It did. He was appointed an officer. A captain, of all things! Who could have dreamed that they would place such a responsibility on such weak shoulders as his.

"I said to myself that I was responsible to the country for this. I must go with him and protect the nation against him

as far as I could. So, I joined up with him. And away we went to the field.

"And there – oh, dear, it was terrible. Mistakes, fearful mistakes – why, he never did anything that was right – nothing but mistakes. But, you see, nobody knew the secret of how stupid he really was. Everybody misunderstood his actions. They saw his stupid mistakes as works of great intelligence. They did, honestly! His smallest mistakes made a man in his right mind cry – and shout and scream, too – to himself, of course. And what kept me in a continual fear was the fact that every mistake he made increased his glory and fame.

"I kept saying to myself that when at last they find out about him, it will be like the sun falling out of the sky.

"He continued to climb up, over the dead bodies of his superiors. Then, in the hottest moment of one battle down went our colonel. My heart jumped into my mouth, for Scoresby was the next in line to take his place. Now, we are in for it, I said.

"The battle grew hotter. The English and their allies were steadily retreating all over the field. Our regiment occupied a position that was extremely important. One mistake now

would bring total disaster. And what did Scoresby do this time? He just mistook his left hand for his right hand...that was all. An order came for him to fall back and support our right. Instead, he moved forward and went over the hill to the left.

We were over the hill before this insane movement could be discovered and stopped. And what did we find? A large and unsuspecting Russian army waiting! And what happened? Were we all killed? That is exactly what would have happened in ninety-nine cases out of a hundred. But no – those surprised Russians thought that no one regiment by itself would come around there at such a time.

"It must be the whole British army, they thought. They turned tail. Away they went over the hill and down into the field in wild disorder, and we after them. In no time, there was the greatest turn-around you ever saw. The allies turned defeat into a sweeping and shining victory.

"The allied commander looked on, his head spinning with wonder, surprise and joy. He sent right off for Scoresby, and put his arms around him and hugged him on the field in front of all the armies.

"Scoresby became famous that day as a great military leader, honored throughout the world. That honor will never disappear while history books last.

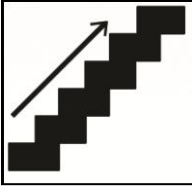
"He is just as nice and pleasant as ever, but he still does not know enough to come in, out of the rain. He is the stupidest man in the universe.

"Until now, nobody knew it but Scoresby and myself. He has been followed, day by day, year by year, by a strange luck. He has been a shining soldier in all our wars for years. He has filled his whole military life with mistakes. Every one of them brought him another honorary title.

"Look at his chest, flooded with British and foreign medals. Well, sir, every one of them is the record of some great stupidity or other. They are proof that the best thing that can happen to a man is to be born lucky. I say again, as I did at the dinner, Scoresby's a complete fool."

UNIT TEN

SQ3R STRATEGY



Dear student,

By the end of this unit, your expected to :

- 1- use SQ3R strategy.
- 2- master an efficient strategy of effective learning
- 2- practice reading for general purposes
- 3- acquire new vocabulary.
- 4- write your own story.

SQ3R STRATEGY

SQ3R stands for survey, question, read, recite, and review (REFERENCE). The strategy is an independent study method that aids in student understanding of the organization and meaning of written texts. It is a five-step procedure for making reading more active and improving student understanding of reading assignments. By providing structure and a concrete plan of action, SQ3R empowers students and provides a sense of control over reading tasks. And by requiring that students look at the reading several times and process the information in several ways, SQ3R

enhances the registration and recalling of new information in/from memory.

One advantage of SQ3R is it may be used for reading assignments in most academic disciplines, including social sciences, physical sciences, and arts and humanities. The method, however, does not lend itself to numerically-oriented subjects like math and statistics. Additionally, SQ3R can be used for reading a variety of reading materials, including textbooks and journal articles, as long as the structure or organization of the material is not too complex. SQ3R has proven to be an effective strategy for most college-level reading SAQ.s. Another advantage is that SQ3R is relatively simple and straightforward. As such, modelling and feedback by a facilitator usually is not necessary. SQ3R makes reading a more active process, helping to maintain attention and improve remembering.

