

สำนักหอสมุด มหาวิทยาลัยบูรพา  
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## เอกสารประกอบการสอน

วิชา 212211 หลักการอ่าน

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เริ่มบริการ

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ภาควิชาภาษาตะวันตก

คณะมนุษยศาสตร์และสังคมศาสตร์

มหาวิทยาลัยบูรพา

## คำนำ

เอกสารประกอบการสอน 212211 READING TECHNIQUES นี้ มีวัตถุประสงค์ เพื่อช่วยผู้เรียนพัฒนาทักษะในการอ่านข้อความภาษาอังกฤษ ส่วนแรกของเอกสาร เกี่ยวข้องกับการพัฒนาความรู้ในเรื่องคำศัพท์ จุดเน้นหลักคือการหาความหมายของศัพท์ ใหม่หรือศัพท์ที่ผู้เรียนไม่คุ้นเคยที่อยู่ในเรื่องที่ต้องอ่าน โดยวิธีการต่าง ๆ ตั้งแต่เดา- ความหมายจากบริบท (CONTEXT CLUES) สังเกตจาก โครงสร้างของคำ การใช้ความรู้ ในเรื่องรากศัพท์ละตินและกรีก ตลอดจนการหาความหมายที่เหมาะสมจากพจนานุกรม อังกฤษ-อังกฤษ อีกส่วนของเอกสารประกอบการสอนจะเน้นในเรื่องการอ่านจับใจความ สำคัญ (MAIN IDEAS) และหารายละเอียดสนับสนุนใจความสำคัญ (SUPPORTING DETAILS) ของเรื่องที่อ่าน ตลอดจนผู้เรียนสามารถหาประโยคใจความสำคัญที่ระบุไว้ (STATED MAIN IDEAS) ในสิ่งที่อ่านหรือสรุปประเด็น (IMPLIED MAIN IDEAS) ในเรื่อง ที่อ่านเองได้ ต่อจากนั้นผู้เรียนจะได้ทราบถึงรูปแบบการพัฒนาประเด็นของผู้เขียนว่ามีวิธี การอย่างไรบ้าง (PATTERN OF ORGANIZATION) เรื่องสุดท้ายผู้เรียนยังได้เรียนการสรุป หรือตีความจากข้อมูลที่ได้จากการอ่าน.(INFERENCES) ซึ่งนับว่าเป็นการอ่านในระดับสูง เพราะต้องพิจารณาจากข้อมูลที่ได้จากการอ่าน

เนื้อหาของหนังสือส่วนใหญ่ได้ผ่านการทดลองใช้ในห้องเรียนมาหลายครั้ง ผู้เขียน ได้ปรับปรุงเนื้อหาและแบบฝึกหัดให้น่าสนใจ และตัดทอนเรื่องที่ยากเกินไปหรือเรื่องที่ไม่ น่าสนใจออกไปผู้เขียนหวังเป็นอย่างยิ่งผู้เรียนจะพบว่าหนังสือนี้เป็นประโยชน์และน่าเรียน

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## ข้อมูลและรายวิชาสอน

รหัสและชื่อวิชา (ภาษาไทย) 212211 หลักการอ่าน  
(ภาษาอังกฤษ) 212211 Reading Techniques

จำนวนหน่วยกิต/ชั่วโมง 3(3-0-6)

คำอธิบายรายวิชา

วิธีการอ่านภาษาอังกฤษแบบต่าง ๆ ให้ความสำคัญและรายละเอียดของข้อความ รวมทั้งการอ่านแบบสรุปความและปรับความเร็วในการอ่าน

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## สื่อการสอน

เอกสารประกอบการสอน

แผ่นใส

รูปภาพ

เครื่องเล่นเทป

## การประเมินผล

การเข้าชั้นเรียนและการทำงานที่มอบหมาย	15%
การอ่านหนังสือนอกเวลา	15%
การสอบกลางภาค	35%
การสอบปลายภาค	35%
รวม	100%

## บทที่ 1

## Context Clues

ความมุ่งหมายของบทเรียน

เพื่อให้ผู้เรียนสามารถเดาความหมายของศัพท์ยากโดยอาศัยคำแวดล้อม หรือบริบท (Context)

เนื้อหาของบทเรียน

1. Definition
2. Restatement
3. Examples or illustration
4. Similar meaning or Synonyms
5. Opposite Meaning Antonyms
6. Situations and Explanations

วิธีสอนและกิจกรรม

1. อธิบายแต่ละหัวข้อ
2. ยกตัวอย่างประกอบ
3. ให้ผู้เรียนทำแบบฝึกหัด

สื่อการสอน

1. เอกสารประกอบการสอน
2. แผ่นใส

การวัดผลและการประเมินผล

1. ฝึกทำแบบฝึกหัดเดาความหมายของศัพท์
2. ฝึกหาคำศัพท์ยากจากหนังสืออ่านที่อื่นที่ไม่ใช่ในเอกสารประกอบการสอน

## LESSON 1

### Context Clues

While reading, you meet words or phrases you do not know. How can you understand these unfamiliar words? Certainly, looking them up in the dictionary is the safest way to get the most accurate definitions of the words. However, if there are a number of difficult words, and looking them up in the dictionary interrupt your reading, this will be boring and time-consuming. You will not enjoy reading and you may feel discouraged. Besides there are occasions when a dictionary is not available.

However you don't have to be discouraged because very often you can understand the meaning of an unfamiliar word without consulting a dictionary. As a college student, you should expect to come across many unfamiliar words. It is essential that you become proficient at using the **context** – that is the way the word is used in a sentence or paragraph – to try to grasp the meaning of a new word. Authors provide a variety of clues in their writing to help their readers figure out the meanings of unfamiliar words. There are several ways the authors help you understand the meaning of unfamiliar words.

#### 1. Definition

A writer may assist his readers to understand the meaning of an unfamiliar word by giving the definition of that word. You can spot a definition by the words **means, is, is defined as, or is called.**

Examples :

: *A metaphor is something that stands for another thing or idea.*

: *Prominent means easy to see.*

Sometimes the definition is enclosed in parenthesis.

Example :

: This explains why *anosmics* (people with no sense of smell) may have difficulty appreciating food flavor.

## 2. Restatement

A writer may explain a word by using different words to say the same thing. Such signal words are **or**, **in other words**, **that is to say** or **that is**.

Examples :

- : Preecha's *demeanor*, **or** manner, was straightforward and honest.
- : Some plants go through periods of *dormancy*, **that is to say**, they appear to be dead in the winter.

Sometimes the restatement is simply enclosed by **commas** or **dashes**.

Examples :

- : The importance of *bipedalism* -- two-leggedness -- cannot be overestimated.
- : The *linotype*, a machine for casting type, is used by many newspaper printers.

## 3. Examples or illustration

Authors frequently explain their ideas and concepts by giving specific concrete examples or illustrations. Many times, when an example is given which illustrates, or explains, a new term. You can figure out the meaning of the term from the example. Some signal words that call attention to examples are; **such as**, **with**, **like**, **especially** and **including**.

Examples :

- : Some everyday, *common solutions* **include** gasoline, antifreeze, soda water, seawater, vodka, and ammonia.
- : Many *exotic* dishes, **such as** snails and caviar, were served.
- : *Percussion instruments*, **including** drums, cymbals, and triangles, are used in bands.

## 4. Similar Meanings

One way to arrive at the meaning of an unfamiliar word in a sentence is to look for other words in the sentence whose meaning you already know. Then see if the familiar words can be linked to the unfamiliar word in such a way to provide clues to its meaning. For example,



the unfamiliar word may be one of several words in series of synonyms-words with similar meanings. If you know the meaning of at least one of the synonyms in the series, you should be able to guess at the meaning of the unfamiliar word.

Example :

: The *staid*, serious, and self-restrained manner of the judge always had a steadying effect on people.

Because the unfamiliar word is linked with serious and self-restrained in series, you could reasonably assume that it is close to these two words in meaning. So you might decide that *staid* means "serious, composed, steady."

Sometimes, an unfamiliar word is linked to a familiar word by the word **and**.

Example :

: The store owner's attempt to deceive and *defraud* his customers put him in serious trouble.

Because *defraud* and deceive are joined by **and**, you can assume that the two words are probably close in meaning. So you might decide that *defraud* must mean something like "to deprive someone of something by deceit; or by cheating them."

## 5. Opposite Meaning or Antonyms

Unfamiliar words may be explained by contrast. Context clue words are **but, however, nevertheless, while, although, even though**.

Example :

: *Although* Roy dislikes parties and company, his wife Helen is quite *gregarious*.

: On paper the Morton Plan seemed certain to be a great success *but* when put into operation, it was a total *fiasco*.

: *Even though* our camp was *remote*, I was afraid other people might find us.

## 6. Situations and Explanations.

You can guess the meaning of unfamiliar words from the situation and the explanation.

Examples :

- : Before she went to see Dr. Kim, she had suffered from *insomnia* for several years. Every night she found it hard to fall asleep.
- : Thailand has *compulsory education*. Boys and girls must attend school until they reach a certain age.

### Exercise 1.1

**Directions:** In each sentence, locate the part of the sentence which gives a definition or synonym of the bold and italicized word. Underline this portion of the sentence.

1. *A democracy* is a form of government in which the people participate.
2. The amount of heat that it takes to melt one gram of any substance at its melting point is called the *heat of fusion*.
3. *Linoleic acid* is an essentially fatty acid necessary for growth and skin integrity in infants.
4. When a gas is cooled, it *condenses* (changes to a liquid) at its condensation point.
5. But neither a monkey nor an ape has thumbs long enough or flexible enough to be completely *opposable*, able to reach comfortably to the tips of all the other fingers as is required for our delicate yet strong precision grip.

### Exercise 1.2

**Directions:** Read the following sentences and use the context clues to find out the meaning of the words in *italics*. Write the meaning of each word in the space provided.

1. The toy is a *lethal* weapon; the kids almost killed me with it!
- .....

2. Some plastic flowers look so real that you can hardly believe they are *artificial*.

.....

3. He was not *obese* like his brother. On the contrary, he was quite thin.

.....

4. They think of themselves as the *elite* group on campus, looking down their noses at others.

.....

5. She usually is a *laggard*; however, today she was energetic and worked hard.

.....

6. The little girl is *lachrymose*, crying all the time.

.....

7. This electronic device which can *sniff* the odor of illegal drugs, can also smell dynamite.

.....

8. My uncle is very *astute*; he borrowed money at a very low interest rate and built it into a small fortune through wise investment.

.....

9. Although parrots can make a good *imitation*, or copy, of human speech, they have no real language.

.....

10. Some chemical substances have a pleasant smell but others have a *repugnant* odor.

.....

### Exercise 1.3

**Directions:** You probably know some of the underlined words below, But the meaning with which each word is used may be new to you. Use the context to help you find out the meaning of the italic word in its sentence. Put its letter in the blank beside the number of the sentences.

- |                |                   |               |              |
|----------------|-------------------|---------------|--------------|
| a. accompanied | e. put up with    | i. strong     | m. stung     |
| b. told        | f. produced       | j. broke      | n. hold down |
| c. coming out  | g. a small amount | k. setting up | o. mooing    |
| d. secretly    | h. go around      | l. group      | p. imitate   |

Example:   g   The waiter gave me a *pat* of butter with the bread.

1. A small stream of water was *issuing* from the ground beside the rock.
2. We could hear the cattle *lowing* in the distant field.
3. We decide to *skirt* the forest rather than walk through it in the darkness.
4. My finger *smarted* long after the ball had hit it.
5. The story was *couched* in language a small child could understand.
6. Is it true that eating the wrong things can *stunt* your growth?
7. Our grape vine *yielded* two bunches of fruit this year.
8. When the water main *burst*, the basements of nearby houses were flooded.
9. A *panel* of famous people was assembled to discuss the issues of world population.
10. My little brother likes to *ape* my every movement.
11. When my mother tells me to do a job for her, she will *brook* no excuses for my not doing it.
12. Wherever the queen went, she was *attended* by two servants.
13. Few people know the terms of the agreement because it was made *covertly*.
14. With a *stiff* breeze behind it, our sailboat travelled rapidly across the harbor.
15. Mrs. Brown said she was *instituting* a new system for grading our exercises.

### Exercise 1.4

**Directions:** As you read each sentence or group of sentences below, use the context to help you find the clues and decide what the meaning of each italic word is. Put a circle around the letter a, b, or c.

1. He felt no *antipathy* toward the boy. In fact, he liked him.  
a. loyalty      b. dislike      c. sympathy
2. The people *salvaged* only their clothes from the fire.  
a. acquired      b. saved      c. distributed
3. Mother *lauded* me for the good grade I had received on my paper.  
a. praised      b. punished      c. pardoned
4. My father is usually *lenient*, but sometimes he punishes me.  
a. stern      b. not strict      c. impatient
5. Joey is so *taciturn* that it is very hard to know what he likes.  
a. silent      b. talkative      c. certain
6. Harvey is *obstinate*. He never changes his mind about anything  
a. stubborn      b. sensible      c. certain
7. The *magnanimous* woman gave a lot of money to worthy causes.  
a. greedy      b. unfriendly      c. generous
8. The old man was unable to climb the stairs because of his *debility*.  
a. weakness      b. gratitude      c. strength
9. The soldier was given a medal for his *valor* in battle.  
a. coward      b. courage      c. caution
10. The airplane was flying at an *altitude* of 29,000 feet.  
a. speed      b. distance      c. height
11. The speeding car *accelerated* and was soon out of sight.  
a. slowed down      b. halted      c. went faster
12. A summer dress is *inappropriate* for winter.  
a. not suitable      b. essential      c. very warm
13. Anita is *meticulous* about her work. Every detail is perfect.  
a. careless      b. very careful      c. desperate
14. The medicine *alleviated* the man's pain so he could sleep.  
a. lessened      b. complicated      c. increased
15. The entire room was littered with paper, broken glass, cigarette butts and other forms of rubbish. In fact, the room was absolutely *filthy*.  
a. clean      b. full of paper      c. very dirty
16. As the lawyer's health *deteriorated*, his legal practice suffered too, because he was unable to give much time to it.  
a. became better      b. became poorer      c. improved

17. As he was absolutely *broke*, he could not even lend me 10 cents.  
 a. careful with money    b. rich    c. without any money
18. The entire city was *annihilated* by the war. All the buildings were ruined. All the animals were killed, the vegetation was destroyed and not a single human being survived.  
 a. dead    b. dirty    c. completely destroyed
19. His speech was *concise*; nevertheless, he said all that needed to be said.  
 a. ambiguous    b. long    c. brief
20. The cat came quickly through the grass towards the birds. When it was just a few feet from the victim, it gathered its leg under itself, and *pounced*.  
 a. attacked suddenly    b. ran away    c. lied down quietly

### Exercise 1.5

**Directions:** Many familiar words have different meanings when they are used in different contexts. Before each of the following sentences, write the letter of the definition given which tells the meaning of the italicized word in the box after that sentence. The context will help you decide which definition is right. Be prepared to explain what context clues you used.

### CHARACTER

1. It took *character* for Jim to refuse the bribe.
  2. We could not read one of the newspapers in the display because it was printed in Chinese *characters*.
  3. The officers of the boys' athletic association also serve in the *character* of referees for some games.
- a. (N) all qualities or features possessed; kind, sort, nature.
  - b. (N) moral firmness, self-control
  - c. (N) position or condition
  - d. (N) letter, mark, or sign used in writing or printing
  - e. (N) person in a play or book

## RAIL

1. Clapper's Motor Sales received a shipment of new cars by *rail*.
2. Tim wanted to *rail* at his low test grade until he learned that no one had gotten more than him.
3. I thought I heard a *rail*; then I saw it perched on a limb overhanging the water. 
  - a. (N) bar of wood or metal.
  - b. (N) railroad
  - c. (N) upper part of bulwarks of a ship
  - d. (N) any of numerous small birds with short wings, narrow bodies, strong legs, long toes, and harsh cry that live in marshes and swamps.
  - e. (V) complained bitterly

## DISCIPLINE

1. Miss Birch was never able to *discipline* her students.
2. Professor Lerner had had long years of study in two *disciplines*: history and mathematics.
3. Getting up early to help with farm chores will be good *discipline* for George. 
  - a. (N) training: especially training of the mind and character.
  - b. (N) the training effect of experience, misfortune, etc.
  - c. (N) order among school pupils, soldiers, or members of any group.
  - d. (N) branch of instruction or education
  - e. (V) bring to a condition of order and obedience; bring under control

**MAJORITY**

1. For their senior class trip, the *majority* of the group preferred to visit Washington, D.C.
  2. When she reaches her *majority*, Jane will inherit her grandmother's large estate.
  3. The document awarding Captain Walter, his *majority* was signed and dated 22 January.
- a. (N) a larger number; greater part, more than half.
  - b. (N) a larger number of votes than all the rest.
  - c. (N) the legal age of responsibility
  - d. (N) rank or position of an army major

**CONVENTION**

1. When a man shakes hands with another man he has just met, he is following an old *convention*.
  2. Representatives from both countries signed a *convention* which set postal rates.
  3. The state lumber dealers association will hold their annual *convention* in December.
- a. (N) a meeting for some purposes.
  - b. (N) delegates to a meeting or assembly
  - c. (N) agreement
  - d. (N) custom approved by general agreement
  - e. (N) in the arts, a procedure or detail not taken literally, but accepted by the beholder, reader, etc., as fitting



### Exercise 1.6

**Directions:** The italicized word in each of the following sentences may have a meaning you do not know. Try to use hints in the sentences in order to make up a definition. Write your own definition in the blank space and tell what type of context clue is used to clarify the meaning of the word

1. *Pessimism*, that is seeing only the negative side of things, can keep a person from ever being happy.

*Pessimism* : .....

Type of context clue: .....

2. Since the top three floors of the hotel are occupied entirely by permanent residents, *transient* guests are given rooms on one of the first four floors.

*Transient* : .....

Type of context clue: .....

3. More and more people are becoming interested in the possibilities of *cryonics*, the freezing of human corpses until some future date when scientists can revive them and cure whatever caused their death.

*Cryonics* : .....

Type of context clue: .....

4. The play contained a variety of *morbid* events : the death of a young child, the suicide of her mother, and the murder of an older sister.

*Morbid* : .....

Type of context clue : .....

5. An *ecologist*, a scientist who specializes in the relationship between living things and their environment, is likely to have authoritative opinions on the problem of pollution and man's survival.

*Ecologist* : .....

Type of context clue : .....

6. Someone who is handing in his *resignation* is quitting his job or retiring from public office.

*Resignation* : .....  
Type of context clue : .....

7. Louis Pasteur did one of his most famous investigations on *rabies*, the disease which makes dogs go "mad."

*Rabies* : .....  
Type of context clue : .....

8. Food shoppers used to give only a *perfunctory* glance at prices; now they carefully examine and compare products.

*Perfunctory* : .....  
Type of context clue : .....

9. Joyce was full of energy when the race began, but after the race, she felt *exhausted*.

*Exhausted* : .....  
Type of context clue : .....

10. John's lawyer pointed out that the judge's decision was not *irrevocable*; it could be reversed by a higher court.

*Irrevocable* : .....  
Type of context clue : .....

11. Mr. Johnson *enlivened* the party with his humorous stories and enthusiastic manner.

*Enlivened* : .....  
Type of context clue : .....

12. The firefighter *jeopardized* her life by running back into the burning building.

*Jeopardized* : .....  
Type of context clue : .....

13. The retired colonel led a quiet, uneventful life – a *sedentary* existence.

*Sedentary* : .....  
Type of context clue : .....

14. Roger was a *miserly* man-refusing to spend his money even on the necessities of life.

*Miserly* : .....  
Type of context clue : .....

15. Although Marie worked hard to give an excellent report, her lack of information made it only *mediocre*.

*Mediocre* : .....  
Type of context clue : .....

16. The coach *reproached* the team, expressing her displeasure at the way they had played.

*Reproached* : .....  
Type of context clue : .....

### Exercise 1.7

**Directions :** Use context clues in each sentences to find the word in bold and italicized type that best completes each sentence. Write the word in space provided.

*Regale*: to entertain, to give pleasure or amusement

*Erratic*: having no regular course, wandering

*Voracious*: greedy, having a huge appetite

*Malcontent*: discontented person, a rebel

*Lethargic*: lacking in alertness or activity, sluggish

*Anthology*: a collection of literary pieces

*Affable*: friendly, gracious, at ease

*Upbraid*: to scold angrily

*Scrutinize*: to examine closely

*Litigation*: a lawsuit

*Excise*: to remove by cutting out

*Nocturnal*: of, or relating to, the night

1. Tim's ..... behavior made his parents suspect that he was not getting enough sleep.
2. The committee members promised to ..... the school-expansion plans carefully.
3. The lawyers announced to the eager reporters that the disagreement would be settled out of court, without .....
4. Ms. Terlecki was ..... and courteous as she greeted the newcomers.

5. Mr. O'Brien liked to .....his friends with stories about his years on the stage.
6. His ..... tee shots-some veering off to the left, others slicing to the right-cost him the tournament.
7. Bats are .....creatures, sleeping during the day and venturing out only after the sun has set.
8. John was labelled a ..... because he was always complaining.
9. This new .....contains the best short stories of the last five years.
10. The doctor will .....the tumor with the utmost caution.

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## บทที่ 2

## STUDYING THE FORMATION OF WORDS

ความมุ่งหมายของบทเรียน

เพื่อให้ผู้เรียนสามารถเดาความหมายของศัพท์ยากโดยวิเคราะห์คำที่มี prefixes และหรือ suffixes

เนื้อหาของบทเรียน

1. Prefixes
2. Suffixes

วิธีสอนและกิจกรรม

1. อธิบายแต่ละหัวข้อ
2. ยกตัวอย่างประกอบ
3. ให้ผู้เรียนทำแบบฝึกหัด

สื่อการสอน

1. เอกสารประกอบการสอน
2. แผ่นใส

การวัดผลและการประเมินผล

1. ฝึกทำแบบฝึกหัดฝึก
2. วิเคราะห์คำศัพท์ยากจากหนังสืออ่านที่อื่นที่ไม่ใช่ในเอกสารประกอบการสอน

## LESSON 2

### STUDYING THE FORMATION OF WORDS

Using context clues is one way to discover the meaning of an unfamiliar word. Another way is word analysis, that is, looking at the meaning of parts of words. Many English words have been formed by combining parts of older English, Greek, and Latin words. If you know the meaning of these word parts, you can often guess the meaning of an unfamiliar word, particularly in context.

A prefix - a syllable added just before the stem - added to a stem or main part of a word changes the meaning of the word.

A suffix - a syllable added just after a stem - usually changes the part of speech.

Many English words are formed by combining prefix or suffix to the stem.

Examples:

<b>Prefix</b>	+	<b>root</b>	+	<b>suffix</b>		
un	+	recognize	+	able		
(not)				(can be)		
unrecognizable	=	cannot be recognized				
<b>Prefix</b>	+	<b>root</b>	+	<b>suffix</b>	+	<b>suffix</b>
re	+	vol	+	tion	+	ary
(again)		(turn)		(being)		(relating to)
revolutionary	=	having the nature of drastic change				

A stem is the basic part on which groups or related words are built. Affixes are word parts that are attached to stems. Affixes like *un-* or *r-* are attached to the beginning of stems, are called prefixes. Affixes attached to the end, like *-able*, *-tion*, *-ary*, are called suffixes. Generally, prefixes change the meaning of a word and suffixes change its part of speech.

#### Prefixes

A prefix is a syllable or syllables placed at the beginning of a word to form a new word. For example, recycle, return, reuse are formed by adding *re-* to the stem cycle, turn, and use. *Re-* is a prefix which means "again" or "back again" or "anew." Recycle means "to cycle again"; return means "to turn back," and reuse means "to use again."

## 1. Prefixes that reverse the word's meaning

Prefix	Meaning	Example
contra	against	contradict, contrast
de	reverse	decompose, deactivate
non-	not	nonnative, nonsmoker
im-	not	impossible, immature
in-	not	incomplete, invalid
il-	not	illegal
ir	not	irregular
un-	1. not	unjust, unnatural
	2. do the opposite	unlock, unwrap
dis	1. not	discontinued, dishonest
	2. the opposite of	disconnect, disagree
	3. away, apart	dismiss, disperse

### Exercise 2.1

**Directions:** Put the correct negative prefix in the blank in each sentence below.

1. They were all prosecuted for .....licit liquor selling.
2. Prior knowledge of the old idea may well .....tort or inhibit the new one.
3. Revolutionary ideas were .....acceptable to Labour's membership.
4. Air pollution has emerged as the most .....tractable issue of our era.
5. If something is .....revocable, it cannot be stopped or changed.

### Exercise 2.2

**Directions:** Put the correct negative prefix in front of each of the following words.

1. She .....obeyed her mother, so she was punished.
2. ....residents of Thailand had to fill in this form.
3. This is a..... stop flight from Bangkok to Melbourne.
4. Robert was ..... missed because he neglected his duties.
5. Princess of Wales's death .....heartened thousands of people.
6. The cargo was ..... loaded from the ship by the workers.
7. Being cruel to her child is very ..... natural.
8. Something that is ... flexible cannot be bent.

9. An .....relevant idea is one that has nothing to do with the subject under discussion.
10. Many of Tom's ideas are .....applicable because they cannot be used to solve our problem.
11. Something .....precedented has never happened before.
12. A feeling such as happiness is .....tangible because you cannot touch it directly.

## 2. Prefixes that indicate position

Prefixes	Meaning	Example
a	without, not	atypical, amoral
ad	to, toward	advertise, advocate
ante-	in front of	anterior
anti	against	antifreeze
circum-	around, about	circumstance
en	into	entrance
epi	upon, over	epidermis, epoxy
ex-, e-	out	export
extra-	outside	extracurricular
im, in	into	immerse, inspect
inter-	among, between	interaction
intra	within (places)	intrastate
intro	within (people)	introvert
mid-	middle	midway
per-	through	pervade
peri	around, near	periscope
post	after	postscript
pre	before	prenatal
prim	first	primary
pro-	forward	promote
sub-	below, under	submarine
super-	above, over	supersonic
tele-	distant	telephone
trans-	across, over	transport
under-	beneath	underground



### Exercise 2.3

**Directions:** Use the prefixes above to form the words that best complete the sentences.

1. The teacher .....scribed the area on the map to tell the boy scouts where the camp was located.
2. Third World countries had .....sonic aircrafts
3. The .....meter of an area of land is its whole outer edge or boundary.
4. Full-time, residential students of the university can participate in these .....mural activities.
5. This Italian film has English .....titles.
6. Ten thousand pounds has been .....ferred into your account.
7. The ministers were asked to wait in the .....chamber before they were escorted to the reception hall.
8. ....ground railways are difficult to construct in Bangkok because of its subsoil structure.
9. She has been .....moted twice since joining the company five years ago.
10. He made a hasty .....it from the Men's room.
11. If you were moving from California to Washington, you would need .....state mover.
12. The person who is at the head of a procession is the person who .....cedes everyone else.
13. The BBC agreed to .....vise a debate on the siting of nuclear missiles in Britain.
14. If the tip leaks, dangerous chemicals may .....meate through rocks and soil into river.
15. ....marines are used in war because they cannot be seen easily.

### 3. Prefixes that indicate Number or Size

Prefix	Meaning	Example
bi, di	two	bicycle, bigamy
cent	hundred	century, centennial
deca	ten	decade, decimal
magna	large, great	magnify, magnificent
micro	small	microscope, microbe
milli	thousand	million, millimeter
mono	one	monopoly, monorail
octo	eight	October, octagon
omni, pan	all	omnivorous, panorama

pent, quint	five	pentagon, quintet
poly	many	polygamy, polynomial
quad	four	quadrangle, quadruplets
semi, hemi	half, twice	semiannually, hemisphere
tri	three	tricycle, triple
uni	one	uniform, unity

### Exercise 2.4

**Directions:** Fill in each blank with the word that best completes the sentence.

bicentennial	biped	decades	dichotomy
hemisphere	monogamous	October	omnivorous
panoramic	pentathlon	polygamy	quadruped
quintet	semifinal	triplets	unicorn

1. A ..... is an imaginary animal that looks like a white horse and has a horn growing from its forehead.
2. Some females and some males are ..... Other males will mate with many females.
3. .... is the eighth month of the year.
4. Our volleyball team will play in the ..... this afternoon.
5. It is scheduled to open for the ..... in 2010. It is now 200 years old.
6. The ..... of truth and falsehood is clearly understood by most people.
7. He changed from a vegetarian to an ..... diet.
8. .... is the custom in some societies in which someone can be married to more than one person at the same time.
9. .... is a sporting competition in which contestants compete in five sports, usually swimming, fencing, shooting, running, and riding.
10. .... are three children born at the same time to the same mother.
11. A ..... is a group of five singers or musicians singing or playing together.
12. Aerial photos often show ..... views.
13. A two-footed animal is called a .....
14. David has worked for the company for twenty years and he has seen a lot of progress made in the past two .....
15. First the northern, then the southern ..... is inclined towards the sun.
16. A ..... is any animal with four legs.

#### 4. Groups of prefixes that have opposite meaning

Learning groups of prefixes that have opposite meanings is another way to remember them.

ab-	away, down, from	abdicate
ad-	to, toward	adhesive
ac-	before c, q	acclaim, acquire
af-	before f	affirm
al-	before l	allergic
ap-	before p	approve
ar-	before r	arrive
as	before s	assault
at	before t	attack
pro	forward	progress
de	away, down	demote
com-	together, with	combine
con-	before consonants except b, h, l, m, p, r, sometimes f	confine (comfort)
col	before l	colleague
cor	before r	correlation
co-	before h and all vowels	coherence, coexist
anti-	against	antibody
pro-	in favor of	proponent
ob	against	obnoxious
oc-	before c	occur
of	before f	offend
o-	before m	omit
op	before p	opponent
en-	put into	encode
in-	in, into	include
ex-	out	exclude
de-	the opposite of	decode
bene-	good	benevolent
mal(e)	bad	malnutrition
mis	bad, wrong	misunderstand

**Exercise 2.5**

**Directions:** Use the prefixes from the above list to form the words that best complete the sentences.

1. The .....hesive plaster was applied to the patient's wound.
2. Chalart Worachat .....stained from eating for six days.
3. She put the cigarette between her lips and .....hale deeply.
4. Work is a wonderful .....dote to misery.
5. The .....- nuclear lobbyist would like to have a nuclear plant in the city.
6. Metals .....pand when they are heated.
7. Many thanks for your letter and the .....closed leaflet.
8. A .....factor is someone who helps a person or an institution, especially by giving them money.
9. The last word of the message, when it was ....coded, read 'goodbye'.
10. ....nutrition is physical weakness by not eating enough good food or by eating unhealthy food.
11. The men .....jected and the women supported the protest.
12. Events happening together are .....current.
13. Sornram was .....listed in the army.
14. If the train is .....railed, it comes off the track on which it is running.
15. If you .....apply something, you use it for a purpose for which it is not intended.

