

TASK BASED LEARNING and ENGLISH LANGUAGE TEACHING

By NOER DODDY IRMAWATI

CHAPTER 1

TASK BASED LEARNING (TBL)

Task Based Learning Method was used in the previous research because TBL could make the students active in using English to finish the tasks given by the lecturer. TBL Method could make the students diligent in sharing ideas and thoughts clearly. Through TBL Method, tasks were presented clearly and effectively. It has close relationship and connection with lesson plan which was arranged with much attention to the needs of students (Irmawati, 2009: 9).

Mark McKinnon and Nicky Rigby (2005) said that

“Task-based learning offers the students an opportunity to do exactly this. The primary focus of classroom activity is the task and language is the instrument which the students use to complete it. The task is an activity in which students use language to achieve a specific outcome. The activity reflects real life and learner’s focus on meaning; they are free to use any language they want”. (<http://www.onestopenglish.com/taskbased.htm/par.1>).

Task itself means: *a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right* (Nunan, 1989a:10).

Further, Krashen (2005) said that:

in the task-based lessons included below our aim is to create a need to learn and use language. The tasks will generate their own language and create an opportunity for language acquisition. If we can take the focus away from form and structures we can develop our students’ ability to do things in English. That is not to say that there will be no attention paid to accuracy, work on language is included in each task and feedback and language focus have their places in the lesson plans. (<http://www.onestopenglish.com/taskbased.htm/par.2>).

So that, by using TBL, language input can become more intensive, complete, and detailed. The concentration of learning English is in the communication through the interaction in order to reach the target language. The terms of TBL method is to give an opportunity of learning the language and at the same time focusing on the learning process itself.

In terms of learning English using TBL method follows the principle that the meaningfulness of the learning will be able to thrive if what is learned is relevant to what students need. Experience

what students had in learning is very important and closely related in contributing to successful learning in the classroom (Irmawati, 2009: 10).

By using TBL the students actively involved in learning English. Students must complete the tasks given by the lecturer, both individually and in groups. By liveliness and intensive use of the existing languages of the lines connecting the link between language learning with the use of language which is expected to raise the academic reading achievement of English language of the students, especially the Reading Academic Achievement.

David Nunan in the result of his research in 2000, had already used TBL in teaching English to his 40 students of University of Hongkong. The using of task in English teaching can improve the ability of the students significantly toward reading, listening, speaking, and writing abilities that involved in English skills. Nunan (2004: 3, 9) said:

“A pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intension is to convey meaning rather than to manipulate form. The task can develop skills and strategies for using language to communicate meaning as effectively as possible in concrete situations. It can improve the ability of the students in comprehending as high a degree as possible of linguistic competence”. It was also mentioned in Irmawati (2009: 15).

In the writer’s result of research report (2009: 45-50) the definition of Task Based Learning (TBL) had been discussed. TBL is based on learning the task (task-based learning) is a learning model that has the following five characteristics: (1) an emphasis on learning to communicate through interaction in the target language, (2) use of teaching materials are authentic, (3) providing the opportunity for students to focus their attention on both the language and the learning process itself, (4) the expansion of the student’s personal experience as an important element that supports learning in the classroom, and (5) attempt to link learning in the classroom and language activities outside the classroom (Nunan, 2004: 1).

The task in TBL can be divided into two, the first is the task of the target (the target tasks), which are assumed that the duties is performed by the students outside the classroom such as giving informations to others. The second is a pedagogical task, for example, the tasks that make up the core activities in the classroom. The task of this second type includes a series of tasks designed to teach students so that they can achieve the target tasks (Nunan, 2004: 2).

According to Long (1985a: 89) task in the task based learning is:

“a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, taking a hotel reservation, writing a cheque, finding a street destination and helping someone across a road. In other words, by ‘task’ is meant the hundred and one things people do in everyday life, at work, at play, and in between”.

This definition is only right if the task is given in an activity in the classroom, not outside the class.

Meanwhile, Richards, Platt, and Weber (1986: 289) suggest that task in the task based learning is:

“An activity or action, which is carried out as the result of processing or understanding language (i.e. as a response). For example: drawing a map while listening to a tape, listening to an instruction and performing a command may be referred to as tasks. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task”.

Task here relates to the task of learning a language or what should be done by students in the classroom. Any task or activity followed by activities to produce outputs (outcomes) or product.

Breen (1987: 23) said that *task based learning* is:

“... any structured language learning endeavor which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task, ‘Task’ is therefore assumed to refer to a range of work plans which have the overall purpose of facilitating language learning – from the simple and brief exercise type, to more complex and lengthy activities such as group problem-solving or simulations a decision making”.

Definition Breen suggests that TBL is the work planning, process, and output (outcome).

Task on TBL, as work plans refers to the learning activities in which a task will be reserved. Task on TBL, as a process refers to what is supposed to be made or done in the classroom. Task on TBL, as the outcome of learning refers to activities or who have really done as a result of the execution of the task.

Nunan (2004: 4) gave a definition that task in TBL is:

“a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right”.

The definition of Nunan also contains pedagogy perspective. Task in TBL followed by communicative language use and the activities lead to the meaning of the linguistic form. The

different between the above definition and the definition of Long is that Long defines a task that refers to the real-world tasks in which people normally do in everyday life outside the classroom.

All the above definitions give a clear picture of the concept of task in TBL that will be applied to students in order to improve the reading academic achievement. The Researcher using and applying TBL because the learning using TBL method, which is a process of working class, which makes learners can master, harness, using the target language with the main objective to mastery of the meaning or significance of the mastery of the form. Task focuses on learning English and performed in a single process in the classroom to produce a product or output that is an increase of achievement in English in this case the ability to academic reading (RAP). In addition to the definitions which are already stated above there are other definitions of emphasising that is the use of language by referring to the purpose of pedagogy that is the definition of Crookes (1986); Prabhu (1987); and Carroll (1993).

The Role of TBL can be viewed from two perspectives: pedagogical and language achievement. From the perspective of pedagogy, TBL is used as a method to animate interactions in the classroom so that learners can use language and express the meaning/significance through the task fairly, while when it is seen from the perspective of language achievement, the task used to respond to interaction, generating output, or negotiation of meaning/significance of the learners where they are in the process of success, accomplishment, achievement or mastery what to be the target (Bygate, Skehan, Swain, 2001: 3).

Mark McKinnon and Nicky Rigby said about TBL that:

“Task-based learning offers the students an opportunity to do exactly this. The primary focus of classroom activity is the task and language is the instrument which the students use to complete it. The task is an activity in which students use language to achieve a specific outcome. The activity reflects real life and learner’s focus on meaning, they are free to use any language they want” (<http://www.onestopenglish.com/taskbased.htm/par.4>).

The form of the task given can be in the form of game such as: playing a game, playing cards, making the problem and trying to solve the problem, exchange of information or experience.

Further, Krashen (<http://www.onestopenglish.com/taskbased.htm/par.6>) said:

“In the task-based lessons included below our aim is to create a need to learn and use language. The tasks will generate their own language and create an opportunity for language acquisition. If we can take the focus away from form and structures we can develop our students’ ability to do things in English. That is not to say that there will be no attention paid to accuracy, work on

language is included in each task and feedback and language focus have their places in the lesson plans.

Lecturers have the responsibility to improve the language skills of students when there is a possibility, beside that the student must be given opportunity to use the English language in the classroom as they use their own daily language in everyday life.

Scrivener classified TBL or task-based learning as it is authentic (genuine) and followed by the structure of the task/assignment proposed by Willis (http://www.onestopenglish.com_taskbased.htm/par.5). Each task will be set in the following manner: (1) Pre-task activity an introduction to the topic and task, means that the students are given task as an introduction to topic and task; (2) Task cycle: Task> Planning> Report; and (3) Language Focus and Feedback. The balance between fluency/smoothness to a given task, and accuracy/precision of the influence behind a given task should always be considered.

A task is an activity that suggest and ask learners to use the language with an emphasis on the meaning to achieve the goals/objectives (Bygate, Skehan, and Swain, 2001: 11). From the point of view of learning and teaching, a task is an activity, "susceptible to brief or extended pedagogic intervention", which asks and encourages learners to use the language with an emphasis on the meaning/ significance for achieving the goal. Formulation of TBL is used to analyze the tasks that will be used in the study. Classroom tasks may take the form of role-plays or grammar exercises.

CHAPTER 2

THE NATURE OF ENGLISH LANGUAGE LEARNING

As is the case with what has been discussed in the research that has been done, it should be mentioned in the book the nature of Learning English to facilitate adjustment in learning to read and understand reading texts written in English and understanding this book, include: (1) The Definition of Language; (2) The meaning of language learning; (3) The Function and Purpose of Learning English; and (4) Some Main Approaches in Learning English.

1. The Meaning of Language

Language is a systematic tool to convey an idea or feeling by using signs that have meaning (Brown, 2001: 4). Language is a means of communication, means of conveying a message. Communicating is essentially conveying the message. So that the message can be up to an effective and hearer can grasp the message without disabilities, should be considered the norm of language use (appropriateness of language use). Furthermore, Brown said that "Language is a guide to 'social reality', 'pattern of behavior'" (2001: 11). Language is a hint of social reality and patterned behavior.

Paul S. Anderson (2002: 35-36) suggests the nature of language covering eight basic principles, namely (1) the language is a system, (2) the language is vocal (speech sound), (3) a language composed of symbols which like (arbitrary symbols), (4) every language is unique; is typical, (5) language built from habits, (6) language is a tool of communication, (7) a language closely related to the culture where he is, and (8) the language is always changes.

Meanwhile, H. Douglas Brown (2001: 5) says about language: (1) language is a system that is systematic, perhaps also for generative systems, (2) language is a set of symbols or which arbitrary symbols, (3) the symbols are primarily vocal, but may also be visual, (4) the symbols of conventional meaning, (5) language is used as a means of communication, (6) the language operates in a community language (a speech community) or culture, (7) language intrinsically human, although probably not limited to humans only, and (8) the language obtained by all persons/nations in a way that is almost/the same lot; language and language learning discrete universality (universal characteristics).

Halliday (1996: 27-31) mentions the existence of the ¹⁴ seven functions of language, namely: (1) ¹⁴ the instrumental function. This function serves management environment, causing certain events occur; (2) the regulatory function. This function acts to monitor and control ¹⁴ events; (3) ¹⁴ the representational function. The use of language is to make statements, convey facts and knowledge, ¹⁴ explain or report, to illustrate (to ¹⁴ represent) the actual reality; (4) the interactional function. The duty is to ensure and strengthen the resilience and sustainability of social communication. The success of this interactional communication requires sufficient knowledge about the dialect (slang), jargon, jokes, folklore, customs and local culture, manners socially, and so on; (5) The personal function. Provide an opportunity for ³³ the speaker to express one's feelings, personal emotions, and deep reactions. One's personality is usually characterized by the ³³ use of personal language communication function. In the ¹¹ personal nature of language, it is clear that consciousness, feelings, and culture contribute equally ¹¹ interact in ways that have not been investigated in depth; (6) ¹¹ the heuristic function. Involves the use of language to acquire knowledge, learn the intricacies of the environment. ¹¹ Heuristic function is often presented in the form of questions that demand answers. Investigation, curiosity is a heuristic method to obtain a representation of reality than ¹¹ others; (7) ¹¹ the imaginative function. It serves the creation of systems or ideas that are imaginative. Tells fairy tales, read jokes, writing a novel is a practical use of imaginative language functions. According to Brown (2001: 194-195) the seventh language functions complement each other to support one another, not mutually differentiating.

In conjunction with the use of language, Widdowson (1987: 57) says that the use of language can take the form of reading, listening, speaking, or writing. Listening relates to speaking because they both use oral media; while reading relates to writing because they both use visual media. Meanwhile, listening associates with reading as both a receptive skills; while talking associates with writing as both a productive skill. In practice all four language skills are not used separately one by one, but it is used in an integrated manner.