Recently, limitations of the SQ3R strategy have been examined. According to Neal and Langer (1992), SQ3R is not as broad in scope as some other reading comprehension strategies, like their mediated instruction of text (MIT) strategy. SQ3R represents only one strategy while MIT is a suite of strategies that may be applied in various

combinations for an effective approach to reading comprehension. McCormick and Cooper (1991) report that several studies of high school students indicate SQ3R, which was designed for average students, is not an effective strategy for improving literal comprehension by learning disabled students. They also note that LD students understood and remembered more information when reading shorter (e.g. 300 words) passages. So for learning disabled students, interspersing short passages with review questions is more effective than putting questions at the end of the reading.

Despite these alleged limitations, SQ3R offers an efficient approach to reading for most students. Of course, individual results in reading comprehension with SQ3R will vary. But all students should be exposed to the strategy, and it should become part of their "strategies arsenal" for use in appropriate situations.

Other reading comprehension strategies (PQ4R, RAP, SNIPS, PARTS, etc.) are very similar to SQ3R.

Survey

The first step of the SQ3R strategy is to survey the reading assignment. Surveying involves creating a mental map of the text and selective reading.

To begin surveying, look quickly over the material for textual markers or clues about the manner of organization of the text. These include table of contents, chapter titles, headings and subheadings, and numbering systems. The organizational clues are used to create a "mental map" to help the student move through the material.

The mental map encompasses the general structure of the reading and is used to guide the student as he/she reads. By mentally linking the textual clues, the student is better able to follow the flow of ideas in the reading and to detect the relationships among pieces of information.

If the text lacks headings and other textual markers, the student should pay attention to paragraph breaks and clue phrases like "most important" and "in summary." Use that information to identify the author's main ideas and to create one's own headings in the margin. In fact, accurate mental maps made by the student can be more effective than those based on the author's headings.

Some students chose to record the organizational map on paper rather than to commit it to memory.

Developing a mental map is important because "detailed information can be remembered only if it is learned in relation to more important ideas" (Bragstad and Stumpf, 1987, p. 251). The map may also be used later when reviewing the text.

The second aspect of surveying is selective reading of portions of text (Bragstad and Stumpf, 1987). First, reread the title and think about it. What previous knowledge do you have about the topic? Can you recall any past experiences with the subject? What do you anticipate learning based on the title? Then read the first paragraph of the chapter or the abstract of the article. They should describe the main topics to be covered in the chapter or paper as well as the author's purposes or goals. Sometimes the results or conclusions will be given in the abstract. Reread the headings to refresh one's memory of the main topics of the text and to check the mental map for accuracy. Read the first sentence of each paragraph, and then read the last paragraph or the summary to get a review of the main

concepts or conclusions. Quickly scan the visual aids like figures, photos, and tables.

Question

The second step of SQ3R involves predicting questions that may be answered by the material. The questions are elaborations of the mental map developed in the survey phase, and they serve as an individualized knowledge framework or template to which details may be added later. By actively engaging one's attention and curiosity, questioning provides the reader with a purpose and makes important ideas more obvious. The student creates meaning for him/ herself. Comprehension is aided by finding the answers to predicted questions when reading as well as by locating important information not covered by the questions. Predicted questions may be used later to study for quizzes and exams.

To develop questions, turn major headings and subheadings into questions. Draw upon previous knowledge and experiences to develop questions that may be answered while reading. Questions that arise while surveying the assignment should be recorded as well. The predicted questions can be compared to those at the end of the

chapter. Numbering questions makes it easy to organize the answers later while reading.

With the mental map and predicted questions, one has prepared his/her own knowledge framework to guide reading of the assignment.