**5. Prefixes that have several meanings**

ob-, oc,op-, etc.	1. to, toward, before 2. against	object, occur oppress
de-	1. away, from 2. down 3. the opposite of	derail depress decentralize
re	1. again 2. back	recycle return
ex-	1. out 2. former	exhale ex-president
pro-	1. forward 2. before 3. in favor of	promotion propose prolabor

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sub	1. beneath	subway
	2. lower in rank	subspecies
	3. less than	subhuman
	4. a small part of	subdivision

### Exercise 2.6

**Directions:** Use the prefixes to form the words that best complete the sentences.

1. Because of the traffic jam, we had to .....tour from the route.
2. An .....haust pipe is the pipe which carries the gas or steam out of the engine of a car, lorry, motorbike.
3. She managed to .....gress to a senior position.
4. The number of the congress members .....clined from 371 to 361.
5. General Chawalit is Thailand .....prime minister.
6. They had .....American policy because they wanted to get help from USA.
7. A .....committee is a small committee made up of members of a larger committee.
8. The submarine can remained .....merged for eight weeks at a time.
9. If you ..... let a building, you allow someone to use it and you take rent from them, although you are not the owner and pay rent for it yourself.
10. The room's sole .....cupants were the boy and a big hound.
11. Lewinsky .....affirmed that she would give evidence against him.
12. If you .....fund money to someone, you return it to them.
13. I hope that we might .....new our friendship.
14. His voice .....sided to a mutter.
15. We can reduce the traffic on the roads by constructing .....way.

### Suffixes

A suffix is syllable or syllables placed at the end of a word to form a new word. For example, the syllable -er means "a person having to do with something." When this suffix is attached to the word 'teach', the word becomes teacher meaning "one who teaches," and when it is attached to the word 'play', it becomes player meaning "one who plays."

There are too many suffixes for us to study them all. However, studying a representative group of suffixes will be sufficient to help you understand their function, because most suffixes do not carry a lot of meaning. Many of them, such as the ing suffix, just indicate the tense of

a verb. Others, such as the ly suffix, change a verb or adjective into an adverb.

Here are some suffixes for you to learn.

### Noun Forming Suffixes

Here are some suffixes which are used to form nouns which mean "the state, condition, quality, result, or process" of an action

-ade	blockade
-age	postage
-al	survival
-ance, (-ence)	assistance, difference
-cy, (-acy)	infancy, accuracy
-dom	freedom
-ery	snobbery
-hood	neighborhood
-ism	heroism
-ity, ty	community, certainty
-ment	commitment
-ness	happiness
-ship	relationship
-tion (-ation, -ition, -ion)	substitution, communication, competition, depletion
-tude	solitude
-ure	legislature

### Exercise 2.7

**Directions:** In the sentences below, there are italicized words and blanks. Fill in the blank with a noun related to the italicized word.

1. We were *amazed* to see them, and we could not hide our .....
2. Edmund Hillary *ascended* Mt. Everest; he made the first ..... of the highest mountain in the world.
3. The Allied forces *invaded* Western Europe during World War II. The ..... took place in June 1944.
4. My mother gave me ..... to go to the movies tonight. Will your mother *permit* you to go?
5. Don't be *discouraged*. You must fight against .....

6. I have a lot of camping ..... I can *equip* you if you want to go camping next week.
7. If our team wins the last game, they will surely *celebrate*, and we hope that you will come to the .....
8. He will *assert* that white is black just to get attention. His childish ..... are very annoying.
9. He *defined* the word for me, but his ..... was incorrect.
10. The new government .....s have just been published. They will *regulate* the manufacture and distribution of new drugs.
11. You have to *concentrate* on Learning English. The results of your ..... will soon be apparent.
12. We had to *assist* our parents, and they appreciated our .....
13. The final date for applications has been *extended* to August 12<sup>th</sup>. It is hoped that this ..... will enable more students to apply.
14. I *refused* to do what they wanted. I know that my ..... made them disappointed.
15. He *resembles* his mother very strongly. The ..... is really amazing.
16. I have a book about ..... in the forest. I think it will help you to *survive* if you get lost.
17. Her great aunt will *inherit* her a lot of money. I don't know what she plans to do with her .....
18. I know that Maria is an ..... of yours. Are you *acquainted* with her sister?
19. The teacher *assigned* to read two chapters, but we forget her .....
20. I *mixed* all the ingredients in the bowl, and added some salt in the .....

### Adjective Forming Suffixes

-able (-ible)	capable, responsible
-al	normal
-ant (-ent)	important, different
-ary	revolutionary
-ate	passionate
-en	woolen
-esque	picturesque
-fic	scientific
-ful	hopeful
-ial	industrial
-ic	poetic
-ish	womanish

-ive	passive
-less	homeless
-like	childlike
-ly (added to a noun)	manly
-ory	compulsory
-ous	dangerous
-tive (-ative)	attractive, illustrative
-y	misty

### Exercise 2.8

**Directions:** Find adjectives that are related to the following words.

- |                   |                    |
|-------------------|--------------------|
| 1. province ..... | 11. planet .....   |
| 2. care .....     | 12. compete .....  |
| 3. suit .....     | 13. please .....   |
| 4. economic.....  | 14. mountain.....  |
| 5. power .....    | 15. fame .....     |
| 6. poison .....   | 16. envy .....     |
| 7. peace .....    | 17. health .....   |
| 8. exceed .....   | 18. end .....      |
| 9. ethic .....    | 19. humor .....    |
| 10. shake .....   | 20. commerce ..... |

### Exercise 2.9

**Directions:** Fill in each blank in the sentences below with a word related to the italicized word in the sentence.

- The matter is of concern to the entire *nation*. It's of ..... importance
- Tom's brother was in the *navy*, and he has always been interested in ..... affairs.
- Sombat wants to study *agriculture*, so he is going to an ..... college.
- Taksin Chinnawat has a handsome *residence* in a beautiful ..... neighborhood.
- A certain part of the city has been set aside to *industry*. All ..... buildings must be located there.
- Each holiday has its own *traditions*. In the United States, it is ..... to eat turkey on Thanksgiving Day.
- Driving in the slippery snow is very ..... because the roads are full of *danger*.



8. Mary is a ..... girl. She always put her *nose* into things that do not concern her.
9. Bill is a ..... person. He likes to be *friends* of other people.
10. They are ..... reporters. They can work in a dangerous places without *fear*.

### Adverb Forming Suffixes

-ly (added to an adjective)	quickly
-ily	busily
-ward	forward

### Verb Forming Suffix

-ate	originate
-en	frighten
-ify	classify
-ize	civilize

### Exercise 2.10

**Directions:** Fill in each blank in the sentence below with the appropriate words given below.

brightened	captivated	clarify	fortifying
horrified	immortalize	luxuriating	moisturize
motivated	whiten		

1. I would like someone to ..... these unclear instructions.
2. The commercial said, "Our soap will ..... your laundry better than any other."
3. Why don't you use this lotion to ..... your dry hands?
4. My cheerful husband has ..... up my whole life.
5. David sits there ..... in the sun, while his brother does all the work.
6. At eighteen he had been ..... by a charming brunette named Sybil.
7. I was ..... at the news of the brutal murder.
8. He spent his spare time ..... his house against attacks.
9. My decision to make this trip was ..... by a simple desire to leave the country.
10. One accomplishment of Homer's Illiad was to ..... the beauty of Helen of Troy.

## Suffix that forms agent nouns

Some suffixes are added to form noun which mean “one who” or “something which”.

-ant, ent	assistant, resident
-ard, art	luggard, braggart
-arian	vegetarian
-ate	director
-ator	stimulator
-ee (receiver of an action)	employee
-eer	engineer
-er	employer
-ese	Japanese
-ian	librarian
-ier	cashier
-ist	columnist
-or	investor
-ster	youngster

### Exercise 2.11

**Directions:** Match the word in column B with its meaning in column A.

Column A	Column B
( ) 1. A person who often gets drunk.	A. unionist
( ) 2. One who plays saxophone.	B. dietician
( ) 3. One who writes the dialogue for films.	C. technician
( ) 4. One who always falls behind.	D. payee
( ) 5. One who belongs to a trade union.	E. cashier
( ) 6. A person for whom a check is written.	F. saxophonist
( ) 7. Someone who beautifies hair, skin and complexion.	G. drunkard
( ) 8. A person in charge of cash receipts and payments of a bank.	H. scriptwriter
( ) 9. A person who keeps a systematic record of business transaction.	I. janitor
( ) 10. One who has great technical skill or knowledge.	J. bookkeeper
( ) 11. A caretaker of a building.	K. rocketeer
( ) 12. A person who designs, launches, studies, or pilots rockets.	L. contestant
( ) 13. A person who competes in a contest.	M. profiteer
( ) 14. One who makes excessive profit on commodities in short supplies.	N. impostor
( ) 15. A person who pretends to be another.	O. bombardier
	P. laggard
	Q. appointee
	R. consultant
	S. dietician
	T. beautician

## Exercise 2.12

**Directions:** Fill in the blanks in the sentences below with the appropriate agent noun corresponding to the italicized verb or phrase in each sentence.

1. A soldier who *invades* foreign soil is an .....
2. The ..... of that apartment has *occupied* it for five years.
3. A person who *operates* a machine is a .....
4. A person who *interviews* other people is an ....., and the person who *is interviewed* is an.....
5. The ..... of the conference greatly impressed the chairman with their active *participation*.
6. After a thorough *physical examination*, the ..... prescribed him no medication, only a long rest.
7. An ..... is a person who *supplies optical instruments*, especially lenses and spectacles.
8. A person who *gives consultations* to other people is a.....
9. Large banks usually have more than one ..... to *look after their accounts*.
10. A person who *takes refuge* in other countries is called a .....
11. A person who believes in an *ideal* is an .....
12. The ..... who conducted this local *auction* would like to have a large number of bidders.
13. The group of young ..... became famous with their first piece of *music*.
14. One who tries to *present things as they really* are is a .....
15. To conquer *Mount Everest* is the dream of all .....
16. The *violin* of the great concert ..... was heavily insured against theft.

## Suffixes Used to Form More Than One Word Class

	Noun	Adjective	Verb
-al	survival	original	
-ant	assistant	significant	
-ary	missionary	revolutionary	
-ate	advocate	passionate	originate
-eer	mountaineer		electioneer
-en	chicken	woolen	shorten
-ent	president	insistent	
-er	worker	taller	
-ian	vegetarian	Canadian	

**Exercise 2.13**

**Directions:** Use your knowledge of suffixes to complete the blank in each of the three column.

Noun	Verb	Adjective
1. ....	.....	creative
2. ....	criticize	.....
3. strength	.....	.....
4. sympathy	.....	.....
5. ....	agree	.....
6. ....	.....	revolutionary
7. center	.....	.....
8. ....	explode	.....
9. glory	.....	.....
10. ....	.....	original
11. ....	communicate	.....
12. ....	.....	clear
13. ....	socialize	.....
14. progression	.....	.....
15. ....	.....	productive

**Suffixes which add meaning**

Suffixes which add meanings to the base words are more useful in vocabulary building.

**Set 1**

-able, -ible	can be	susceptible, noticeable
-cide	kill	insecticide
-ful	full of	hopeful
-less	without	hopeless
-ic	having the nature of	romantic
-ist	one who	violinist
-ward	in the direction of	eastward

**Exercise 2.14**

**Directions:** Use the above suffixes to form the words that best complete the sentences.

1. Many pests are resistant to the commoner insecti.....
2. For me the urge to perform is irresist ..... I want to do it so much that I cannot prevent myself doing it.
3. Chai Rajawat is a famous Thai cartoon.....
4. She had remained cheer..... and energetic throughout the trip.
5. Irreplace..... woodland is being destroyed.
6. The government should do something about the down..... trend of rice prices in the market.
7. It was cold, cheer....., gray sort of morning.
8. This is a poet.... and beautiful picture of the landscape.
9. It is a perfectly manage..... task to tackle systematically.
10. Floods in north-eastern India made 233,000 people home.....
11. Someone who is incorrig..... has faults or bad habits that will never change or be corrected.
12. Murder is a dread..... crime.
13. The tank blew up on its home..... journey.
14. Motor.....s should obey road signs.
15. Deep depression is typical of so many young women who attempt sui.....
16. A convert..... is a car with a soft roof that can be folded down or removed.
17. The Jerawanons are leading industrail.....s with business interests in China.
18. A material or chemical that is inflamm..... catches fire and burns easily.
19. I talked to many artist..... people, writers, dancers and film makers.
20. She made a special effort to be help..... and polite to Lynne.

**Set 2**

-ive	tending to, having the quality of	communicative
-ize	cause to become	centralize
-er	one who	worker
-ish	like	womanish
-ee	one affected by the action	payee
-ous	full of	dangerous
-ious	full of	curious

**Exercise 2.15**

**Directions:** Use the above suffixes to form the words that best complete the sentences.

1. I thought her nice but rather child..... She often behaves in an immature way.
2. They're going to computer..... all their overseas mail order operations.
3. Special care should be taken to isolate children from contag..... diseases like hepatitis.
4. He admitted that even leaders needed construct..... criticism now and then.
5. The refer..... stopped the fight in the tenth round because he saw one of the boxers injured.
6. Irene had a very distinct..... voice, extremely clear and ringing.
7. If you are self....., you care only about yourself, and not about other people.
8. If you public..... a fact, event, campaign, etc, you make it widely known to the public.
9. Michael Jackson has a woman..... look.
10. The prince was interviewed by his favorite television report.....

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## บทที่ 3

## LATIN AND GREEK ROOTS

ความมุ่งหมายของบทเรียน

เพื่อให้ผู้เรียนศึกษาคัพท์ที่ยากที่มาจากภาษาละตินและกรีก และสามารถบอกความหมายของศัพท์ที่มักพบบ่อยในตำราทางวิชาการ

เนื้อหาของบทเรียน

รากศัพท์ละตินและกรีก

วิธีสอนและกิจกรรม

1. อธิบายแต่ละหัวข้อ
2. ยกตัวอย่างประกอบ
3. ให้ผู้เรียนทำแบบฝึกหัด

สื่อการสอน

1. เอกสารประกอบการสอน
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2. ทำแบบทดสอบย่อย

## LESSON 3

### LATIN AND GREEK ROOTS

A number of English words are from Latin and Greek verbs. These roots are parts of the Latin or Greek words which are usually called the stems rather than the roots. In many words derived from Latin the basic meaning of the Latin still remains. Therefore, the knowledge of Latin and Greek roots is helpful in dealing with English words.

The root is the part of the word which carries its meaning. It is the part that is changed by adding prefixes and suffixes. Like prefixes, roots tend to mean approximately the same thing in each word in which they are used.

#### Set 1

Root	Meaning	Example
aud	listen	auditor
cred	believe	credible
duce, duct	lead	produce
gress	step	progress
ject	throw	eject
mani	by hand	manipulate
pel	push	repel
port	carry	transport
poti	power	potential
scribe, script	write	inscribe, postscript
spect, spic	look, see	spectacles, conspicuous
spire	breathe	aspirant
tend, tens	stretch	extend, tension
vene, vent	come	convene, convention
voc	call	vocation



### Exercise 3.1

**Directions:** Put the correct stem in the blank in each sentence below.

1. Something that is irre.....able is something that you cannot call back.
2. If you re..... a proposal or request, you say that you have definitely or officially decided not to agree to it.
3. If a government de.....s someone, it sends them out of the country because they have committed a crime or because it believes that they do not have the right to be there.
4. ....entials are things that allow people to believe that you can do the jobs.
5. To de ..... means to lead or draw down.
6. In college, an .....itor is a person who listens in on a class.
7. To e..... something means to throw it out, usually with force.
8. The .....ential of a bomb is the power it might have.
9. Something that is pro.....ed is thrown forward.
10. To .....pulate something is to use your hands to work with it.
11. To sub..... is to draw away one number from another number.
12. If something sup.....s an object, it carry the weight of from below.
13. If you in..... someone with a liquid such as medicine or poison, you use a needle and syringe to put or throw it into their body through their blood.
14. If im..... means to carry or bring in, ex ..... means to carry or send out.
15. To pro..... means to step ahead.

By adding prefixes to the above roots, you get a great number of new words.

Prefixes:	de-	away, down
	e-, ex-	out
	in-, im-, in-	not
	com, con	together, with
	inter-	among, between
	pro-	ahead, in place of
	re-	back, again
	sub-, sup-	under, less than

### Exercise 3.2

**Directions:** Combine the prefixes with the roots to make the words that will take place of the words in brackets. Write the word in the blank provided.

1. If an organization or process (step back) ....., it goes back to an earlier and less efficient stage in its development.
2. He tried to (pull out) ..... his pole from the mud.
3. The grand jury did not (come together) until February.
4. I found a silver wedding ring (written in) ..... 'To My Darling'.
5. The Fire Brigade (looked into) ..... factories and public buildings.
6. The fish moves silently through the water, (pushed forward) ..... by short sweeps of its tail.
7. The road now (stretches out) ..... two kilometers beyond the River.
8. The frog's eyes (draw back) ..... when its tongue shoots out.
9. A country must have the will to overthrow a dictator or (push back) ..... an invader.
10. Metals expand with heat and (pull together) ..... with cold.
11. Success or failure here would be crucial to his future (what can be seen ahead) .....
12. Ten years had (come between) ..... since she had last seen Joe.
13. Indians were (driven together) ..... to work in the mines.
14. Each student should (step ahead) ..... at his own rate.

#### Set 2 (Phobia and Mania)

acro	high places
agora	open spaces
biblio	book
claustr	narrow or confined
klepto	thief
megalo	great, power
xeno	foreigner
zoo	animals

<b>phobia</b>	<b>fear or hatred</b>
<b>mania</b>	<b>excessive enthusiasm</b>

### Exercise 3.3

**Directions:** Fill in the blank by combining the roots on the left to words phobia and mania.

1. An abnormal fear of animals is .....
2. .... is an abnormal impulse to steal even though one is well-to-do and does not need the things he steals.
3. Fear or hatred of foreigners is .....
4. Fear from being in narrow or confined places is .....
5. .... is fear of being in open or public places.
6. .... is an exaggerated enthusiasm for collecting books.
7. .... exaggerated ideas of one's importance or great power and wealth.
8. Intense fear of being in high places is .....

### Set 3

aero	air, gas	aerodynamic
aqua	water	aquarium
cosmo	universe	cosmonaut
hetero	different	heterogeneous
homo	same	homogeneous
iso	identical	isometry
matri	mother	matriarch
miso, mis	hatred	misanthrope
patri	father	patriarch
pseudo	false	pseudonym

### Exercise 3.4

**Directions:** Use the above roots to form the word that best completes the sentence.

1. .... topes are atoms with have the same atomic number but which have different physical properties.
2. Tomayantee is the .....nym of Wimon JiamJaroen.
3. ....sexuality is sexual attraction or sexual activity between a man and a woman.
4. A person who is .....sexual is sexually attracted to someone of the same sex as them, used especially of men.
5. ....logy is the study of the origin and nature of the universe.

6. A .....arch is a woman who rules in a society in which power passes from mother to daughter.
7. ....cide is the crime of killing your own father.
8. ....anthropy is hatred and mistrust for all people.
9. ....tic means involving, relating, or occurring in water.
10. Something such as car that has .....dynamic shape or design moves through the air easily and efficiently and goes faster and uses less fuel than other cars.

#### Set 4.

Root	Meaning	Example
anthropo, anthrop, anthrope	man, mankind	anthropology, misanthropy misanthrope
Anglo	English, British	Anglophone
chromo, chrom, chrome	color	chromotherapy, chromatic polychrome
grapho, graph, graphy	write	graphology, stenograph geography
patho, path, pathy	feeling, suffering	pathology, psychopath, sympathy
philo, phil, phile	love	philosophy, philanthrope, bibliophile
phono, phon, phone	sound	phonology, phonics, telephone

#### Exercise 3.5

**Directions:** Match the words in Column A with their meanings in Column B.

#### Column A

- ( ) 1. graphologist
- ( ) 2. anthropologist
- ( ) 3. psychopathy
- ( ) 4. phonology
- ( ) 5. philosopher
- ( ) 6. bibliophile
- ( ) 7. Anglophile

#### Column B

- a. a person who loves to search for knowledge especially the nature and meaning of existence
- b. a person who is extremely fond of England.
- c. a person who examines people's writing in order to discover what sort of personality they have

- ( ) 8. philanthropist  
 ( ) 9. pathology  
 ( ) 10. chromolithograph
- d. a person who studies about the races, physical and mental characteristics of mankind  
 e. a person who loves books  
 f. the branch of medicine that deals with the nature of disease  
 g. mental disorder  
 h. a colored picture printed from stone  
 i. a person who loves mankind  
 j. the study of speech sounds in language.  
 k. the study of handwriting  
 l. the art of making drawings, as in architecture or engineering  
 m. the descriptive science dealing with the earth

### Set 5

bene	good	benefactor
dic	say	dictation
flex	bend	flexible
greg	flock, herd	gregarious
pose	place, put	dispose
rupt	break	interrupt
sect	cut	sector
tort	twist	tortuous

### Exercise 3.6

**Directions:** Use the roots from the above list to form the words that best complete the sentences.

- To dis..... something is to twist it out of shape.
- If you in.....ate that something is happening, you say that it is happening.
- If you are a ..... ficiary of something is happening, you get something good.
- An amphibian such as a toad cannot ex.....ed itself directly to the sun for an extended period of time.
- Sorry to inter....., but I have an urgent message for you.
- An ag.....ate is also a number of people or things that are being considered as a group.

7. Someone who is .....volent is kind, helpful, and tolerant.
8. There have been many attempts to dis..... meetings organized by their opponents.
9. A .....uous road is full of bends and twists.
10. A .....ible object or material can be bent easily without breaking
11. I passed the written part easily but failed the oral .....ion.
12. He was op.....d to the development of nuclear weapons.

### Set 6

cede	yield, give up, admit	concede
corp	body	corporal
cur, curs	run	concur, cursor
fic	make, do	beneficiary
fuse	pour in	infuse
gene	group, tribe, born	homogeneous, engender
mit, mis	send	emit, permission
mo, mob, mote	move	motion, mobile, promote
mort	death	mortal
press	push	impress

### Exercise 3.7

**Directions:** Use the roots from the above list to form the words that best complete the sentences.

1. A bene.....iary is a person that someone else has done good things for.
2. A person who con.....s something admits that it is true.
3. Whipping is the form of .....oral punishment.
4. The lives of a great number of soldiers have been saved by blood trans.....ion.
5. I was trying to im..... my new boss with my diligence.
6. A .....al is a being that will die.
7. The general will de.....some sergeants after the loss of the battle.
8. To trans..... a message is to send it across some distance.
9. Most of the psychologists believe that there is trans .....sion of characteristic traits from parents to children.

10. Homo.....ous people make up groups that are the same in some important respects.
11. A .....ory glance is brief, and one in which you do not pay much attention to detail.
12. When a boil is lanced, it e..... pus.
13. Hatred was the strongest .....ive which caused him to commit murder.
14. ....mentum in physics is the mass of a moving object multiplied by its velocity.
15. We learned about the Gulf Stream and which way the .....rents flow.
16. Add the tea leaves and leave to in..... for five minutes.

## Set 7

cide, cis	cut, kill	incision, suicide
fact	do	factor
fer	carry	transfer
medi	middle	mediator
multi	many	multi-colored
nomen, nom	name	nomenclature, nominate
omni	all	omnipresent
pan	all	panorama
soph	wisdom, wise	sophisticate
ten, tain	hold	tenacious, contain
vert	turn	divert
vide, vise	see	provide, televise

## Exercise 3.8

**Directions:** Use the roots from the above list to form the words that best complete the sentences.

1. These are among the most .....isticated aircrafts now being manu.....ured.
2. Someone who is .....scient knows or seems to know everything.
3. We got held up with all the firemen and police di.....ing the traffic.
4. Something that is .....racial consists of or involves people of many different nationalities and cultures.
5. He was .....inated by the Democrats to stand against Samak Soontorawej.
6. We shall be obliged to de..... you here while we continue the investigation.

7. Someone or something that is .....potent has complete power over things or people.
8. Energy is con.....ed from one form to another.
9. Something that is .....eval relates to or dates from the period between 1100 and 1500 AD, especially in European history
- 10.....orama is a view where you can see a very long way over wide area of land because you are on high ground.
11. If you have .....acity, you are very determined and do not give up easily.
12. A philo.....er is a person who think deeply and seriously about life and other basic, important matters.
13. There ought to be tighter control of the trans..... of nuclear materials.
14. This book has sold a half-million copies since it was re.....d last year.
15. Nursery pro.....ion is usually poor in country areas.
16. The .....clature of a particular set of things is the system of naming those things.
17. A .....ory is a large building or group of buildings where goods are made in large quantities, usually with the use of machines.

### Set 8

cede, ceed, cess	go	secede, proceed, excessive
clud, clus	shut	include, inclusion
pend, pens	hang	suspend, suspension
seque, secut	follow	sequence, consecutive
sist	stand	resist
tact, tax	arrange, order	tactics, taxonomy
tele	far, distance	telepathy
tempor	time	taxonomy, tactics
vol, volve	roll	revolve, revolution

### Exercise 3.9

**Directions:** Use the roots from the above list to form the words that best complete the sentences.

1. There have been signals of im.....ing split in the Chart Pattana Party.
2. The processes of e.....ution are still going on among plants, birds, and animals.



3. The rich se.....d themselves from contact with the poor.
4. For three years con.....ively, workers had accepted these lower wages.
5. The Rama IX in Bangkok is a sus.....ion bridge.
6. We never managed to get anything done, simply because of the large number of people in.....ed.
7. We are open seven days a week, ex.....ing Christmas Day.
8. Most universities in..... on an interview before they accept a student.
9. They ex..... large sum of money to maintain this beach.
10. It is necessary to examine this claim before we pro.....any further.
11. ....ics are the methods that you use in order to achieve what you want when you are dealing with other people.
12. Someone who is .....pathic has mental powers which cannot be explained by scientists, such as able to communicate with other people without using speech.
13. This special coating is designed to re..... rust.
14. The best solution can only be found by a pro..... of trial and error.
15. He criticized my in.....ion of the courses involving radical ideas.
16. Many of the students here are .....rary residents on the campus. They will leave after their graduation.
17. I decided to kill him regardless of the con.....nces. I don't care what will happens as a result of it.
18. The BBC agreed to tele..... a debate on the siting of nuclear missiles in Britain.
19. ....onomy is the classification and naming of things such as animals and plants in groups with a larger system, according to their similarities and differences.
20. The Samaritans offer as.....ance to people who are very depressed.

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## บทที่ 4

## DICTIONARY SKILL

## ความมุ่งหมายของบทเรียน

เพื่อให้ผู้เรียนศึกษาวิธีการใช้พจนานุกรมฉบับอังกฤษ - อังกฤษให้ถูกต้อง สามารถเลือกความหมายของศัพท์  
เมื่ออยู่ในชนิดของคำ หรือในบริบทที่แตกต่างกันไปได้อย่างถูกต้อง

## เนื้อหาของบทเรียน

1. การใช้พจนานุกรมในการหาหน้าที่หรือชนิดของคำ
2. ประโยชน์ของพจนานุกรมฉบับอังกฤษ - อังกฤษ
3. การเลือกความหมายที่ถูกต้องในบริบทที่แตกต่าง

## วิธีสอนและกิจกรรม

1. อธิบายแต่ละหัวข้อ
2. ยกตัวอย่างประกอบ
3. ให้ผู้เรียนทำแบบฝึกหัด

## สื่อการสอน

1. เอกสารประกอบการสอน
2. แผ่นใส

## การวัดผลและการประเมินผล

1. ฝึกทำแบบฝึกหัด
2. การถาม - ตอบ

## LESSON 4 DICTIONARY SKILL

### Using the Dictionary to Find Parts of Speech

You know that you don't need to look up every new word in a dictionary because you can often guess the meanings from the context. Sometimes, however, you may want to use a dictionary for other purposes—for instance, to find out the part of speech or to learn related words. A dictionary will tell you the parts of speech a word can be, usually with these abbreviations: n = noun, v. = verb, adj. = adjective, adv. = adverb, prep. = preposition, conj. = conjunction. The abbreviation appears before the meanings of the word with that part of speech.

**Example:** This dictionary entry shows that the word *reason* can be a noun (with four meanings) or a verb (with one meaning). A related adjective is *reasonable*.

**reason1** /riy'zen/ n 1. Purpose, cause (for a belief or act):

*The reason for error was clear.* 2. an excuse: *I didn't have any reason for being late.* 3. the ability to think clearly: *She is normally a person of good reason.* 4. good judgement: *He has lost all reason!*

**reason2** V to persuade or think in a sensible way: *I tried to reason with him, but he won't listen to me.*

rea'son-a-ble adj having reason **or** sense: *She is normally a very reasonable person, but today she's upset.*

#### Exercise 4.1

**Directions :** Find these words in your dictionary. Write the part of Speech on the lines before each word-(n) for noun, (v) for verb, (adj) for adjective, and (adv) for adverb as in the examples. Some words, in different contexts, can be more than one part of speech.