Canale (1983: 6-10) says ²⁰ that a person's communicative abilities can be formed through the four competencies, namely ²⁰ grammatical competence, sociolinguistic competence, discourse ²⁹ competence, and strategic competence. Competence relates to ²⁹ mastery of the grammar of a language system, which includes ²⁹ vocabulary, word formation, sentence formation, and the ²⁹ meaning of the sentence. Such capability is needed to accurately understand and produce speech meaning literally. ²⁹ Sociolinguistic competence is the ²⁹ competence to understand and produce speech correctly in accordance with the context of the speech. Competence relates to the ability to combine discourse

shapes language and meaning of language to shape and understand the various types of ²⁰ cohesive and coherent discourse. Strategic competence refers to the ability to overcome obstacles and simultaneously increase the effectiveness of communication.

Littlewood (1988: 6) suggests four domains of skills that make up a person's communicative abilities. First, it must have adequate linguistic ability. With the ability he expected to use it spontaneously and flexibly to the intention. Secondly, he must be able to distinguish between forms of language ²⁸ which is part of the linguistic ability, and the communicative function of language form. Third, he must develop the skills and strategies to communicate the meaning of language use as effectively as possible in a concrete situation. Fourth, he must be aware of the social significance of the forms of language that he used. Therefore, it is required to use language forms acceptable and avoid the use of forms that offend others.

Dell Hymes (1987: 18-21) says that communicative ability refers to the knowledge already internalized (tacit knowledge) and the ability to use language. Both are related to the four parameters, namely grammar, feasibility, suitability to context, and the chances of that happening in a communication system. As the opinion of Canale and Littlewood, parameters such Hymes have coverage because the communicative ability not only grammatical language should be considered, but also the language that corresponds to the ability of the speaker-listener psychological, language appropriate to the context of the conversation, and correct language actually used in society though sometimes not in accordance with the rules of language.

Pay attention to what the experts have to say as mentioned above it is clear that language has meaning, has a principle, has a function, have a very important role in shaping one's communicative abilities. In using language, any form of language (words, phrases, and sentences) and language structure (sequence of words, affixes, and other structural categories such as number, tense, mode, aspect, and case in English) should always be associated with meaning because language is a means of expressing the meaning or idea.

2. The Meaning of Language Learning

Krashen (2005: 1) says that ² learning a language means learning to use the language to communicate, ie exchange of messages between two or more people. One person acts as the sender of the message and the other acts as a receiver of the message. The message can take the form of questions, information, praise, commands, greetings, and others.

Widdowson (1987: 27) states that learning a language means learning to ask, inform, praise, ruled, greet, and others in the target language. In language learning, language is a tool to express meaning (ideas, thoughts, opinions, and feelings). In other words, that meaning is to be conveyed to another person or another person received or understood it is contained in the language it uses.

In the context of teaching and learning activities, students learn the language attempts to form four activities, namely: reproduction, simulation, construction, and application. The first two activities (reproduction and simulation) involves imitation, imitation is the form of language and social role of imitation. Meanwhile, two other activities (construction and applications) involve the application, i.e. the application of the rules of language and application of world knowledge (knowledge of the world). Prabhu (1991: 56) says that in addition to the above, all four forms of language learning activities can be grouped in other ways. Reproductive activities grouped together with construction activities for both focus on linguistic form. The difference in the two is that if students only mimicked reproduction (copying), the students tried to give meaning construction. Similarly, simulations and applications can be grouped together as an effort that focuses attention on something outside of language form.

⁶⁰ According to Richards (1993: 11-13) the factors that influence the success of language learning programs among other social and cultural factors , learning styles and ¹⁷ teaching and learning factors . Further it is said that the process of language learning and teaching is not an activity that takes place in a short time, but something that requires quite a long time in which learners and teachers together to achieve a particular goal. Clearly here there is a process that takes place.

According to Brown (2001: 1) the most important factor in learning the language is the learners' themselves. Learner factors include those related to age, motivation, opportunity, talent, perseverance, attitude, strategy, courage to practice, and so on. Besides the factor of learning and teaching styles, strategy plays a very important. Four points are interconnected, namely: Strategies,

Understanding of the language, English curriculum, and alternative methods, which need to be thoroughly understood in order to provide insight to both the students and the faculty in order to develop strategies to better learning.

In accordance with communicative approach, Sri Utari S. N (1993: 86-87) states that there are two fundamental things about the form of language that is meaningfulness and meaningfulness determinants that shape language. Meaningfulness of language form means that in studying any form of language (words, phrases, and sentences) and language structure (sequence of words, affixes, and other structures such as categories (number, tense, mode, aspect, and case in English) should always be linked with meaning because language is a means of expressing the meaning or idea. Determinants meaningfulness of language form means that the form and meaning of language is determined by the determinants or sociolinguistic factors, such as who is talking to whom, where and when, what the content and purpose of the conversation these, as well as using the track what it talks held.

In general, language learning can be applied to the first language (L1), second language (L2) and foreign language (FL). However, because learning a first language in psycholinguistics has been given a special term, i.e. language acquisition, it only refers to second language learning is the science of psycholinguistics called the target language. Target language can include other than a foreign language. In sociolinguistics, second language is the state language, the official language of government, the language of the Act, or a national language that must be learned. In Indonesia, the first language is the mother tongue or regional language, the second language is Indonesian, and foreign language is the language of the ethnic (national) languages such as English and so forth.

3. The Functions

English language learning is a process that involves the student in communication activities; and makes the communication process as a means to exchange information, negotiate message, and interact (Richards and Rodgers, 1997: 76). Littlewood (1988: 20) divides the communication activities into two categories. The first category is functional communication activities. For example, students are required to provide certain information by using the target language that they control. The goal is for students to convey information effectively without having to use grammatical language. The second category is the activity of social interaction. This activity emphasizes the

social aspects of communication. In this activity, students are required not only to convey information effectively but also to use the target language appropriately.

Brown (2001: 220-230) gives five learning model in order to talk about the development of an integrated language skills, i.e. learning that is based on field studies (content-based teaching), learning is based on a theme (theme-based teaching), learning through direct experience (experiential learning), the hypothesis episode (the episode hypothesis), and learning based on the task (task-based teaching).

According to the KBK (Class Based Curriculum/CBC) that the function of learning English in Indonesia is as a means of self-development of the students in all aspects of learning, they are: (1) personality; (2) science, technology, and art; (3) global insight; and (4) the capability of international communication. Thus they can grow and develop into citizens who are intelligent, skilled and have the Indonesian personality and ready to take part in national development (2004: 8).

According to Brown (2001: 209) who said that the function of teaching English is as a tool for: (1) Find a way to learn; (2) Organize information about language; (3) Creative, develop a sense of trying to use the language with words and language structure; (4) Create opportunities to practice using the language inside and outside the classroom; (5) Learn to listen and talk though did not understand every word; (6) Using the strategy in order to remember what they have learned and to reduce barriers to competence; (7) Using linguistic knowledge of native language in order to learn a second language; (8) Learn the language as a whole and routine in order to establish competence; (9) Learning with certain tricks for the sake of conversation; (10) Learn various forms of speech and writing.

In Document of Act (Undang-Undang RI) No. 20 in the year of 2003 on page 24 can be quoted a statement about the purpose of education in Indonesia, that: "Foreign language can be used as a language of instruction in the educational unit specified to support foreign language skills of the learners". It is also explained that English subject is a compulsory subject in Indonesia. The purpose of learning English is that the students can master the listening skills, reading skills, speaking skills, and writing skills. The elements of language such as grammar, vocabulary, pronunciation, and spelling are taught to support the development of all the four language skills (Department of Education, 1995: 1).

According to the CBC (2004: 9) learning English in Indonesia has a purpose which consists of three components: (1) Communication in English, for a variety of purposes and cultural contexts; (2) Understanding of the English language as a system; (3) Cultural Understanding. Students can develop an understanding of the interrelations between language and culture, expanding their capability to cross cultures, engages in diversity.

The success of English language learning depends on many factors, namely (1) the teacher factor, (2) student factors, (3) the material factors, (4) facility factors, (5) environmental factors, and (6) factors of teaching methods and evaluation tools. Teacher's factor is the most central factor in pushing efforts toward improving the quality of education in general. Teacher's factor includes teachers' competence in mastering the English language materials (what to teach), the expertise of the teacher in teaching (how to teach), and motivation and persistence of teachers in teaching/guiding students so that they can obtain higher achievement. Factors students, in language learning, the teacher must make or develop elements of student factors such as (1) IQ (intelligence), (2) aptitude (talent), (3) attitude, (4) motivation or intent, (5) interest, and the strategy of learning a foreign language (foreign language learning strategies). To support the success of learning, English teachers should understand and master a variety of teaching methods and tools/English teaching media as well. This method should be well known to English language learners in order to understand it.

4. The Main Approaches in English Language Learning

There are so many approaches that can be used in teaching–learning English, which must be known also by English language learners. Among these, the main ones are:

a. The Grammar Translation Method (GTM)

The fundamental purpose of learning a foreign language is the student able to read literature written in the target language. Grammatical rules of the target language are taught deductively for students to translate one language to another. Brown (2001: 18) states characteristic of this method, namely: 1) the classes are taught using the mother tongue; 2) a lot of vocabulary taught in a list; 3) grammar given and discussed as clearly as possible, including the rules for putting words together in the correct order form and meaning; 4) to read the text in the classical literature started as early as possible; 5) drill exercises are given for the translation; 6) little attention to pronunciation.

b. The Direct Method (TDM)

This method does not talk about writing, but speech ⁵⁷ that students learn to speak in the target language on a daily basis. Translation should not be used in the classroom. Richard and Rogers (1993: 9-10) in Brown (2001: 21) states the characteristics of this ⁴ method are as follows: 1) Classroom instruction was conducted exclusively in the target of language; 2) sentences and vocabulary are taught daily; 3) Oral communication skills are built in a development process that is directed; 4) Grammar is taught inductively; 5) Speech and listening comprehension are taught effectively; 6) the emphasis is on pronunciation and grammar that must be correct.

c. The Audio-lingual Method (ALM)

The main purpose of this method is to learn how to use language to communicate. ²⁸ Learning a language is a process of habit, the more often repeated, the stronger the habit means higher learning ¹⁹ outcomes. Brown (2001: 23) states the characteristics of the method, among others: 1) teaching material is presented in the form of a dialogue; 2) Structural patterns are taught by drilling that is repeated; 3) Vocabulary is really limited and learned in context; 4) Pronunciation becomes very important in language teaching; 5) very little, even no explanation in the field of grammar, grammar is taught inductively analogy; 6) use a lot of electronic props such as tape, videos, movies, language laboratories, teaching aids and other electrical tools.


d. The Communicative Approach or Communicative Language Teaching (CLT)

Brown (2001: 43) says about the meaning and characteristics of the communicative language teaching is teaching that: 1) the learning objectives in the classroom focused on all ² components of communication skills, rather than grammatical or linguistic ability; 2) learning techniques are designed to engage students in the use of language for meaningful purposes; 3) fluency and accuracy are seen as complementary principles in communication techniques; 4) the communicative learning in the classroom, students should use productively or receptive language in context without prior training outside the ⁴ classroom.

The tasks in the classroom should equip students with the skills to communicate in that context; (1) students are given the opportunity to focus on their own learning process through their learning and ⁴ understanding shape through proper strategic development for their own learning; (2) the role of the teacher as a facilitator and guide, not as a person who knows

everything. Students are given the opportunity to construct meaning through linguistic interaction with others.

e. General Information on Writing English Texts

 The ideal English text is easy to read and understand. Even scientific texts are usually written in plain English words. So try to keep your sentences plain, clear and well structured.

When writing in English, keep the following rules in mind:

- 1) Use simple language.
- 2) Keep subordinate clauses in short.
- 3) Prefer verbs to nouns (not: The meaning of this is that ..., but: This means that ...).
- 4) Avoid slang language.

Writing Aspect

Writing skill is based on creating Sentences. It is certainly that sentences are formed from various phrases and clauses. Therefore, the learner must understand first on phrases, clauses and sentences. The appropriate and correct way of creating a composition can be started from the following elements:

- 1) **Participle clauses.**
- 2) **Relative clauses.**
- 3) **Conditional sentences.**
- 4) **Infinitive constructions, introductory clauses with infinitive or gerund.**
- 5) **Prepositional clauses.**
- 6) **Passive voice.**
- 7) **Always use main clauses for important statements – use subordinate clauses only for additional information.**
- 8) **Use passive voice sparingly – prefer active voice.**
- 9) **Avoid long introductory clauses – always try to put the subject close to the beginning of a sentence.**
- 10) **Avoid long subordinate clauses – a subordinate clause in the middle of a sentence should have no more than 12 syllables.**

Paragraph

As to paragraphs, keep the following rules in mind:

- 1) Concentrate on one main point per paragraph. Summarize this point in the first sentence.
- 2) All sentences that follow support the main point or limit its scope.
- 3) The last sentence is used as a transition to the next paragraph. Use a criterion that applies for both paragraphs.