Read

With the knowledge structure in mind, read the assignment one section at a time for content. Instead of focusing on isolated details, search for relationships among the main ideas and their supporting details. Look for information that answers the predicted questions, and take note of unexpected ideas.

The reader is advised to refrain from highlighting the text while reading because it may distract him/ her from the content of the text. A better approach is to jot down brief notes in the margins or to indicate the question numbers next to the portions of text that provide the answers.

Recite

After reading each section of text, take a few minutes to recall the important points. In order to actively make mental connections among main ideas and details, recite them aloud or write them down. Go over the answers to the

predicted questions and/or summarize the section. Recitations should be done without consulting the book unless necessary. Paraphrasing aids in understanding. Immediate recall is essential for registering the information in long-term memory. Without recitation, almost half of what one reads is lost from memory after only one day!

Review

After reading and reciting the text section by section, review the entire chapter or article to see how the information fits together. This total review allows the reader to evaluate his/her understanding of the text, to organize all of the main ideas and supporting details, and to reinforce them in memory.

When reviewing, refer back to the headings and subheadings as well as the predicted questions and answers. Look at notes written in the margins while reading. Information that was underlined or highlighted may also be reviewed. Flowcharts, outlines, and other visual aids may be used to organize the important information, and they provide study aids for future exam preparation. In a few sentences, summarize the purpose and main ideas of the reading; write the summary down or say it aloud. Or, the

information generated during the review may be recorded on audio tape for future referral.

Repeating the review process every weeks greatly improves one's ability to remember the information. And, it cuts down on preparation time for exams later.

Adapted form COE –Volume 4

'Feathertop' by Nathaniel Hawthorne

The long cold winter was gone at last. At first the cold nights went away slowly. Then suddenly, the warm days of spring started to come. There was new life again in the earth. Things started to grow and come up. For the first time, green corn plants began to show. They pushed through the soil and could now be seen above the ground.

After the long winter months, the crows, the big black birds, were hungry. And when they saw the little green plants, they flew down to eat them. Old Mother Rigby tried to make the noisy and hungry birds go away. They made her very angry. She did not want the black birds to eat her corn. But the birds would not go away. So, early one morning, just as the sun started to rise, Mother Rigby

jumped out of bed. She had a plan to stop those black birds from eating her corn.

Mother Rigby could do anything. She was a witch, a woman with strange powers. She could make water run uphill, or change a beautiful woman into a white horse. Many nights when the moon was full and bright, she could be seen flying over the tops of the houses in the village, sitting on a long wooden stick. It was a broomstick, and it helped her to do all sorts of strange tricks.

Mother Rigby ate a quick breakfast and then started to work on her broomstick. She was planning to make something that would look like a man. It would fill the birds with fear, and scare them from eating her corn, the way most farmers protect themselves from those black, pesky birds.

Mother Rigby worked quickly. She held her magic broomstick straight, and then tied another piece of wood across it. And already, it began to look like a man with arms.

Then she made the head. She put a pumpkin, a vegetable the size of a football, on top of the broomstick. She made two small holes in the pumpkin for eyes, and made another cut lower down that looked just like a mouth.

At last, there he was. He seemed ready to go to work for Mother Rigby and stop those old birds from eating her corn. But, Mother Rigby was not happy with what she made. She wanted to make her scarecrow look better and better, for she was a good worker. She made a purple coat and put it around her scarecrow, and dressed it in white silk stockings. She covered him with false hair and an old hat. And in that hat, she stuck the feather of a bird.

She examined him closely, and decided she liked him much better now, dressed up in a beautiful coat, with a fine feather on top of his hat. And, she named him Feathertop.

She looked at Feathertop and laughed with happiness. He is a beauty, she thought. “Now what?” she thought, feeling troubled again. She felt that Feathertop looked too good to be a scarecrow. “He can do something better,” she thought, “than just stand near the corn all summer and scare the crows.” And she decided on another plan for Feathertop.