1. ....terrible

2. .... pleasant

3. .... farm

4. .... enormous

5. .... discipline

6. .... water

7. .... smog

8. .... mystery

9. .... value

10. .... expert

11. .... air

12. .... individual

13. .... original

14. .... commute

15. .... produce

## Exercise 4.2

**Directions:** Complete the chart. Write the appropriate related words under each heading as in the examples. (X means that no word of that part of speech exists)

nouns	verbs	adjectives	adverbs
surprise	surprise	surprising	surprisingly
		surprised	
exactness			exactly
	educate		
	believe		
		formal	
origin			
	prepare		X
	survive	survivable	X
consideration			

A dictionary also tells you the following :

### 1. Guide words

These words are printed in boldface type at the top of the page in the left and right corners. They indicate you the first and last words listed on that page. Using guide words can help you find words more quickly because words in the dictionary are listed in alphabetical order.

### 2. Spelling

A dictionary provides the accepted spellings , the alternative spellings, the spellings of irregular and related verb forms and the plurals of every word that is listed.

### 3. Pronunciation

A dictionary tells how words are pronounced including alternative pronunciation and stress. To learn how to pronounce a word, look at the first part of the dictionary, where the pronunciation is shown between two sloping lines. The pronunciations are shown using symbols from international Phonetic Alphabet, and there is generally a full list of these symbols at the front of the dictionary. If two words with the same spelling also have the same pronunciation, no pronunciation is shown at the second entry. In case like this, you should go back to the first entry to find the pronunciation.

Sometimes two (or more) words with the same spelling have different pronunciations. In this case, each separate entry has its own pronunciation. Sometimes two words with the same spelling are pronounced using the same sounds but with different stress. For example, when "insult" is a noun, the stress is on the first syllable, but when it is a verb, the stress is on the second syllable. In case like this, both words are given their own pronunciation.

### 4. Parts of speech

This is given after pronunciation. It tells whether the word is a noun (n.), an adjective (adj.), an Adverb (adv.), a conjunction (conj.), a transitive verb (v.t.), or an intransitive verb (v.i.), Some dictionaries also indicate whether the noun is countable noun (C) or an uncountable noun (U).

### 5. Definition

This tells you the meaning of the word. Read the definitions carefully. If they are numbered, each number shows a new meaning. The use of a word will often be illustrated in the definition. Pay attention to these instances of how the word can be used.

### 6. Derivation

Words that are derived from the entry word are frequently included under that word.

## 7. Stylistic values

A dictionary tells you whether a word is British or American, or whether it is colloquial, slang, informal, archaic, literary, obsolete, poetic, or dialect. This information is beneficial to foreign students of English who often have difficulty in judging the stylistic values of words.

## 8. Etymology

A dictionary may include the history of the word, telling its origin and development through different languages and times before it became an English word.

## 9. Synonyms and antonyms

A dictionary lists words of similar meanings (synonyms) or opposite meanings (antonyms). Sometimes the added synonym at the end of a definition will be more familiar word than the word you are looking up. If so, it will help you understand the definition better. On the other hand, the synonym may be a less common word than the one you are looking up, and in this case it will help to increase your vocabulary.

## 10. Idiomatic Expression

You can learn a great deal idioms from a dictionary under the entry word. For example you can look under the entry word *hook* for the idiom "by *hook* or by *crook*".

### Exercise 4.3

**Directions:** Use your dictionary to answer the following questions.

1. What is the plural of “**quantum**”?
2. What is the alternative spelling for “**manoeuvre**”?
3. What does the idiom “**by hook or by crook**” mean?
4. What is the part of speech of “**revise**” ?
5. What is the stylistic value of “**hobo**” ?
6. What is the adjective of the word “**owl**” ?
7. What is the stylistic value of “**buck**” which means a dollar?
8. What does the idiom “**kick the bucket**” mean?
9. Which one is more common in spelling “**judgement**” or “**judgment**”?

Note: When a word belongs to more than one word class. It may be pronounced in different ways. However, this is not always the case.

### Exercise 4.4

**Directions:** Look at the Dictionary entries for: export, import, report, and transport and underline the stressed syllable in these words in each of these examples.

1. If Mexico cannot **export** its goods, it will **export** its booming.
2. America’s **import** have been falling and its **exports** booming
3. There is no tax on **exports** and the **transport** of **imports**.
4. A master wrote in my **report**: “Teaching this boy is a nightmare!”
5. More than 535 navigation ‘incidents’ were **reported** to the Department of **Transport** last year.

### Same spelling, difference pronunciations

Several words have different pronunciation when they are used with different meaning or in different ways.

### Exercise 4.5

**Directions:** Look at the underlined word in each item. After each word, there are possible rhymes for it. Underline the word in brackets that the underlined word rhymes with it.

1. Do you think as many people would use lead-free petrol if it was the same price as leaded? (red/reed)  
I don't lead such an exciting life that I don't know where I'm going to be. (head/heed)
2. Obviously he's dressed up. He's gone out and bought a bow-tie. (hoe/how)  
You are surprised to bow your head in prayer, but I just couldn't do it. (crow/cow)
3. ...the hotels that line the Pacific shore at Acapulco like a row of teeth. (know/now)  
It was the classic case of the dinner party where the invited couple  
is invited so that the married couple can have a row. (now/note)
4. The incident with McMahon had brought blood from his nose and tears to his eyes. (fears/fares)  
Fifty thousand lecturers are being asked to tear up a professional contract. (rear/rare)
5. It's much too late now to wind back the clock to a year ago. (signed/sinned)
6. The sun shone all morning: there was the music of wind in the trees. (binned/ bind)





**Exercise 4.6**

**Directions:** From the page of a dictionary given, find answers to specific questions. Then write in space provided.

1. Would you find the word *glacier* on this page? \_\_\_\_\_
2. How many syllable are there in the word *glossography*? \_\_\_\_\_
3. Which syllable is stressed in the word *glutinous*? \_\_\_\_\_
4. What is the preferred spelling of the plural of *glottis*? \_\_\_\_\_
5. What is the adverb derived from *glower*? \_\_\_\_\_
6. What word must you look up to find *glossographer*? \_\_\_\_\_
7. From what two languages has *glucose* developed? \_\_\_\_\_
8. How many synonyms are listed for the word *glum*? Why are these words defined here? \_\_\_\_\_
9. When was *Christoph Willibald Gluck* born? \_\_\_\_\_
10. List of the different kinds of information you can find in a dictionary.  
\_\_\_\_\_

**Exercise 4.7**

**Directions:** Read the questions, then find the answers from the dictionary page given on page 56.

1. In the following sentences, first determine the part of speech of the italicized word, then use the dictionary to find a synonym for the word.
  - a. Because of her all-night study sessions, sandy is *rundown*.
    1. noun, verb, adjective, adverb
    2. synonym: \_\_\_\_\_
  - b. John's telephone call to Peter caused a *rupture* in their four-year freindship.
    1. noun, verb, adjective, adverb
    2. synonym: \_\_\_\_\_
2. Find a synonym for running as it is used in the following sentence.  
We have won the contest four years *running*. \_\_\_\_\_
3. Check all the following words that are synonyms of *rural*.  
 \_\_\_\_\_ a. rustic                      \_\_\_\_\_ b. rubric                      \_\_\_\_\_ c. pastoral
4. Under which word would you find synonyms of *run-of-the-mill*?  
 \_\_\_\_\_ a. mill                      \_\_\_\_\_ b. average                      \_\_\_\_\_ c. run
5. Which word must you look up to find a description of a *running knot*?  
 \_\_\_\_\_ a. slipknot                      \_\_\_\_\_ b. running                      \_\_\_\_\_ c. knot

6. According to this dictionary, a *running mate* can be either \_\_\_\_\_
- a horse or a person
  - a horse or a machine
  - a person or a machine
7. Which word must you look up to find the definition of *rung* as used in the following sentence:  
I would have *rung* you earlier but I didn't have time.  
\_\_\_\_\_ a. ring                      \_\_\_\_\_ b. rang                      \_\_\_\_\_ c. rung
8. From the dictionary give the number of the appropriate definition for each of the italicized words in the following sentences.
- We put a *runner* in the hall from the front door to the kitchen. \_\_\_\_\_
  - The singer walked onto the *runway* in order to get closer to the audience. \_\_\_\_\_
  - There were 24 *runes* in the Germanic alphabet. \_\_\_\_\_
9. Choose the word that correctly completes the following sentence.
- Let me give you a brief \_\_\_\_\_ of what we talked about before you arrived.
    - run-off
    - run-down
  - We must have a \_\_\_\_\_ in order to decide which person will be the new president.
    - run-off
    - run-down
10. Complete the following sentence with the appropriate form of the word rural.  
Because of his anti-urban feeling, Kenworthy Piker is known as the leading \_\_\_\_\_ of his time.



## FINDING THE MEANING OF A WORD IN A DICTIONARY

The easiest and fastest way to find the meaning of the word is to look it up in a dictionary. The dictionary will give the definition of the word, and in some dictionaries such as *Cobuild English Language dictionary*, or *Longman Dictionary of Contemporary English*, the examples of how the word is used in a sentence are also provided. If the word has more than one meaning, the dictionary will give the whole range of meanings of that word. Your task is to choose the appropriate meaning that goes with the context. For example, the meaning of the word "clear" as it is used in the following sentences differ from one other.

1. After the storm, the sky *cleared*.
2. Soldiers! *Clear* the people from the palace gates.
3. I'll just *clear* the plates away, then I'll take a rest.
4. The judge *cleared* the prisoner of any crime and set him free.
5. The horse easily *cleared* away the fence and finally won the competition.
6. I like to *clear* my debts as quickly as possible as I don't like owing people's money.

In sentence (1), the word "*clear*" means "to become clear". In sentence (2), "*clear*" means "to cause to go away". In sentences (3), (4), (5) and (6), the word "*clear*" means "to remove or to get rid of," "to free," "to pass by or over without touching," and "to repay in full." As you can see from the above examples, it is the context that determines the meaning of a word.

### Exercise 4.8

**Directions:** In each pair of sentences below, the same verb is used, but its meaning differs because the context in which it occurs changes. In the space provided, write down the meaning of the verb as used in each sentence.

- .....1 a. Does this sentence *sound* right?
- .....1 b. They *sounded* the "all clear" after the air raid.
- .....2 a. I *stayed* late at the party last night.
- .....2 b. The Prime Minister *stayed* the execution.

- .....3 a. She *washed* her hand in hot water.  
 .....3 b. The waves *washed* the shore.  
 .....4 a. The children *tossed* the ball to each other.  
 .....4 b. The boat was *tossed* this way and that in the stormy sea.  
 .....5 a. His fatness *renders* him unable to touch his toes.  
 .....5 b. Let us *render* thanks unto God.  
 .....6 a. We must have *walked* ten miles today.  
 .....6 b. I'll *walk* you home.  
 .....7 a. She *let* her children play in the street.  
 .....7 b. The top floor of the house *was let* to a young couple.  
 .....8 a. I *find* it difficult to believe you.  
 .....8 b. The water will soon *find* its own level.  
 .....9 a. Did you *make* this dress or buy it?  
 .....9 b. Eating the unripe apples *made* him ill.

### Exercise 4.9

**Directions:** After each set of sentences there is a list of meaning of the word used. Determine the meaning of the word by writing the sentence number in the space in front of the meaning of that word.

#### Set 1

1. Animals are made up of one or more **cells**.
2. Can you recharge the **cells** of storage batteries.
3. Lock the prisoners in their **cells**.
4. The **cells** of these hermits were small.
  - .....a. the rooms in which prisoners are kept
  - .....b. the compartments of storage batteries.
  - .....c. a small unit of living matter or protoplasm.
  - .....d. the retreats or room of religious people who live alone.

**Set 2**

1. You should *imitate* his way of doing things.
2. It's plastic, made to *imitate* leather.
3. In order to satirize one TV newscaster, the comedian *imitated* that person's speech and tone.

- .....a. to appear like something else
- .....b. to copy the behavior, appearance, speech
- .....c. to take (something/someone) as an example

**Set 3**

1. Will this small car *negotiate* that steep hill?
2. The government has had to *negotiate* with the opposition party on the new law.
3. The trade union *negotiated* a new contract with the owner.
4. I'm sorry. Our bank doesn't *negotiate* foreign check.

- .....a. to get or give money for
- .....b. to go safely over, through
- .....c. to produce an agreement or settle a piece of business
- .....d. to talk with another person or group in order to settle a question or disagreement

**Set 4**

1. *Set* the eggs in the incubator.
2. Did you *set* the mousetrap?
3. Shakespeare's Hamlet is *set* in Denmark.
4. It took several hours for the cement to *set*.
5. Our apple trees *set* well last year even though there was a water shortage.

- .....a. to become hard
- .....b. to place a scene in play
- .....c. to form and develop seed or fruit
- .....d. to put in some place or position
- .....e. to adjust so as to be in a desired position for use.

## Set 5

1. Mr. Preecha will *appear* for you in court tomorrow.
2. Mary *appears* to be your friend, but I doubt if she is.
3. Nusaba's new book will be *appearing* in the shop very soon.
4. A car *appeared* over the hill when we reached the bridge.
5. Santi had to *appear* before the principal to explain his behavior.
6. The idea of self-discipline *appears* in many books on schooling.

- .....a. to seem, to look
- .....b. to be found, exist
- .....c. to come into sight
- .....d. to perform duties as a lawyer in court.
- .....e. to be present officially as in a court of law.
- .....f. come to a certain place, especially in view of the public, as  
for attention or for sale

## Set 6

1. Good soil *produces* good crops.
2. Thailand *produces* rice and rubber.
3. Female sheep *produce* one or two lambs at a time.
4. Geoffrey's jokes *produced* a great deal of laughter.
5. I'm bringing some friends home; can you *produce* dinner for six people.
6. Can you *produce* any proof that you weren't near the bank at the time of the robbery?

- .....a. to cause
- .....b. to make something from materials
- .....c. to give birth to (esp. young animals)
- .....d. to grow and supply from something grown
- .....e. to bear (crops) or supply from the ground
- .....f. to show; bring out for examination or consideration



## Set 7.

1. Can I *show* you to your seat?
2. He *showed* his ticket at the entrance.
3. The clock *showed* half an hour past.
4. What's a *showing* at Chalermthai?
5. Will you *show* me how to use the fax machine?
6. She came to meet my friend, but he never *showed*.
7. She did very little work in her assignment, and it *shows*.
8. I'm sorry to say that this light-colored dress will *show* dirt.
9. His speech *showed* that he didn't understand the subject.
10. She *showed* herself a brave girl to rescue the young boy drowning.

- .....a. to arrive
- .....b. to state or prove
- .....c. to offer for seeing
- .....d. to appear; be visible
- .....e. to prove oneself to be
- .....f. to explain, demonstrate
- .....g. to point to as a mark, indicate
- .....h. to go with and guide or direct
- .....i. (esp. of a material) to allow to be easily seen
- .....j. to offer as a performance; to be offered at present

## Set 8

1. Who *heads* the team?
2. The Dean is the *head* of the faculty.
3. Can't you get these facts into your *head*?
4. I put my address at the *head* of the letter.
5. Suda is wearing a red and black hat on her *head*.
6. Somchai bought 200 *heads* of cattle at the auction.
7. It costs 200 baht per *head* to eat in that restaurant.
8. Pour the beer out so that there's a good *head* on it.
9. The father usually sits at the *head* of the dining table.
10. Having been working at this restaurant for twelve years, Wanchalerm was finally appointed the *head* cook there.

- .....a. person
- .....b. an animal
- .....c. to be in charge
- .....d. chief, principal
- .....e. the top of a page
- .....f. a ruler or leader
- .....g. the mind or brain
- .....h. the most important place
- .....i. the white froth on the top of drinks such as beer.
- .....j. the part of the body with the eyes, ears, nose, mouth, and the brain

### Exercise 4.5

**Directions:** Find the definition that best conveys the meaning of each italicized word. Circle the correct answer.

1. The sales supervisor made an *apt* remark and everyone agreed with him.
  - a. quick
  - b. having a tendency
  - c. suitable
2. That is very *hard* question to answer.
  - a. difficult
  - b. severe
  - c. inflexible
3. The government still think they can *crush* the union.
  - a. defeat
  - b. press or squeeze
  - c. shock
4. We have renounced the use of force to *settle* our disputes.
  - a. resolve
  - b. make one's home
  - c. make the arrangements
5. Their clothing was *spread* across low bushes to dry.
  - a. laid
  - b. extended
  - c. become known
6. The shops are very *handy* -- only five minutes walk.
  - a. useful
  - b. skillful
  - c. close
7. She's doing exercises to improve her *figure*.
  - a. an amount
  - b. a person of a particular type
  - c. human shape
8. We *grind* the wheat to make flour.
  - a. rub
  - b. crush into small pieces
  - c. make smooth or sharp
9. I detest his *greasy* smile.
  - a. slippery
  - b. insincerely polite
  - c. covered with or containing grease

10. She won a *seat* in Parliament at the election.
  - a. a place for sitting
  - b. a place where a particular activity happens
  - c. a place as a member of an official or controlling body

### Exercise 4.11

**Directions:** Use the portions of the dictionary provided to select the best definition for each of the italicized words below.

1. As long as women insist on using purses, they will never be as organized as men. A purse, however large or important-looking, is no *match* for a suitful of pockets.
2. If a woman with a purse is lucky enough to get a business *tip* from the executive with whom she is lunching, she will not be able to find a pen with which to write it down.
3. Women should become *lobbyists* and try to influence the garment industry.

**lob-by** (lob'bi), *n.* [*pl.* LOBBIES (-iz)]. [ML. *lobium, lobia*; see LODGE]. 1. a hall or large anteroom; waiting room or vestibule, as of an apartment house, hotel, theater, etc. 2. a large hall adjacent to the assembly hall of a legislature and open to the public. 3. a group of lobbyists representing the same special interest: as, a cotton *lobby*. *v.i.* [LOBBIED (-id), LOBBYING], to act as a lobbyist. *v.t.* to get or try to get legislators to vote for (a measure) by acting as a lobbyist (often with *through*).

**lob-by-ism** (lob'bi-'iz'm), *n.* the practice of lobbying.

**lob-by-ist** (lob'bi-'ist), *n.* [*lobby* + -ist], a person who tries to get legislators to introduce or vote for measures favorable to a special interest that he represents.

**match** (mach), *n.* [ME. *macche*; OFr. *mesche* (Fr. *mèche*), wick of a candle, match; prob. < L. *myxa*, wick of a candle; Gr. *myxa*, nozzle of a lamp]. 1. originally, a wick or cord prepared to burn at a uniform rate, used for firing guns or explosives. 2. a slender piece of wood, cardboard, waxed cord, etc. tipped with a composition that catches fire by friction, sometimes only on a specially prepared surface. 3. [Obs.], a slip of paper, splinter of wood, etc. dipped in sulfur so that it can be ignited with a spark, for lighting candles, lamps, etc.

**match** (mach), *n.* [ME. *macche*; AS. *gemæcca*, one suited to another, mate < base of *macian*, to make, form (see MAKE, *v.* & *n.*); sense development: what is put together—what is suitable (for putting together), etc.]. 1. any person or thing equal or similar to another in some way; specifically, *a*) a person, group, or thing able to cope with or oppose another as an equal in power, size, etc.; peer. *b*) a counterpart or facsimile. *c*) either of two corresponding things or persons; one of a pair. 2. two or more persons or things that go together in appearance, size, or other quality; pair: as, her purse and shoes were a good *match*. 3. a contest or game involving two or more contestants. 4. *a*) an agreement to marry or mate. *b*) a marriage or mating: as, she made a good *match*. 5. a person regarded as a suitable or possible mate. *v.i.* 1. to join in marriage; get a (suitable) *match* for; mate. 2. *a*) formerly, to meet as an antagonist; hence, *b*) to compete with successfully. 3. to put in opposition (*with*); pit (*against*). 4. to be equal, similar, suitable, or corresponding to in some way: as, his looks *match* his character. 5. to make, show, produce, or get a competitor, counterpart, or equivalent to: as, I want to *match* this cloth. 6. to suit or fit (one thing) to another. 7. to fit (things) together; make similar or corresponding. 8. to compare. 9. *a*) to flip or reveal (coins) as a form of gambling or to decide something contested, the winner being determined by the combination of faces thus exposed. *b*) to match coins with (another person), usually betting that the same faces will be exposed. *v.f.* 1. to get married; mate. 2. to be equal, similar, suitable, or corresponding in some way.

**tip** (tip), *n.* [ME. *tippe*; prob. < MD. or MLG. *tip*, point, top; akin to G. *zipf-* in *zipfel*, an end, tip; prob. IE. base \**dā(i)-*, to part, divide up (cf. TIDE, TIME)]. 1. the pointed, tapering, or rounded end or top of something long and slim. 2. something attached to the end, as a cap, ferrule, etc. 3. a top or apex, as of a mountain. *v.f.* [TIPPED (tipt), TIPPING]. 1. to make a tip on. 2. to cover the tip or tips of (*with* something). 3. to serve as the tip of.

**tip** (tip), *v.f.* [TIPPED (tipt), TIPPING], [prob. < ME. *tippe*, a tip, or its base]. 1. to strike lightly and sharply; tap. 2. to give a small present of money to (a waiter, porter, etc.) for some service. 3. [Colloq.], to give secret information to in an attempt to be helpful: often with *off*. 4. in *baseball*, etc., to hit (the ball) a glancing blow. *v.i.* to give a tip or tips. *n.* 1. a light, sharp blow; tap. 2. a piece of information given secretly or confidentially in an attempt to be helpful: as, he gave me a *tip* on the race. 3. a suggestion, hint, warning, etc. 4. a small present of money given to a waiter, porter, etc. for services; gratuity.

**tip** (tip), *v.f.* [TIPPED (tipt), TIPPING], [ME. *tipeen* (short vowel prob. < p.t. *tipe*); Northern word, prob. < ON.]. 1. to overturn or upset: often with *over*. 2. to cause to tilt or slant. 3. to raise slightly or touch the brim of (one's hat) in salutation. *v.f.* 1. to tilt or slant. 2. to overturn or topple: often with *over*. *n.* a tipping or being tipped; tilt; slant.

**Exercise 4.9**

**Directions :** Read the article from the Independent and answer the questions by looking information from your dictionary.

## Airborne Mystery of Duchess's Jewels

Police in London and Washington were last night investigating the theft of jewellery believed to be worth £250,000, given to the Duchess of York on her wedding day by the Queen.

The diamond necklace and bracelet were taken from a suitcase belonging to the Duchess's lady-in-waiting, Jane Dunn-Butler, during a flight from New York to London.

Ms Dunn-Butler is thought to have left the suitcase in a baggage hold, from where it was taken. The Duchess discovered the theft late on Monday night after unpacking at her home in Wentworth, Berkshire.

It is not known in which country the items, believed to be royal heirlooms, were stolen, but they were last seen in Washington. Washington police were last night 'having the hotel turned upside down.'

The Duchess arrived home on Monday afternoon after a four-day trip to the US, where she had attended a White House reception hosted by President Bill Clinton and his wife Hillary, and attended a launch for her book *Budgie the Helicopter* at the New York department store, Bloomingdale's. ...

1. Which of these combinations are mentioned in the dictionary?
  - a. airborne
  - b. groundborne
  - c. waterborne
2. Would it be possible to use **thieving** instead of **theft** here?
3. What is the normal form of **jewellery** in American English?
4. What is the male equivalent of a duchess?
5. In which sections in the Dictionary are **thought** and **hold** defined as they are used here?
6. What is the plural of lady-in-waiting?
7. Look at the definitions for **heir** and for **loom**. Are heirlooms machines for making cloth for someone's heirs?
8. List all the things that can be attended that are mentioned in section 1 and 2 of the Dictionary entry for **attend**.
9. List all the things that can be launched that are mentioned in section 1 to 4 of the Dictionary entry for **launch**?

### Note

When you look up a word in the dictionary and find that some words have more than one meanings, you also have to use context clues to help you get the correct meaning of the words.

For some students using an English-English dictionary may require a lot of time and effort but once you have mastered the skills, you will find it is a really rich source for useful information as well as the most important source for vocabulary building.

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## บทที่ 5

### IDENTIFYING THE TOPIC AND THE MAIN IDEA

ความมุ่งหมายของบทเรียน

เพื่อให้ผู้เรียนศึกษาวิธีการอ่านจับประเด็นและใจความสำคัญของเรื่องที่อ่าน ตลอดจนการหาประโยคใจความสำคัญในตำแหน่งต่าง ๆ

เนื้อหาของบทเรียน

1. Topic หรือประเด็นของเรื่องที่อ่าน
2. Topic Sentence หรือประโยคใจความสำคัญ
3. ประเภทของประโยคใจความสำคัญ

วิธีสอนและกิจกรรม

1. อธิบายแต่ละหัวข้อ
2. ยกตัวอย่างประกอบ
3. ให้ผู้เรียนทำแบบฝึกหัด
4. อภิปรายกลุ่ม

สื่อการสอน

1. เอกสารประกอบการสอน
2. แผ่นใส

การวัดผลและการประเมินผล

1. ฝึกทำแบบฝึกหัด
2. การถาม - ตอบ

## LESSON 5

### IDENTIFYING THE TOPIC AND THE MAIN IDEA

In your classes you have probably heard the following words:

- | Topic   | main idea | main point |
|---|-----------|------------|
| • What do you understand by these words?        |           |            |
| • How do you find the topic of writing or talk? |           |            |
| • How do you identify the main idea?            |           |            |

When people write, they write on a **topic**. But in addition to writing on a topic, they write for a purpose – they want to convey a **point**, or a **main idea**. Other words that you might find used to refer to the main idea are: controlling idea, the focus of the writing or the thesis.

#### Identifying the Topic

Before you can recognize the writer's main point, you must recognize what topic he or she is writing on. The topic is the general subject of a piece of writing. For example, the topics of a writing can be about a person, for example, 'Lady Diana', or it can be 'The Economic Developments in a Country', or it can be as general as 'Love'.

The title generally gives you a good idea what the topic is. Another way is to ask yourself '**Who or what is the piece of writing is about?**' The answer you get to that question is the topic of the writing.

#### Exercise 5.1

**Directions:** Circle the topic in each group of words. Some of the topics are names of groups of things. Other topics are the names of things with many parts.

1.    mother            sister            uncle            grandmother  
      family            father            grandfather    aunt
  
2.    dog                    cat                elephant        lion  
      horse                camel            mouse            animal

- |    |                     |                         |                       |                       |
|----|---------------------|-------------------------|-----------------------|-----------------------|
| 3. | bedroom<br>house    | bathroom<br>living room | dining room<br>cellar | hall                  |
| 4. | Beijing<br>New York | Bangkok<br>Paris        | City<br>Rome          | Los Angeles<br>Moscow |
| 5. | bread<br>fruit      | butter<br>meat          | cheese<br>milk        | food<br>vegetables    |
| 6. | blouse<br>shirt     | clothes<br>skirt        | dress<br>suit         | pants<br>sweater      |
| 7. | dancing<br>music    | food<br>party           | games<br>people       | laughing<br>singing   |
| 8. | bed<br>chest        | bookcase<br>desk        | chair<br>furniture    |                       |

### Exercise 5.2

**Directions:** What is the topic of the following listings? Write your answer in the box.

1. Achmed SuKarno  
Ferdinand Marcos  
Jawaharlal Nehru  
John Kennedy  
Mao Zedong  
Winston Churchill

Topic : .....

2. Biological Sciences  
Physical sciences  
Social Sciences

Topic: .....

3. Football  
Gymnastics  
Rugby  
Soccer  
Tennis

Topic: .....



- 4. ET
- Jurrasic Park
- My Fair Lady
- Rocky
- Superman

Topic: .....

- 5. Sport 51-8
- and ancestral behaviour 55-6
- Marathons 51
- as masked ; hunting 48, 52-8
- risk-taking 49, 50, 56,57
- and sportsmanship 54
- as team 57-58

Topic:.....

- 6. 6:00 Countdown Revolution
- 6:30 Eastenders (r)
- 7:00 News
- 7:30 Report
- Presented by Allan Hogan
- 8:00 Quantum
- 8:30 Special: ‘Gorillas in the Midst of Man’
- ..... Gorillas are huge, gentle, totally vegetarian and highly intelligent. There are, however, very few of them left.
- 9:25 News Update

Topic: .....

**Exercise 5.2**

**Directions:** Read each list words below, and then locate the topic word in each list. Write the topic word in the space provided

**Example :** Topic: \_\_\_\_\_  
                   Dog            Cat            Horse            Quadruped

1. Topic : \_\_\_\_\_  
       Red                    Color            Orange            Black

2. Topic : \_\_\_\_\_  
       Tokyo                Washington D.C.            Capital Cities            Canberra

3. Topic : \_\_\_\_\_  
       Birds                Dove            Sparrow            Swallow

4. Topic: \_\_\_\_\_  
       Camry                Nissan            Cars            Honda

5. Topic: \_\_\_\_\_  
 Accessories      Necklace      Earrings      Ring
6. Topic: \_\_\_\_\_  
 Time              Month              Day              Hour
7. Topic: \_\_\_\_\_  
 Beef              Veal              Pork              Meat
8. Topic: \_\_\_\_\_  
 Heroine              Cocaine              Opium              Drugs
9. Topic: \_\_\_\_\_  
 Chinese              Languages      Japanese      Spanish
10. Topic: \_\_\_\_\_  
 Jasmine              Rose              Flower              Sunflower
11. Topic: \_\_\_\_\_  
 Coughing              Headache      Symptoms of cold      Running Nose
12. Topic: \_\_\_\_\_  
 Mynmar              Australia              Countries      Canada
13. Topic: \_\_\_\_\_  
 No need to cook meals  
 Advantages of dormitory living  
 Close to campus activities  
 Opportunity to meet other students
14. Topic: \_\_\_\_\_  
 Removing the lungs  
 Identifying the spleen  
 Dissecting a frog  
 Preparing the specimen
15. Topic: \_\_\_\_\_  
 No wasting time for keeping up with fashion  
 Advantages of uniform  
 No need to buy other clothes  
 Belonging to the group

## Working with topics

### Exercise 5.3

**Directions:** Think of words for these topics. Write the words on lines below. Then talk to another student about his or her words. Are they the same as yours.

1. Important places in my country

.....  
 .....  
 .....  
 .....

2. Good foods in my country

.....  
 .....  
 .....  
 .....

3. Reasons for learning English

.....  
 .....  
 .....