Text

The typical structure of a text is as follows:

- 1) (title)
- 2) introduction
- 3) main part
- 4) conclusion.

Make your texts interesting. You can achieve this for example by varying the lengths of your sentences. An important statement is best emphasized in a short sentence, especially if that sentence is between two longer sentences. Do also vary the lengths of your paragraphs and avoid one-sentence paragraphs.

There are various possibilities on how to structure your texts, e.g.:

- 1) General to Specific
general statement followed by details and examples.
- 2) Specific to General
details and examples followed by a generalization.
- 3) Known to Unknown
provide new information based on what readers already know.
- 4) Least Important to Most Important
catch and keep readers' attention.
- 5) Chronology (ordering by time)
e.g. In biographies.

CHAPTER 3

READING TARGETS

Some terms of reading should be understood before someone read the passage as well. There are some important information of reading target. It can also be found in the reading part of TOEFL as it has mentioned by Noer Doddy Irmawati in her previous research report (2009).

1. Introduction

The Reading Target introduction is written like a reading practice passage. As you study the passages, you will not only familiarize yourself with the test format, but also learn some reading strategies. More practice reading passages follow the introduction.

2. Making Reading a Habit

The only way you can become a good reader is through practice. You cannot read a few paragraphs in your English book once a week and become a fluent reader. You need to read constantly. You should carry something to read with you wherever you go. Tear out pages of English magazines, for example, and carry them in your pocket. Whenever you have the chance, pull out a page and read a paragraph or two.

You should read in as many different subject areas as you can. You should try to find English books on different subjects and read a few paragraphs in each chapter in each book. Your eyes and mind need to practice. Your eyes need to practice moving quickly across the page from left to right, and your mind needs to practice making quick associations between the printed word and meaning.

3. Reading with a Purpose

When you begin to read you should ask yourself a basic question:
Why am I reading this?

If you are reading to practice your English, you will read in a certain way. You will read slowly and concentrate on the relationship between the words and the grammatical structures. If you are reading for information about a particular subject, you will read in another way. You will focus on main parts and supporting facts. You use the grammar of the passage as a means, not an end.

4. Reading to Practice English

Reading to practice English is the way most foreign students read English. In school you do not read English to learn about a particular subject: for example, you do not read English to learn history. You read English to learn how a sentence was put together, how the verbs agree with the subject, what the clause is, etc.

5. Reading for Information

Reading for information is the kind of reading you do in your own language. You do not stop to analyze tenses and clauses when you pick up a book written in your native language. You understand structure without thinking about it. It is second nature to you.

Now you must develop this skill in English. You must be able to read beyond the clause markers and prepositions and other structure clues. You must learn to read for meaning.

A reading comprehension test measures how well you understand the meaning of a passage. It measures your ability to understand the author's main idea and the facts used to support the main idea. It measures your ability to read "between the lines" and use contextual clues to infer what the author implied. It measures your ability to do this as quickly as a native speaker of English.

To improve your reading comprehension, you have to develop certain skills. These skills include skimming or scanning a reading passage; identifying the main idea and supporting statements; making inferences; and using context clues to help you guess.

CHAPTER 4

SQ3R (SURVEY, QUESTION, READ, REVIEW AND RECALL)

The above topic is needed to be discussed in this section because the reader is often confronted with the terms and mode that can facilitate reading comprehension. In the discussion the information about reading from TOEFL is used, because TOEFL is always used and faced by academicians.

We can find in the TOEFL that there will be reading passages on a variety of topics. Some will interest you more than others. But you have to treat them as if they were equally important. SQ3R is Survey, Question, Read, Review, and Recall. Every time you read you should use technique called SQ3R: Survey, Question, Read, Review, and Recall.

1. Survey

A good survey of a reading passage is very important. When you walk into a strange house at night; you may have no idea how large it is until you go through all the rooms, opening doors that lead into other rooms. Starting to read line by line is like exploring a house in the dark. You won't know what it's all about until you get to the end. Most people would feel more comfortable if they had some idea of how large the house was without walking through every room. Similarly, most people would feel more comfortable knowing what a book is about before they begin to read.

To survey a reading passage, you read the first and last lines and let your eye pick up as many words as it can in a few seconds. A survey should take no more than 5 or 10 seconds. This survey will give you a general idea of the passage you are reading. You are preparing your brain for *specific information*. You can generally tell from your survey the main subject and the time of the passage.

Survey the reading passage. Do it in less than 5 seconds and try to formulate who, what, when, where, and why questions. Then survey the comprehension questions and answer choices.

What do they expect of you?

Do they ask for the main idea?

Do they ask for details?

Do they ask for a definition?

Do they ask for the author's opinion?

Do they ask for your opinion?

After you have surveyed the passage and formulated some questions, begin to read. BUT READ QUICKLY! DO NOT READ BY WORD, Read phrase by phrase, Idea by Idea. Finish quickly and try to answer the questions.

If you cannot remember the answer, SCAN for the particular information, DON'T READ EVERY WORD! SCAN THE PASSAGE! Keep your eyes moving quickly, looking for specific information. Use contextual clues to help you locate that information.

2. Question

When you finish your survey, you know something, but not very much. You do not know *Who, When, What, Where, and Why*. So you begin to formulate some questions, questions that are of interest to you. For example, if in your survey you noticed the words *invention, 19th century*, and Atlantic Ocean, your questions might be:

Who invented something?

Did they invent it in the 19th century?

What did they invent?

Where did they live?

Did the invention cross over/above/under the ocean?

Why was this important?

The reading passage may or may not answer those questions. That is not important, what is important is that you have a specific goal for reading and that you read towards that goal. Knowing that the answers are not in the passage is as important as finding the answer in the passage.

3. Read

Once you have made your survey and asked yourself questions to give yourself a goal for reading, you read. You read to find specific information that will answer your questions or that will create new questions. You have become an active reader with a purpose. You now read quickly and efficiently.

4. Review and Recall

If a text is important enough to read once, it is important enough to read again. So skim the passage again to pick up missing details and remind yourself of what was important. Tomorrow or later try to recall what you read. You should learn to test your own reading comprehension. What did the author want to say?

What generalizations did he make?

With what facts did he support them?

What did he imply?

5. Contextual Clues

Contextual clues are clues that you take for granted to your own language and that you need to recognize in English. They include punctuation marks, grammar markers, and discourse markers. These clues will help you locate specific answer for the comprehension question you asked yourself, as (subconsciously) when you see them is given below.

6. Punctuation Marks

How far the punctuation marks that ends a sentence. Is it a period, a semicolon, question mark, or an exclamation mark? A period separates thoughts: a semicolon shows a relationship between the two sentences, what is that relationship?

Look for an apostrophe, Does it show possession? If so, who possesses what? Or does the apostrophe contrast two words (e.g., I'll) If so, which word?

Look for a comma. Does it separate a series of adjectives or does it set off an initial adverbial clause that might give you a time reference? What is the purpose of that comma?

7. Structure Markers

What structure markers are available to determine a word's meaning in a sentence?

Here are some example or structure markers. A noun follows a, an and the: adverbs often end in -ly: -ness is noun suffix; verb markers include modals, auxiliaries, and participle forms. What do these structure markers mean to you? How can they help you when you scan for specific information?

8. Transition Words: Time

What is the time frame of the passage?

First, they did this, and then they did that. Finally, they did something else, when did they do something? Look for the markers: first, second, third..., before, after, later, than then, as soon as, when, while, at the same time, etc. What time relationships do they imply?

Comparison and Contrast

How does the author use comparison and contrast markers to stress or shift the point he is making? On the other hand, look at this. However, you should also look at that. Similarly, look at this other thing. Contrast and comparison markers give you an idea of how the author shifts his argument to make his point. They include the following.

Similarly	likewise
In like manner	for the comparison
And for contrast	but
Yet and	yet
However	still
Nevertheless	on the other hand
On the contrary	after all
At the same time	otherwise

Addition

How does the author add additional supporting statement to his arguments?

The author makes one point. Then, in addition, he makes another, using such appropriate contextual clues as the following:

Moreover	further
Furthermore	besides
Likewise	also
Nor	too
Again	equally important

Place

To what location, if any, does the reading relate?

The author locates the passage using such contextual clues as:

Here	opposite
Beyond	on the other side of
Nearby	adjacent to

Purpose

Why all this discussion?

The author highlights his purpose by using such contextual clues as the following:

Well	to his end
For this purpose	with this objective

Result

What happens in the end?

Having detailed his argument, the author draws a conclusion, using such contextual clues as these:

Hence	therefore
Accordingly	consequently
Thus	as a result
Then	as can be seen

Summary

When will this passage ever end?

Before the author finishes, he sums up by using such contextual clues as these:

In brief	on the whole
In sum	in short
That is	to be sure
As has been noted	in any even

9. Discourse Markers

Comparison and Contrast

How does the author describe an object, or emotion?

An author may want to explain a particular thing (or thought) by describing how it is like or how it is different from other things or thoughts. Look for contextual clues as these:

Both...and	whereas
As...as	although
Like	while
-er	however
-ear	but

Cause and Effect

How does the behavior of one element affect another element?

The author may want to show you how behavior of one element causes and certain associated with this style of discourse for:

The consequence	why
Consequently	as a result
Therefore	the cause
The effect	for this reason
Thus	because
Result in	engendered
Accordingly	when
If	by
As	the... er, the... est
So	one to
Through	one, about
Hence	for
Cause	procedure

Process

How was something done?

The author may want to explain how something is done or how something is made.

Contextual clues such as these can be used to explain a process;

First	second	third
Then	next	before
When	during	while
As soon as	at same	time as

Generalization and Specific

What facts support the main idea?

A writer may make several specific statements that all of them can be performed by one general statement. This generalization may be followed with specific facts.

Some of these contextual clues or discourse markers are as follow:

In general	for example (c. g)
That is (i.e.)	in summary
One, two	a case in point

Chronological Order

When did the events occur?

You saw some of these contextual clues above in the section of Transition Words. Here an author uses the same marker to tell you the sequence in which the events occurred:

After	while	before
First	next	eventually
Second	then	subsequently
Third	as	finally
Prior	when	simultaneously

CHAPTER 5

INTRODUCTION TO READING SKILLS

1. Skimming

Skimming is quick reading for the general idea (s) of a passage: this kind of rapid reading is appropriate when trying to decide if careful reading word is desirable or when there is no time to read something carefully. In other word, skimming means getting a quick general overview of the passage.

2. Scanning

Like skimming, scanning is also quick reading. However, in this case the search is more focused. To scan is to read quickly in order to locate specific information. When you read to find a particular date, name, or number, you are scanning. We can understand that scanning means looking over a passage very quickly to find specific information such as a date, a name, or a particular word.

Scanning and Skimming are techniques you will begin to use today and continue to use each time you read something written in English or your own language.

3. Reading for Thorough Comprehension

Reading for thorough comprehension is careful reading in order to understand the total meaning of the passage. At this level of comprehension the reader is able to summarize the author's ideas but has not yet made a critical evaluation of these ideas.

4. Critical Reading

Critical reading demands that readers make judgments about what they read.

This kind of reading requires posing and answering questions such as:

Does my own experience support that of the author?

Do I share the author's point of view?

Am I convinced by the author's argument and evidence?

Exercise on How to Scan

To understand the way to scan, it is better for you to learn by doing the task of the following reading passage/text. First, you should read carefully the following reading passage:

The Last Word

FREDERICK BROWN, who was buried there years ago in the churchyard of Freckleton, England, word is resting in eternal peace – if the inscription to be carved on his tombstone were not the subject of a bitter dispute. His family would like to remember the octogenarian as “Granddad,” ... but the parish vicar refuses. For the protection of “the quality” of his graveyard, he has banned such affectionate nicknames as “Pops,” “Mom,” “Dad,” etc., from the gravestones. A Q collage of Anglican bishops, in charge of ruling on the matter, has just decided in favor of the vicar, judging that epitaphs that proscribes “ clichés and trivialities” such as the inscription “beloved spouse,” arguing that “a gravestone belongs more to posterity than to the surviving family.” As for the Browns, they have exhumed Granddad’s remains and had those transfers to a more tolerant necropolis.