She took the pipe of tobacco she was smoking and put it into the mouth of Feathertop. “Puff, darling, puff,” she said to Feathertop. “Puff away, my fine fellow.” It is your life.” Smoke started to rise from Feathertop’s mouth. At first, it was just a little smoke, but Feathertop worked hard,

blowing and puffing. And, more and more smoke came out of him.

“Puff away, my pet,” Mother Rigby said, with happiness.

“Puff away, my pretty one. Puff for your life, I tell you.”

Mother Rigby then ordered Feathertop to walk. “Go forward,” she said. “You have a world before you.”

Feathertop put one hand out in front of him, trying to find something for support. At the same time he pushed one foot forward with great difficulty. But Mother Rigby shouted and ordered him on, and soon he began to go forward. Then she said, “you look like a man, and you walk like a man. Now I order you to talk like a man.”

Feathertop gasped, struggled, and at last said in a small whisper, “Mother, I want to speak, but I have no brain. What can I say?”

“Ah, you can speak,” Mother Rigby answered. “What shall you say? Have no fear. When you go out into the world, you will say a thousand things, and say them a thousand times...and saying them a thousand times again and again, you still will be saying nothing. So just talk, babble like a bird. Certainly you have enough of a brain for that.”

Mother Rigby gave Feathertop much money and said “Now you are as good as any of them and can hold your head high with importance.”

But she told Feathertop that he must never lose his pipe and must never let it stop smoking. She warned him that if his pipe ever stopped smoking, he would fall down and become just a bundle of sticks again.

“Have no fear, Mother,” Feathertop said in a big voice and blew a big cloud of smoke out of his mouth.

“On your way,” Mother Rigby said, pushing Feathertop out the door. “The world is yours. And if anybody asks you for your name, just say Feathertop. For you have a feather in your hat and a handful of feathers in your empty head.”

Feathertop found the streets in town, and many people started to look at him. They looked at his beautiful purple coat and his white silk stockings, and at the pipe he carried in his left hand, which he put back into his mouth every five steps he walked. They thought he was a visitor of great importance.

“What a fine, noble face” one man said. “He surely is somebody,” said another. “A great leader of men.”

As Feathertop walked along one of the quieter streets near the edge of town, he saw a very pretty girl standing in front of a small red brick house. A little boy was standing next to her. The pretty girl smiled at Feathertop, and love entered her heart. It made her whole face bright with sunlight.

Feathertop looked at her and had a feeling he never knew before. Suddenly, everything seemed a little different to him. The air was filled with a strange excitement. The sunlight glowed along the road, and people seemed to dance as they moved through the streets. Feathertop could not stop himself, and walked toward the pretty smiling young girl. As he got closer, the little boy at her side pointed his finger at Feathertop and said, “Look, Polly! The man has no face. It is a pumpkin.”

Feathertop moved no closer, but turned around and hurried through the streets of the town toward his home. When Mother Rigby opened the door, she saw Feathertop shaking with emotion. He was puffing on his pipe with great difficulty and making sounds like the clatter of sticks, or the rattling of bones.

“What’s wrong?” Mother Rigby asked.

“I am nothing, Mother. I am not a man. I am just a puff of smoke. I want to be something more than just a puff of smoke.” And Feathertop took his pipe, and with all his strength smashed it against the floor. He fell down and became a bundle of sticks as his pumpkin face rolled toward the wall.

“Poor Feathertop,” Mother Rigby said, looking at the heap on the floor. “He was too good to be a scarecrow. And he was too good to be a man. But he will be happier, standing near the corn all summer and protecting it from the birds. So I will make him a scarecrow again.”



SAQ.s

Now dear student check your understanding to the story by answering the following questions

The character Feathertop is ...