4. Reasons why people who are caught using illegal drugs should not be jailed

.....  
 .....  
 .....

### Finding Topics in Prose

Determining the topic is the first step to understand an entire passage. Whenever you read a paragraph or textbook passage, try to determine the subject matter by asking yourself questions such as:

Who or what is this paragraph or passage about?

OR

What is the topic of this paragraph or passage?

Suppose you can't answer these questions immediately? Don't be discouraged if the topic of a paragraph or a passage isn't obvious to you. Realizing that you haven't yet determined the topic should alert you to the fact that you must take additional steps in order to identify it. Use the five strategies to help you determine the topic.

1. The first strategy is the use of headings. See if the author identifies the topic by using a heading.

Many readers do not give headings the attention they deserve. Headings are important because a writer often states the topic of the paragraph in the heading. To be an effective reader, you should pay attention to headings.

Here is a sample passage from an economics textbook. Notice the heading "Vanished Pet" Read the paragraph. While you read, ask yourself, "Is this paragraph really about Vanished Pet?"

#### **Vanished Pet**

Carmen Ferreira had given up hope of finding her pet parrot Raquel, who disappeared from the back garden of her house two years ago. But when she heard the familiar screech "Hello, Raquel!" as she walked past a neighbor's house one weekend, she called the police. The bird was taken to the police station to determine the rightful owner. The neighbor denied the bird was Raquel and said he had bought it from a pet store three years ago. But the bird revealed his true owner while behind bars at the police station, screeching "Hello, Luis!" the name of Ferreira's grandson, and "Hello, Smoky!" her cat's name. During the court case last week, the bird dozed off but interrupted its nap to shout "Hello, Luis!" at the judge, who ruled the bird belonged to Ferreira.

Yes, the topic of this paragraph is about a vanished pet.

2. A second strategy to help determine the subject matter is the use of **bold print** within a passage. See if a word, name, or phrase appears in bold print within a passage.

Here is an example of a passage : You can see that the word **status** is in boldface. As you read, ask yourself, "Is this paragraph actually about status?"

When we speak of an individual's "status" in casual conversation, the term usually conveys connotations of influence, wealth, and fame. However, sociologists use **status** to refer to any of the full range of socially defined positions within a large group of society—from the lowest to the highest position. Within American society, A person can occupy the state of president of the United States, fruit picker, son or daughter, violinist, teenager, resident of Minneapolis, dental technician, or neighbor.

The topic of this passage, of course, is status. Although you may have been able to identify the topic of this passage easily, you may still not know what status means. Identifying the topic is an important step toward comprehension but you must be sure that the word or the phrase that is the topic. In this paragraph, the writer explains that status refers to "socially defined position," that is, various positions and roles defined by a society.

3. A third strategy for determining the topic is to see if a word name, or phrase appears more than once in a passage. Here is an example taken from history textbook. As you read the passage, ask yourself, "What is this passage about?"

### **Cherokee**

By the time the first European travelers on the American continent began to record some of their observations about Indians, the **Cherokee** people had developed an advanced culture that probably was exceeded only by the civilized tribes of the Southwest: Mayan and Aztec groups. The social structures of the **Cherokee** people consisted of a form of clan kinship in which there were considered blood brothers and sisters and were bound by honor to defend any member of that clan from wrong. Each clan, the Bird, Paint, Deer, Wolf, Blue, Long Hair, and Wild Potato, was represented in the civil council by a councillor or councillors. The chief of the tribe was selected from one of these clans and did not inherit his office from his kinsmen. Actually, there were two chiefs, a Peace chief and War chief. The Peace chief served when the tribe was at peace, but the minute war was declared, the War chief was in command.

It is easy to see that the topic of this passage is **Cherokee**. The word **Cherokee** appears twice in the passage, as well as in the heading.

Here is another example. As you read this passage, ask yourself, "What is this passage about?"

### **Osmosis**

The diffusion of water across a selectively permeable membrane has been given a special term: it is called **osmosis**. **Osmosis** is defined as the net movement of water molecules from the area of greater concentration of water to the area of lesser concentration of water across a selectively permeable membrane.

It is easy to see that the topic of this passage is **osmosis**. The word **osmosis** appears twice in the passage, as well as in the heading. You may have noticed that the phrase “selectively permeable membrane” also appears twice in the passage. Couldn’t this phrase be the topic? How can you decide?

There are clues that tell you that osmosis is the correct topic. First, the word **osmosis** is used as the heading. Second, **osmosis** appears in both sentences and is the word being defined in the paragraph.

4. The fourth strategy is to see if the passage begins with a word or phrase that is then referred to throughout the passage by a pronoun (he, she, it, or they) or by other words. Often, writers do not repeat the word or phrase that is the topic. Instead they use pronouns to stand for the topic.

Here is a passage from a section on art in humanities textbook. As you read, ask yourself, “Who or what is this passage about?”

PLATO is my favorite teacher. He is very patient with me. He never gets tired or angry when I make too many mistakes. He always explains every thing very carefully and makes sure that I answer every question correctly. When I need extra help after class, he is always in his “office” –even late at night. Not only does he teach me English, but he is also teaching me to type. But PLATO is not as friendly as my human teachers. He never smiles or laughs, and he doesn’t ask about my family or what I plan to do next weekend. In fact, he doesn’t talk at all. You see, Plato is a computer, a special computer that teaches me English.

The topic of this passage is PLATO, a special computer. In the passage, PLATO is often referred to as “he.”

5. A fifth way, to determine the topic is to see what topic the sentences have in common.

Sleep patterns undergo changes for most people between early adulthood and late middle age. By age 60, people who used to wake up once during the night are now waking up six times, and their sleep is much lighter than it is used to be. Women's sleep patterns do not change as dramatically as those of men and resemble the sleep of men ten years younger

Remember that sometimes the authors mention the topic only once and then use the other sentences to illustrate, explain, or describe the topic. The sentences in the paragraph illustrate *changes in sleep patterns*. Consequently, *changes in sleep patterns* is the topic of the paragraph.

Perhaps your first response was sleep or sleep patterns. You were on the right way, but you have to be more precise. The sentences illustrate *changes* in sleep patterns.

Effective readers are careful to state the topic in such a way that it is broad enough to cover all the important information in the passage (changes in sleep pattern),  
But not so broad that it could include information beyond that discussed in the passage (sleep).

You can evaluate your own accuracy in determining the topic by asking yourself, "What is the entire passage about?" and then checking to see if your answer is precise rather than too broad or too narrow.

### **Mexico City**

Mexico City is growing quickly. In 1970, the city had about 9 million people. Now it has over 17 million. All these people are causing problems for the city. There are not enough jobs. Also, there is not enough housing. Large families have to live together in small homes. Many homes do not have water. They also do not have bathrooms or electricity. The Mexican government is worried about all these problems. It is working hard to make life better in the city.

After you read this paragraph, you learn that it's about Mexico City. You have to ask yourself what the writer wants you to know about this city. If your answer is "Mexican City", it is too general. If your answer is "Mexico government", it is too specific. The acceptable topic should be "Mexico's city problems".

**Exercise 5.4**

**Directions:** Choose the best topic for each of these paragraphs.

Sonny was born partially blind. Although he could barely see anything when he was a baby, nobody realized how much difficulty he had in seeing until he went to school. Then, when his teachers tried to teach him to read and write they realized how poor his eyesight was. With his handicap, Sonny did not do very well at school because so much school work depends on the ability to read and write.

1. a. blindness at school  
b. Sonny  
c. going to school

There are over two thousand different kinds of mosquitoes and they are found in nearly every part of the world. Some types of mosquitoes live in very hot countries and others live in very cold places. They have been found in mountains 4,000 metres high and in mines 1,000 metres deep.

2. a. insects  
b. mosquitoes  
c. where mosquitoes live

Our teeth are important for a number of reasons, so we should take proper care of them. By cutting, tearing, and grinding the food and by mixing it with saliva, our teeth carry out the first step in the process of digestion. Our teeth also contribute to our enjoyment of eating; food would not taste as nice if swallowed whole. The better we chew our food, the easier it is our stomachs to digest it.

3. a. teeth  
b. how teeth help us enjoy our food  
c. the function of our body

As you silently read this paragraph, your eyes are moving from left to right in a series of jerky movement called saccades along the line of print. Each time your eye stops and focuses on a word or a group of words, the number of words your eye takes in depends upon your eye span and your word recognition skills.



4. a. reading
- b. jerky movement
- c. word recognition skills

By far the most problem in studying is simply the failure to get down to regular concentrated work. This problem is much more serious for those who do not have a plan to work, and have no regular routine of study. Many students simply muddle along, doing a little bit of this subject or that, depending upon what their feelings are at any one moment. Alternatively, they let their work pile up until the very last moment and then get panic stricken.

5. a. a common problem
- b. problems in studying
- c. doing your work at the last minute

### Exercise 5.5

**Directions:** Read each passage below and then answer the question that follows it.

#### Passage 1

112,400 million cigarettes were smoked in Britain in 1971 at a cost of approximately 1700 million pounds. This means that the average Briton smoked about 2224 cigarettes a year, or six cigarettes per day. Similar figures can be found for most other countries. In countries where cigarettes are cheaper, the figures are even higher.

This paragraph is about .....

- a) Smoking and the number of cigarettes that are smoked
- b) The number of Britons who smoked cigarettes in 1971
- c) The number of people who smoked cigarettes in 1971
- d) Smoking and its cost

#### Passage 2

The risk of smoking are serious during pregnancy when there is evidence of a greater chance of spontaneous abortion or premature birth. The newborn babies of mothers who smoked during pregnancy are, on average, slightly lighter than babies of non-smoking mothers.

This paragraph is about.....

- a) The health of newborn baby
- b) Pregnancy and premature birth
- c) Risks of smoking during pregnancy
- d) Spontaneous abortion or premature birth

### Passage 3

Doing research on rabies means being in close contact with the virus, and this is very dangerous. It is also very difficult to grow the rabies virus sufficiently well. These two reasons explain why little is known about it.

This paragraph is about .....

- a) Dangerous research
- b) The terrible disease of rabies
- c) Why little is known about rabies
- d) Close contact with the disease of rabies

### Passage 4

Man catches rabies through the bites of dogs, cats and other wild animals. Dogs are the most dangerous. Vampire bats of South America are also infected with the virus, and become carriers of the disease. The saliva of an infected animal contains the virus of the disease, and enters the victim through a break in the skin.

This paragraph is about .....

- a) Dogs spread rabies
- b) The disease of rabies
- c) How rabies is transmitted
- d) Bats of South Africa spread disease

### Paragraph 5

The circulation of the blood serves several purposes. Carbon dioxide from the tissues is carried to the lungs and removed. Oxygen from the lungs is returned to the tissues. Food and metabolic products are moved from various places. Finally, the blood carries agents to fight invading.

This paragraph is about .....

- a) Carbon dioxide
- b) Oxygen and the lungs
- c) Why the blood circulates
- d) How things inside the body are moved

**Passage 6**

The life-cycle of a virus is in two phases. The first is extracellular. This means that the virus lives outside the cell. The second is intracellular, and this means that the virus lives inside the cell where it reproduces.

This paragraph is about .....

- a) A virus
- b) The life-cycle of a virus
- c) The extracellular life-cycle of a virus
- d) The intracellular life-cycle of a virus

**Passage 7**

Plants can be limited in their growth rates by a variety of factors. Mineral nutrients must diffuse through the soil to the roots, and from there they must be carried through the body of the plant. Carbon dioxide must be taken into the leaves. Sufficient light must fall upon the plant to cause a rate of photosynthesis greater than the rate of consumption of energy by the plant.

This paragraph is about .....

- a) Photosynthesis
- b) Why plants need sunlight
- c) Different kinds of plant foods
- d) The factors that limit the growth rate of plants

**Passage 8**

The speed with which men travel from one time zone to another may have bad effects on the health. An airline pilot, for example, who flies from New York to Tokyo is still on New York time, biologically speaking, when he arrives in Tokyo. It is several days before his pulse rate, body temperature and system of digestion adjust to Tokyo time. By then he may develop various unpleasant symptoms. These may include a loss or gain in weight, insomnia, and a general sense of tension.

This paragraph is about .....

- a) The effect of time travel on health
- b) How our body adjusts to changes in speed and time
- c) The possible effects of travel from one time zone to another time zone
- d) How airline pilots suffer from insomnia, tension and weight loss or weight gain

**Passage 9**

There are many ways to improve your vocabulary in English. One way is to read fiction (novels and stories) in English. Novels and stories often contain new words. It is not difficult to understand these new words because you can usually guess their meanings. The other words in the story will help you, and the story will always help you. An interesting story will help you understand the new words because the meanings of the new words are part of the meaning of the story.

This paragraph is about .....

- a) new words
- b) ways to improve your vocabulary
- c) novels and stories
- d) one way to improve your vocabulary

**Passage 10**

Most children are excellent language learners. They can learn a second language quickly and easily. Most adults, on the other hand, find learning a second language difficult. They must study hard, and it usually takes them a long time to master the language. Adults usually try to learn a second language the same way they learn mathematics, science, history, and other subjects; but children learn a second language in the same way they learn their first language. The child language learner has all the necessary skills to learn another language, but the adult learner often has to relearn these skills in order to learn a second language.

This paragraph is about .....

- a) a. language learning
- b) child language learners
- c) adult language learners
- d) child and adult language learners

**Passage 11**

Do you want to know more about your family history? Maybe a geneologist can help you. A geneologist is an especially trained to find information about family histories from many different sources. Some of the information comes from old records, such as birth certificates, marriage certificates, and death certificates. Often the geneologist finds information in old newspapers, tax records or immigration records. It may even be necessary to visit distant towns and villages to collect information from the people who live there. Once the information is complete, the geneologist writes a geneology which describes the family's history.

This paragraph is about .....

- a) families
- b) geneologists
- c) information about family histories
- d) writing a geneology

### Passage 12

Before the introduction of the computer search, library research was a long and tedious task. Now, instead of spending long hours looking through the card catalog and periodical indexes for books and articles on your subject, you can have a computer do the looking for you. All you need to do is give your subject to the computer. This is not as easy as it sounds, however, because you must know exactly what your subjects is, and you must express it in words the computer can understand. The computer then searches its memory for books and articles about your subject. It takes less than a second for the computer to complete its search. Finally, it prints a bibliography -- a list of the authors and titles of the books and articles it has found -- for your subjects.

This paragraph is about .....

- a) library research
- b) bibliographies
- c) looking for books and articles
- d) computer searches

### Exercise 5.6

**Directions:** Determine the topic of the passage below. As you read and after you read, ask yourself, "Who or what is the passage about?" Be careful to state the topic in such a way that it is broad enough to include all the important information in the passage, yet not so broad that it could include material beyond what is discussed in the passage. Remember to write only a word or phrase, not a sentence.

### Paragraph 1

Electronic computers now pervade business data processing as well as other areas in our society. The entire computer revolution has come about during the lifetime of today's middle- and senior-level managers, almost none of whom studied computers as part of their formal education because computer technology either did not exist or was not widely used for business data processing. Business data processing has been extensively taught in colleges and universities only since about 1970.

Who or what is the passage about? On the line below, write a word or phrase that tells the topic:

.....

### Paragraph 2

There are a number of different theories about the function of sleep. People deprived of sleep show some relatively minor physiological symptoms including hand tremors, double vision, and lowered pain threshold. Sleep loss especially affects the ability to do complex or difficult tasks. People totally deprived of sleep are apt to remain intact. People awakened during REM (rapid eye movement) sleep become anxious and irritable and have trouble concentrating. They "catch up" on REM sleep when they are allowed to sleep uninterrupted.

Who or what is the passage about? On the line below, write a word or phrase that tells the topic:

.....

### Paragraph 3

Fresco is a wall-painting technique in which pigments suspended in water are applied to fresh, wet plaster. Michelangelo's Sistine Chapel frescoes are, of course, the best-known examples of this technique. Since the end result becomes part of the plaster wall rather than being painted on it, fresco provides a long-lasting work. However, it is an extremely difficult process, and once the pigments are applied, no change can be made without replastering the entire section of the wall.

Who or what is the passage about? On the line below, write a word or phrase that tells the topic:

.....

### Paragraph 4

Evolution is one of the most powerful of man's ideas, for it has revolutionized our way of thinking about natural and even social phenomena. Among great books, Darwin's *Origin of Species* probably ranks second only to the Bible in its impact on Western thought. After 1859, the basic concept of evolution, or change from one form into another through time, was also applied beyond biology. For example, studies of heat energy in the nineteenth century led physicists toward an evolutionary view of the physical realm. Today, science views nature as a whole as evolutionary, thus constantly changing in a series of linked but unique (nonrepeating) historic events.

Who or what is the passage about? On the line below, write a word or phrase that tells the topic:

.....

### Paragraph 5

Organized crime is a secret, conspiratorial activity that generally evades law enforcement. Although precise information is lacking, a presidential commission estimated that organized crime operates in 80 percent of all cities with more than 1 million residents (President's Commission on Law Enforcement and Administration of Justice, 1976:191). Organized crime takes over legitimate businesses, gains influence over labor unions, corrupts public officials, intimidates witnesses in criminal trials, and even "taxes" merchants in exchange for "protection" (National Advisory Commission on Criminal Justice, 1976).

Who or what is the passage about? On the line below, write a word or phrase that tells the topic:

.....

### Paragraph 6

Cells are not static; they are dynamic. Drawings of cells and even microscopic slides of cells give us the impression that cells are inactive. Pinocytotic and phagocytotic vesicles are constantly being formed, organelles are moving about, and division may be taking place. A vital part of this activity is constantly occurring chemical reactions, which collectively are termed the **metabolism** of the cell.

Who or what is the passage about? On the line below, write a word or phrase that tells the topic:

.....

### Paragraph 7

Plants also reproduce sexually. This may come as a surprise to those who never thought of plants as being male and female. Sexual reproduction is properly defined as reproduction that requires gametes, often an egg and a sperm. In flowering plants, the sex organs are located in the flower.

Who or what is the passage about? On the line below, write a word or phrase that tells the topic:

.....

**Paragraph 8**

Politics take place everywhere, but the focus of this text is on politics in government. We have so many governments in our own country—thousands of municipal and county governments—that the Census Bureau had to come up with a definition when counting them so that it would know what to include and what to leave out. Its definition: If an organization can make law or collect a tax, it is a government.

Who or what is the passage about? On the line below, write a word or phrase that tells the topic:

.....

**Paragraph 9**

In white-collar or index crimes, people's economic or personal well-being is endangered against their will (or without their direct knowledge). Sociologists use the term **victimless crimes** to describe the willing exchange among adults of widely desired, but illegal, goods and services (Schur, 1965:169). Many Americans view gambling, prostitution, public drunkenness, and use of marijuana as victimless crimes in which there is no "victim" other than the offender. As a result, there has been pressure from some groups to decriminalize various activities which fall into category of victimless crimes.

Who or what the passage is about? On the line below, write a word or phrase that tells the topic:

.....

**Paragraph 10**

Television changed the leisure habits of the American people, made them better informed on the news and issues of the day, and even modified the patterns of American politics. In 1947 fewer than 10,000 people owned television sets with which they could view programs a few hours a day from handful of stations. A decade later over 40,000,000 sets in homes, hotels, and bars were tuned in to 457 stations.

Who or what the passage is about? On the line below, write a word or phrase that tells the topic:

.....



As you learned in this lesson, when you read a paragraph in a college textbook, you should determine its topic. To do this, you learned to ask yourself, "Who or what the passage is about?" and to use clues to help you to determine the topic: a heading, a word in the passage in bold print, or a word or phrase that is used more than once in the passage. Moreover, you learned that a passage might begin with or referred to throughout the passage by a pronoun or other words. Finally, you learned you could ask yourself what subject all the sentences in the passage have in common.

Once you have determined who or what the paragraph is about-its topic- you must then ask yourself, "What does the author want me to know or understand about the topic?" The answer to this question is the main idea of the paragraph.

Effective readers always seek the main ideas when they are reading textbooks. They do this in order to identify the most important idea in each paragraph. It also helps them understand how the information in the other sentences relates to the main idea of the paragraph. In this lesson, you will also learn to locate the main idea when it is directly stated by one of the sentences of the paragraph. In addition, you will also learn what to do when the main idea sentence is expressed indirectly. That is, you will learn how to combine ideas to formulate the main idea in your own words.

## Types of Main Idea

### Stated Main Ideas

Normally, if paragraph has a topic sentence, the main idea is expressed in that sentence; that is the main idea sentence and the topic sentence are the same. This main idea sentence tells the reader exactly what the rest of the paragraph is about. Read the paragraph below and try to determine the main idea of the sentence.

Perhaps the most famous costume in film history is Chaplin's Charlie the tramp outfit. The costume is an indication of both class and character conveying the complex mixture of vanity and death that makes Charlie appealing. The moustache, derby hat, and cane all suggest the fastidious dandy. The cane is used to give the impression of self-importance as Charlie swaggers confidently before a hostile world. But the baggy trousers several sizes too large, the oversized shoes, the too-tight coat-all these suggest Charlie's insignificance and poverty. Chaplin's view of mankind is symbolized by the costume: vain, absurd, and -finally-poignantly vulnerable.

You will notice that the author's first sentence states the most important point that he wants you to understand about Charlie Chaplin's Charlie the tramp costume. All the other sentences in the paragraph pertain to the costume, what it symbolized to Chaplin, and the reason for its fame. Therefore, the main idea of the paragraph is: *Perhaps the most famous costume in film history is Chaplin's Charlie the tramp outfit.*

### Implied Main Idea

An implied main idea is the main idea that the author does not state directly as a single sentence within the paragraph. Therefore, you must *formulate* or create a main idea sentence that the author's most important point.

### Content of Dreams

Where do the "stories" of our dreams come from? Most of them appear as a montage of the day's events in somewhat altered form. Based on some 10,000 dreams reported by normal people. Calvin Hall (1966) found that most dreams are commonplace. They are most often played out in familiar setting, such as a house, although the house is usually not the dreamer's own home. The most popular room is the living room, followed by -- in order -- bedroom, kitchen, stairway, basement, bathroom, dining room, and hall. The room is often a composite of several rooms the dreamer has known. Women's dreams more commonly take place indoors, men's out-of-doors.

In this paragraph, there is no stated main idea sentence. Each sentence tells you where the stories of our dreams come from. The main idea can be that *Most of the stories of our dreams appear as a montage of the day's events in somewhat altered form.*

When you read this paragraph, notice that the authors begin it with a question. The authors then answer the question for you in the second sentence. By combining information in the question and in the answer, you can formulate the main idea sentence.

Whether stated or implied, the main idea statement is like an umbrella. It covers all the details, but does not introduce any new ones. The other sentences in the paragraph function as supporting details, developing or holding up the main idea.

In determining the main idea of the paragraph, you have to keep in mind that the statement must not be either too broad or too narrow. If the statement is too broad, it becomes the topic of the paragraph. Then you have to find the controlling idea of the aspect of that topic which is

discussed or expressed in the paragraph. If the statement is too specific, then it becomes a detail and does not cover the point or points made in the paragraph.

How can you determine if there is stated main idea sentence?

Follow these steps:

1. Read the paragraph carefully.
2. Determine the topic of the paragraph by asking yourself, “who or what is the passage about?”
3. Ask yourself: “What is that the author wants me to understand about this subject?”
4. Search for a single sentence in the paragraph that answer the question. “What is it that the author wants me to understand about this subject?”

A sentence that answers that question is the main idea of the paragraph.

Occasionally you will find it a challenge to locate the stated main idea sentence. Even experienced college-level readers sometimes struggle to determine the main idea of a difficult paragraph. Not even the most skillful readers are able to immediately identify the main idea of every paragraph they read. Once they realize that they are not understanding the author’s main point, though they stop to think about what they have read. If necessary, they reread the paragraph and take additional time to try to determine the main idea.

Rather than feeling discouraged and giving up, successful readers try again. Rather than saying to themselves, “I’m no good at reading” or “I’m no good at main ideas,” they say, “I’m having difficulty getting the main idea of this paragraph, and I’ll have to take some extra steps to figure it out.” When you are having trouble with a difficult paragraph, don’t give it up!

### **Locating the Main Idea Sentence at the Beginning of the Paragraph**

Often, the first sentence of the paragraph states the main idea. Here is a paragraph whose topic is the color of a star. Since we have already told you the topic, you can now read the paragraph and ask yourself, “What does the author want me to understand about the color of the star?” The sentence that answers that question will be the main idea sentence of the paragraph.

The color of a star indicates its temperature. The hottest stars are blue stars. They have surface temperatures between 30,000 degrees Kelvin. White stars are about 9,000 degrees Kelvin on the surface. Yellow and orange stars are cooler than white stars. The average surface temperature of yellow temperatures between 30,000 degrees Kelvin. White stars are about 9,000 degrees Kelvin on the surface. Yellow and orange stars are cooler than white stars. The average surface temperature of yellow stars is 5,000 degrees Kelvin; the average of orange star is 4,000 degree Kelvin. The coolest stars are red stars. The average surface temperature of this group of stars is 3,000 degrees Kelvin.

You will notice that the author's first sentence states the most important point that he wants you to understand about the color of a star. All the other sentences in the paragraph pertain to the different colors of the stars which indicate their temperatures. Therefore the main idea of the paragraph is: *The color of a star indicates its temperature.*

Here is a passage from a business textbook that was presented earlier. Its topic is the electronic nature of computers. To determine the main idea of the paragraph, ask yourself: What does the author want me to understand about the electronic nature of computers?

The electronic nature of computers gives them several important attributes. First, computers are extremely fast at processing instructions, that is, at performing calculations and at making logical comparisons. Second, computers are extremely accurate in their processing: rarely does a computer make an electronic mistake that it does not catch itself and signal to the computer operator. Almost all errors in computer data processing are caused by faulty programs prepared by humans. Third, computers are extremely reliable; being primarily electronic and without moving parts, they seldom have failures.

After you read this paragraph, you know the topic is *the electronic nature of computers*. The first sentence states the most important point the writer wants you to understand about the electronic nature of computers: *The electronic nature of computers gives them several important attributes*. This is the main idea of the paragraph.

## Locating the Main Idea Sentence at the End of the Paragraph

In some paragraphs, the last sentence states the main idea. You can see this in the sample paragraph whose topic is “forgetting.” Read the paragraph and ask yourself, “What does the writer want me to understand about forgetting.

How much do you remember of what you learned over the past academic year? How many of your high school classmates could you call by name right now? How many times a week do you forget appointments, chores, and other details of everyday life? Before you groan in self-disgust, take heart at how normal you are. We all forget all kinds of things all the time.

In this paragraph, the beginning sentences give examples of the type of things people forget. In the last sentence, the writers express the main point that they are making: *We all forget all kinds of things all the time*. Therefore, it is the main idea of the paragraph.

## Locating the Main Idea Sentence Within the Paragraph

Occasionally, the main idea sentence is neither the first nor the last sentence but one of the other sentences in the paragraph. Read the sample paragraph whose topic is “the steps the effective listeners take” and ask yourself, “What does the writer want me to understand about the steps effective listeners take?”

Whenever possible, good listeners prepare in advance for the speech or lecture they plan to attend. They study the topic to be discussed and find out about the speaker and his or her beliefs. The effective listeners, as you are beginning to see, take specific steps to achieve accurate understanding of the lecture. Furthermore, on arriving at the place where the speech is to be given, they choose a seat where it is easy to see, hear, and remain alert. Finally, when the speech is over, the effective listeners review what was said and react to and evaluate the ideas expressed.

The third sentence of the paragraph states the most important point the writer wants you to understand about the effective listeners. All the sentences leading to and following this main idea sentence explain the steps that effective listeners take to achieve accurate understanding of the lecture.

**Exercise 5.7**

**Directions:** In each of the following paragraphs, the topic of the sentence appears at a different location. Identify each topic and its topic sentence by filling in the blank provided.

There are many reasons why millions of Americans move every year. Some move to find better jobs or to advance their careers. Others are attracted to places with better weather. Still others want to move to a place with less crime. Finally, many people want to move to a place with a lower cost of living.

1. Topic: .....  
 Topic sentence:.....

Several products are available to help people stop smoking. Audio and video tapes use suggestion to encourage people to quit. Gum containing nicotine allows quitters to gradually cut down on nicotine they got from cigarettes. There are also special cigarette filters that reduce the amount of smoke and nicotine that get to the smoker's mouth.

2. Topic: .....  
 Topic sentence:.....

One problem busy people face is getting their laundry done. Another equally frustrating problem for many is setting aside time to exercise. Now a California company called "Clean and Lean" offers a solution to both problems: it lets people work out while their clothes get cleaned. This combination laundromat and fitness center has exercise bikes, space for jogging, and a dozen weight machines. Of course, it also has washers and dryers.

3. Topic: .....  
 Topic sentence:.....

Throughout history garlic has had many uses. The Romans gave garlic to their slaves for strength and to their soldiers for courage. During the Middle Ages, some people used garlic to keep witches away. In the eighteenth century it was used to cure diseases. Even today some people believe that eating garlic can prevent colds.

4. Topic: .....  
 Topic sentence:.....

At some time in your life, you will face death-certainly your own, and probably the deaths of friends and loved ones. Although there is nothing more certain in life than death, it remains a frightening, emotion-laden topic. In fact, there may be nothing more stressful than the death of a loved one or the contemplation of your own imminent death, and preparing for death will likely represent one of your most crucial development tasks.

5. Topic: .....  
 Topic sentence:.....

The body of a flowering plant is divided into two portions, the root system and the shoot system. The roots, which lie below ground level, anchor the plant and absorb water and minerals. Within the shoot system, the stem fits the leaves to catch the rays of the sun. The leaves receive water and minerals that are sent from the root up through the stem and take in carbon dioxide from the air.

6. Topic: .....  
 Topic sentence:.....

In American society, newspapers, television, and radio are the usual sources of information about certain groups and their problems. However, while the basic function of journalists is to report the news, sociologists bring a different type of understanding to such issues. The perspective of sociology involves seeing through the outside appearance of people's actions and organizations.

7. Topic:.....  
 Topic sentence:.....

By tradition, the choice of vice-presidential nominee rests with the presidential nominee. His decision can reflect any number of considerations, including the experience, reputation, political beliefs, ethnic background, and home region of possible running mate. Mondale in 1984 chose Geraldine Ferraro, the first female vice-presidential nominee of a major party, because his private polls indicated that a woman would be stronger addition to the ticket than any of the available men.