Scanning

We read differently depending on our goal for reading. Sometime we only need to locate a particular piece of information. For example, we make read the newspaper to discover the final score of a sports event, or to find out when and where a lecture will be held. To scan is to read quickly in order to locate specific information.

The steps involved in scanning are the following:

1. Decide exactly what information you are looking for and thing about the form it may take. For example, if you want to know when something happened, you would look for a date. If you want to find out who did something, you would look for a name.
2. Next, decide where you need to find the information you w nt. You probably would not look for sports scores on the front page of the newspaper, nor look under the letter s for the telephone number of Same Potter.
3. Move your eyes as quickly as possible down the page until you find the information you need. Read id carefully.
4. When you find what you need, do not read further.
5. The four exercises in this section are designed to give you practice in the various skills necessary for scanning

Another task is reading the calendar: find a calendar than read carefully.

The calendar is typical of the list of social events provided by many newspapers such as the following calendar in the United States and Canada. Please do the following task!

Read carefully.

Find the important message.

Get the idea of the reading text in every column.

The Calendar of Events



Scan to find the answer to the following questions.

1. Under which section (s) would you look if you wanted to go to a play?
2. Under which section (s) would you look if you spend an evening eating, drinking, and dancing?
3. When do the Detroit Pistons play basketball this week?
4. Is Low Rawis singing at a Detroit Arca night club this week?
5. Is there a pop concert Thursday night?
6. Could you attend a classical music concert Saturday night?
7. What is the topic of Seymour Hersh's lecture Wednesday morning?

Context Clues

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Efficient reading requires the use of various problem-solving skills.

For example, it is impossible for you to know the exact meaning of every word you read, but by developing your guessing ability.

You will often be able to understand enough to arrive at the total meaning of a sentence, paragraph, or essay. These exercises are designed to help you improve your ability to guess the meaning of unfamiliar words by using context clues (context refers to the sentence or a paragraph in which a word occurs), in using the context to decide meaning of a word you have to use your knowledge of grammar and your understanding of the author's ideas.

Although there is no formula that you can memorize, to improve your ability to guess the meaning of unfamiliar words is very important. You should keep the following points in mind:

1. Use the meanings of the other words in the sentence (or paragraph) and the meaning of the sentence as a whole to reduce the number of possible meanings.
2. Use grammar and punctuation clues that point to the relationships among the various parts of the sentence.
3. Be content with a general idea about the unfamiliar word: the exact definition or synonym is not always necessary.
4. Learn to recognize situations in which it is not necessary to know the meaning of the word.

Each of the sentences in this exercise contains a blank in order to encourage you look only at the context provided as you attempt to determine the possible meanings of the missing word. Read each sentence quickly and supply a word for each blank. There is no single correct answer.

You are to use context clues to help you provide a word that is appropriate in terms of grammar and meaning.

1. I removed the ----- from the shelf and began to read.
2. Harvey is a thief: he would ----- the gold from his grandmother's teeth and not feel guilty.
3. Our uncle was a ----- an incurable wanderer who never could stay in one place.
4. Unlike his brother, who is truly a handsome person, Hogarty is quite -----
5. The Asian ----- like other apes, is specially adapted for life in trees.
6. But surely everyone knows that if you step on an egg, it will -----
7. Tom got a new ----- for his birthday. It is a sports model, red, white while interior and bucket seats.

CHAPTER 6

THE THESIS SENTENCE

What is the Thesis Sentence?

The thesis sentence governs the content and structure of a whole composition which may consist of two or more paragraphs. A thesis sentence also indicates the purpose of the composition and conveys the central or main ideas contained in the article. Ideally, it is a one-sentence summary of the whole essay.

What is the difference between a topic sentence and a thesis sentence? From the above explanation, it is obvious that the topic sentence governs the controlling ideas of a paragraph, whereas the thesis sentence governs the whole essay consisting of several paragraphs.

The thesis sentence should be written in the first paragraph of an essay. And for beginner in writing, the thesis sentence is a matter of almost always being used. It may be the first and only sentence of the first paragraph, or it may follow an introductory sentence or two and then lead to the climax of the first paragraph.

Observe the example of the first paragraph of an essay below which contains the thesis sentence:

“I’m building my house with the first-quality cement,” Mr. Doelah was heard saying to his friends in a new neighborhood where people are constructing their own houses. People there have been telling one another that the price of cement remains constant and it is sold almost everywhere. **(Thesis sentence)** The country is self-sufficient in the production of cement because cement factories have been successful in utilizing their full capacities.

Thesis sentences vary in numerous ways depending on the content of the subject matter, and they also vary in their form. The example above is a statement of position; however, it may be a statement of belief, or of a point of view either your own or that of someone else, such as the author of your assigned reading.

The form of the thesis sentence is important not in making a clear statement but in making it in such a way that it governs or controls the organization of the whole article. A good thesis sentence will serve as a guide to where the composition is going and how to get there. Much like a good outline, the thesis sentence gives the plan for the essay.

One good suggestion that will help make your thesis sentence a clear statement and a good plan for your composition are *to divide the thesis sentence into two or three parts*.

Observe that the previous thesis sentence given contains two parts; first it states the subject then states the support:

The country is self-sufficient in the production of cement because cement factories have been successful in utilizing their full capacities.

The thesis sentence is divided into two parts:

1. The country is self-sufficient in the production of cement.
2. Cement factories have been successful in utilizing their full capacities.

Is the division of the thesis sentence always limited to two or three parts of supports?

In a short composition, it is advisable that you limit your parts of supports to two or three.

However, in a longer composition, the parts of supports may exceed two or three in number.

Nevertheless, keep in mind that the composition must discuss each part of the thesis sentence in the order in which it appears in the thesis, and each support should be developed sufficiently in the paragraph.

The following is a thesis sentence that contains three parts:

“Job opportunities, modern facilities and higher expectations in life have attracted peasants to move to the suburban areas”.

Your composition should discuss the supports in the following order:

1. Job opportunities attract some peasants to move to the suburban areas.
2. Modern facilities area also a factor that encourages some peasants to got to the suburban areas.
3. The third factor that attracts some peasants to move to the suburban areas is higher expectations in life

Generally the most common form of the supported thesis sentence is that which first states and then indicates the supports or parts. The following are words or expressions that are commonly used to introduce the supports: *because, since, as, due to, by, in, that*, or these words may be substituted by a colon (:)

Note these examples:

1. Most people save money in the bank, *because* they want to safeguard their family.
2. The country is self-sufficient in the production of rice *due* to the government intensification programs, the use of appropriate technology and high-yielding seeds.
3. Development policies in the Five-Year Development Plan (Repelita) are based on the Development Trilogy: equity, a sufficiently high rate of economic growth, and a sound of dynamic national stability.
4. His profession demands three important qualities of mind: the ability to analyze, an interest in people, and patience with details.
5. Japan prefers to buy its supply of crude oil from China *since* its price is five US cents cheaper than Indonesian crude oil.
6. World demand for oil continues declining as non-OPEC (Organization of Petroleum Exporting Countries) producers continue pumping oil at full capacity.

Task 1

Answer the following questions:

1. What is a Thesis Sentence?
2. What is a Topic Sentence?
3. What is the difference between a Topic Sentence and a Thesis Sentence?
4. Where a Thesis Sentence should be written in?
5. What is the important function of a Thesis Sentence?
6. What will a good Thesis Sentence serve?
7. What does the Thesis Sentence give?
8. Into how many parts is the Thesis Sentence divided?
9. Is the division of the Thesis Sentence always limited to two or three parts or supports?
10. What words or expressions that can be used to introduce the supports?

Answers:

1. A Thesis Sentence is
2. A topic sentences is
3. The difference between a Topic Sentence and a Thesis Sentence is.....
4. A Thesis Sentence should be written in
5. The important function of a Thesis Sentence is
6. A good Thesis Sentence will serve
7. The Thesis Sentence gives
8. The Thesis Sentence is divided into.....
9. The division of the Thesis Sentence is..... / is not.....always.....
10. words/expressions can be used to introduce the supports.

Tasks 2

The following are unsupported thesis sentences – that is, they contain no proof, evidence, or reasoning to support the position, belief or point of view expressed. Try to develop them into thesis sentences with two or three supports. Try to introduce the supports or parts with words such as those in the examples above.

1. Economic development strategies fail to raise agricultural output and create and create employment.
2. Neo-Keynesian economic theory is of very limited relevance for understanding the characteristic features of both the economics and the economic processes of many Third World nations.
3. The Central Bank has several important responsibilities.
4. Businessman always thinks in terms of maximization of profits.

Task 3

Try to make five thesis sentences of your own on each of the following subjects:

1. Marketing
2. Management
3. Banking
4. Labor Relations

CHAPTER 7

MAIN IDEA

In this exercise, you will practice finding the main idea of a paragraph. Being able to determine the main idea of a passage is one of the most useful reading skills you can develop. It is a skill you can apply to any kind of reading. For example, when you read for enjoyment or to obtain general information, it is probably not important to remember all the details of a selection. Instead, you want to quickly discover the general message – the main idea of the passage. For other kinds of reading, such as reading textbooks or articles in your own field, you need both to determine the main ideas and to understand the way in which these are developed.

The main idea of a passage is the thought that is present from the beginning to the end. In a well-written paragraph, most of the sentences support, describe, or explain the main idea. It is sometimes stated in the first or last sentence of the paragraph. Sometimes the main idea is only implied. In a poem, the main idea is often implied rather than stated explicitly.

In order to determine the main idea of a piece of writing, you should ask yourself what idea is common to most of the text. What is the idea that relates the parts to the whole? What opinion do all the parts support? What idea do they all explain or describe?

Read the following paragraphs and poem quickly. Concentrate on discovering the main idea. Remember; don't worry about the details in the selections. You only want to determine the general message.

After each of the first five paragraphs, select the statement that best expresses the main idea. After paragraphs 6 and 7 and the poem, you will not see the multiple choice format. Instead, you will write a sentence that expresses the main idea in your own words.

When you have finished, your teacher may want to divide the class into small groups for discussion. Study the example paragraph carefully before you begin.

Paragraphs

The first invention of human beings was the wheel. Although no wheel forms are found in nature, undoubtedly the earliest "wheels" were smooth logs which were used for moving weights

over the earth's surface. No one recorded who he or she was or when it happened, but when the "first inventor" placed a wheel on an axle, people began to roll from one place to another. Records of this type of wheel have been found among Egyptian relics dating back to 2,000 B.C. and earlier Chinese civilizations are credited with independent invention of the same mechanism. The wheel so fascinated the human mind that people have spent centuries building machines around it; yet in over 4,000 years its basic design has remained unchanged. All about us we see the spinning shafts, gears, flywheels, pulleys, and rotors which are the descendents of the first wheel. The roaring propeller of an aircraft engine, the whirling wheel of a giant steam turbine, and hairspring of a tiny watch are examples of the rotary motion which characterizes our mechanical world. It is hard to conceive of continuous motion without the wheel.

Adapted from William P. Brotherton, *the Evolution of Speed*
(Ryaa Agronautical CO., 1957), p.2

Select the statements that best expresses the **main idea** of the paragraph.

- a. The wheel is used today in industry and transportation.
- b. One of human beings first invention, the wheel, has remained important for 4,000 years.
- c. The basic design of the wheel has been changed to meet the needs of industrial society.
- d. Although we don't know exactly who invented the wheel, it is evident that the Egyptians and Chinese used it about 4,000 years ago.

Questions

1. How many paragraphs does the passage consist?
2. What main idea you can find in the paragraph?
3. Can you find the supporting details of the above paragraph?
Please mention and explain them!
4. How many sentences does the paragraph consist?
5. How many paragraph does the reading passage (about **Main Idea**) above consist?

Task Exercises on Reading Stories

Reading 1

Step 1. Think before you read

Step 2. Read the story

A Bell on the Cat

A large family of mice lives in a store. There is always food in the store. Another family of mice comes to the store. Soon there are lots and lots of mice in the store.