- a. a young boy
- b. a scarecrow
- c. Mother Rigby
- d. an important man

1. This story begins in which season?

- a. Winter b. Spring c. Summer d. Autumn
2. Feathertop gets his name from...
- a. the feather in his hat
b. his hairstyle that looks like a bird
c. his father's name d. how good he is at scaring birds
3. What happens after Feathertop smashes his pipe?
- a. He buys a new one
b. He falls in love with Mother Rigby
c. He is not longer a man
 d. He leaves Mother Rigby's house
4. Mother Rigby has "strange powers". In the story, they call her a ...
- a. magician b. queen c. doctor d. witch
5. Why is Feathertop's pipe important?
- a. Smoking gives him life b. He loves to smoke
c. The pipe is Mother Rigby's
 d. It keeps the birds away
6. Why does Mother Rigby give Feathertop money?
- a. To buy bread b. To marry the girl he likes
c. To be important, like other men
 d. To give to the little boy

7. Why does Mother Rigby want to make "something that looks like a man"?

- a. To scare the birds away from her corn
- b. To not be so lonely
- c. To show off at the village fair
- d. To confuse her neighbours

8. Mother Rigby makes a scarecrow from an object, her magic...

- a. feather
- b. pipe
- c. pumpkin
- d. broomstick

9. What makes Feathertop realize that he can't pretend to be something he is not?

- a. He falls in love
- b. A shopkeeper gives him a job
- c. A little boy says Feathertop's face is a pumpkin
- d. Mother Rigby creates a magic spell.

Glossary

bear market - a declining or tending toward a declining in prices..

bill - a form or draft of a proposed statute presented to a legislature.

Bill of Rights - a formal statement of the fundamental rights of the people of a nation; such a statement incorporated in the U.S. Constitution as Amendments 1 - 10, and in all the state constitutions.

cabinet - a council advising a sovereign, president, etc.

campaign finance reform-Federal laws that are supposed to curtail corporations, issue-oriented advocacy organizations, and labor unions from communicating with the public about those who hold or seek public office via ads, as well as contributions.

capitalism - an economic system in which investment in and ownership of the means of production, distribution, and exchange of wealth is made and maintained by private individuals.

casuistry - application of general ethical principles to particular cases of conscience or conduct.

caucus - a closed meeting of a group of persons belonging to the same political party or faction usually to select candidates or to decide on party policy

ensorship - suppressing books, plays, music, newspapers, speech, etc. because they are considered morally or politically objectionable.

Continental Congress - one of two continental assemblies that first met from September 5 to October 26, 1774, and afterward met from 1775 to 1789, during which period the Declaration of Independence and the Articles of Confederation were adopted.

democracy - a form of government to which the supreme power is vested in and exercised directly by the people or by their representatives elected under a free electoral system..

debunk - .to expose a sham or falseness by presenting a truthful explanation

decriminalization - the elimination of criminal penalties for the possession or use of something.

deficit - the amount by which a sum of money falls short of the required amount.

disinformation - false information deliberately and often

covertly spread (as by the planting of rumors) in order to influence public opinion or obscure the truth

doublespeak - language deliberately constructed to disguise its actual meaning

doublethink - maintaining a contradiction in mind as one speaks the opposite of one's own belief.

egalitarian - characterized by the belief in the equality of all men.

embedded reporters - reporters who are absorbed into an advancing military unit, and who may even dress like soldiers, so that they can make realtime reports from the front line.

empirical - depending upon experience or observation alone, without using science or theory.

environmentalism - advocating working towards the protection of air, water, animals, plants, and other resources from pollution and its effects.

Environmental terrorism - political terrorism; the use of sabotage, arson and violence in order to achieve **grand jury** environmentalist aims. The Unabomber, Chaim Nissim and James Jay Lee were all environmental terrorists. Animal Liberation Front (ALF), Earth Liberation Front (ELF),

Greenpeace and Earth First! are organizations that support violent tactics.

ethnic cleansing - the deliberate and systematic destruction of a racial, political, or cultural group, also known as Genocide .

equality - the state in which all people, regardless of their individual characteristics and abilities and without any special privileges or advantages, have the same opportunities for economic, social, etc. achievement.