8. Topic: .....  
 Topic sentence:.....

**Mozart's Music**

Mozart was among the most versatile of all composers and wrote masterpieces in all the musical forms of his time—symphonies, concertos, chamber music, operas. All his music sings and conveys a feeling of ease, grace, and spontaneity as well as balance, restraint, and proportion. Yet mysterious harmonies contrast with its lyricism, and it fuses elegance with power. Not only do his compositions sound effortless; they were created with miraculous ease and rapidity—for example, he completed his last three symphonies in only six weeks.

9. Topic: .....

Topic sentence:.....

Miami is a nice place to take a vacation. It's always sunny and warm. The beaches are gorgeous with soft, white sand and beautiful, blue water. There are many fine restaurants in the Miami area, and most of the big hotels offer terrific entertainment nightly.

10. Topic: .....

Topic sentence:.....

Dental research on rats may lead to chocolate that's good for you. In one study, researchers found that rats who ate chocolate candy high in fat and casein got 71 percent fewer cavities than those who ate sugar or fudge alone. In a follow-up study, rats were fed chocolate candy that had an even greater amount of casein, a milk protein. The rat research, one company may develop a chocolate candy that's healthy for your teeth.

11. Topic: .....

Topic sentence:.....

The creation of the ice cream cone goes back to the Louisiana Purchase Exposition in St. Louis, in 1904. It was there that an ice cream salesman brought his date two gifts—an ice cream sandwich and a bouquet of flowers. The lady had trouble holding both at the same time. So she took one cookie wafer from the ice cream sandwich and wrapped it around the ice cream to keep it from dripping. The ice cream cone was born, then, because of a date at the 1904 Exposition.

12. Topic: .....

Topic sentence:.....



While most people believe that the only cure for alcoholism is to quit drinking, some alcoholics have managed “controlled drinking.” Controlled drinkers have been taught methods of self-control. One alcoholism researcher followed for eight years 140 alcoholics who were taught self-control. Thirty-five of the group still had big problems with alcohol. Another 22 also had some problems, but they had improved. A full 23 had actually quit drinking, and 14 were successful controlled drinkers. Five of the group died. This study suggests that giving up drinking isn’t the only treatment for alcoholism.

13. Topic: .....  
 Topic sentence:.....

### Robert Owen

One of the most successful industrialists of the early nineteenth century, Robert Owen was an outstanding pioneer of management. During the period 1800 to 1828, Owen carried out what was then regarded as an unprecedented experiment in the group of textile mills he managed in Scotland. It is not without good reason that he has been referred to as “the father of modern personnel management.”

14. Topic: .....  
 Topic sentence:.....

### The Meaning of Inflation

What is inflation? Inflation is rising general level of prices. This does not mean, of course, that all prices are necessarily rising. Even during periods of rather rapid inflation, some specific prices may be relatively constant and others actually falling. For example, although the United States experienced high rates of inflation in the 1970s and the early 1980s, the price of such products as video recorders, digital watches, and personal computers actually declined. Indeed, as we shall see momentarily, one of the major sore spots of inflation lies in the fact that prices tend to rise very unevenly. Some spring upward; others ascend at a more leisurely pace; others do not rise at all.

15. Topic: .....  
 Topic sentence:.....

Eskimo begin building an igloo by cutting blocks of ice from well-packed snow. The tops are cut at a slight angle, so when they are piled in a circle, they curve inward and form a dome. When the igloo is completed, a door is carved out. The final step is to cut a tunnel entrance, with a slight bend to reduce the flow of cold air. In this manner, Eskimo build igloos from solid ice.

16. Topic: .....  
 Topic sentence:.....

The liver appears to play an important part in controlling the composition of the blood. When levels of certain useful chemicals or wastes get too high, the liver removes the excess. When levels of certain foods such as sugar get too low, the liver adds more sugar to the blood. When the amino acids have been used by the cells and have become a waste product of proteins, the liver breaks down these waste amino acids into urea which readily dissolves in the blood.

17. Topic: .....  
 Topic sentence:.....

Several recent nutrition studies indicate that we could learn a lot about diet from our Stone Age ancestors. According to recent research, cave dwellers ate about three times as much protein as we do today and only half as much fat. Their diet consisted of about 65 percent fruits and vegetables and 35 percent meat. But the wild animals they ate were leaner than today's grain-fed beef. And Stone Age people also ate twice as much fiber and calcium and four times as much vitamin C as we do. These findings suggest that the diet of our distant ancestors could be a model for protecting ourselves against the diseases of civilization.

18. Topic: .....  
 Topic sentence:.....

Oligopoly is a situation in which only a few firms have a great deal of power in a product market. An oligopoly may exist because only a few firms produce a particular product or because a few firms account for most, though not all, of a product's output. In either case, firms in an oligopoly are highly independent, because of their very small number. Changes in the price or output of one oligopolist immediately affect the others.

19. Topic: .....  
 Topic sentence:.....

The circulation of the blood serves several purposes. Carbon dioxide from the tissues is carried to the lungs and removed. Oxygen from the lungs is returned to the tissues. Food and metabolic products are moved from various places. Finally, the blood carries agents to fight invading.

20. Topic: .....  
 Topic sentence:.....

## บทที่ 6

### Identifying Supporting Details

ความมุ่งหมายของบทเรียน

เพื่อให้ผู้เรียนสามารถหารายละเอียดในการสนับสนุนใจความหลัก และเขียนเป็นแผนภูมิ  
เพื่อแสดงความเข้าใจได้

เนื้อหาของบทเรียน

1. อธิบายแต่ละหัวข้อ
2. ยกตัวอย่างประกอบ
3. ทำแบบฝึกหัด

สื่อการสอน

1. เอกสารประกอบการสอน
2. แผ่นใส

การวัดผลและการประเมินผล

1. ฝึกทำแบบฝึกหัด
2. การถาม - ตอบ

## Lesson 6

### Identifying Supporting Details

Certainly, the topic and main idea are essential to a thorough understanding of a paragraph. However, a paragraph consists more than a topic and a main idea. The other sentences of the paragraph contain **supporting details**. These sentences may either expand, explain, clarify, or illustrate the focal point made in the paragraph. Because the supporting details help you understand more about the main idea, they should not be overlooked. The main idea of the paragraph may be thought of as the trunk of a tree while its supporting details may be compared to the branches and twigs of the tree. The branches budding out of the trunk represent the major details, and the twigs coming out of each branch may represent minor details.

There are several benefits of examining and understanding the details which support a paragraph's main idea. First, understanding the supporting details is a key to understanding the main idea more completely. Second, understanding supporting details make it easier to remember significant information from the passage because material that you understand is easier to remember. Third, and also related to memory, is the fact that understanding supporting details helps you grasp the organization of the entire paragraph. This enables you to be an intelligent and effective reader.

#### Recognizing the Major Details

Study the organization of the main idea and its supporting details in the following example.

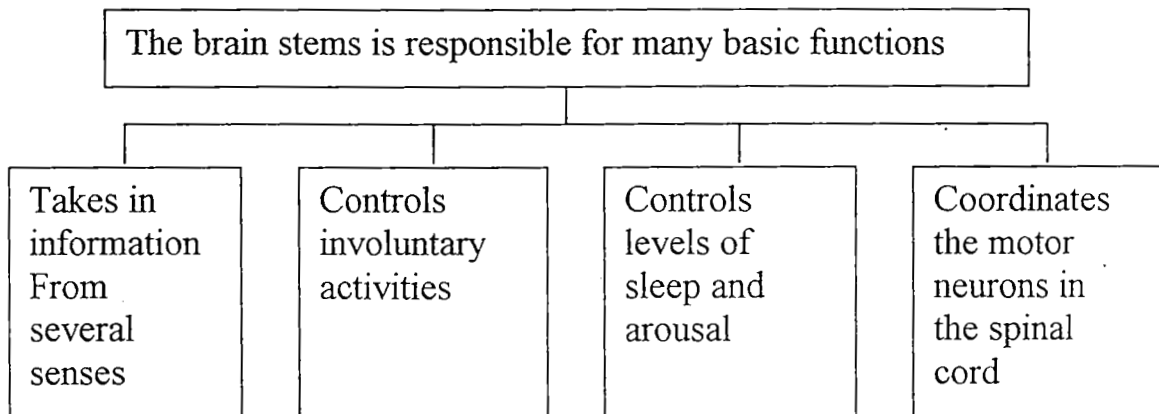
The brain stem is responsible for many basic functions. It takes in information from several senses through several regions for vision, hearing, taste, balance, and touch in the facial area. It controls involuntary activities of the tongue, the larynx, the eyes, and the facial muscles through specific motor neurons for these areas. It controls levels of sleep and arousal through the reticular formation, nestled within its central core, and it coordinates the motor neurons in the spinal cord that control such activities as walking, breathing, and the beating of our hearts.

No doubt the main idea of this paragraph is in the first sentence. And this main idea is accompanied by four details; all of which are equal importance. Both the main idea and its details represent a cluster of related meanings, which can be shown below.

Main Idea: The brain stem is responsible for many basic functions.

- Details: it takes in information from several senses
- Details: it controls involuntary activities
- Details: it controls levels of sleep and arousal
- Details: it coordinates the motor neurons in the spinal cord

It can be seen that the main idea is more general than the details. And each detail is of equal importance; therefore all of them are major details. If we put the main idea and the supporting details in a diagram, their relationships can be shown as follows:

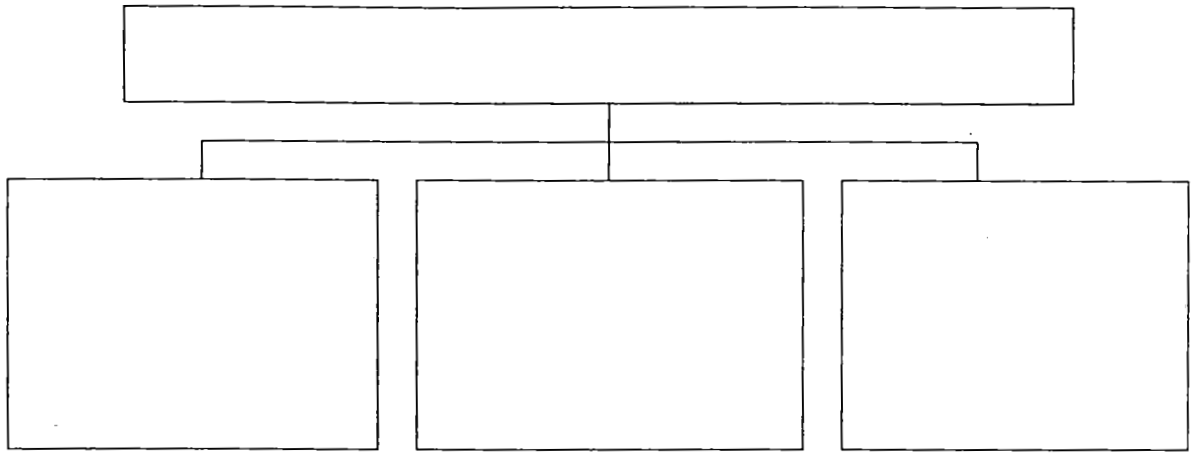


### Exercise 6.1

**Directions:** Read each paragraph below. Then write the main idea and the major details in the space provided.

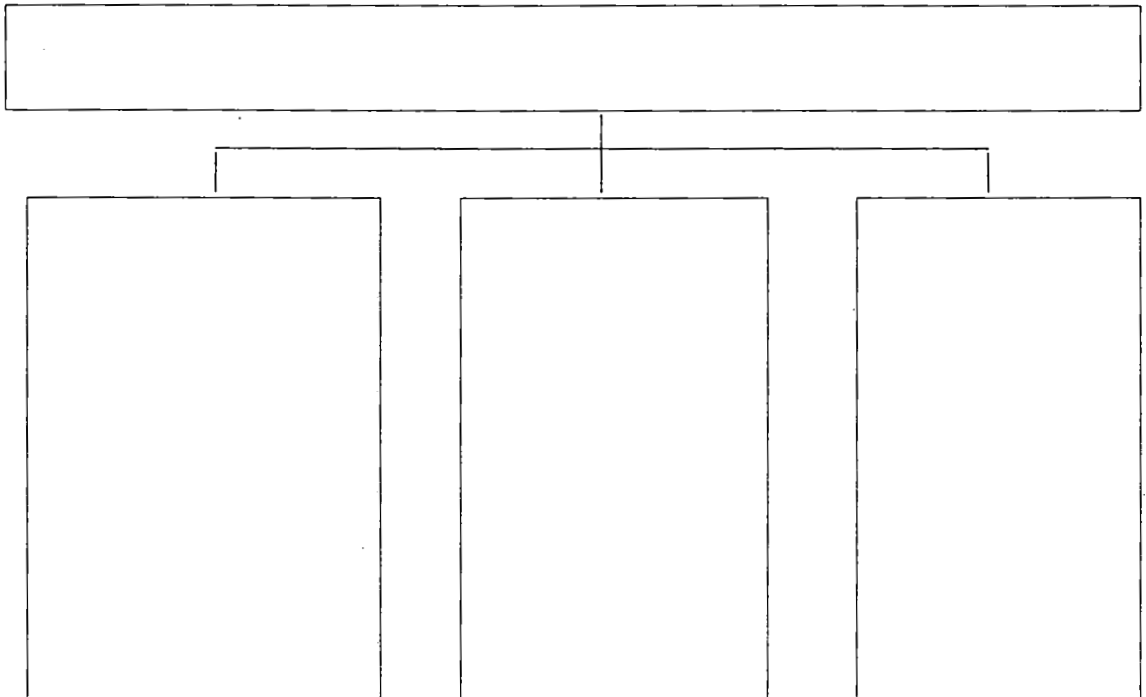
#### Paragraph 1

The liver appears to play an important part in controlling the composition of the blood. When levels of certain useful chemicals or wastes get too high, the liver removes the excess. When levels of certain foods such as sugar get too low, the liver adds more sugar to the blood. When the amino acids have been used by the cells and have become a waste product of proteins, the liver breaks down these waste amino acids into urea which readily dissolves in the blood.



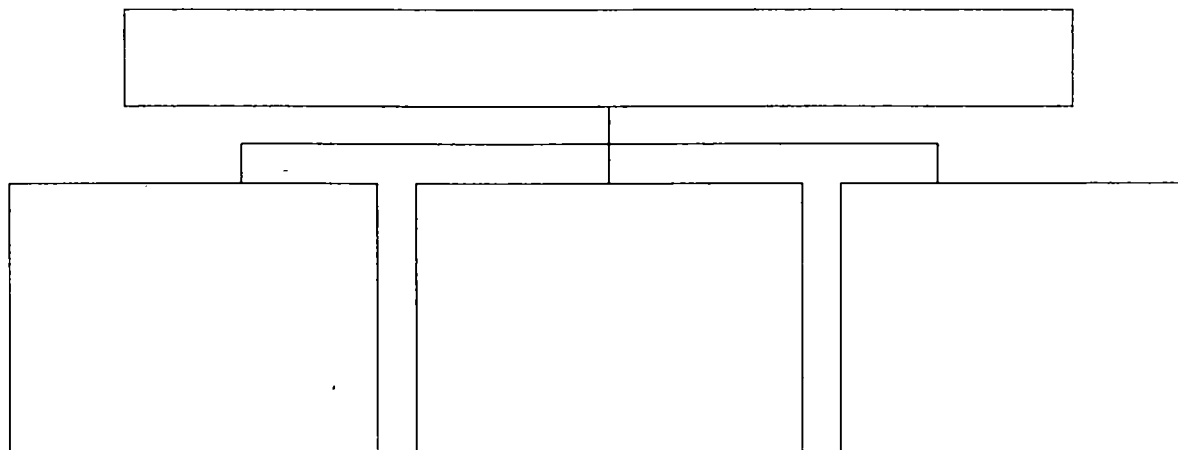
## Paragraph 2

Literal comprehension is what you use to understand and recall main ideas, to follow directions, and to follow a sequence of events. Critical comprehension is what you used to distinguish fact from opinion, to recognize bias, propaganda, and an author's interference, and to evaluate. Aesthetic comprehension is the awareness of style, humor, satire, and quality in writing. Thus, there are three levels of comprehension needed for total comprehension.



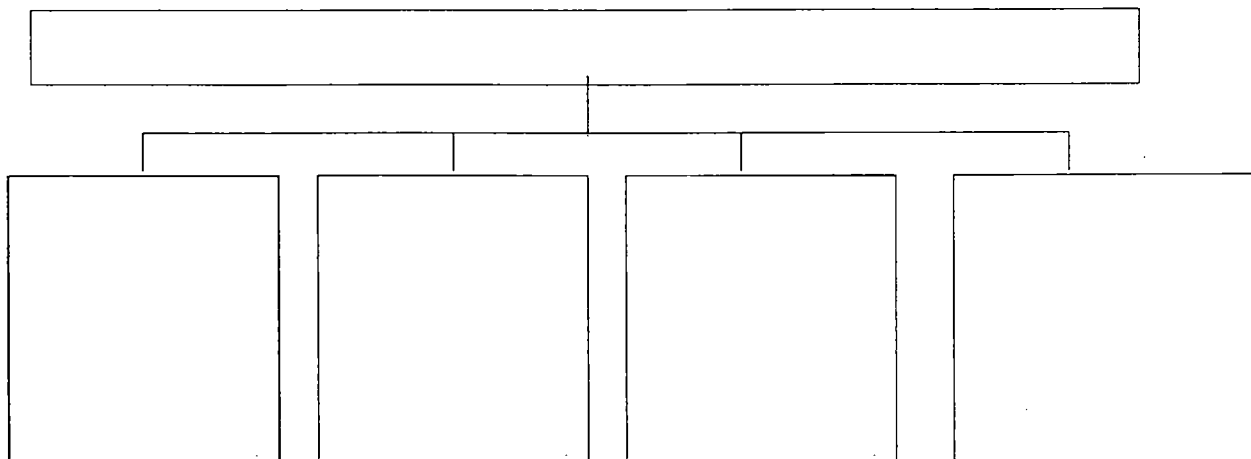
### Paragraph 3

How does television affect our lives? It can be very helpful to people who carefully choose the shows that they watch. Television can increase our knowledge of the outside world; there are high-quality programs that help us understand many fields of study: science, medicine, the arts, and so on. Moreover, television benefits elderly people who can't often leave the house, as well as patients in hospitals. It also offers nonnative speakers the advantage of daily informal language practice; they can increase their vocabulary and practice listening.



### Paragraph 4

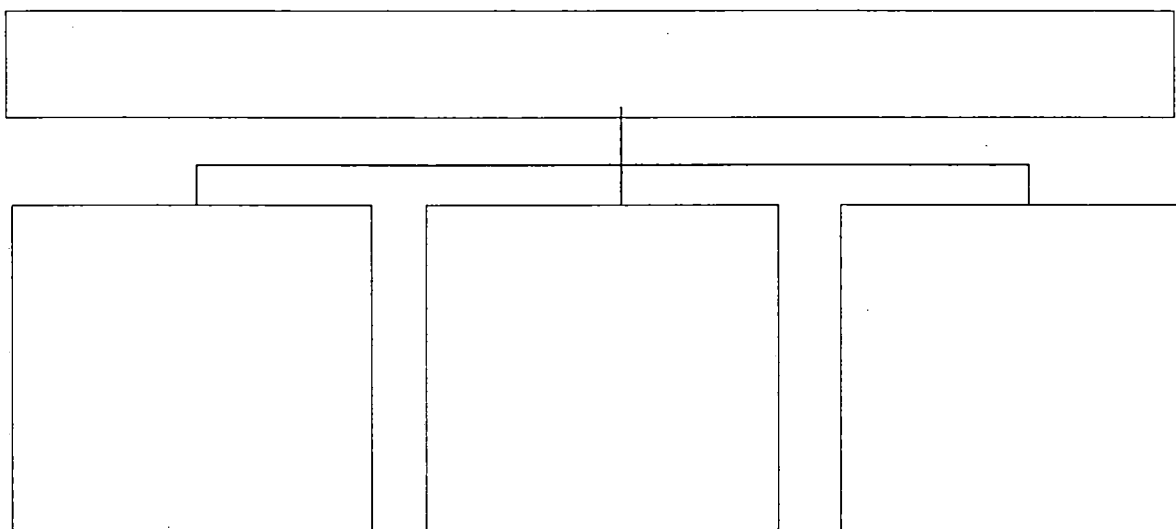
Aspirin is simple drug. It has many useful effects. It can stop a headache or an earache. It helps take away pain in the fingers or knees. Aspirin can stop a fever if you have the flu, and it can make you feel better if you have a cold. Some doctors believe that aspirin also can result in a healthy heart. They say that some people should take an aspirin every day. For those people, aspirin may stop heart disease.





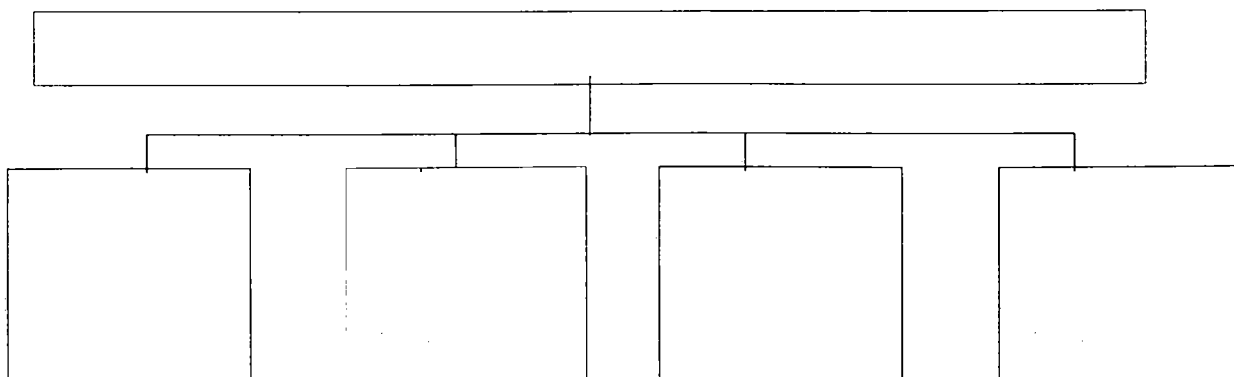
### Paragraph 5

It is important to use water carefully. Here are some ways you can use less water. First, be sure to turn off faucets tightly. They should not drip in the bathroom or kitchen sink. Second, do not keep the water running for a long time. Turn it off while you are doing something else. For example, it should also be off while you are washing the dishes. Finally, in the summer you should water your garden in the evening. That way you will not lose a lot of water. During the day the sun dries up The earth too quickly.



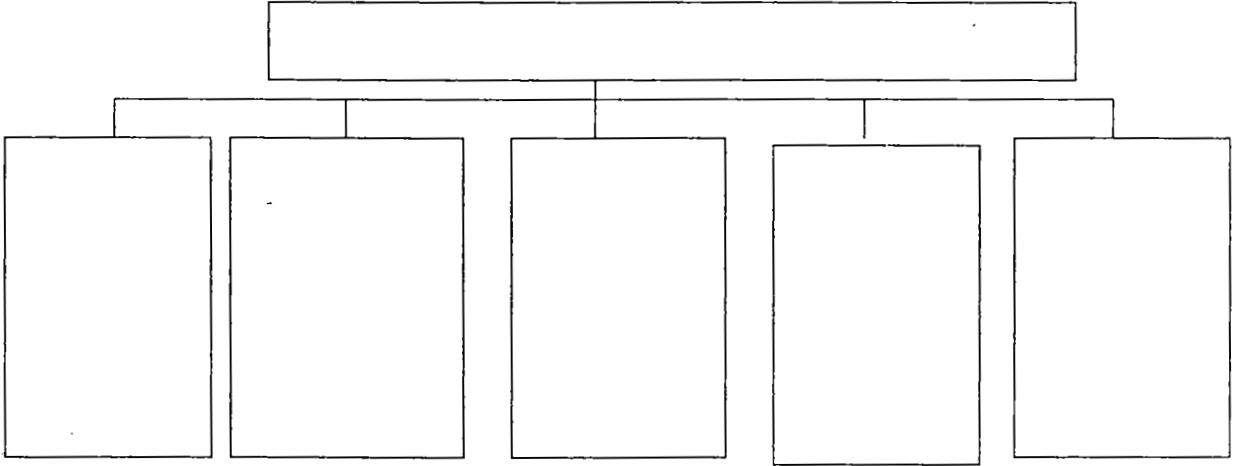
### Paragraph 6

Large forests are important to us in many ways. They give us wood for building and heating. They are home for many kinds of plants and animals. For many city people, forests are a place to go for a vacation. There they can learn about nature, breathe fresh air, and sleep in a quiet place. There is one more reason why forests are important for everyone. The leaves on trees help clean the air. Dirty air is a serious problem in many parts of the world. Without our forests this problem might be even worse.



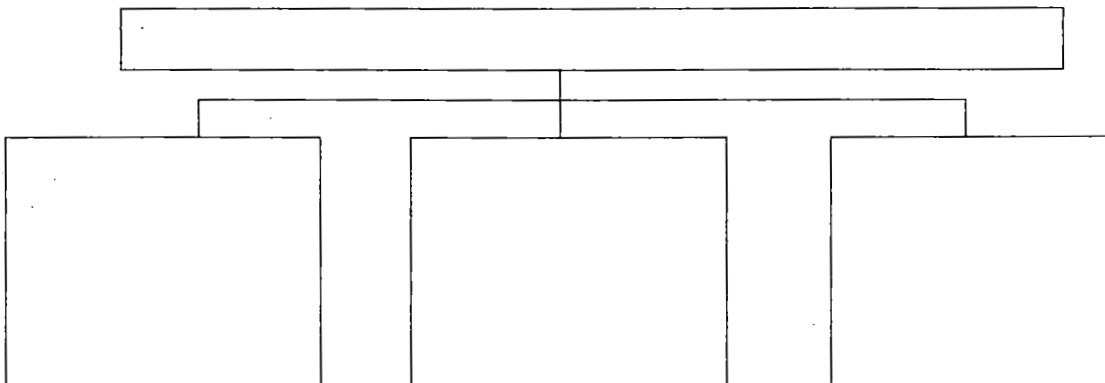
### Paragraph 7

Life in 2050 will be much different from what it is today. For one thing, you will sleep later because your job will start later in the morning. Also, machines will do most of your routine work for you. Too, you will travel to work on a moving sidewalk. Furthermore, you will talk to friends on a picture telephone. Finally, you will take longer vacations in more distant places since transportation will be so much faster and cheaper.



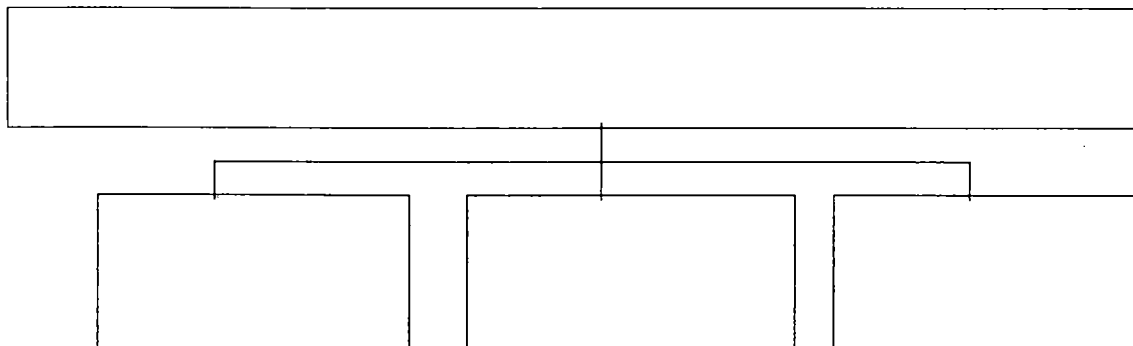
### Paragraph 8

Not all newspaper ads are for selling things. Some ads are about people. The "Help Wanted" ads give information about jobs. All kinds of jobs are found in this part of newspaper. There are ads for secretaries and electricians, doctors and professors. Another kind of ad about people who are looking for friends. Sometimes these people are even looking for husbands and wives. Newspaper ads are a good way to get people together.

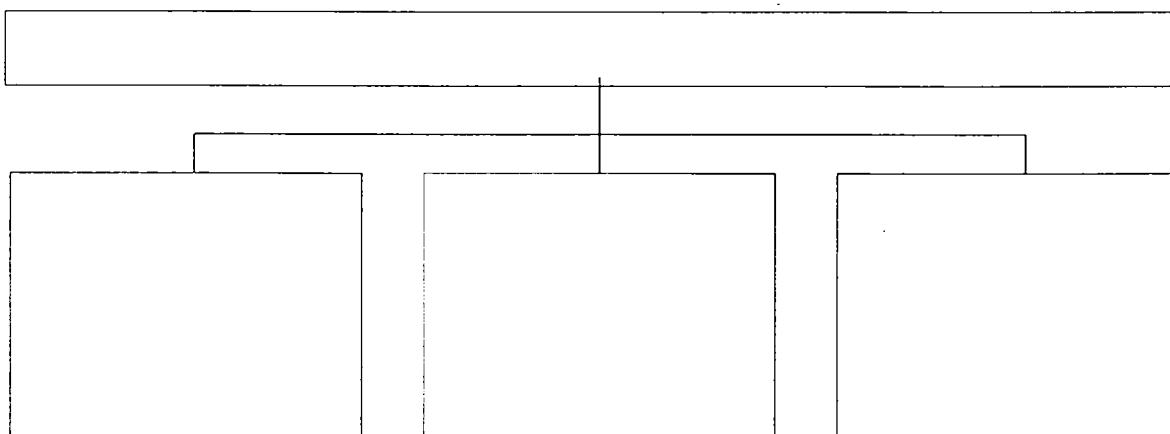


**Paragraph 9**

Clothes can tell a lot about a person. Some people like to very colorful clothes. They want everyone to look at them. They want to be the center of things. Other people like to wear nice clothes, but their clothes are not colorful pr fancy. They do not like people to look at them. There are also some people who wear the same thing all the time. They do not care if anyone looks at them or not. They do not care what anyone thinks about them.