The storekeeper is not happy about this. He says, "There are too many mice here!" So one day he goes out. He gets a big, black cat. It is hungry and it likes to eat mice.

The mice do not know what to do. "What can we do?" says a mother mouse. "This cat is terrible. It is going to kill us all."

"We must talk to our president. He always knows what to do," says another mouse. So they go to the president. "Mr. President," they say, "the cat is going to kill us. We are afraid. What can we do?"

The president is a big, old mouse. He says, "We must have a meeting. All the mice stand up.

"My dear friends," he says, "we are living in a bad time. A big, black cat is here in our store. This terrible animal wants to eat us all. But my friends, I know what to do. Your president always has the answer. We can put a bell on the cat. That way we can always hear it. And we can run away in time."

"Hurrah!" says all the mice. "Our president is very wise." The mice are all happy. They are all taking about their president. "Isn't he a wise mouse? They say. "Isn't he a good president?"

But then a young mouse speaks. "Mr. President," she says, "I have a question."

"Yes," says the president.

"Please," says the young mouse. "Who is going to put the bell on the cat?"

"Not I! Not I!" say all the mice. Then they stop talking. They all go away. The next day, they move out of the store.

Adapted from Basic Reading Power, Beatrice (1997: 9)

Step 3. Talk about the story. What is the lesson?

Step 4. Write new words here.

Reading 2

Step 1. Think before you read.

Step 2. Read the story

Sinbad and the Genie

One day, Sinbad the Sailor was by the sea. He sat down by the water. Somebody called to him. There was an old bottle near him. He looked at the bottle. In it, there was a very, very little person. It was a Genie.

“Help! Help!” said the Genie. “Please let me out.”

Sinbad opened the bottle. A big, gray cloud came out. In the cloud, there was a very, very big genie.

“Thank you, Sailor. And now, I am going to eat you. My last meal was 5,000 years ago. I am very hungry.”

The Genie was very big and strong, and he had Sinbad in his hand. Sinbad was small and not very strong. But he was clever.

He said to the Genie, “How can you eat me a little think like you?”

“Little?” said the Genie, in a terrible way. “I am very big!”

“How can you be very big?” asked Sinbad. “You were in this little bottle!”

“I changed,” said the Genie. “You can see that!”

“No, no,” said Sinbad. “I see only a little bottle.”

The genie went into his big, gray cloud. Then the cloud went away. The Genie was little, and he was inside the bottle again.

Sinbad put the top on the bottle. He put the bottle in the sea and walked away. “Good-bye for another 5,000 years!” Sinbad said.

Adapted from Basic Reading Power, Beatrice (1997: 13)

Step 3. Talk about the story. What is the lesson?

Step 4. Write new words here.

Reading 3

Step 1. Think before you read.

Step 2. Read the story.

The Strongest Person

Mariko was a girl mouse. She loved Nazumi, a boy mouse. They wanted to marry. But Mariko's parents said no. Mariko must marry the strongest person in the world. But who was the strongest person in the world. But who was the strongest person in the world?

Her parents looked up at the sky. "The sun is the strongest person," they said. They asked the sun, "Do you want to marry our daughter?"

"Your daughter is very beautiful," said the sun. "But I'm not the strongest person. The cloud is stronger. He can stop my light."

So Mariko's parents called to the cloud. "Are you the strongest person?" they asked.

The cloud answered, "No, no. I'm not the strongest person. The wind is stronger. I must go where he tells me."

"Oh, wind," said Mariko's parents. "What do you say? Are you very strong?"

"Yes, yes," said the wind. "I'm very strong. But a high wall can stop me."

The mice parents talked to a high wall. "Please, wall, can you answer our question? We are looking for the strongest person in the world. Are you that person?"

The wall said, "I'm very strong. But look at my feet. There are many holes. Nazumi, the mouse, made those holes."

Mariko's parents looked at the holes. Then they went to look for Nazumi. "Nazumi," they said, "You are the strongest person in the world! Do you want to marry our daughter?"

"Yes," said Nazumi. And so Mariko married Nazumi, and they were very happy.

Adapted from Basic Reading Power, Beatrice (1997: 14)

Step 3. Talk about the story. What is the lesson?

Step 4. Write new words here.

Reading 4

Step 1. Think before you read.

Step 2. Read the story.

The Turtle and the Ducks

The turtle was not very happy. “Here I am on the ground” he said. “I cannot go fast. I always see the same things. I see only the ground and the grass. Poor, poor me.”

Then the turtle looked up at the sky. “Look at those birds,” he said. “They go many places. They see many things. I want to be a bird. I want to be a bird, I want to fly, too.”

Two ducks stopped near the turtle.

“Oh, ducks,” asked the turtle. “What can I do? I want to go to far places. I want to see the world.”

“I think we can help you,” said the ducks.

“Can you?” asked the turtle. “How?”

“You can fly with us to Africa to America. You can see mountains, oceans, and cities – all the things you want to see.”

“But how can I fly?” asked the turtle.”

“With a stick,” said the duck. “We can hold the stick in our mouths. And you must hold on with your mouth.”

And that’s what they did. They went up in the air. They went many miles. The turtle saw many new things. He saw a city and lots of people.

Some people on the ground looked up. “A turtle in the air!” they said. “Run, run to the queen. There is a flying turtle. She must see it.”

The queen came out to see the turtle. “Where is it?” she asked.

“Here! Can’t you see me?” called the turtle. But when he opened his mouth, he felt to the ground. And there, in front of the queen and all the people, he died.

Adapted from Basic Reading Power, Beatrice (1997: 15)

Step 3. Talk about story. What is the lesson?

Step 4. Write new words here.

CHAPTER 8
MAIN IDEA AND SUPPORTING DETAIL
THAT CAN BE FOUND FROM THE STORY

The main idea and supporting detail can be found from the stories, so we can learn from reading some stories.

Stories

The stories are all about real people and places.

The Task is that you should Remember the Four Reading Steps

- Think before you read.
- Read the story.
- Talk about the story.
- Learn new words.

Story 1

A Very Special Party

Amalya Antonovna lived in St. Petersburg, Russia. She was 75 years old, and she was alone. Her husband was dead. She had a son, Pavel, but maybe he was also dead. She last saw him in 1945. After that, she did not hear anymore about him.

What happened in 1945? That was a time of war in Europe Pavel's father was a soldier. He was killed in the war in 1942. After that, Amalya was alone with her baby. Those were terrible times in Russia. There was very little food. The winter was very cold. The German army was in Russia. German soldiers killed many Russians. They sent many other Russians to Germany to work. Many of these people got sick and died.

Amalya was a Russian worker in Germany. At the end of the war, she was still alive. Her baby was still alive, too. But Amalya was very sick. The English and American armies came to the town. Amalya asked some English soldiers for help. "Take my little boy", she said. "I am very sick, but he must live."

So Paul went to England. He went to live with an English family, the Corbetts. He was just two years old. Grace and George Corbett were very good to Pavel. He was a son for them. They gave him an English name – Paul. They never told him about his Russian mother.

Paul Corbett married and had two children. When he was 45, Grace Corbett died. Then George Corbett told him about his Russian mother. Paul wanted to look for her. Maybe she was dead after all these years. But maybe not.

He sent many letters to Russia. Several years passed. Then one day a letter came from St. Petersburg. Amalya was alive and well, and she wanted very much to see him. So Paul Corbett went with his family to St. Petersburg.

Amalya had a big party. All her friends came to meet her son. There was lots of good Russian food and music. Amalya did not speak any English. Paul and his family did not speak any Russian. But words were not important. They were all happy.

Adapted from Basic Reading Power, Beatrice (1997: 19-20)

Story 2

Christmas Gifts

Christmas was a big day for John and Adele. They always had a very nice dinner. Then they opened their presents. Often the presents were small things. John and Adele did not have much money. But John always had something for Adele, and Adele always had something for John.

It was the day before Christmas. But this year John and Adele still did not have any present. They did not have any money for present. “We are happy without them,” they said.

But it was not true. John wanted to buy something for his wife. And Adele wanted to buy something for her husband.

Adele went into town. She looked at the store windows. There were many beautiful things in the windows. In the window of a music store, she saw some cassettes. There was a new cassette by Pavarotti. John loved music, and he loved Pavarotti. Adele wanted to buy that cassette for John, but she did not have the money.

Then she remembered her hair. Adele had very long, beautiful red hair. Her hairdresser wanted to cut it and buy it from her. Adele always said no. But now she went to the hairdresser and said yes.

Then she went back to the music store with the money, and she bought the Pavarotti cassette.

When Adele came home, John was already there.

“What do you think?” Adele asked him. “Do you like my new Christmas haircut?”

“Oh no!” John said.

“You don’t like it” Adele said

“Why did you do that?” John asked.

“I wanted to buy something for you,” said Adele. “So I sold my hair. Here is your present.”

John opened the present. “Oh, Adele!” he said “This is terrible!”

“You mean you don’t like the cassette?” asked Adele.

“No, no. thank you. It’s beautiful cassette”, said John. “But I don’t have a cassette player now. I needed money for your present, and my friend George needed a cassette player. So I sold the cassette player to him. Here’s your present.”

Adele opened a small box. In it there were two combs for her hair. They were very beautiful, but now her hair was very short. She couldn’t use combs!

“I can use them next year,” she said. “Thank you, my love.”

“And someday soon I’m going to get another cassette player,” John said. He smiled. “You know, Adele, you’re beautiful with short hair!”.

Adapted from Basic Reading Power, Beatrice (1997: 20-21)

Story 3

The Telephone Call

Camille was three years old. She lived in a small town in France. Her father worked far away in the city. Her mother worked in the house.

One Saturday, Camille’s mother fell down on the floor. Her eyes were closed. She did not move. Camille’s father was home. He called the doctor on the telephone. The doctor came to help Camille’s mother. In a few days, she was well.

Then one day she fell down again. This time, Camille’s father was not home. There was only Camille. She looked at her mother on the floor, and she was afraid. She started to cry. Then she remembered the telephone. She went to the telephone. She did the same thing her father did. She pushed some numbers on the telephone.

A man answered her call. He was Claude Armand, an engineer. His office was in the city. He did not know Camille. At first, he did not understand her.

Camille said, "Mommy, Mommy!"

"Where is your mother?" asked Claude Armand.

"She's lying down," said Camille.

"She can't get up." Camille started to cry.

Claude Armand wanted to help Camille. "Where do you live?" he asked.

"Near my grandma," she answered. She didn't know her street or her town. She was only three!

Then Claude Armand said to her, "Don't put down the telephone. Talk to me some more. Tell me about your daddy. Where is he?"

He asked her lots of questions at the same time, a friend in his office called the telephone company. She told the telephone company about Camille's mother. She said they needed Camille's address. The telephone company told the police. The police told the government in Paris. Then the government said okay to the police. The police said okay to the telephone company. And the telephone company told them Camille's address.

All this time, Camille talked with Claude Armand. She told him about her house and her family. She told him about her grandparents, her friends, and her little cat. They talked for 45 minutes!

Then the police were at Camille's house with a doctor. They called to her and rang the doorbell. Camille said good-bye to Claude Armand and went to open the door. Now she was not alone anymore. Now her mother was okay.

Adapted from Basic Reading Power, Beatrice (1997: 21-22)

What's in the Back Seat?

It was a cold day in Chicago. Laura Simon had no more milk in her refrigerator. She put the baby in the car, and she drove to the store. It was only ten minutes away. But in five minutes, the baby was asleep.

Laura stopped in front of the store. She looked at the sleeping baby. She did not want to wake him up. But she also did not want him to get cold. There was a coat on the back seat. She put it over the baby. Then she went into the store. The car key was still in the car.

Todd Jenkins walked by. He saw the key in Laura Simon's car. He was cold, and he did not want to walk. He got in the car and drove away.

After five minutes, there was a noise in the car. What was that? Todd drove some more. Then he stopped. There was something in the car. He looked at the back seat and saw a coat. The noise came from under the coat. He moved the coat, and there was a baby!

Todd looked at the baby. The baby looked at him and smiled. "Daa Daa," said the baby.

"No, I'm not your daddy," said Todd. He got out of the car and walked away. Then he looked back. The baby started to cry. Todd went back to the car. The baby stopped crying and smiled again. "Daa Daa," he said again.