Eugenics - improving the human gene pool by discouraging procreation by persons with undesirable traits.

evolution - a theory that the various types of animals and plants have their origin in other preexisting types and that the distinguishable differences are due to modifications in successive generations; also : the process described by this theory

executive branch - one of the three main branches of the U.S. government which consists of 10 offices and 14 departments which are led by the President.

free enterprise - an economic idea which states that a capitalist economy can, through supply and demand, regulate itself in a freely competitive market without

governmental interference.

free speech - the right of people to express their opinions publicly without governmental interference, subject to the laws against libel, incitement to violence or rebellion, etc.

GDP - measures the value of all goods and services produced within a given nation's borders no matter what the producer's nationality.

GNP - measures the value of all goods and services in a given nation's economy and is determined by adding up all consumer, government, and investment spending both world-wide and domestically.

Gestapo - the German state secret police during the Nazi regime.

Global Warming - an increase in the earth's atmospheric and oceanic temperatures widely predicted to occur due to an increase in the greenhouse effect supposedly resulting from pollution

Global Warming Movement - a name given to an environmental movement that claims that humankind is to blame for any increase in the average temperature of the Earth.

globalization - to make a worldwide government in scope

or application for the purpose of increasing the interdependence of the world's markets and businesses. Globalization is currently being promoted by the United Nations.

- a jury designated to inquire into alleged illegalities to determine whether or not there is sufficient evidence to warrant a trial.

hard money - political donations given by individuals and political action committees and subject to federal contribution limits of \$1,000 to a federal candidate, and \$20,000 a year to a political party. (see Soft Money)

Kyoto Protocol - a political effort put forward by an anti-industrial group that would require a new United Nations "green police" empowered to enforce compliance and monitor each nation's adherence to agreed limits. The UN will task the satellites, interpret their data, mete out fines, punishments and allocate energy consumption between nations. Kyoto would subject the U.S. to crippling restrictions based on politically motivated data.

labour party - a political party in Great Britain, formed in 1900 and characterized chiefly by broad social reforms.

labor union - workers who organize in order to, among

other things, promote higher wages and better working conditions.

Laffer curve - a curve illustrating the relationship between tax rates and tax revenues. The curve reflects the fact that tax revenues are low for both very high and very low tax rates.

laissez-faire - the theory that government should not interfere in the direction of economic affairs.

legislative branch - Congress, which is comprised of the Senate and the House of Representatives. One of the three main branches of the U.S. government consisting of elected officials empowered to make, change, or repeal laws.

Liberal - Represented by the Democrat party, or the political Left. A Liberal is one who generally leans towards Democratic Socialism and even some degree of Marxism. They support the welfare state, Social Security and Socialized Healthcare. They believe that by raising taxes, and redistributing wealth, Government can eliminate the social inequalities they abhor. Their champion is probably Franklin D. Roosevelt.

marginal tax rate - the amount of one's additional (marginal) earnings that must be paid explicitly in taxes or

implicitly in the form of a reduction in the level of one's income supplement. Since it establishes the fraction of an additional dollar earned that an individual is permitted to keep, it is an important determinant of the incentive to work.

Marxism - a system of thought developed by Karl Marx, along with Friedrich Engels, which is the basis for the theoretical principles of communism. (see communism)

Medicaid - a government program financed by federal, state, and local funds for hospitalization and medical insurance for persons of all ages within certain income limits.

militant - vigorously active, aggressive, or combative.

military - U.S. armed forces comprised of the Navy, Army, Air Force, and Marines.

militia - all able-bodied males between the ages of 18 and 45 considered eligible for defensive military service in times of emergency.

nation building - undertaken after war to help rebuild the political and economic infrastructure of a country.

national socialism - the principles and practices of the Nazi party in Germany. Grounded in military authoritarianism,

opposition towards democracy, and the belief in the physical, moral, and cultural superiority of Nordic people, it idealized the state. (see Nazi)

nationalism - devotion to the interests of one's own country.