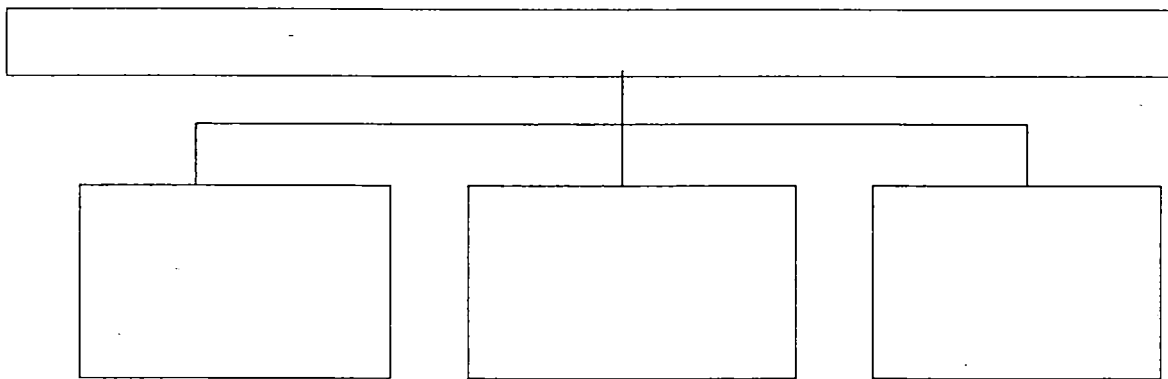
**Paragraph 10**

Both as a principal party and as a third party, the manager must be a skilled participant in the dynamics of interpersonal conflict. He or she must be able to recognize situations that have the potential for conflict. Then the manager should be capable of diagnosing the situation and taking action through communications to ensure that the goals of the organization are best served.



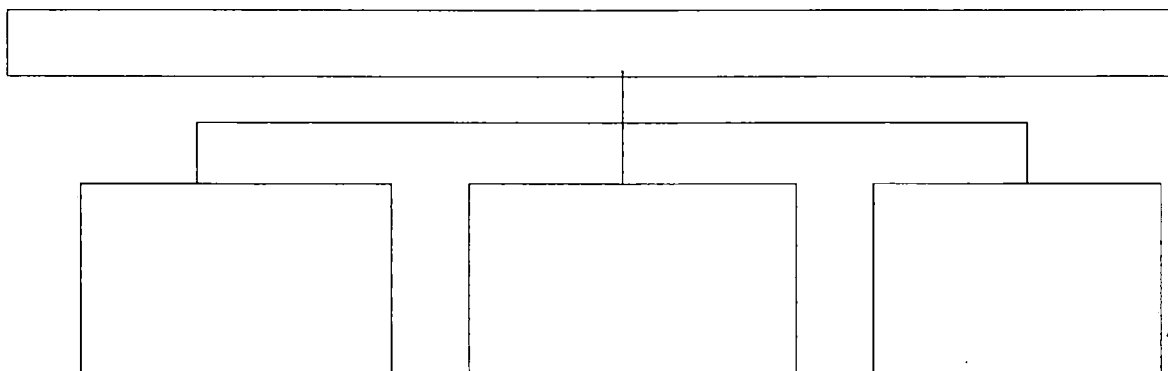
## Paragraph 11

A number of theories for why we forget have been suggested. According to the theory of *motivated forgetting*, we forget material we need to forget; in other words, we repress certain uncomfortable memories. *Decay theory* holds that certain memories decay or fade with the passage of time if we forget information because other information. *Interference theory* holds that we forget information because other information interferes with or confounds our memory. *Proactive interference* describes a situation where the material we learned first interfere with the ability to remember new material. *Retroactive interference* refers to a situation where information learned later interferes with our remembering previously learned material.



## Paragraph 12

All information systems involve three activities. They receive data as input; they process data by performing calculations, combining data elements, updating accounts, and so on; and they provide information as out put. That is true of manual, electromechanical, and computerized information systems.



Although every detail in the paragraph pertains to the main idea, not every detail is listed in the diagram because some are more important than others. How can you tell which supporting details are most important? The major supporting details are the ones that are essential to your complete understanding of the main idea. The other details may add interest, color, or clarification.

### Recognizing the Minor Details

Whereas the major details give the main supporting point to the central idea of a passage, the minor supporting details provide support to the major details. The major details are sometimes called the *first-level* supporting details, and the minor details which give immediate support to the major details are the *second-level* supporting details.

In reading for the main idea, it is sometimes necessary for the readers to distinguish central idea, the major supporting details and the minor supporting details. The first process is to find the central idea. Then, identify the major details and its accompanying sentences.

Lenses are divided into two groups. The first group is convex lenses. These lenses are thicker in the middle than at the edges. They are somewhat like two prisms, set base to base. They cause light rays to converge, and they can be used to produce either virtual to real images. The second group is concave lenses. They are thinner in the middle than at the edges; they are somewhat like two prisms, set edge to edge. They cause the light rays to diverge, and they produce the virtual images only.

In the sample paragraph, we can see that the first sentence is the main idea. This sentence says that lenses are divided into two groups. The second sentence talk about the first group of the lenses. The third, fourth, and fifth sentences provide more information about the point made in sentence two. Sentence six talks about the second group of lenses. Sentence seven and eight expand and tell more about the idea expressed in sentence six. In the above paragraph, sentence two and six are *major details* or *first-level supporting details*. The ideas expressed in the rest sentences are *minor details* or *second-level supporting details* because they support the major details. The main idea, the major details, and the minor details can be clearly seen if we put them as in the following:

Lenses are divided into two group groups

The first group is  
convex lenses

The second group is  
concave lenses

These  
lenses  
are  
thicker  
in the  
middle  
than at  
the  
edges.

They  
are  
some-  
what  
like two  
prisms,  
set base  
to base.

They  
cause  
light  
rays  
to  
converge

and  
they can  
produce  
either  
virtual or  
real  
images

They  
are  
thinner  
in the  
middle  
than at  
the  
edges

They  
are  
some-  
what  
Like  
two  
prisms  
, set  
edge  
to  
edge

They  
cause  
light  
rays to  
diverge

And  
they  
produce  
virtual  
images  
only.

## Exercise 6.2

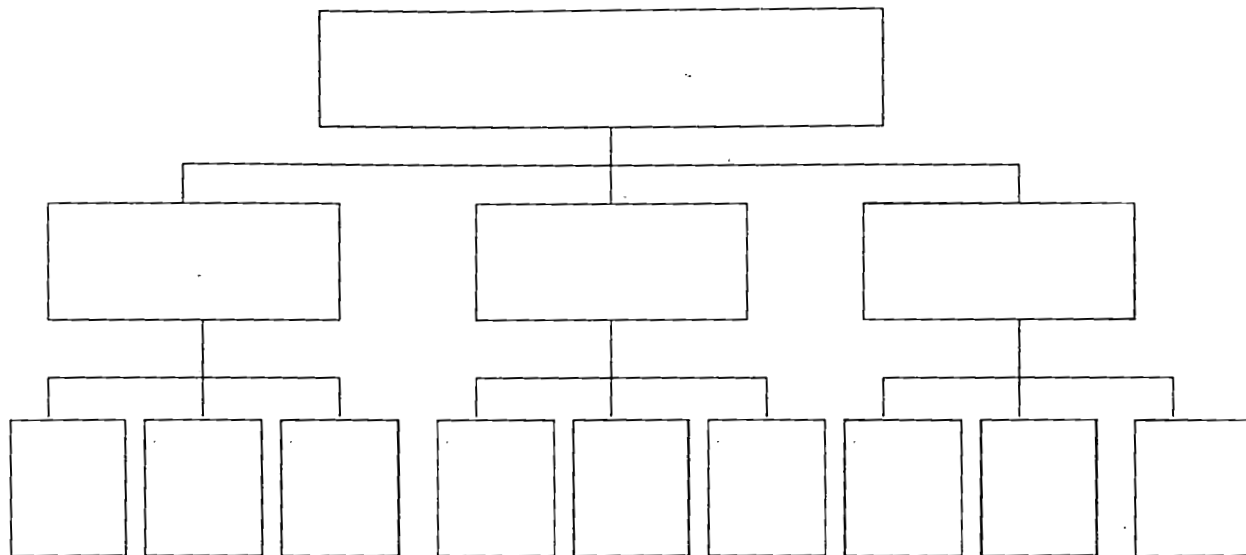
**Directions:** In each of the lists, major and minor ideas are mixed together. Put the ideas into logical order by filling in the diagram that follows each list. Some of the outlines are partially completed.

### List 1

Automobile  
Helicopter  
Motorcycle  
Sail boat  
Vehicles

Bicycle  
Jeep  
Moped  
Truck

Four-wheeled vehicles  
Power boat  
Vehicles without wheels  
Two-wheeled vehicles

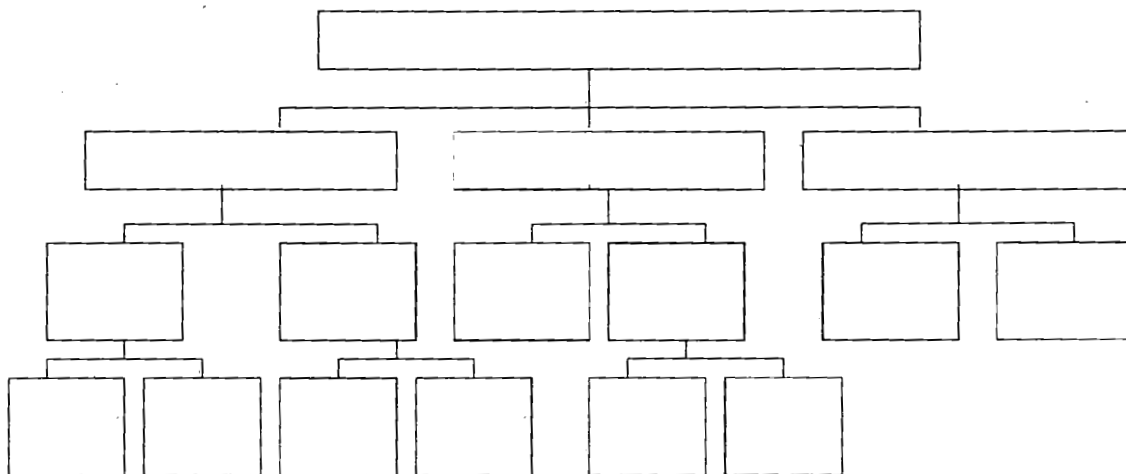


List 2

Yogurt  
 Shampoo  
 Skim milk  
 Plain yogurt  
 Baby shampoo  
 Dairy products

Milk  
 Apples  
 Carrots  
 Produce  
 Skin cream

Beauty aids  
 Chocolate milk  
 Blueberry yogurt  
 Dandruff shampoo  
 Supermarket items

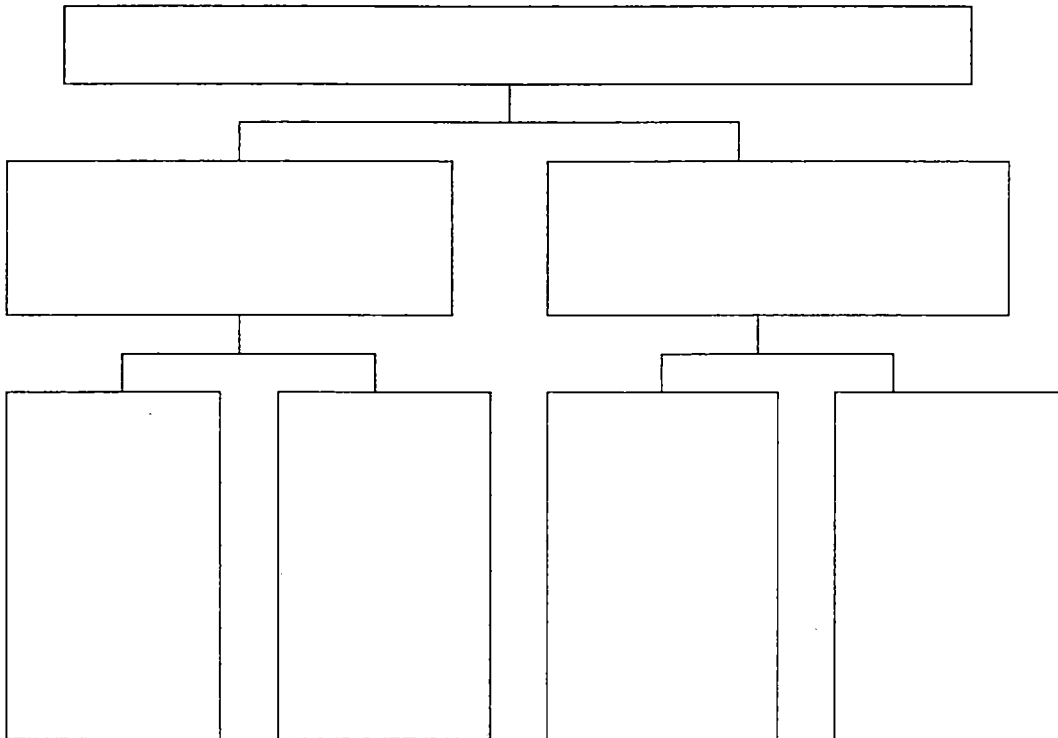


**Exercise 6.3**

**Directions:** Read each paragraph for the main idea and the details.  
Write down the main idea, the major details, and the minor details which tell more about the main idea.

## Paragraph 1

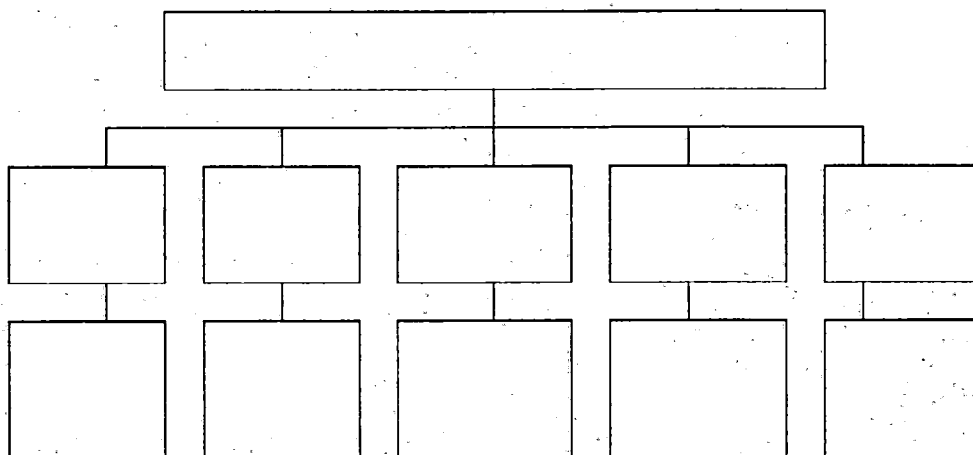
Political democracy has appeared into two general forms. A democratic government can be one in which all the people meet to decide the policy of the government and to elect officials to carry it out. This is known as direct democracy and is found today only in a few local governments. In the second type, the people elect representatives to carry out their wishes. This is representative democracy. The modern democratic governments like those of the United States, England, France, and Switzerland are representative democracy.





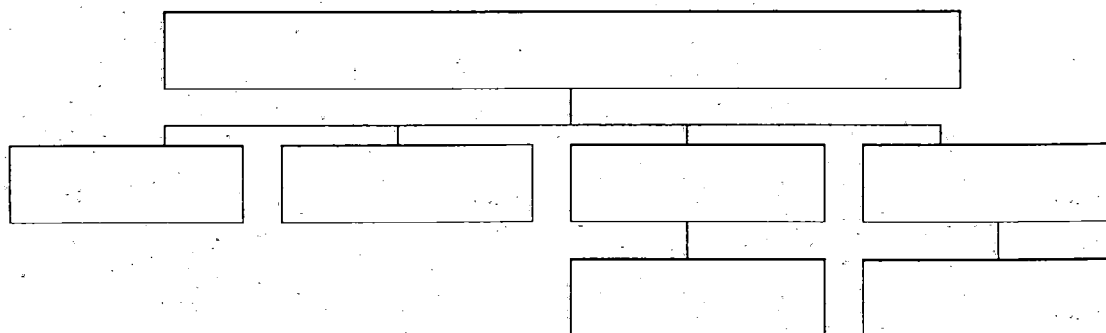
## Paragraph 2

In ancient times there were several kinds of dinosaurs that roamed the earth. One was the trachodon. This duck-billed dinosaur ate water plants. A second was the brontosaurus. This was a thunder lizard, seventy feet long and brontosaurus. This was a thunder lizard, seventy feet long and twelve feet high. A third was the triceratops. It had a bony hood over its neck and used its three horns for fighting. A fourth was the Tyrannosaurus rex. King of the tyrant lizards, this was the stegosaurus. An armored beast, it was larger than an elephant but had a brain the size of a walnut. Thus, it is clear that a strange group of beasts walked the earth long ago.



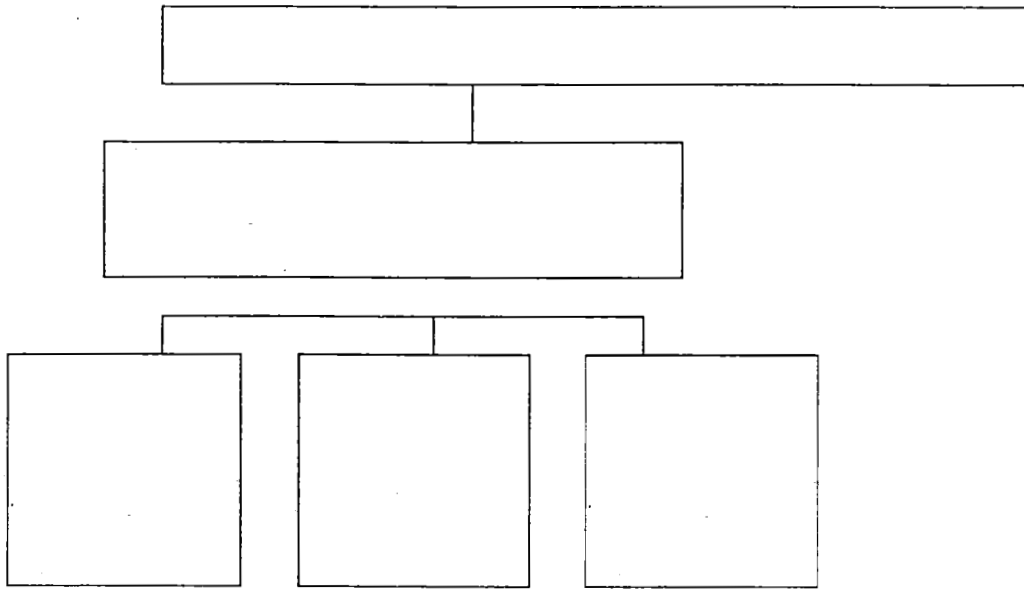
## Paragraph 3

Imperial China, for one thing, was an agricultural society, made up largely of peasant farmers and their families. Secondly, the society was run through a group of government agencies. Thirdly, the class of scholar officials enjoyed great power. They made all the laws and saw to it that they were carried out. Fourth the scholar officials and their followers attempted to live the teachings of Confucious. This way of life suited them perfectly. These were the striking features of imperial China.



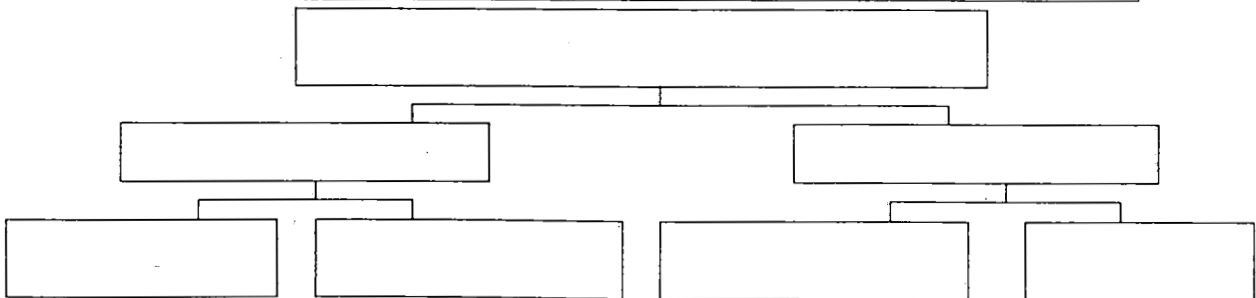
## Paragraph 4

There are basically two types of families: nuclear families and extended families. The nuclear family usually consists of two parents (mother and father) and their children. The mother and father form the nucleus, or center, of the nuclear family. The children stay in the nuclear family until they marry. Then they form new nuclear families.



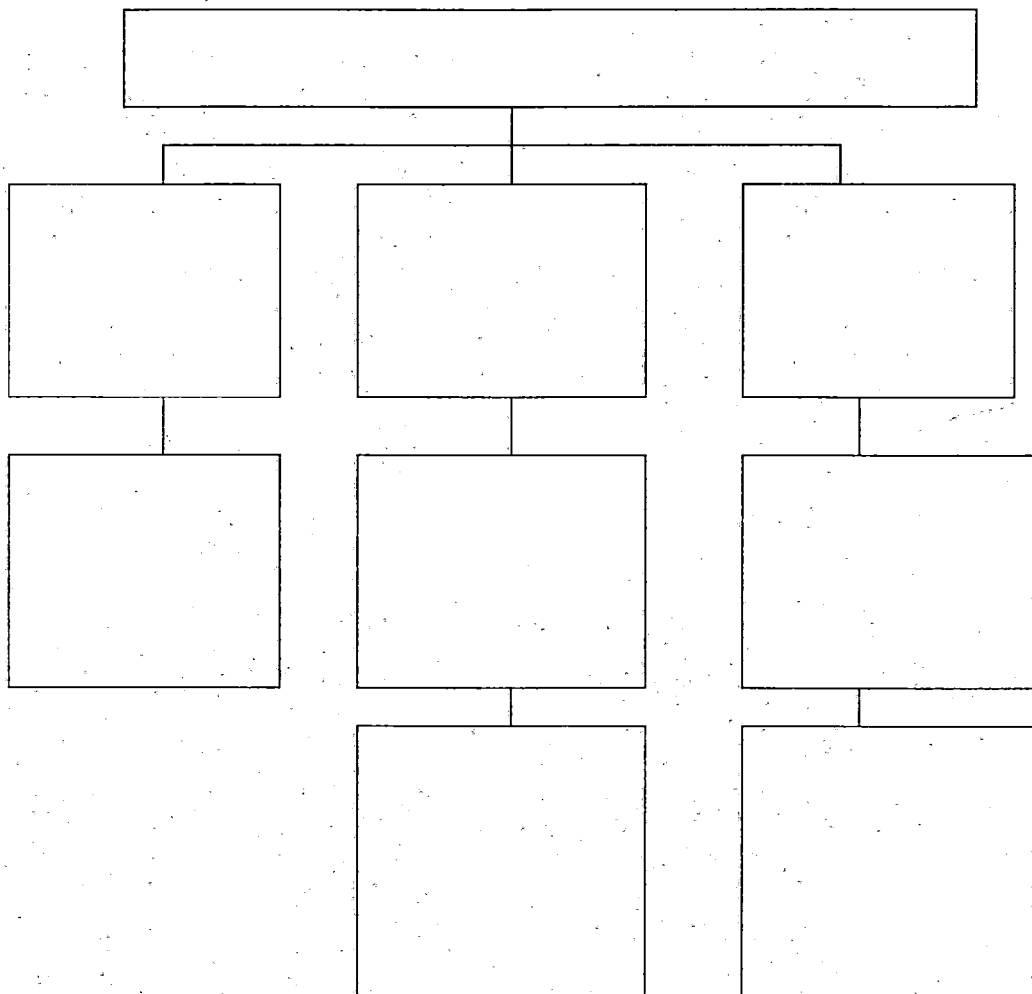
## Paragraph 5

Libraries can be divided into two major groups: public libraries and academic libraries. Public libraries include state, county, and city libraries. A public library provides library services for all of the people in the community. An academic library, on the other hand, is generally a university library. It provides services for students, professors, and other members of the academic community. Because they are for all of the people, public libraries are a good source of books and magazines for entertainment. Most of the books and magazines in an academic library, However, are for research.



## Paragaraph 6

Different language learners have different purposes for learning a new language. Some people learn a second language in order to learn about the culture of the people who speak that language. They may be interested in the history and the customs of these people, for example, or they may want to study the literature of the language. Other language learners want to travel to other countries. They need to know the languages of those countries so that they can talk to people and understand what they say. They want to make friends with the people they meet. Many people learn languages for professional reasons. These people want to learn more about their fields by studying in other countries or reading books and journals in different languages. They often need to use other languages in their work.



## บทที่ 7

## PATTERN OF ORGANIZATION

## ความมุ่งหมายของบทเรียน

1. เพื่อให้ผู้เรียนรู้และเข้าใจวิธีการที่ผู้เขียนใช้ในการสนับสนุนเรื่อง ประเด็นหรือ สิ่งที่ต้องการนำเสนอว่ามีวิธีการอย่างไรบ้าง
2. ผู้เรียนสามารถวิเคราะห์ได้ว่าสิ่งที่เขาอ่านใช้วิธีการอย่างไรโดยดูจากคำใดที่เป็น สัญญาณบอก (signal words)

## เนื้อหาของบทเรียน

1. Enumeration or Simple Listing
2. Time Order
3. Comparison and / or Contrast
4. Cause and Effect
5. Definition and Example

## วิธีสอนและกิจกรรม

1. อธิบายแต่ละหัวข้อ
2. ทำแบบฝึกหัด
3. มอบหมายงานให้ค้นหาตัวอย่างเพิ่มเติม

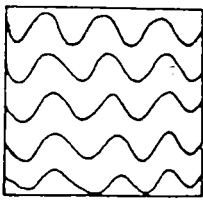
## การวัดผลและการประเมินผล

1. ทำแบบฝึกหัดที่กำหนดได้
2. การทำงานที่มอบหมาย
3. การถาม -ตอบในห้องเรียน

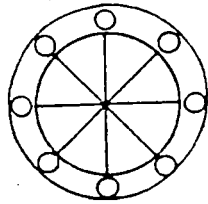
## LESSON 7

### PATTERN OF ORGANIZATION

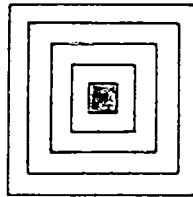
Study the pictures for 60 seconds. Then turn the next page.



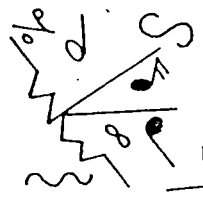
1



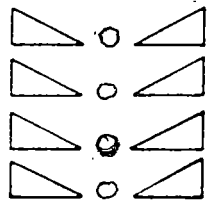
2



3



4



5

Try to remember the pictures. Draw them here. Do not look back.

Now check your drawings with the pictures on the previous page.

Which picture was the most difficult to remember? \_\_\_\_\_

Why? \_\_\_\_\_

Pictures 1, 2, 3, and 5 were easy because they have pattern. Picture 4 does not have a pattern, so it is more difficult to remember.

Patterns are important. We use them to help us understand and remember. In fact, without patterns, we could not live! For example, we know the pattern of our home—we can find things in the dark. Also, we have a time pattern in our daily lives—we do not have to decide every day when to have our meals and when to look for the mail. We have the usual patterns.

There are millions of stars in the night sky. People noticed long ago that they could see patterns in the stars. For thousands of years, travelers and sailors employed those star patterns to find their way.

To read well in English, readers must be able to find the patterns used in English. They will help readers understand and remember what they read. Generally, there are five basic patterns of organization which a writer normally uses in their writing. These patterns are:

1. Enumeration or Simple Listing
2. Time Order
3. Comparison and / or Contrast
4. Cause and Effect
5. Definition and Example

### **Enumeration or Simple Listing**

Enumeration or listing is the commonest form of thought and paragraph development. It is characterized by a simple listing of words, groups of words, or sentences. This kind of paragraph builds up a discussion

by giving the readers a series of details without giving the relationship among them. The items may have nothing to do with another, but they are listed together simply because they relate to the same topic. Besides, the order does not affect the main thoughts of the paragraph. In this way enumeration is very much like laying a brick wall by placing one brick beside another in a series without adding cement to establish a firm bond between them. There are two types of enumeration: the explanation paragraph and the classification paragraph.

### Explanation

The explanation paragraph aims at explaining something so the readers will develop a clear understanding of topic being explained. Usually it starts with the first sentence making a general statement about the topic. Then it is followed by example sentences which give specific illustrations of what was explained in the topic or topic sentence.

This type of paragraph organization usually contains transitional words indicating that another item is being added to one or more already mentioned. The transitional that often signal the enumeration or a list of items include:

first	and	one	some	second
too	other	third	also	next
moreover	another	in addition	for example	finally
last of all	furthermore			

### Example:

Diamond are expensive for several reasons. First, they are difficult to find. They are found in only a few places in the world. Second, they are useful. People use diamond to cut other stones. Third, diamonds do not change. They stay the same for millions of years. Finally, diamonds are beautiful.

How many reasons are given? \_\_\_\_\_

Four reasons are given. The underlined words are the signal words. They show the pattern. So it is easy to understand the reasons. There is a signal word for each reason.

Signal Words	Details (reasons)
first	difficult to understand
second	useful
third	do not change
finally	beautiful

The transportation of birds and animals from India and Africa has caused many new problems for the airplanes. First, crocodiles must be given a shower daily. Second, elephants must be fed hay or sugarcane, depending upon whether they came from Africa or Asia. Also, reptiles must be kept in a temperature of 67 degrees or above. Furthermore, birds must have lighted cages. These many problems make animal transportation hazardous for the animals as well as for the plane crew.

How many problems are given? \_\_\_\_\_

Signal Words	Details (problems)
first	Crocodiles must be given a shower daily.
second	Elephants must be fed hay or sugarcane.
also	Reptiles must be kept in a temperature of 67 degree or more
furthermore	Birds must have lighted cage.