Todd got back in the car and drove some more. The baby was happy. But after a few minutes, he started to cry again. "Waa waa," he said.

"What do you want?" asked Todd.

"Waa waa," said the baby.

"Are you hungry?" asked Todd.

The baby stopped crying.

"I don't have any milk," said Todd. "Now what can I do? He's hungry!"

Todd looked at the baby. The baby looked at Todd.

"Waa waa!" said the baby again.

"Okay, okay," Todd said. He drove back to the store. Laura Simon was there. A policeman and policewoman were there, too.

Todd Jenkins got out of the car. "I think your baby is hungry," he said to Laura Simon.

"My poor baby!" said Laura Simon, and she ran to the car.

"Never again!" said Todd Jenkins to the police, and they took him away.

Adapted from Basic Reading Power, Beatrice (1997: 22-23)

Story 5

A Day Trip to Mexico

Seattle is a city by the sea. There are lots of boats in Seattle. Some of the boats are fishing boats. Some boats go to far places. Some boats go to the San Juan Islands near by.

Anthony Brewer lived in Seattle. He was sixteen, and he wanted to go away. It was the end of the school year, and it was hot. Anthony's friends were on the San Juan Island. He wanted to go there, too.

One morning, Anthony had an idea. He didn't tell his parents about his idea. They were at work. He went down to the boats. He wanted to buy a ticket for the San Juan Islands. But he did not have very much money. He walked by the boat. It was early, and there were not many people. Then he walked onto the boat. There were some large boxes on the boat. He got into a box and closed it.

There was a hole in the box. Anthony looked through the hole, and he saw some men come onto the boat, and then the boat started to move. Anthony saw the buildings of Seattle, and then he saw only the sea.

It was warm day. Anthony was happy in the box. The boat moved up and down a little. Soon he was sleep. He slept for two hours. Two hours! Why were they still up sea? The San Juan Islands were only an hour from Seattle. He looked out and saw only the sea all around. He listened to the people on the boat, but he could not understand them. Maybe this wasn't the boat for the San Juan Islands! What boat was it? Where was it going?

Anthony didn't know what to do. He sat in the box all day. Night came and it was very cold in the box. Now he wanted to go home!

The next morning, some men opened the box. They saw Anthony, and they pulled him out. Anthony was afraid. But the men smiled, and they gave him some food and some water.

"Where is the boat going?" he asked.

"To Mexico,." They answered.

"Can you stop before that?" he asked. "I have to go home!"

"No," they said. "We can't stop. But we can call your parent on the radio."

Ten days later, Anthony was in Mexico. He went to the Mexican police for help. They put him on a plane to Seattle. His parents came to get him at the airport. The airplane ticket cost them \$500, but they were not angry. They were happy to see Anthony again.

"I wanted to go away," said Anthony, "but not to Mexico only wanted to go on a day trip."

Adapted from Basic Reading Power, Beatrice (1997: 24)

Story 6

Young Love

In 1942, Italy was at war. Antonio was a soldier in the Italian army. He was in a small city in a Tunisia. In this city, there was a hotel. The manager of the hotel was Italian.

Antonio often went to the hotel. He was a friend of the manager and his family. He liked to talk with them about Italy and about the end of the war. The manager's daughter, Sabrina, was 19. She was very beautiful. Antonio laid her very much and wanted to talk with her, but she did not like to talk to soldiers.

So Antonio watched her and waited. Then, one day, she smiled at him. He smiled at her, and they started talking. They talked and talked. In a short time, they were in love, and they wanted to get married. But her parents said, "You can't get married now because there is war. You must wait."

Soon the war was close to the city. One day, Antonio went to see Sabrina. He was very sad. "I must leave tomorrow with the army," he said. "The British army is going to be here soon."

Sabrina cried and cried. Antonio cried, too. He was at the hotel with Sabrina and her family all night. He went away with the first light. Antonio and Sabrina stopped at the door for a last kiss. Then he walked away. At the end of the street, he looked back. Sabrina was still there at the door.

The war did not go well for the Italian army. The British army took many Italian soldiers with them. Antonio was one of these soldiers. The English sent him to India. He was there for four years.

Antonio sent many letters to Sabrina, but the letters all came back to him. Where was Sabrina? Was she still alive? He did not get any answers to his questions.

Then, in 1946, Antonio went back to Italy. He went to work in Milan. He got married, and soon he had two children. One day, in 1961, he was in Rome, and he saw Sabrina in a store. He went into the store.

At first, she was happy to see him, but then she cried. They went into a café and had some coffee. Sabrina now lived in Rome. She was married and had three children. She was happy with her life. "But," she said, "I waited for many years. I waited for you."

It was time for Antonio to get his train back to Milan. They went out into the street and said good-bye. Antonio went back to his family in Milan, and Sabrina went back to her family in Rome. Antonio never saw Sabrina again.

Adapted from Basic Reading Power, Beatrice (1997: 25)

Story 7

Man's Best Friend

Rudy was a large, brown dog. He was from Hamburg, Germany, but he was not at home very often. He was in a truck on the roads of Europe.

Rudy did not drive the truck. His friend, Heinrich, was the driver. Rudy and Heinrich often lived in the truck for many days. They stopped at restaurants for their meals. They had beds on the truck. On long drives, Heinrich did not want to fall asleep. So he talked to Rudy and Rudy listened.

In Hamburg, they lived with Heinrich's sister, Elena. At home, Heinrich and Rudy liked to sleep a lot. They also went for long walks, or they went to see Heinrich's friends. Rudy always went with Heinrich.

One evening, Rudy and Heinrich did not come home. In the morning, Elena called Heinrich's friends. They did not know about Heinrich. Then there was a noise at the door. Elena opened the door, and there was Rudy. He was alone. He barked at her and wanted her to go out with him. Elena called the police. After some time, the police called her back. Heinrich was in the hospital. It was his heart. He was very sick.

Elena went to the hospital to see her brother. His eyes were closed, and he did not talk. The doctor said Heinrich was not in danger anymore but was still very sick.

The next day, Heinrich opened his eyes. He asked about Rudy. Poor Rudy. He was at home, waiting for Heinrich. He waited and waited by the door. He did not want to get up, and he did not want to eat. Elena called the animal doctor. The doctor looked at Rudy and said, "This dog is not sick. He's sad."

Elena told Heinrich about Rudy. Heinrich said, "Give Rudy my hat."

Elena went home with the hat. Rudy put his nose to the hat. He moved his tail. He ate some food and got up from the floor. But he did not move away from the door. The next day he stopped eating again.

Then Elena went to Heinrich's doctor. She told him about Rudy. "Can I bring Rudy to the hospital?" She asked.

"No," said the doctor. "No dogs in the hospital." The doctor was sorry for Rudy. He talked to some other doctors. In the end, they said, "Okay. There's a little room near the hospital door. Rudy can meet Heinrich in that room."

Elena went to the hospital with Rudy. He was very thin, and he walked very slowly. But when he saw Heinrich, he jumped up and barked and barked. Heinrich was on a bed. He smiled and talked to Rudy. And after that, Rudy started to eat again. He started to run and play again.

Adapted from Basic Reading Power, Beatrice (1997: 26)

Story 8

A Man and Many Wolves

Farley Mowat worked at the Canadian government. The government wanted to know more about wolves. Do wolves kill lots of caribou (big animals)? Do they kill people? The government told Farley to learn about wolves.

They gave him lots of food and clothes and guns. Then they put him on a plane and took him a far place. The plane put him down and went away. There were no houses or people in this place. But there were lots of animals-and lots of wolves.

People tell terrible stories about wolves. They say wolves like to kill and eat people. Farley remembered these stories, and he was afraid. He had his gun with him all the time.

Then one day, he saw a group of wolves. There was a mother wolf with four baby wolves. A father wolf and another young wolf lived with them.

Farley watched these wolves every day. The mother was a very good mother. She gave milk to her babies. She gave them lessons about life. They learned how to get food. The father wolf got food for the mother. The young wolf played with the children. They were a nice, happy family-a wolf family!

Farley did not need his gun anymore. In a short time, he and the wolf family were friends. Farley watched them for five months. He learned many new things about wolves. He learned that many stories about wolves were not true. Wolves do not eat people, and they do not eat many large animals.

What do they eat? Lots of small animals, Farley learned. For example, they eat lots and lots of mice. Can a large animal live on mice? Farley wanted to know. There was only one way to learn. He was a large animal, too-a large man. He must try to live on mice! So he did. He ate mice-and no other food-for two weeks. After that, he did not want any more mice! But he was not thin, and he was not stick. Yes, a man can live on mice, so a wolf can, too. Now he could answer the government's questions about wolves.

In that far place, Farley did not see many people. But he learned bad things about some men. These men told terrible stories about wolves. In the stories, wolves killed hundreds of caribou. But this was not true. Farley learned that the men killed the caribou. They also killed many wolves.

Farley Mowat never saw the wolf family again. But he wrote a book about them. He wanted people to understand wolves and to stop killing them.

Adapted from Basic Reading Power, Beatrice (1997: 27-28)

Story 9

Ben and Jerry's

Ben Chona and Jerry Greendfield were good friends in high school. They came from Merrick, New York. After college, they wanted to start a business. What kind of business? A food business, of course. Ben and Jerry were different in many ways, but in one way they were the same. They liked food!

One food they liked very much was ice cream. They wanted to open an ice-cream shop. Where was a good place for an ice-cream shop? They looked at many cities and towns. Then they went to Burlington, Vermont. They liked the city a lot. It had lots of young people, and it did not have any good ice-cream shops. There was only one problem with Burlington. For four months of the year, it was cold there. Did people buy ice cream on cold days?

On May 5, 1978, Ben and Jerry opened their ice-cream shop. It was a small shop, and it was not very beautiful. But the ice cream was very good. Lots of people came to eat ice cream on opening day. They came back again and again. There were always lots of people in the shop. Ben and Jerry worked very hard. One night after work, Ben was very tired. He went to sleep on the ground in front of the shop!

After a few months, Ben and Jerry went to the bank. They had bad news. There were only a few dollars in their bank account.

“Why is that?” They asked. “After all those months of hard working!”

Then they started to learn about business. They learned about costs and expenses. And they learned about marketing and sales. They started to have big ice-cream parties. They gave ice cream on some days. People in other cities learned about Ben and Jerry's, and they came a long way to eat the ice cream.

Ben and Jerry made more ice cream, and they started selling it to the stores and restaurants. First, they went to stores and restaurants in Vermont. Then they started selling their ice cream to the stores across the United States. By 1988, they were selling ice cream all over the United States. A few years later, people could also buy their ice cream in Canada, Great Britain, Russia, and Israel.

Why do people buy Ben and Jerry's ice cream? First of all, it is very, very good ice cream. It is made with good Vermont milk, and it does not have any chemicals in it. People also buy Ben and Jerry's ice cream because they like the company. It is now a very big company, but Ben and Jerry is not just big businessman. They also want to help people in many different ways. They give work to lots of poor people. And every year ⁵⁵ the company gives away 7.5 percent of their money. They give money to help children and sick people in the United States and in other countries.

Adapted from Basic Reading Power, Beatrice (1997: 28-29)

Story 10

Read a Book – or Go to Jail!

Stan Rosen lived in New Bedford, Massachusetts. He stole cars and bicycles from people. One day, the police saw him and sent him to jail. The next year, Stan was out of jail. He told some people his name was Jim Rosen. He got money from them for a business. Then he ran away with the money. The police got him again and sent him a jail. The year after that, Stan was home again. One night, he stole some money from a store, and again, the police got him. But this time, they sent him to Judge Kane.

Judge Kane asked Stan, “Do you want to go to Jail again? Or do you want to read books?”

Stan did not understand.

“This time,” said the judge, “you can decide. You can read books with Professor Waxler at the New Bedford high school. Or you can go to jail.”

Stan was 27 years old. He did not have a high school degree. He did not often read books, and he did not like reading! But he did not want to go to jail again. So he decided to read books in Professor Waxler’s class.

“You must go to every class,” said Judge Kane. “And you must read all the books.”

One evening, Stan went to the first class. There were ten men in the class, and all of the men were sent by Judge Kane. In the first class, they read a short story.

Professor Waxler asked, “What did you think about it?”