Nazi - a member of the National Socialist German Worker's Party, which in 1933, under Adolf Hitler, seized political control of Germany. (see national socialism).

Neo-conservative (Neocon) - the original neocons were Jewish-Americans, formerly socialist or communist, who moved over to the political right. Perceiving a split in the GOP, some came to use the term to vilify the "religious right" (Republicans that support Israel and Jews for biblical reasons).

More recently, the term "neocon" is has being broadened to include anyone who judges others using a "values" based morality, which includes the concepts of accountability and personal responsibility.

Neo-liberalism - Fundamentally a globalistic economic agenda. A program of reducing trade barriers and internal market restrictions

New World Order - a conspiracy theory regarding a

supposed secret powerful and influential doomsday cult, generally referred to as the Illuminati or Bilderbergs, who are conspiring to rule the world.

oligopoly - a market situation in which only a few companies dominate and compete in a given industry

One World Order - to make a worldwide government in scope or application for the purpose of increasing the interdependence of the world's markets and businesses. One World Order is currently being promoted by the United Nations.

parliament - the legislature of Great Britain made up of the House of Lords and the House of Commons.

partisan - an adherent supporter of a person, party, or cause.

perjury - willfully lying under oath before a competent tribunal, about a point pertinent to a legal inquiry.

philosophy - pursuit of wisdom b: a search for a general understanding of values and reality by chiefly speculative rather than observational means c: an analysis of the grounds of and concepts expressing fundamental beliefs

PETA - People for the Ethical Treatment of Animals. A group that supports animal "rights" by protesting medical

testing on animals and the use of animals to make clothing, cosmetics, and other consumables including food.

piracy - information copying prohibited by current law.

Illegally copying and distributing such things as software, music and movies.

pluralism - the view that the world contains many kinds of existent, which in their uniqueness cannot be reduced to just one or two.

philosophy -

plurality - the excess of votes received by the leading candidate in an election in which there are three or more candidates, over those received by the next candidate.

plutocracy - the rule of the wealthy.

polarization - this is what happens when the extreme wings of a party take control and moderates find that they have lost power.

politically incorrect - use of words deemed insensitive by the politically correct.

positivism - that which has to be accepted as we find it and is not given to further explanation.

POTUS- Presidents of the United States

prime rate - A rate banks use in conjunction with other

rates such as LIBOR and Fed Funds to determine interest rates in lending transactions.

privatize - to convert businesses from government ownership to private ownership.

primary election - an election to determine which candidate will represent the party; or delegates from the State, who will then choose the candidate. Some states have closed primaries (only declared party members can vote) or open primaries, enabling you to vote without declaring a party affiliation.

Progressive liberal - Favor diplomacy over military action, stem-cell research, the legalization of same-sex marriage, secular government, stricter gun control, global warming and environmental protection laws. Also includes abortion rights, affirmative action and a belief that our domestic and foreign policy should conform with international directive.

propaganda - The common use of propaganda is to use false or misleading information to promote a partisan and unbalanced picture. It is a deliberate attempt to change people's views on a given topic through the use of deception and confusion, rather than persuasion and understanding.

property rights - the rights to use, control, and obtain the benefits from a good or service.

push back - Generally a reference to pushing back an enemy attack, forcing a retreat. The political use, this term references dirty politics, such as when one party will lie *loudly* about whatever they have been caught lying about or doing. The idea being to do or say whatever it takes, to demonize the enemy and force a retreat.

quota - the number of persons of a specific race or gender required to be enrolled in a college, to be hired by a company, to be admitted to a club, etc.

racism - a doctrine that inherent differences in race determine individual achievement.

recession - a downturn in economic activity marked by two consecutive quarters in which there is a decline in real GNP.

republic - a state in which the supreme power is with the citizens entitled to vote and is exercised by representatives chosen by them.

republican - often called "Conservative" and represented by the Republican party, or political Right. One who generally favors economic liberty, free markets, private

property and lower taxes. They encourage personal responsibility, want less, or limited Government and privatization of business. They prefer personal freedoms over equality and they support a strong national defense. Their champion is probably Ronald Reagan.