### Classification

Classification paragraphs organize the information in groups or categories. That is, related items are sorted and placed in groups, classes or categories. Normally, Classification paragraphs begin with "***There are*** ..... ***kinds/types of*** ....., " " ..... ***can be classified (divided) into*** ....., " or "***The*** ..... ***(three/four)*** ..... ***main types of*** ..... ***are*** ....."

For example,

There are three kinds of book owners. The first has all the standard sets and best-sellers –unread, untouched. (This deluded individual owns wood pulp and ink, not books.) The second has a great many books—a few of them read through, most of dipped into, but all of them as clean and shiny as the day they were bought. This person would probably like to make books his own but is restrained by a false respect for their physical appearance.) The third has a few books or many –every one of them dog-



eared and dilapidated, shaken and loosened by continual use, marked and scribbled in from front to back. (This man owns books.)

How many types of book owners? \_\_\_\_\_

In the paragraph above, three types of book owners are described. Each type is listed and explained. The items put in any order, and the arrangement does not affect the meaning of the paragraph.

### Exercise 7.1

**Directions:** Underline the signal words in each paragraph. Write the topic and the main idea. Then write the signal words and details.

#### Paragraph 1

We know many kinds of pollution. One kinds is air pollution. This usually is a problem for cities. Water pollution is another problem. It is found in rivers, lakes, and oceans. Also, pollution of the earth is sometimes a problem near farms. Finally, there is noise pollution, especially in crowded cities.

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

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

\_\_\_\_\_

Signal Words

Details

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### Paragraph 2

Computers are helpful in many ways. First, they are fast. They work with information much more quickly than a person can. Second, computers can work with lots of information at the same time. They do not forget things the way people do. Also, computers are almost always correct. They are not perfect, but they usually do not make mistakes.

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

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

\_\_\_\_\_

Signal Words

Details

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Paragraph 3

These days, it is important to know something about computers. There are a number of ways to learn. Some companies have computer classes at work. Also, most universities offer day and night courses in computer science. Another way to learn is from a book. There are many books about computers in bookstores and libraries. Or, You can learn from a friend. After a few hours of practice, you too can work with computers. You may not be an expert, but you can have fun.

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

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

\_\_\_\_\_

Signal Words

Details

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Paragraph 4

Speaking broadly, the methods available to reduce the use of guns in crimes of all sorts fall into two categories. One is reducing the ability of criminals to get firearms in the first place; and two, lowering the criminal's use of guns in committing crimes once guns have been obtained. Clearly, the issues are related. If we accomplish the first category, the second category becomes irrelevant.

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

Signal Words

Details

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Paragraph 5

Man made aromas, usually associated with such items as soap, toilet tissues, and mouth wash, are also used to sell a host of other products, ranging from shoes to used cars. Plastic footwear, for example, is often sprayed with a leather scent (a favorite smell of both men and women tannery. Similarly, newly made "antique" furniture is frequently doused with A musty odor that smells like old wood. The fake mustiness not only gives the furniture a pleasing aroma but also covers up the distinctive odor of the new wood from which the furniture is made. The "hard smell" technique has also been applied to women's clothing. In one test, stockings with a narcissus odor outsold identical stockings with fruity or sachet scents. Stockings with no odor at all ran a poor third Interestingly, many of the women who chose the scented stockings claimed they were more durable. The aroma is also used in a used-car business. Used cars are sprayed with a favorite aroma called "new car smell," which gives off the smell of fresh upholstery, new rubber, plastic, paint, and metal that characterizes a new automobile. This aroma does such wonders for sales that used-car buyers might be wiser not to inhale.

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

Signal Words

Details

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Paragraph 6

Follow this four-step method to prevent your mind from wandering while reading. First, before you attempt to read anything, look over the length of the material to see whether you have time to read it all. If not, mark a spot where you intend to stop. Second, read the title and first paragraph looking for main idea of the material. Next, read the boldface headings, if there are any, and the first sentence of each paragraph. Finally, read the last paragraph. It probably contains a summary of the main idea. These steps focus your attention on the reading material and help keep your mind from wandering as you read.

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

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

\_\_\_\_\_

Signal Words

Details

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Exercise 7.2

**Directions:** Read the paragraphs below and then answer the questions which follow each.

#### Paragraph 1

Water has several important properties that make it an ideal constituent of living things. One of these is that it remains liquid over the range of temperatures generally found on earth. In liquid form it is an excellent solvent for thousands of other substances, both organic and inorganic. Its liquid nature and great solvent power make it unexcelled as transport medium. Blood, which is 90% water, serves to transport materials throughout our body. The fact that water dissolves so many substances means that these substances can be brought together in the form of individual molecules and ions. In this form, reactions between different substances can occur quickly. Water thus serves as the medium in which almost every chemical reaction in living things takes place. Water is also a

reactant and/or product of many chemical reactions in living organisms.  
(Can you name one?)

1. What is being explained in this paragraph?
2. List the important properties of water that make it an ideal constituent of living things discussed in the paragraph above.

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### Paragraph 2

Several factors about the environment influence our behavior. First of all, temperature can influence us greatly. We seem to feel best when the temperature is in the 70s. If it is too hot or too cold, we have trouble concentrating. Have you ever tried to concentrate in a class when it was very hot? Also, lighting influences how we function. A dark lecture hall may interfere with a lecture, or a bright nightclub might spoil romantic conversation. Finally, our behavior is affected by color. Some colors make us feel peaceful, while others stimulate us. If you wanted a quiet room in which to study, for example, you would not paint it bright orange or red.

1. What is the topic of the paragraph?

2. What is the main idea?

3. How many items are listed?

4. What types of items are listed?

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### Paragraph 3

Burns are classified into three types: first-degree, second-degree, and third-degree. In first-degree burns, the damage is restricted to the epidermal layers of the skin, and symptoms are limited to local effects such as redness, tenderness, pain, and edema—the cardinal signs of inflammation. In second-degree burns, both the epidermal and dermal layers of the skin are damaged, but rapid regeneration of epithelium is still possible. Blisters containing elements of blood and lymph form on the skin surface or beneath the epidermis. Blisters beneath or within the epidermis and dermis are

destroyed. The skin surface may be charred or white , or have patches of both. It is lifeless and insensitive to touch.

1. What is being discussed in this paragraph?

2. What is the main idea of this paragraph?

3. How many items are listed?

#### Paragraph 4

Sometimes people who are intelligent in one way are not intelligent on other ways. A classic example is Albert Einstein. As a youth, the great physicist was a mediocre student and was asked to leave school. He failed his entrance examinations to the Polytechnic in Zurich, Switzerland, and had His doctoral thesis rejected at the University of Zurich. When he finally graduated he had a hard time finding a job. Even after he became world-famous Einstein was known as a remarkably impractical man. Occasionally, he was said to forget to cash checks, and use them as bookmarks instead. Yet Einstein, whose name is virtually synonymous with genius, could hardly be called unintelligent.

1. What is being discussed in this paragraph?

2. What is the main idea of this paragraph?

3. How many items are listed?

#### Paragraph 5

Foreign countries have many different laws and regulation regarding a legal abortion. Denmark, for example, has legalized abortion up to the seventeenth week of pregnancy, but under the Italian penal code, performing or consenting to an abortion is punished by two to five year imprisonment. In Switzerland, abortion is permitted when pregnancy is dangerous to the physical and mental health of the mother and when there is a reason to believe that the child will suffer birth defects. Bulgaria an Czechoslovakia limit abortions to women having valid medical or social reasons, while the

Soviet union, Romania, and Hungary permit them only with a certain number of weeks after conceptions. In Sweden, under the new Abortion Act, the woman herself can decide the question of abortion prior to the nineteenth week of pregnancy. In Israel, an abortion is a crime punishable by Five years of imprisonment—unless advance authorization makes it a legal medical act. In Germany, the Abortion Reform Bill stresses that termination of pregnancy after the first thirteen weeks is illegal and can be penalized by a fine or a prison sentence of up to three years. Although abortion is forbidden outright in Iraq, Lebanon, Syria, and Jordan, it is excused if done to preserve the family's (man's) honor

1. What is being discussed in this paragraph?

---

2. What is the main idea of this paragraph?

---

3. How many items are listed?

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### Time order

In some paragraphs, writers present their ideas in a sequence. That is, one idea follows another and relates to an event or idea that comes before. There are two kinds of time order: a *chronological* and a *sequential order*.

In a paragraph organized by a **chronological order**, the events or stages are described chronologically from what happens first to what happens last. In a paragraph with a **sequential order**, a series of steps towards a goal is described. For example,

### Chronological order

Our handwriting changes as we do, and usually reflects our mental and physical state. This can be shown in the handwriting samples of Napoleon Bonaparte. When he was a young officer, his writing showed a light pressure and fancy curlicues added to many words. When he became the terror of Europe, the pressure of his writing was heavy and the thrust of his handwriting reflect power and ambition. But from that disastrous Russian winter on, as his fortune went downhill, his handwriting grew fainter and his signature smaller and smaller. Finally, his handwriting

during the years in exile shows practically no pressure and a tiny almost illegible script reflecting the burn-out energy of his great, flaming career.

In this paragraph, the main idea is stated in the first sentence. After the main idea, it is discussed by using Napoleon's handwriting as an example. His handwriting was changed through the events in his life. The information is given in a chronological order.

### Sequential order

When milk is received at the milk plant for processing, it is first graded to examine it for abnormal odors and flavors. Next, the milk is weighed by emptying it into a tank or scales. Then, a sample of the milk is taken and tested for butterfat. After that the milk flows to a clarifier to remove foreign material and sediment that may come with the milk. The clarified milk may then be homogenized to prevent cream formation. The homogenized milk is then pasteurized to destroy all pathogenic bacteria. After that, the pasteurized milk is cooled to 50 degrees Fahrenheit or below. Finally, the cooled milk is ready for distribution.

In this paragraph, the process of producing milk is given. Eight steps are involved in the procedure, and the paragraph describes each step, starting from the first to the last step.

The following signal words are often being used

- |                |        |       |        |         |
|----------------|--------|-------|--------|---------|
| • Dates        |        |       |        |         |
| • Other words: |        |       |        |         |
| first          | next   | soon  | after  | at last |
| finally        | last   | later | before | while   |
| then           | second | since | when   | during  |
| while          | as     |       |        |         |



**Exercise 7.3**

**Directions:** Read each paragraph. Look for the signal words and underline them. Then write the topic, the signal words, and the events on the lines below.

**Paragraph 1**

Follow this four-step method to prevent your mind from wandering while reading. First, before you attempt to read anything, look over the length of the material to see whether you have time to read it all. If not, mark a spot where you intend to stop. Second, read the title and first paragraph looking for main idea of the material. Next, read the boldface headings, if there are any, and the first sentence of each paragraph. Finally, read the last paragraph. It probably contains a summary of the main idea. These steps focus your attention on the reading material and help keep your mind from wandering as you read.

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

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

\_\_\_\_\_

Signal Words

Details

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Paragraph 2**

When you start your car, you go through a step by step procedure. First, you insert the key. Second, you make sure the transmission is in neutral or park. Third, you depress the gas pedal. Fourth, you turn the key to the start position. If the engine starts within a few seconds, you then release the key to the ignition position. If the engine doesn't start, you wait ten seconds and repeat steps three through six. Finally, if the car doesn't start, you call the garage.

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

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

Signal Words

Details

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### Paragraph 3

Interviews are important, and you should prepare for them carefully. Before you go, try to find out as much as you can about the company and also the job opening. Think carefully about your qualifications in terms of this job. What could you bring to the job? Be sure to think of some questions you have about the job and the company. This shows your interest and makes a good impression on the interviewer. Finally be sure to dress appropriately and arrive 15 minutes early for the interview. Good luck!

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

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

Signal Words

Details

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### Paragraph 4

Marketing research is a major component or subsystem within a marketing information system. It is used in a very wide variety of marketing situations. Typically, in a marketing research study, the problem to be solved is first identified. Then a researcher normally conducts a situation analysis and an informal investigation. If a formal investigation is needed, The researchers decide whether to use secondary or primary sources of information. To gather primary data, the researcher may use the survey, observation, or experimental method. Normally, primary data are gathered by sampling. Then the data are analyzed, and a written report is prepared.

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

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

Signal Words

Details

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

#### Exercise 7.4

**Directions:** The following passages describe sequence of events or stages. Answer the questions which follow each.

#### Paragraph 1

At a large milk bottling plant, one machine washes the bottles. Another machine pours milk in the bottle. Before the milk is bottled, it is pasteurized. When milk is pasteurized, it is made safe to drink by killing all the harmful germs in it. The milk is heated to a certain temperature, which is hot enough to kill the harmful germs but it is less than boiling temperature. It is held at this temperature for a certain length of time. Then it is cooled rapidly. In this way the harmful germs are killed but the taste of the milk is not changed very much. It would be possible to make milk safe by boiling, but boiling changes its taste. After the milk has been cooled, it is put into large, round steel cans or into clean bottles.

1. The main idea of this paragraph is \_\_\_\_\_  
 \_\_\_\_\_
2. Lists the developments of the answer from number 1.
  - 2.1 \_\_\_\_\_
  - 2.2 \_\_\_\_\_
  - 2.3 \_\_\_\_\_
  - 2.4 \_\_\_\_\_
  - 2.5 \_\_\_\_\_

#### Paragraph 2

Deakin University takes its name from Australia's second Prime Minister, Alfred Deakin. The son of English migrants, he matriculated from Melbourne Grammar School in 1871 but as his father could not afford to support him to three years of an Arts University. For six years he supported

himself through an assortment of daytime jobs, while pursuing studies. In 1878 he was elected a Member of Parliament, and embarked on what was to be remarkable political career. Deakin avoid party politics in the 1890's to become the leader of the federal movement in Victoria, working towards a central Australian government. He was automatically chosen for a position in Australia's first Federal Cabinet. He then went onto become Prime Minister of Australia for three terms.

1. The main idea of this paragraph is \_\_\_\_\_

---

2. Lists the developments of the answer from number 1.
  - 2.1 \_\_\_\_\_
  - 2.2 \_\_\_\_\_
  - 2.3 \_\_\_\_\_
  - 2.4 \_\_\_\_\_
  - 2.5 \_\_\_\_\_

### Paragraph 3

Advertising has been around for centuries. Probably the first ads were announced by town criers or written on signs. The signs give the locations of inns and shops. Both types of ads were found in ancient Egypt, Rome, and Greece. In 1440, movable type was invented, and soon after came the first printed English ad. Hung on church doors, it advertised a prayer book. The next big event of advertising came soon after the newspaper was born in the early 1600s. A London newspaper carried the first newspaper ad. It offered a reward for the some return of some stolen horses. By the end of the 1800s, magazines became yet another place for ads. In this century, the print media gained serious competition for ads from radio and TV.

- 1.. The main idea of this paragraph is \_\_\_\_\_

---

3. Lists the developments of the answer from number 1.
  - 2.1 \_\_\_\_\_
  - 2.2 \_\_\_\_\_
  - 2.3 \_\_\_\_\_
  - 2.4 \_\_\_\_\_
  - 2.5 \_\_\_\_\_

## Paragraph 4

To massage away the tension in someone's forehead, have the person lie on his or her back on a firm surface. Then line up your index and middle fingers across both sides of the bridge of the nose. Next, slowly run your fingers up across the forehead.; press gently as you do so. Continue pressing your fingers up into the scalp until you reach the middle of the head. Then pause and repeat.

1. The main idea of this paragraph is \_\_\_\_\_
2. Lists the developments of the answer from number 1.
  - 2.1 \_\_\_\_\_
  - 2.2 \_\_\_\_\_
  - 2.3 \_\_\_\_\_
  - 2.4 \_\_\_\_\_
  - 2.5 \_\_\_\_\_

**Exercise 7.4**

**Directions:** Read the conversation and then look at the pictures below.

Number the pictures from 1 – 6 to show the events in time.

**Linda:** Steve and Rae work together. It's Tuesday morning and Steve is late.

**Linda:** It's 9.30. Isn't Steve usually here by now?

**Rae:** Usually. He's rarely late. I hope nothing is wrong.

(Steve walks in, limping with a bandaged hand.)

**Linda:** Steve! What happened to you?

**Steve:** What didn't happen to me? Everything happened to me. I sprained my ankle, burned my hand, cut my finger. What else? Oh, yes. I lost my wallet, too.

**Rae:** How? Where?

**Steve:** Well, it all started when I left work yesterday. My car was in the repair shop so I had to take the bus. You know my bus doesn't run often so when I saw the bus coming. I ran to get to the bus stop.

**Rae:** And?

**Steve:** I didn't know my shoe lace.

**Rae:** Oh, no.

**Steve:** Oh yes, I tripped on my shoelace. Luckily, I wasn't too badly hurt

just a sprained ankle-so I got up and limped to the bus.

**Linda:** That's too bad.

**Steve:** That wasn't all. When I got home, I realized that I didn't have my wallet. I think it fell out of my pocket when I tripped. What a pain! I lost my money, my credit cards, my driver's license.

**Linda:** That's a pain.

**Steve:** Then I decided to relax and make dinner. That was a mistake! I cut myself while chopping carrots and then I spilled hot tea on my hand. After that, I just decided not to do anything at all. I just went to bed.

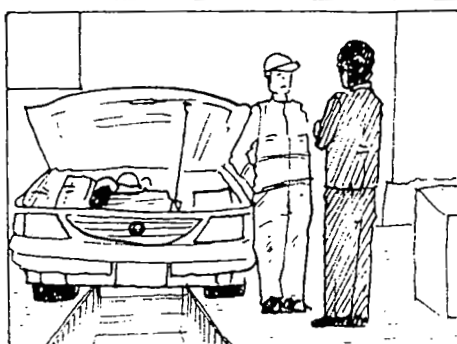
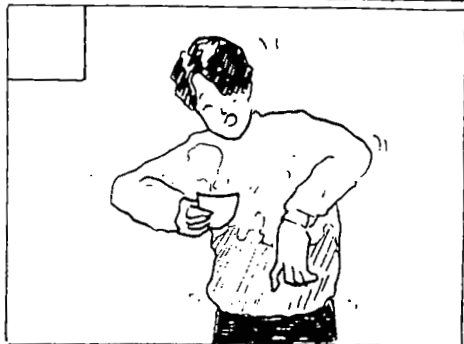
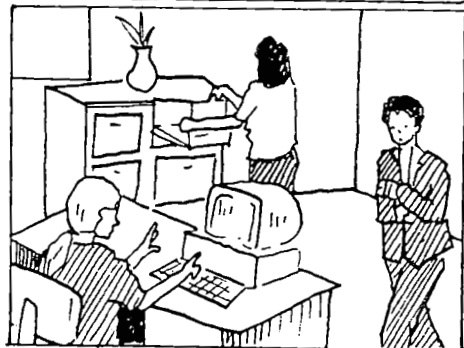
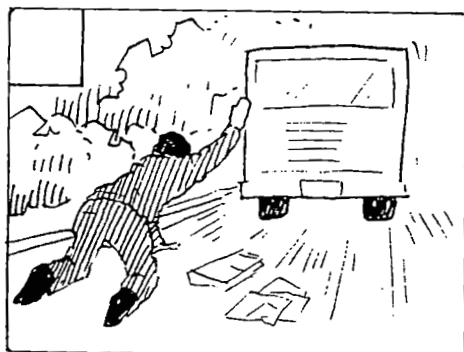
**Rae:** Why don't you just sit down and relax for a few minutes? Work can wait.

**Steve:** Thanks, I will.

**Linda:** Wait. Don't. That chair is .....

(Steve begins to sit down)

**Linda:** .....broken.



## Comparison and contrast

Comparing and contrasting items is another paragraph pattern used in writing. A writer uses this pattern to show similarities (comparison) and differences (contrast) in the topic being discussed.

The following are signal words that are often used in a comparison-contrast pattern

### a. Comparison signals

alike	also	similar
just like	equally	similarly
just as	likewise	similarities
like	resembles	in the same way
parallel	same	

### b. Contrast signals

but	different	as opposed to
differs	differently	in contrast
however	unlike	on the other hand
instead		

Read the paragraph. Underline the signal words. Answer the question below.

Lemons and limes are similar kind of fruit. Both are grown in warm places. Both have hard skins and soft insides. People do not usually eat whole lemons and limes. That is because both of these fruits have a very sour taste. The two are often used in desserts and main dishes. People make juice from lemons and also from limes. Finally, both fruits have a lot of vitamin C in them.

What is this paragraph comparing? \_\_\_\_\_

Lemons and limes are both citrus fruits, but they are quite different. First of all, the color is different. Lemons are yellow. Limes are green. The taste is different, too. Also, lemons are grown all over the world, but limes are grown in only a few places. This is because lemons are an old

kind of fruit, but limes are new. They are really a special kind of lemon. Scientists made them from lemons only about 50 years ago.

What is this paragraph comparing? \_\_\_\_\_

### Exercise 7.5

**Directions:** The following passage use the pattern of comparison and/or contrast. Answer the question after each.

#### Paragraph 1

Peter and Joe are roommates in Chicago. They both like to cook good meals and have dinner parties, but they have different ideas about what to cook. Peter likes to cook simple food. His favorite foods are steak, potatoes, and apple pie. But Joe prefers special dishes from far away places. He likes to cook Indian curries and to prepare Japanese sushi. No matter who's cooking dinner at Peter and Joe's apartment; the food is always delicious.

1. Is this paragraph comparing, contrasting, or both?  
\_\_\_\_\_
2. What two things are being compared and/or contrast?  
\_\_\_\_\_  
\_\_\_\_\_
3. What comparison and/or signal words are used in the paragraph?  
\_\_\_\_\_  
\_\_\_\_\_

#### Paragraph 2

The food in India is similar to the food in china. First of all, in both countries, rice is an important food. It is served at almost every meal in India and China. Both Indian and Chinese dishes can be spicy. They are also alike because they both use many different vegetables. In both countries, meat is not always the most important part of the meal. Finally, both countries include many different kinds of cooking. In India and China, each part of the country has its own favorite kinds of food and way of cooking.

1. Is this paragraph comparing, contrasting, or both?  
\_\_\_\_\_



2. What two things are being compared and/or contrast?

---

3. What comparison and/or signal words are used in the paragraph?

---

### Paragraph 3

There are ten million alcoholics in the United States and Canada. You might think of them as people who live in the streets or alleys, who wear ragged clothes, who beg for money to buy another drink. But that's not what most alcoholics are like. Most alcoholics live in nice houses, have families, and go to work. They are like most people. But they have an illness, a serious one that affects both them and their families.

1. Is this paragraph comparing, contrasting, or both?

2. What two things are being compared and/or contrast?

---

3. What comparison and/or signal words are used in the paragraph?

---

### Paragraph 4

Both bees and ants demonstrate how insects live in large highly organized colonies. The homes of either of these insects contain separate rooms designed for special purposes whether they be to store food or to raise the offspring. Both have queens that have no other task but that of laying eggs. The chief work of the drone bee, like that of male ant, is to mate with the young queens and then to die soon after mating. The workers of both colonies do all work, securing food, feeding their queen, and keeping the living quarters clean. From the time each bee or ant is hatched, it seems to know whether it is a worker or a queen and for which tasks it is responsible: hunting, maintaining order, or nursing the young.

1. Is this paragraph comparing, contrasting, or both?

---

2. What two things are being compared and/or contrast?

---

3. What comparison and/or signal words are used in the paragraph?

---

#### Paragraph 5

Both the lens of a camera and the lens of the human eye focus the light from an object. The camera lens is moved forward or backward until a sharp image falls exactly on the film; the lens of the eye has a muscle that changes the thickness of the lens for focus. Both pass light through a lightproof chamber. Both form an upside-down picture of the object being viewed which, in man's case, is corrected and made right side-up.

1. Is this paragraph comparing, contrasting, or both?

---

2. What two things are being compared and/or contrast?

---

3. What comparison and/or signal words are used in the paragraph?

---

#### Paragraph 6

Tornadoes and hurricanes are very similar in their make-up and in their ability to seriously damage or destroy property and life. Both are violent whirling winds, characteristically accompanied by a funnel-shaped cloud, which moves frequently and rapidly for miles. Like the hurricane, tornadoes are velocity winds blowing circularly around a low -pressure center, known as the eye. Because of the velocity of high winds, they are able to pull trees out of the ground, blow houses from their foundations; they are literally able to destroy anything that gets in their path.

1. Is this paragraph comparing, contrasting, or both?

---

2. What two things are being compared and/or contrast?

---

3. What comparison and/or signal words are used in the paragraph?

---

### Paragraph 7

Although butterflies and moth are much alike, we can often tell their differences. On the head of a butterfly there are two long antennae with a knob at the end. The antennae of a moth, on the other hand, are feathery and shorter. They are without knobs. A butterfly at rest will fold its wings together so they stand up straight from its long and slender body. In contrast, a moth at rest does not fold its wings together; the wings do not stand straight up from its body. They are left somewhat open and flat. A moth's body is heavier and rounder than a butterfly's.

1. Is this paragraph comparing, contrasting, or both?

2. What two things are being compared and/or contrast?

---

3. What comparison and/or signal words are used in the paragraph?

---

### Paragraph 8

Usually two types of buyers respond to advertising. One type rushes out to buy 50 percent of all products they are advertised. Such buyers help make advertising a highly successful, multibillion-dollar-a year industry. People of the second type think they are untouched by ad. They think that ads are silly, stupid, or not effective. This type of buyer believes that ads are aimed at "suckers" of the first type. Yet, according to the Advertising Council, 90 percent of the nation's adults who say they are immune to ads are responsible for about 90 percent of all purchases of advertised products.

1. Is this paragraph comparing, contrasting, or both?

---

2. What two things are being compared and/or contrast?

---



---

3. What is the main idea?

---



---

### Cause and Effect

When using the cause and effect writing pattern, a writer tries to show one action or a series of actions cause something to happen. You already know many causes and effects: eat too much sugar (cause) and you may get tooth cavities (effect); don't study for the test (cause) and you'll probably fail it (effect). Notice the cause and effect pattern in the following paragraph.

Smokers get what is called "hairy tongue." This is a brown or black fur-like coating on the tongue. Chemicals in cigarette smoke cause "hairy tongue." by keeping the dead cells of the tongue's surface from wearing as they normally would. The little bumps on the tongue (papillae) grow longer than normal if you smoke. Food gets caught in the papillae and causes bad breath.

Three causes and effects are described here: (1) chemicals in cigarettes causes "hairy tongue." By keeping dead cells of the tongue surface from wearing away. (2) smoking cause little bumps on the tongue (papillae) to grow longer than normal, and (3) food caught in the papillae causes bad breath.

The following are signal words often used in cause-effect pattern.

If the writer gives the cause first and the effect the second, he uses these signal words

so	can make	is a cause of
leads to	stop	results in
causes	makes	had an effect on
can help	affect	is the reason for

If the writer gives the reason first and the cause the second, he uses these signal words

is the effect of	the effect of	are caused by
because of	is caused by	is the reason for
is due to	results from	because

### Exercise 7.6

**Directions:** Read each paragraph. Write the causes and the effects on the lines below. Then write the main idea of the paragraph.

#### Paragraph 1

There are many different causes for car accidents in the United States. Sometimes accidents are caused by bad weather. Ice or snow can make roads dangerous. Accidents also can result from problems with the car. Even a small problem like a flat tire can be serious. Bad roads are another cause of accidents. Some accidents happen because the driver falls asleep. Finally, some accidents are caused by drinking too much alcohol. In fact, this is one of the most important causes of accident.

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

Causes

Effects

_____	_____
_____	_____
_____	_____
_____	_____

#### Paragraph 2

A cold winter causes serious problems on Florida farms. The farmers there grow a lot of oranges. Very cold weather can cause orange trees to die. Cold weather also results in fewer tourists. There are many hotels and vacation places in Florida. These places are in trouble if there are fewer tourists. Finally, very cold weather can cause health problems. Many people do not have heating in their homes, so they become ill from the cold.

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

Causes

Effects

_____	_____
_____	_____
_____	_____
_____	_____

### Paragraph 3

Aspirin is a simple drug. It has many useful effects. It can stop a headache or an earache. It helps take away pain in the fingers or knees. Aspirin can stop a fever if you have the flu, and it can make you feel better if you have a cold. Some doctors believe that aspirin also can result in a healthy heart. They say that some people should take an aspirin every day. For those people, aspirin may stop heart disease.

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

Causes

Effects

_____	_____
_____	_____
_____	_____
_____	_____

### Paragraph 4

In the United States, many of the poor city children have health problems. Some of the children are ill because of their diet. They do not get enough food, or they do not get healthy food. Their poor health is also caused by bad housing. Many children live in poor apartments which have no heat in the winter and little fresh air in the summer. Some of the children have poor health because they do not receive good medical care. Many poor children do not see a doctor for checkups or for shots to keep them healthy.

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

Causes

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Effects

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### Paragraph 5

If you are too fat, you may soon have serious problems with your health. A group of doctors wrote a report about some of the effects of too much fat. One important effect is stress on the heart. If you are fat, your heart has to work harder. This may lead to a heart attack or to other heart problems. Extra fat can also change the amount of sugar in your blood. This can cause serious diseases, such as diabetes. High blood pressure is another possible result of being fat. Even cancer can sometimes be a result. More studies are needed about all these problems, but one thing is clear: Extra fat may make your life shorter.

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

Causes

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Effects

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### Paragraph 6

The automobile began to be used as a means of transportation in the early 1900s. This resulted in the building of many hard-surfaced roads. This, in turn, encouraged more and more people to purchase and use automobiles. As mechanical expertise increased, users drove considerable distances. In those days, a trip of 500 miles was a considerable distance. Perhaps our present problems of air pollution would not be as severe if the automobile had not been so enthusiastically received.

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

Causes

Effects

_____	_____
_____	_____
_____	_____
_____	_____

### Exercise 7.7

**Directions:** Answer the questions following each of the paragraphs below.

#### Paragraph 1

Tight neckties and collars hurt vision. This is the conclusion of some researchers at a university textiles and clothing department. They suspected that tight ties and collars could harm sight by cutting down the blood supply to the retina. So they gave eye tests to men wearing both loose and tight ties and collars. The test showed their suspicions were correct—men could see better with loose ties.