The men said nothing. They did not know how to talk about stories. Stan wanted to answer the question, but he was afraid to talk. He did not want the other men to hear him.

“Did you like the story?” Professor Waxler asked him.

“No,” said Stan.

“Why not?” asked Professor Waxler.

“Because the end was happy, but life is not happy,” said Stan.

“That’s not true,” said another man. “Life is happy for some people.”

Then other men started talking about the story and about life.

They talked for two hours. Professor Waxler told them to read a book for the next class. It was a book about a young man with many problems.

Again, Professor Waxler asked, “What did you think?”

This time the men were not afraid to answer. They had lots of ideas about the book, and they talked a lot about their lives.

For 12 weeks, Stan read books and talked about them. Then he had to decide again: go to class or go to jail. He decided to go to class again.

After that, Stan took evening classes at the high school. He went to work in the daytime. The next year, he started evening classes at the university.

Now Stan is a good student – and a good man. No more police or jail in Stan’s life!

Thanks to Judge Kane and Professor Waxler-and some books.

Adapted from Basic Reading Power, Beatrice (1997: 29-30)

Story 11

Who Took the Money?

Manuel lived in a village in Spain called Santa Maria. It was a small village in the mountains. At 15, Manuel started working on the Spanish trains. Every Monday morning, he went by train down to the city. He came back home again on Friday evening. He worked for long hours, and he worked hard.

When he was 24, he married Maria. She was from the next village. They had two daughters, Sofia and Lucinda. Manuel did not see his family very much. He was away for five days a week. But he had a good job, and that was important.

Santa Maria was a poor village. Many men there did not have good jobs. They worked only a few months every year. Their families did not have money for meat or coffee. Their children did not have money for meat or coffee. Their children did not have good coats or shoes. But Manuel's daughters always had good coats and shoes. The family had meat, coffee, and other good things to eat. On Sundays, Sofia and Lucinda had ice cream after dinner.

But not all Manuel's money went to his family. Every month, he put a little money in the bank. He did not tell Maria about this.

"A little money in the bank is important," he thought. "But money can be a bad thing. People can get angry and fight about this money. Not now. Someday, I can tell them, and we can do something special. We can all go stay in a hotel by the sea."

Year after year, Manuel put a little money in the bank. His daughters got married and moved to the city. Sofia married Ruiz, and they had two children, a girl and a boy. Lucinda married Carlos, and they had a girl. On weekends, Sofia and Lucinda often went back to the village with their children. The children liked the village, and they loved Manuel and Maria. They played in the garden with the dog and the cat. They went with Manuel in the mountains to get flowers and fruit. Maria cooked big meals for them and made them warm clothes.

When Manuel was 65, he stopped working. Now he did not go to the city every week. He stayed in his village with his wife. He worked in the garden, and he took care of his fruit trees. He walked a lot in the mountains, and sometimes he sat with his friends in the café. They drank coffee, talked, and played cards. He still got money every month from the government, and he still put a little money in the bank.

"Soon I can tell Maria and the girls about my money," he thought. "And next summer we can all go to the seaside."

But Manuel and Maria always had lots of things to do. There was the house and the garden, the dog and the cat, and the grandchildren. They went to school in the city now. But sometimes they were sick, and sometimes there was no school. Then they stayed with Manuel and Maria.

One day, Manuel's wife did not feel very well. She went to bed, and Manuel called the doctor. The doctor said it was nothing. But after a week, she still did not feel well. The doctor sent her to the hospital in the city. The hospital doctors did some tests. They told the family she was very sick. Manuel, Lucinda, and Sofia stayed with her night and day in the hospital. A month went by and Maria did not get better. The doctors then said she was going to die.

Sofia and Lucinda drove her home to the village. She lived for a few more weeks. Manuel stayed with her all the time. The daughters came often. And then, one day, she said good bye to Manuel and she died.

Lucinda and Sofia stayed with Manuel for a week after that. They put away all Maria's clothes and things. They cleaned the house and cooked. Then they went back to the city, back to their families and their jobs.

Now Manuel was alone. Some women in the village said, "We can help you in the house. We can make dinner for you and wash your clothes. You do not have to pay us very much."

Manuel said no, he did not want help. He did not want other women in his house. He also did not want to pay these women. He had money in the bank, but it was not want to pay these women. He had money in the bank, but it was not for the village women.

Some years went by Manuel learned how to cook and how to was his clothes. His house was always clean, and his garden was full of fruit and vegetables. Now his grandchildren did not come very often because they had to study on the weekends. His daughters said, "Why don't you come and live in the city with us?"

But Manuel did not want to leave his home. Now he did not even want to go to the seaside. He did not want to go away without Maria. He was 77 years old. One day, he felt very old and tired. Then he liked to sit in his garden with his cat and his dog. Of course, these were not the same cat and dog. They were the first cat's and dog's children!

One day, Manuel looked at the cat and the dog. Now they were old, too. The dog never barked, and the cat never ran after mice. "We are all old now," Manuel said to them. "We are all going to die before long. Then who is going to have my money? I don't want the bank to have it! I must go and get it."

So, one morning, Manuel went to the bank. He asked for all his money. The bank manager came and talked to Manuel. He said, "What are you going to do with this money? You have \$30,000. You can't walk home with \$30,000!"

Manuel said, "It's my money. I can do what I want." He put the money in a bag and went home. At home, he put the money under his bed. He did not want people to find it. But that night he did not sleep well. When the cat came into his room, he said, "Who's that?", and jumped out of bed.

"This is no good," he said. "I can't live with all this money in my house."

In the morning, he went out to the garden. He made a big hole under a plum tree. He put the bag of money in the hole. He put dirt back in the hole, and he put grass on top. Every day, he looked at that place under the plum tree. He often thought about the money, and he thought about his daughters and grandchildren. But the Manuel couldn't decide about the money. He had \$30,000, and he had two daughters. He could give \$15,000 to each daughter. But Sofia had two children and Lucinda had only one. So that was not good.

He could give money only to the grandchildren. He could give them \$10,000 each.

But that mean no money for his daughters. He couldn't do that!

The winter went by spring came and there were lots of flowers on the plum tree. Manuel still couldn't decide about his money. Summer came and Manuel's garden was full of fruit and vegetables. But the plum tree had very few plums and those plums were not sweet.

"I think the tree is telling me something," said Manuel. "Money must not stay in a hole in the ground."

He telephoned his daughters. "Please come this weekend," he said. "I have something important to tell you."

Sofia and Lucinda came on Friday evening with their families. Sofia's girl, Yolanda, was now 20 years old and Pablo was 17. Lucinda's girl, Julia, was 18. Yolanda was a university student. She wanted to be a doctor. Pablo and Julia were high school students. Pablo wanted to be a writer and Julia wanted to be a policewoman.

At dinner that evening, Manuel said nothing about the money. Lucinda looked at Sofia, and Sofia looked at her father. They talked about the city and the government. They talked about the village and the garden. Yolanda, Pablo, and Julia went for a walk around the village. "What is he going to tell us?" They asked. But Manuel told them nothing that evening, and they all went to bed.

At breakfast the next morning, Manuel said, "Now it is day. Now I am ready. Come with me to the garden."

Manuel went to the plum tree and stopped. "I am getting old," he said. "I'm going to die before long. I want to give you something."

He took the grass away from the hole. He took out the dirt. "Oh, no!" he cried.

"What is it?" asked his daughters.

"Look!" He said. "Look at that hole. It's empty!" Manuel sat down on the grass. "Who took it?" he cried. "Who took it?"

"Who took what?" asked Sofia and Lucinda.

"My money!" said Manuel.

"Your money?!" they asked. "Why did you put your money in the ground?" "Money must stay in the bank!"

"I didn't want them to have my money. It was my money," said Manuel. "I wanted to give it to you."

"How much was it?" asked Sofia.

"\$30,000," said Manuel.

"\$30,000!" said Sofia and Lucinda. "You put all that money in a hole in the ground!"

Poor Manuel. He sat on the ground with his head in his hands.

"We must go to the police!" said Ruiz.

"Yes, we must tell him," said Carlos. "May be they can find the thief."

9 So Ruiz, Carlos, Sofia, and Lucinda ran to the police. Yolanda, Pablo, and Julia stayed with Manuel in the garden. Julia looked in the hole. She put her hands in and pulled out some very small pieces of paper.

"Look!" she said. "Look at these."

"Pieces of money!" said Pablo.

"Why in little pieces?" asked Yolanda. "What kind of thief does that?"

"I think there were many thieves," said Julia.

"Why do you say that? Asked Pablo.

"There were many small thieves," said Julia.

"Children!" said Yolanda. "That's terrible! Village children!"

"No, not children," said Julia. "Very, very small thieves. They ate the money."

"What do you mean?" asked Pablo.

9 "Look in the hole," said Julia. "Do you see those little black things? What makes little black things? What eats paper?"

“Mice!!!” said Pablo and Yolanda.

“Yes, mice,” said Julia.

Manuel looked up.

“It’s true,” he said. “There are lots of mice. The cat is old and she doesn’t run after them now.”

Manuel looked at Yolanda, Pablo, “I’m very sorry,” he said. “I wanted to give you that money. I wanted to send you to the seaside. I wanted.....” He stopped.

The cat came out and sat down near Manuel. She was black and white and very fat.

“Where were you?” said Julia to the cat. “Why weren’t you out here at work?”

“Miao!” said the cat.

“Were you asleep in the house?” asked Julia.

“Miao,” said the cat.

Then Pablo started to laugh. “Think about it,” he said. “\$30,000! Those mice ate \$30,000!”

Yolanda and Julia also started to laugh.

“What are the police going to do?” said Pablo. “Take the mice to Jail?”

Yolanda, Pablo, and Julia laughed more and more. They fell on the ground laughing. Manuel looked at them.

He thought, “How can they laugh? That was years of work, that money.”

He listened to his grandchildren, still laughing and talking. And then the thought, “Maybe they’re right. Why cry? I can’t get the money back now.”

And he smiled sadly at the cat.

Adapted from Basic Reading Power, Beatrice (1997: 30-35)

You Should Remember The Task of Each Reading Passage Above.

You Should Remember The Four Reading Steps:

- Think before you read.
- Read the story.
- Talk about the story.
- Learn new words.

Please do them all, as well as possible.

CHAPTER 9

REFERENCE

Reference means the act of referring or consulting. It can also be said as a source of information.

Reference can be called as Mention of sources from which information was taken or in which similar information may be found. Reference is also written statements about a person's ability, character, etc. Terms of Reference, mean scope or range given to an authority.

Task 1

13

Read the following passage carefully and answer the questions.

The first thing I saw when I entered the art gallery was a notice which said: 'Do not touch the exhibits.' Some of them are dangerous! The objects on display were pieces of moving sculpture. Oddly shaped forms that are suspended from the ceiling and move in response to a guest of wind are quite familiar to everybody. These objects, however, were different. Lined up against the wall, there were long thin wires attached to metal spheres. The spheres had been magnetized and attracted or repelled each other all the time.

In the center of the hall, there were a number of tall structures which contained colored lights. These lights flickered continuously like traffic lights which have gone mad. Sparks were emitted from small black boxes and red lamps flashed on and off angrily. It was rather like an exhibition of prehistoric electronic equipment. These peculiar forms not only seemed designed to shock people emotionally, but to give them electric shocks as well!

1. What is the idea of the above passage?
2. What did the writer see against the wall?
3. What did the spheres do?
4. What did the tall structures in the center of the hall contain?
5. What did the colored lights do?
6. What was emitted from black boxes?
7. Did red lamps go on and off or not?
8. Do you find some references in the passage?
9. What do electric shocks mean?
10. What does a guest of wind mean?

Task 2

Read the following passage carefully then answer the questions.

Hot boning is an energy saving technique for the meat processing industry. It has received considerable attention in recent years when increased pressure for energy conservation has accentuated the need for more efficient methods of processing the bovine carcass. Cooling of an entire carcass requires a considerable amount of refrigerated space, since bone and trim able fat are cooled along with the muscle. It is also necessary to space the carcasses adequately in the refrigerated room for better air movement and prevention of microbial contamination, thus adding to the volume requirements for carcass chillers.