SEC - Securities and Exchange Commission. A board charged with regulating the public offer and sale of securities.

secede - to formally break away from an alliance or federation, such as a political union.

sexism - discrimination against women in job opportunities, education, military, etc.

soft money - unlimited contributions to the political parties, from corporations, unions, and wealthy individuals. "Soft money" is

money donated to political parties in a way that leaves the contribution unregulated.

social democrat - one who advocates, through a democratic process, a slow transition to socialism.

socialism - a system of economic organization in which state owns and controls the basic means of production and where centralized planning, rather than market forces,

determines the allocation of resources.

social security - a life insurance and retirement plan run by the federal government and funded through compulsory payments by employers and employees.

Socratic method - a teacher, by questioning his student, brings the student to recognize some conclusion without telling the student that the conclusion is true.

Spin - a political agenda, twisting truths or facts into something that "proves" your point of view.

suborn - to bribe or induce a witness to give false testimony.

subsidy - aid given by a government to a private commercial enterprise, a charity organization, etc.

suicide bomber - a Terrorist that kills himself in the act of murdering others.

surgical strike - an attack (usually without prior warning) intended to deal only with a specific target. Generally this is an attack using

guided weapons to hit one specific building, with minimal damage to the surrounding area.

terrorism - Terrorism is the unlawful use of force or violence against persons or property to intimidate or coerce

a government, the civilian population, or any segment thereof, in furtherance of political or social objectives. (FBI definition)

theory - a hypothesis assumed for the sake of argument or investigation

think tank - a research institute or other organization of scholars, social or physical scientists, etc.

thought police - individuals or groups who use a political bias as a standard to determine what is, and is not, appropriate for others to think or say.

Tory - a member of the conservative party in Great Britain or Canada.

transgendered - exhibiting the appearance and behavioral characteristics of the opposite sex

Totalitarianism - A political system, generally Fascist, Socialist, and/or Communist, that recognizes no limits on its power and authority. Generally a Dictatorship that controls the media, the economy and takes over private enterprise. Propaganda and collectivism replace human and individual rights. Government sponsored terrorism puts an end to freedom. Probably the most successful type of Totalitarianism, was the Marxism-Leninism of the Soviet

Union, which defeated the Fascists of Germany..

United Nations - an international organization, headquartered in New York City, formed to promote international peace, security, and cooperation under the terms of the charter signed by 51 founding countries in San Francisco in 1945.

unilateralism - a government acting on it's own, in it's own best interests. This would be opposed to going to the United Nations, to act jointly with other nations, on international principles designed to benefit "the many".

urban legend - a story of doubtful authenticity involving incidents of the recent past, often including elements of humor and horror, that spreads quickly and believed to be true

utilitarianism - Judging actions by their consequences and the pleasure derived from them. The goal being the greatest amount of happiness for the most people.

vast right wing conspiracy - a term coined by Hillary Rodham-Clinton to describe the accusations of, and the investigations into, President Bill Clinton's alleged misconduct and alleged illegal activities.

Vegan - extremist vegetarians who consume no animal

food or dairy products. One who abstains from using animal products (as leather).

voucher - a government coupon given to parents that can only be used to send their children to the public or private school of the parents' choice.

Watergate - an illegal break-in, by Republican campaign employees, at Democratic party national headquarters in Washington, D.C. during the 1972 presidential campaign.

Weapons of mass destruction - often referred to as "WMD", they would include Chemical, Biological and Nuclear weapons.

welfare - financial aid that is funded by tax dollars and given by government because of hardship or need.

Zionism - a movement looking toward the segregation of the Jewish people, specifically seeking a Jewish legal takeover of Palestine..

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