1. What are the two causes described in this paragraph?
  - 1.1 \_\_\_\_\_
  - 1.2 \_\_\_\_\_
2. What is the one effect described in this paragraph?
 

\_\_\_\_\_

#### Paragraph 2

Vitamin C is essential to good vision. Lack of this vitamin results in hemorrhages within the eyes. With any of these conditions there may also be a loss of appetite, easy fatigue, and emotional disturbances. A person may find himself becoming nervous for no good reason at all. The tongue becomes dry, and cracks may occur at the corners of the mouth. The tissues of the body seem dry out through lack of proper nutrition. A well-balanced diet, rich in natural vitamins, will relieve most of these conditions promptly.

1. What is the main idea of the paragraph?
 

\_\_\_\_\_
2. What is the one cause described in this paragraph?
 

\_\_\_\_\_



3. What is the one effect described in this paragraph?

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### Paragraph 3

Skin cancer is becoming more prevalent. One reason is that some people still believe a “healthy” tan means a healthy body. Another key reason is the much-discussed and debated reduction of the ozone layer in our atmosphere. As a result, ultraviolet radiation in sunlight has increased over the past ten years. This increased is expected to lead to greater increase in cases if skin cancer. In fact, it is estimated that 12 million Americans will develop skin cancer over the next 50 years as a result of ozone depletion, resulting in 200,000 or more deaths. So play it safe. If you must be in the sun, use sunscreens rated SPF 15 or better.

1. How many reasons or causes are given for the rise in skin cancer?

---



---

2. What effect does the loss of the ozone layer have on sunlight?

---

3. What are possible effects of ozone depletion on skin cancer?

---

4. What key words are used to signal cause and effect statements?

---

5. What is the main idea of the paragraph?

---

### Definition and Example

In the definition pattern, the writer’s purpose is to explain the meaning of an important term or concept he or she is introducing. The mere fact that the writer takes an entire paragraph to explain a term’s meaning tells you that it is important word or concept. In every academic subject there will be certain key terms and concepts that you will be expected to know. Often, when writers define a word or term, they use examples to help clarify a

meaning. Usually the definition will appear first. Then one or more examples may be used to help make the definition more clear.

#### Definition signal words

means	is defined as	is
refers to	the term	

Examples are often introduced by transitions like the following:

for example	such as	one
for instance	to be specific	specifically
including	to illustrate	as an illustration

Look at the simple definitions of pruning, guava, and gravity

**Pruning** is the practice of trimming ends branches and stems to make a plant or tree grow better.

**Guava** is a round yellow tropical fruit with pink or white flesh and hard seed.

**Gravity** is the force which causes things to fall to the ground when you drop them and remain on the ground instead of floating in the air.

Generally, a basic definition consists of three parts: *term* to be defined, *category* (class, genus) to which the term belongs, and *specific details* which differentiates it from other terms in the category. For example,

<u>Term</u>	<u>Category</u>	<u>Specific Detail</u>
Democracy	a system of government	in which people choose their ruler by voting for them in election.
Acupuncture	the treatment of illness or pain	by sticking the ends of the needles into a person's body at particular places.

<b>Term</b>	<b><u>Category</u></b>	<b><u>Specific Detail</u></b>
Herbivores	animals	which feed on plants

Read the paragraph to learn how the writer defines humanities. An the answer the questions.

Today we think of the humanities as a loosely defined group of cultural subject areas rather than as scientific, technical, or even socially oriented subjects. Thus, by the term *humanities* we generally mean art, literature, and the theater -- areas in which human values and individual expressiveness are celebrated.

1. What term is being defined?

---

2. Which sentence gives the definition?

---

In the paragraph above, the term humanities is defined in the last sentence.

### Exercise 7.8

**Directions:** The following passages each include a definition and one or more examples. In the spaces provided write the number of the definition sentence.

#### Paragraph 1

An inference is an assumption about the unknown made on the basis of the known. In other words, is an educated guess. For example, if a woman smiles when we see a man whisper something in her ear, we can infer or assume that she is pleased or amused. Because smiles generally mean pleasure and frowns mean displeasure, we can infer that she is pleased.

1. What term is being defined?

---

2. Which sentence is the definition?

---

3. What examples are used to clarify the term?

---



---



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### Paragraph 2

A word frequently has two meanings: a denotative meaning and a connotative meaning. The denotative meaning of a word is its most direct or literal meaning as found in the dictionary. What the word suggested or implies to someone beyond the literal definition is its connotative meaning. The word politician, for example, literally means one who is skilled in administration of government . But for some, the word connotes someone who lies, schemes, and cheats for self gain.

1. What term is being defined?

---

2. Which sentence is the definition?

---

3. What examples are used to clarify the term?

---



---



---

### Paragraph 3

Some people talk as though the American dream is something everyone is entitled to without having to work for it. Let us get this American dream business-- and business it now seems to be—straight. The word dream is not a synonym for reality or promise. It is closer to do with gaining material possessions. It simply meant having choices, new beginnings, and opportunities to reach one's goal.

1. What term is being defined?

---

2. Which sentence is the definition?

---

3. What examples are used to clarify the term?

---



---



---

#### Paragraph 4

Chronic suicide is the attempt to escape stress by using means that in the long run are fatal. This contrasts with the more well-known type of suicide in which people attempt to end their lives immediately. Alcoholism and drug abuse are the most common forms of chronic suicide. They each eventually cause enough damage to the body to cause death.

1. What term is being defined?

---

2. Which sentence is the definition?

---

3. What examples are used to clarify the term?

---



---



---

#### Paragraph 5

Bonsai is a method of cultivating miniature trees. Such trees are trained to grow in artistic shapes and to look like century-old trees. They are often called bonsai trees. Many kinds of trees can be grown as bonsai, including beech, birch, pine, sweet gum, ample, and cherry. Bonsai trees can be raised from cuttings, shoots, and seeds. The trees are pruned, water, and planted in special soil in small pots. The art of bonsai is believed to have originated in China. The Japanese adopted it about A.D.1000.

1. What term is being defined?

---

2. List the details that are used to explain the term?

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## Recognizing Writing Patterns by Topic Sentence

### Exercise 7.9

**Directions:** Read the topic sentence below and choose the writing pattern you think will best support the main idea. Then write the letter in front of the writing pattern on the line provided.

- a. Enumeration or Simple Listing
- b. Time Order
- c. Comparison and / or Contrast
- d. Cause and Effect
- e. Definition and Example

1. However, the diesel is different from the gasoline engine in certain ways.
2. Events leading to alcohol abuse in the United States took place in the eighteenth century.
3. Drunk drivers are dangerous; they pose a serious threat to themselves as well as to others.
4. Recent studies indicate that male and female babies act very differently after only a few months of life.
5. Hysterical amnesia is an amnesia for which there is no apparent physical cause.
6. The liberal arts degree offers at least three major advantages for those graduates planning to go into business.
7. You must learn the three basic ingredients that make up a good essay.
8. To fully understand what they are discussing, we must examine the word reclus.
9. Managing study time is a big problem with many students. Here are some hints that may help.
10. One of the many proven dangers of smoking is lung cancer.

## บทที่ 8

## Inferences

## ความมุ่งหมายของบทเรียน

1. รู้จักและเข้าใจการตีความ
2. รู้จักและอธิบายลักษณะคำถามที่ถามในการตีความ
3. นำความรู้ไปใช้ในการอ่านโดยใช้กลวิธีการตีความ
4. สามารถตอบคำถามในการตีความได้

## เนื้อหาของบทเรียน

1. การฝึกการตีความแบบง่าย
2. การฝึกการตีความจากรูปภาพ
3. การฝึกการตีความจากบทเพลง
4. การศึกษาความหมายของการตีความ

## สื่อการสอน

1. เอกสารคำสอน
2. แผ่นใส
3. รูปภาพ

## การวัดผลและการประเมินผล

1. ทำแบบฝึกหัดที่กำหนดให้
2. การตอบคำถามและการร่วมกิจกรรมในห้อง

## LESSON 8 INFERENCE

The word infer and imply are often confused. To imply is to hint at something, to suggest or express indirectly. To infer is to draw a conclusion- an inference-from what someone said. Morton S. Freeman says, "An implier is a pitcher, an inferrer, a catcher. A speaker implies; the audience infers. A person may imply that you are wrong. Or you may infer by reasoning, that the person thinks you're wrong." When reading, the writer is the pitcher (the implier); you are the catcher (the inferrer).

Implying and inferring can be explained by looking at the cartoon below.



BACK TO SCHOOL WARDROBE FOR FACULTY

What is the cartoonist implying?

What inference or inferences do you draw from the cartoon?

The caption under cartoon is "Back to School Wardrobe for Faculty." By portraying a teacher dressed in body armor and wearing some type of radio or telephone transmitter, the cartoonist implies that teaching in high school is dangerous. The comment made to other, more traditionally dressed teacher implies he expects teaching will be a "battle zone" of sort. We can infer that teaching high school has become more dangerous than in the past, that a teacher needs more than a briefcase and a coffee thermos to survive teaching today's high school students.



An implication is a suggestion, a hint at something without saying it directly. An inference is an educated guess, a conclusion, or an opinion made from reasoning based on known facts or events. The act of drawing reasonable conclusions from hints or clues is called inferring. We make inferences all the time. If we see someone crying, we might infer that person is unhappy. If a friend frowns when we ask to borrow her car, we can infer that she doesn't like the idea. These are educated guesses based on what we associate with crying and frown.

Of course, we might be wrong. The person crying may be crying for joy. The frown may just be a thoughtful reaction.

### Exercise 8.1

**Direction:** Answer these questions that are riddles about places.

1. It's a building.  
It's for children.  
Some adults are there, too.  
The children are studying.  
The adults are teaching.  
What is it? \_\_\_\_\_
  
2. It's outside in the yard.  
It's small.  
It has a door but no windows.  
Something lives there.  
Cats do not like to go near it/  
What is it? \_\_\_\_\_
  
3. It's in a building.  
There are lots of tables.  
Some people are eating.  
Some people are cooking.  
Some people are bringing food to the table.  
What is it? \_\_\_\_\_
  
4. It's a building.  
People sit and work there.  
Other people stand and wait.  
Some want to get money.  
Some want to give money.  
What is it? \_\_\_\_\_

5. It's not a building.  
 It has trees and sometimes has flowers.  
 Children like to play there.  
 Dogs like to run there.  
 People like to go jogging there.  
 What is it? \_\_\_\_\_

### Exercise 8. 2

**Directions:** Answer these questions that are riddles about jobs.

1. He sees lots of children.  
 Some children are sick.  
 He helps them get well.  
 He listens to the father and mother.  
 He tells them what to do.  
 What is his job? \_\_\_\_\_
2. She goes to different places around the world.  
 Sometimes there are wars. Sometimes people are dying.  
 She talks to the people in these places.  
 Then she tells their stories to the people on television.  
 Many people watch her in the evening.  
 What is his job? \_\_\_\_\_
3. He works in a tall building.  
 His office is on the top.  
 He has meetings in the restaurants.  
 He makes telephone calls in his car.  
 He has an airplane, too.  
 What is his job? \_\_\_\_\_
4. Sometimes she sits at a desk.  
 Sometimes she walks through the store.  
 She helps other people at work.  
 She answers some people's questions.  
 She wants lots of people in the store.  
 What is his job? \_\_\_\_\_

5. She is very big.  
 She moves around the city.  
 She goes to the same places everyday.  
 She sees many different people.  
 They pay to go with her.  
 What is his job? \_\_\_\_\_

### Exercise 8. 3

**Directions:** Make inferences from the relic of the song and answer the questions.

Strumming my pain with his fingers  
 Singing my life with his words  
 Killing me softly with his song  
 Killing me softly with his song  
 Telling my whole life with his words  
 Killing me softly with his song  
     I heard he sang a good song  
     I heard he had a style  
     And so I came to see him  
     And listened for a while  
     And there he was this young boy  
     A stranger to my eyes  
 I felt all flushed with fever  
 Embarrassed by the crowd  
 I felt he found my letters  
 And read each one out loud  
 I prayed that he would finish  
 But he just kept right on  
     He sang as if he knew me  
     In all my dark despair  
     And then he looked right through me  
     As if I wasn't there  
     And he just kept on singing  
     Singing clear and strong

1. We can infer from the passage that "he" is \_\_\_\_\_  
 a. a good boy                      b. a good listener  
 c. a good singer                    d. a good player

3. It is implied in the passage that \_\_\_\_\_ .
- the woman's heart was broken
  - the singer killed the woman
  - the woman and the singer knew each other very well
  - the woman would die after listening to the song
4. According to the passage, the woman felt \_\_\_\_\_ .
- confused
  - jealous
  - fearful
  - sad
5. Where did the story happen?
- at a department store
  - at a theater
  - at a discotheque
  - at a nightclub

Making inferences is the way of guessing, however you have some information and you guess from the information. It is a second level of reading that you have to do with the writer's feelings and opinions. In this way you cannot find the answers or the information you want by pointing to the words from the passage.

Compare these two reading techniques.

Scanning: Is the singer young?

Yes.

(You can answer by pointing to the word 'young'.)

Making Inference: Which statement is not true about the passage?

The singer had read the woman's letters before singing.

(You have to understand not what is exactly written, but what is hidden by the writer)

Notice: The writer implies by his words and the reader infers from what he reads.

Examples of question about making inference:

- What does the writer imply in the first paragraph?
- It is implied in the paragraph that \_\_\_\_\_ .
- It can be inferred from the passage that \_\_\_\_\_ .
- It is most likely that \_\_\_\_\_ .
- The writer probably thinks \_\_\_\_\_ .
- The writer's opinion is \_\_\_\_\_ .
- Which statement is not true about the passage?
- Which statement is true about the passage?
- According to the story, \_\_\_\_\_ .

**Exercise 8. 4**

**Directions:** Make inferences from this part of a story. Read and answer the questions.

The sun is going down. Jonas cannot find the road. He listens to the river and stays near it.

What is that? Jonas hears something. He listens. A man is near. A man is calling. A man wants help!

“Where are you?” Jonas calls.

“Here! Come here! Help me!” the man answers.

Jonas looks behind a big stone. “Harry!” he says. “What are you doing here?”

“I’m running from Bernie and Pete. “Harry says. “But my leg is bad. I can’t go on. Bernie and Pete are looking for me. They’re angry. There isn’t any gold in this river.”

“What?” Jonas says. “But you ..... in the bar.....”

“It’s not in the water, Harry says, It’s here. Look.” He brings out the bags of gold.

1. Where are these people?

2. What is Harry doing?

3. Why are Bernie and Pete angry?

4. What did Harry say in the bar?

**Exercise 8.5**

**Directions:** Make inferences and choose the best answer.

1. Which one do you think is the best examination?

- an examination that is not difficult enough
- an examination that is not too difficult and not too easy
- an examination that asks questions clearly and the answers are multiple choices

2. Which one do you think is the best student?
  - a. a student talking to friends about TV show
  - b. a student with earphones listening to music
  - c. a student collating information on a computer printout
3. Which person is the best salesman?
  - a. a man who can sell high quality goods
  - b. a man who can sell many things by himself
  - c. a man who can sell things that the clients don't want
4. What kind of food do you think rich in Vitamin C?
  - a. a crunchy yellow fruit
  - b. a sour yellow fruit
  - c. a sweet yellow fresh fruit
5. Who do you think earns the most dollars?
  - a. a businessman in jeans and a T- shirt
  - b. a businessman in a pale brown uniform
  - c. a businessman in a dark suit, white shirt and tie

### Exercise 8.6

**Directions:** Complete the following statements by drawing inferences from what is known in each case.

1. We may infer from the way the man threw his food on the floor and refused to pay the bill that he was \_\_\_\_\_
2. We may infer from a woman's grease-stained hands and fingernails that she probably has been \_\_\_\_\_
3. We can infer from the smile on the girl's face as she reads a letter that she is \_\_\_\_\_
4. We may infer from a police car's flashing lights and siren close behind us that \_\_\_\_\_
5. We may infer from flying vultures that something near their circle of flight \_\_\_\_\_

### Exercise 8.7

**Directions:** Make inferences from the pictures and the dialogues and choose the best answer.



1



2



3



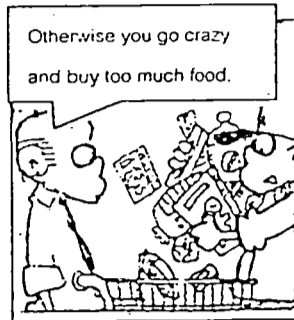
4

1. In frame 1, Calvin's mother wants him to \_\_\_\_\_
  - a. stay in bed
  - b. move the bed
  - c. get out of bed
  - d. make the bed
2. When Calvin's mother says, "Let's move" in frame 2, she means \_\_\_\_\_
  - a. Calvin should get up and go to school
  - b. the family should buy a new house
  - c. She and Calvin should go downstairs
  - d. She will take Calvin to school
3. Calvin refuses to do what his mother asks because he \_\_\_\_\_
  - a. doesn't have enough information
  - b. really doesn't want to do it
  - c. is not feeling well enough to do it
  - d. is not sure if he wants to do it
4. In frame 3, Calvin's mother feels \_\_\_\_\_
  - a. excited
  - b. relaxed
  - c. surprised
  - d. annoyed
5. In frame 3, Calvin is \_\_\_\_\_ his mother.
  - a. talking back to
  - b. explaining something to
  - c. informing
  - d. persuading
6. What most likely happens between frame 3 and frame 4?
  - a. His mother pulls him out of bed by the ear.
  - b. His mother leaves him to sleep some more.
  - c. His mother brings his breakfast in bed.
  - d. His mother gives him a big hug.

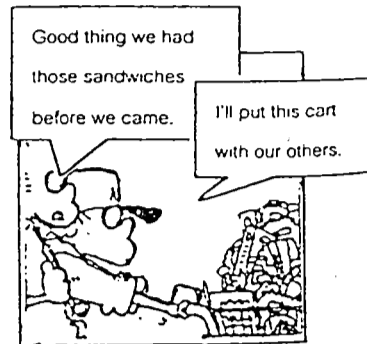
7. In the last frame, Calvin's probably \_\_\_\_\_
- a. walking to school      b. waiting for the bus  
c. blaming himself      d. returning home
8. The best word to describe Calvin's feeling in frame 4 is \_\_\_\_\_
- a. fearful      b. relaxed  
c. upset      d. energetic
9. Calvin obeys his mother in the end because \_\_\_\_\_
- a. she called him three times  
b. he can do what he wants to  
c. she praises him  
d. he is forced to



1



2



3

10. They are in a \_\_\_\_\_
- a. supermarket      b. cafeteria  
c. restaurant      d. theater
11. The phrase "on an empty stomach" in frame 1 means \_\_\_\_\_
- a. with nothing in your shopping  
b. when you're hungry  
c. without money  
d. if you've just eaten
12. What can be implied?
- a. They haven't eaten yet.  
b. They bought a lot.  
c. They disagreed with each other.  
d. They are wise shoppers.



13. The word "Otherwise" in frame 2 means \_\_\_\_\_.
- a. If so      b. Like wise      c. Even though      d. Whenever
14. In frame 3, the word "others" refers to other \_\_\_\_\_.
- a. shops      b. carts      c. sandwiches      d. collection

### Exercise 8.8

**Directions:** Make inferences from the passage and choose the best answer.

#### Paragraph 1

The biggest common last name in the English speaking world is Smith, which was taken from the job of working metals. A silversmith, for example, is someone who works with the metal silver. Historical records indicate that the use of this last name is at least 700 hundred years old. Today, there are more than 3.3 million Smiths living in the United States and perhaps another million Smiths living in other English-speaking countries worldwide.

1. It can be inferred from the passage that family names \_\_\_\_\_.

  - a. were short names
  - b. could be taken from the job
  - c. had little or no meaning
  - d. were always taken from the are where a family lived

  
2. Which of the following is implied about the Smith family name?

  - a. It existed 600 years old.
  - b. It didn't exist 500 years old.
  - c. It is definitely not more than 700 years old.
  - d. It is definitely not more than 700 years old.

  
3. In England there are probably \_\_\_\_\_.

  - a. fewer than a million Smiths
  - b. more than a million Smiths
  - c. No families with the name of Smith
  - d. More Smiths than there are in the United States

### Paragraph 2

The Sears Tower is the tallest building in the world, with more than a hundred stories. It is located in Chicago, whose nickname is Wendy City. The combination of a very tall building in a city with such weather conditions leads to a lot of swaying in a breeze.

On a windy day, the top of the building can move back and forth as much as three feet every second. The inside doors at the top of the building open and close, and water in sinks sloshes back and forth

4. The Empire State Building in New York City is probably \_\_\_\_\_
  - a. as tall as the Sears Tower
  - b. shorter than the Sears Tower
  - c. taller than the Sears Tower
  - d. the highest building in the United States
5. It can be inferred from the passage that in Chicago \_\_\_\_\_
  - a. has moderate weather
  - b. is generally warm
  - c. has humid weather
  - d. usually has a lot of wind
6. It is implied in the passage that upper-level doors in the Sears Tower open and close because \_\_\_\_\_
  - a. the building was poorly constructed
  - b. people go in and out so often
  - c. the building moves in the wind
  - d. there is water in the sinks

### Exercise 8.9

**Directions:** Read the passage from "Project Omega," a story by Elaine O'Reilly. Try to infer the answers to the question below.

"My name's Julia Baker. You saved my life."

"Oh, I do that kind of thing when I get the chance," laughed the young man. I'm Edward West."

"Well, how can I thank you, Edward? Why don't you come in and have some coffee? I think I need a cup too, after that."

They went into the apartment. Clara brought them two cups of coffee—very good Italian coffee.

"The elevator, Julia said. "It wasn't there."

"I know."

"But you were there. Was that by chance?"

"Edward looked at her. She saw that he was thinking.

"Yes," he said slowly. "I think it was."

"I think they broke the elevator door."

"Yes. That's clear."

"You don't think it was an accident?"

"No, I don't think so."

Julia drank the hot, sweet, black coffee. When she put the cup down, she began to cry. For the first time in her eighteen years of life, she knew she needed a friend. She knew it was because she was with this young man—this young man with the clear, friendly eyes.

"It's all right," he said. "You're safe now."

"No, I'm not," Julia answered. "I'm in terrible danger. And she told him the story—every part of it, from her father's disappearance to Miss Harper's telephone call. She told him about Project Omega.

1. When does the story take place? \_\_\_\_\_
2. Where are these people? \_\_\_\_\_
3. What happened before the passage in the story? \_\_\_\_\_
4. What do you think will happen? \_\_\_\_\_
5. What kind of story is the passage from? \_\_\_\_\_

### Exercise 8.10

**Directions:** Read the following diary pages written by a man whose wife decided to have a face-lift. (a form of cosmetic surgery that makes people look younger.) Then answer the questions.

*Monday, April 4*

*Susan came home today with some surprising news. She wants to get a face-lift! She says she feels too young on the inside to look like a tired old grandma. (I thought coloring her hair made enough of a difference, but no, she wants a whole new face.) I told her that we have to meet with the doctor first. I don't want her to go into the surgery without knowing the dangers.*

*Tuesday, April 12*

*Today we sat down talked it over with a surgeon. It's simple. The doctor cut open the skin around the face, then lifts the skin up and pulls it back. He cuts off the extra skin and there you are, then years younger. I watched Susan carefully while the doctor was explaining all this, and it didn't seem to bother her. I asked about the pain, and the doctor said not to expect any during surgery because of the painkiller that he'll use. It seems like doctors have all kinds of pain-killing medicine these days. After the surgery, the doctor said there might be four or five days of "discomfort." That's what he called it. I notice that he doesn't use the word "pain."*

*Thursday, April 14*

*Susan and I stayed up late last night making our decision. We're going to do it. I told her that it doesn't matter to me at all. I love her no matter what. (Also, I don't want her to expect some fantastic change in our marriage just because she looks younger.) The doctor mentioned that, too. He said it's important not to expect too much from the surgery. Susan will look younger-that's all. It's not going to bring her instant happiness. Susan understands this. She just wants to look as young as she feels. And I wouldn't mind having a wife who looks a little younger. Who would? I just hope she won't find a younger man. Maybe I should ask the doctor if he can do anything about my bald head.*

*Wednesday, April 20*

*Susan had a medical interview today. The doctor wanted to know about her lifestyle. Susan was so glad she finally quit smoking because she could tell the doc that she's "smoke-free" and feeling good. Plus, she's more or less at her ideal weight. The doctor wanted to know how she felt about her face looking pretty bad after surgery. She told him, "Look, I've had five kids. Do you think a funny-looking face is going to scare me?" The doctor laughed and said she's in good shape physically and mentally, and I agree. Two weeks from today-that's how long we have to wait. I'm starting to wonder what she's going to look like.*

1. Do you think Susan and her husband have a good relationship. Why or why not?

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2. What kind of person do you think Susan is?

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3. Why do you think the doctor use the word discomfort instead of pain?

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4. How will Susan avoid pain during the surgery?

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5. Write three or four sentences that might appear in Susan's diary before or after her surgery.

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### Exercise 8.11

**Directions:** Read the story below and then do the exercises given.

#### *It's OK to Be different*

#### *Stop Making Fun of my disabilities*

1. Why me? I often ask myself. Why did I have to be the one? Why did I get picked to be different? Why are people mean to me and always treating me differently? These are the kinds of questions that I used to ask myself. It took more than ten years for me to find the answers and to realize that I'm not more different than anyone else.

2. I was born on June 29, 1978. Along with me came my twin sister, Stephanie. She was born with no birth defects, but I was born with cerebral palsy. For me, CP made it so I shake a little; when my sister began to walk, I couldn't. The doctors knew it was a minor case of cerebral palsy. But They didn't know if I'd ever walk straight or do things that other kids my age could do.

3. At first my disability did not bother me, because when you're toddler, you do things that are really easy. When it took me a little longer to play yard games, because I couldn't run that well, my friends just thought I was slow. My disability was noticed when other children was learning how to write and I couldn't. Kids I thought were my friends started to stay away from me because they said I was different. Classmates began commenting on my speech. They said I talked very weird. Every time someone was mean to me, I would start to cry and I would always blame myself for being different.

4. People thought I was stupid because it was hard to me to write my own name. So when I was the only one in the class to use the typewriter, I began to feel I was different. It was worse when the third graders moved on to fourth grade and I had to stay behind. I got held back because the teachers thought I'd be unable to type fast enough to keep up. Kids told me that I was a lie and the reason I got held back because I was retard. It really hurt to be teased by those I thought were my friends.

5. After putting up with everyone making fun of me and my crying about it, I started sticking up for myself when I was ten, in fourth grade. I realized if I wanted them to stop, I would have to be the person who made them stop. I finally found out who my real friends were, and I tried to ignore the ones who were mean. Instead of constantly thinking about the things I couldn't do, I tried to think about the things I could do, and it helps others, and myself, understood who I really was. When there was something I couldn't do, such as play Pictionary, I sat and I watched or I would go find something else to do. A few people still called me names and made fun of me, but after a while, when they saw they didn't get a reaction, they quit, because it wasn't fun anymore. What they didn't know was that it did still hurt me. It hurt me a lot more than they could imagine.

6. It took a lot of willpower on my part and a lot of love from family and friends to get where I am today. I learned that no one was to blame for my disability. I realize that I can do things and I can do them very well. At sixteen, I believe I've learned more than many people will learn in their whole lives. I have worked out that some people are just mean because they're afraid of being nice. They try to prove themselves and others that they are cool, but, sooner or later, they're going to wish they hadn't said some of those hurtful things. A lot of people will go through life being mean to those with disabilities because they don't know how to act or what to say to them-they feel awkward with someone who 's different.

7. Parents need to teach their children that it's all right to be different and it's all right to be friends with those who are. Some think that the disabled person should be treated like little kids for the rest of their lives. They presume we don't need love and friends, but our needs are the same as every other human being's.

8. There are times when I wished I hadn't been born with cerebral palsy, but crying about it isn't going to do me any good. I can only live once, so I want to live the best I can. I'm glad I learned who I am and what I'm capable of doing. I'm happy with who I am. Nobody else could be the Angela Marie Erickson who is writing this. I could never be, or ever want to be, anyone else.

A. Read the statement and decide whether if it is true or false. Cross T or F.

1. T F Cerebral palsy affected Angie's ability to think. She wasn't as smart as the children in her class.
2. T F Angie had problems making friends. Other children laughed at her and were mean to her because she was different.
3. T F Angie had a serious case of cerebral palsy.
4. T F Her disability first became a real problem for her in school.
5. T F She didn't pass to fourth grade because she wasn't smart enough.
6. T F Angie learned that if she didn't react, kids stopped making fun of her.
7. T F According to Angie, one reason people are mean to others with disabilities is that they don't feel comfortable with someone who is different.
8. T F Angie thinks disabled people have different emotional needs from other people.

B. Read the following questions. Choose the best answer.

1. Which was **NOT** the result from Angie's disability?
  - a. She shook a little.
  - b. She couldn't walk or run very well.
  - c. She couldn't talk at all.
  - d. She couldn't write easily.

2. Kids teased and making fun of Angie. What was **NOT** the result of it?
  - a. She talked to the teacher about them.
  - b. She cried.
  - c. She felt hurt.
  - d. She blamed herself for her problems.
3. Angie was the only child in class to use a typewriter. What was **NOT** the result of this?
  - a. She felt different.
  - b. She was held back in the third grade.
  - c. She could write faster on her typewriter.
4. Angie's life was not easy. As a result she learned things. What did her difficulties **NOT** taught her?
  - a. That to stop the teasing she had to ignore the mean kids.
  - b. That she could do anything she wanted.
  - c. Who her real friends were.
  - d. That she could focus on what she could do and not what she couldn't do.

### Exercise 8.12

**Directions:** Write the appropriate words in the sentences. Use the words in the box.

important    information    understand    guessing
--

What is an inference? It's a way of \_\_\_\_\_.

When you make an inference, you have some \_\_\_\_\_ and you guess more things from that information.

Making inference is \_\_\_\_\_ when you read. It can often help you \_\_\_\_\_ what you are reading. Good readers, in fact, make inferences all the time.



# 176675

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