Conventional handling of meat involves holding the beef sides in the cooler for 24 to 36 hours before boning. Chilling in the traditional fashion is also associated with a loss of carcass weight ranging from 2% to 4% due to evaporation of moisture from the meat tissue.

Early excision, or hot boning, of muscle pre rigor followed by vacuum packaging has several potential advantages. By removing only the edible muscle and fat pre rigor, refrigeration space and costs are minimized, boning labor is decreased and storage yields increased. Because hot boning often results in toughening of meat, a more recent approach, hot boning following electrical stimulation, has been used to reduce the necessary time of rigor mortis. Some researches have found this method beneficial in maintaining tender meat, while others have found that the meat also becomes tough after electrical stimulation.

1. Which of the following was not mentioned as a drawback of the conventional methods of boning?
(A) storage space requirements (C) less of carcass weight
(B) energy waste (D) toughness of meat
2. Hot boning is becoming very popular because
(A) it causes meat to be very tender
(B) it helps conserve energy and is less expensive than conventional methods
(C) meat tastes better when the bone is adequately seared along with the meat
(D) it reduces the weight of the carcass
3. Carcass chiller means most nearly
(A) a refrigerator for the animal body (C) electrical stimulation of beef
(B) a method of boning meat (D) early excision
4. Early excision means most nearly
(A) vacuum packaging (C) electrical stimulation of beef
(B) hot boning (D) early excision
5. The toughening of meat during hot boning has been combated by
(A) following hot boning with electrical stimulation
(B) tenderizing the meat
(C) using electrical stimulation before hot boning
(D) removing only the edible muscle and fat pre rigor

Task 3

Read the following passage carefully then answer the questions.

A recent investigation by scientist at the U.S. Geological Survey shows that strange animal behavior might help predict future earthquakes. Investigators found such occurrences in a ten-kilometer radius of the epicenter of a fairly recent quake. Some birds screeched and flew about wildly; dogs yelped and ran around uncontrollably.

Scientist believes that animals can perceive these environmental changes as early as several days before the mishap.

In 1976 after observing animal behavior, the Chinese were able to predict a devastating quake. Although hundreds of thousands of people were killed, the government was able to evacuate millions of others people and thus keep the death toll at a lower level.

1. What prediction may be made by observing animal behavior?
(A) An impending earthquake
(B) The number of people who will die
(C) The ten-kilometer radius of the epicenter
(D) Environmental changes
2. Why can animal perceive these changes when humans cannot?
(A) Animal are smarter than humans
(B) Animals have certain instincts that humans don't possess
(C) By running around the house, they can feel the vibrations
(D) Humans don't know where to look
3. Which of the following is not true?
(A) Some animals may be able to sense an approaching earthquake
(B) By observing animal behavior scientists perhaps can predict earthquakes
(C) The Chinese have successfully predicted an earthquake and saved many lives
(D) All birds dogs in a ten-kilometer radius of the epicenter went wild before the quake
4. In this passage, the word *evacuate* most nearly means
(A) remove (B) exile (C) destroy (D) emaciate
5. If a scientists can accurately predict earthquakes, there will be
(A) Fewer animals going crazy (C) fewer people evacuated
(B) A lower death rate (D) fewer environmental changes

Task 4

Read the following passage then answer the questions.

Sequoyah was young Cherokee Indian, son of a white insider and an Indian squaw. At an early age, he became fascinated by the ‘talking leaf’, an expression that he used to describe the white man’s written records. Although many believed this ‘talking leaf’ to be a gift from the Great Spirit, Sequoyah refused to accept that theory. Like other Indians of the period, he was illiterate, but his determination to remedy the situation led to the invention of a unique 85-character alphabet based on the sound patterns that he heard.

His Family and Friends thought him mad, but while recuperating from a hunting accident, he diligently and independently set out to create a form of communication for his own people as well as for other Indians. In 1821, after twelve years of work, he had successfully developed a written language that would enable thousands to read and write.

Sequoyah’s desire to preserve words and events for later generations has caused him to be remembered among the important inventors. The giant redwood trees of California, called “sequoias” in his honor, will further imprint his name in history.

1. What is the most important reason that Sequoyah will be remembered?
 - (A) California redwoods were named in his honor.
 - (B) He was illiterate.
 - (C) He created a unique alphabet.
 - (D) He recovered from his madness and helped mankind.
2. How did Sequoyah’s family react to his idea of developing his own “talking leaf”?
 - (A) They arranged for his hunting accident.
 - (B) They thought he was crazy.
 - (C) They decided to help him.
 - (D) They asked him to teach them to read and write.
3. What prompted Sequoyah to develop his alphabet?
 - (A) People were writing things about him that he couldn’t read.
 - (B) He wanted to become famous.
 - (C) After his hunting accident, he needed something to keep him busy.
 - (D) He wanted the history of his people preserved for future generations.

4. The word *illiterate* means most nearly
- (A) fierce (C) abandoned
(B) poor (D) unable to read or write
5. How would you describe Sequoyah?
- (A) determined (C) backwards
(B) mad (D) meek
6. Which of the following is *not* true?
- (A) Sequoyah developed a form of writing with the help of the Cherokee tribe.
(B) Sequoyah was a very observant young man.
(C) Sequoyah spent twelve years developing his alphabet.
(D) Sequoyah was honored by having some trees named after him.

Task 5

Read the following passage carefully then answer the questions.

Because **Egyptians** in life after death, they mummified the body to preserve it from decay. The ancients left no written accounts as to the execution of this process, so scientists have had to examine mummies and establish their own theories. The embalming process might have taken up to seventy days for nobles and only a few for the poor. Certain compounds of salts, spices, and resins were used to preserve the corpse, which was later wrapped in fine linen cloth and then encased in a wooden box before being placed in a sarcophagus.

1. How have we been able to learn about the mummification process?
- (A) Accurate records have been about the mummification to us.
(B) Interviews with embalmers who still use the process revealed the secret.
(C) After studying mummies, scientists have developed their own theories.
(D) Chemical analysis of the compounds has led us to an explanation of the method used.
2. How would you describe the embalming process?
- (A) lengthy and complicated (C) strict and unfaltering
(B) short and simple (D) wild and terrifying
3. Which of the following statements is *not* true?
- (A) Bodies were preserved as a matter of religious belief.
(B) All mummification took seventy days to complete.
(C) Special compounds were used to embalm the bodies.
(D) It has been difficult to determine the process used.

CHAPTER 10

INFERENCE/IMPLICATION

Inference is process of inferring.

By inference means that which is inferred; it is also a result of drawing a conclusion

Implication means implicating or being implicated (in a crime, etc)

Implication is also said as what is implied (all informations are taken from TOEFL Exercises).

Making inferences

What is inference?

It is a way of guessing. When you make an inference, you have some information and you guess more things from that information.

You often make inferences in your life. You can make inferences or the bus, for example. You hear two people talking. You do not know what they are talking about. But after you listen a little, you can guess what they are talking about.

Making inferences is important when you read. It can often help you understand what you are reading. Good readers, in fact, make inferences all the time. In these exercises, you can learn to make inferences.

Example:

Look at the picture and answer the questions. You must make inferences from the picture! Work with another student.



1. Where are these people?
In an airplane
2. What are their jobs?
They're both business
People
3. What are they doing?
The man is showing
something to the
woman
4. What are they saying?
The man is saying,
"Here is a Photo of my
family."

Task 1

Make inference from this picture and answer the questions.

Work with another student.



1. Where are these people?
.....
.....
2. What are their jobs?
.....
.....
3. What are they doing?
.....
.....
4. What are they saying?
.....
.....

Task 2

Make inferences from these pictures and answer the questions.

Work with another student.



1. Where are these people?
.....
2. Where are their jobs?
.....
3. What are they doing?
.....
4. What are they saying?
.....

Task 3

Here are some riddles about food. In riddles you must make inferences.

Can you answer the questions?

1. It's brown.
You can drink it.
You can put milk or sugar in it.
It isn't tea.
What is it?
2. First it's red.
After you cook, it's brown.
What is it?
3. It's orange.
It's often long and thin.
Sometimes you cook and sometimes you don't.
What is it?
4. It's white. It's sweet.
You can put it in coffee or tea.
You often put in cakes.
What is it?
5. It's white. It's not a sweet.
You can put it on meat or vegetables.
You don't put it in coffee.
What is it?
6. It's white or brown.
You can make sandwich with it.
You can put butter on it.
You can eat it alone.
What is it?
7. It can be red, green, or yellow.
It comes from a tree.
You can eat it anytime.
You can cook it, too.
What is it?
8. It's white.
You must cook it.
You can put butter on it.
You can eat it with meat or vegetables.
What is it?

Task 4

Here are some riddles about places. Can you answer the questions?

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 in a building.

There are lots of tables.

Some people are eating

Some people are cooking.

Some people are bringing food to the tables.

What is it?

3. It's not in building.

It has trees and sometimes has flowers.

Children like to play there.

Dogs like to run there.

What is it?

4. It's in 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 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?

Talk to another student. Do you have some answers?

Task 5

Here are some riddles about jobs. Can you answer the questions?

1. He sees lots of children.
Some children are sick.
He helps them to get well.
He listens to the mothers and fathers.
He tells them what to do.
What is his job?

2. Sometimes she sits at a desk.
Sometimes she walks through the store.
She answers some people's questions.
She helps other people at work.
She wants lots of people in the store.
What is her job?

3. He works in a tall building.
His office is on top.
He has meetings in restaurants.
He makes telephone call in his car.
He has an airplane, too.
What is her job?

4. She goes to different places around the world.
Sometimes there are wars. Sometimes people are dying.
She talks to the people on these places.
Then she tells their stories to the people at home.
Many people watch her in the evening.
What is her job?

5. She sits down all day.
But she moves around the city.
She goes to the some places every day.
She sees many different people.
They pay to go with her.
What is her job?

Talk to another students. Do you have the same answers?

Task 6

Make inference from this part of a story. Read and answer the questions.

3

The sun is going down. He 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 look behind a big stone, “Harry!” he says. “What are you doing here?”

“I’m running from Bemie and Pete,” Harry says. “But my leg angry. There isn’t any gold in this river.”

“What? “ Jonas says. “But you ... Unlike the bar ... “

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

3

1. Where are these people?
2. What is Harry doing?
3. Why are Bemie and Pete angry?
4. What did Harry say in the bar?

Talk to answer from this part of the story. Read and answer the questions.

7

Four days later, Jenny and Blue Sky are making the beds. Suddenly they hear. Two men are shouting. Jenny looks out of the window. She can see Jack Crane and her father in front of the farmhouse. Jack Crane’s face is very red.

“Do it!” he shouts.

“No, I’m not going to,” Sam shouts back. “It’s Sunday and I don’t work on Sundays. You do it!”

Jenny runs downstairs and out of the house. There is a strong wind and it is raining.

“What’s happening?” she ask her father.

“We’re leaving in the morning.” Sam answers. He is walking very fast. Jenny looks at him.

“But ... how are we going to eat? We don’t have any money.” Sam does not answer. His eyes are cold and hard.

1. Where are this people?
2. What does Jack Crane want?
3. Why are Sam’s eyes cold and hard?
4. What does Jenny think?

Task 7

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

Leaping Larry says, "we want to see the Island."

"All right," says Duncan. "We can go in my boat."

Durian, Larry, and Roxanne get into Duncan's boat. Jack jumps in, too. Roxanne is carrying Bobo.

Duncan takes them around the Island. The sun is shining and it's a beautiful day. But Roxanne isn't happy.

"What do you all day?" she ask Duncan.

"Well," says Duncan, "I go for walks and! Fish. And sometimes I go swimming."

"Is that all?" Roxanne asks.

"Well," says Duncan, "I'm also writing a book."

"A book!" says Roxanne. "What about?"

"About Lana," says Duncan.

"Oh," says Roxanne. "That isn't very exciting."

"Listen, honey," says Larry. "We can make the Island exciting. We can have pop concerts here. It's just fine for concerts. Hundreds of people can come!"

Duncan looks at Jack. Jack looks at Duncan.

"Pop concerts!" they think. "Oh, no!"

1. Where are these people?
2. Where does Duncan live?
3. Does Larry like the Island? Why or why not?
4. What does Duncan think?

Now you are ready to read a book!

What can you tell about the book?

What is a spy?

Who is Simon?

Is this a sad story or a happy one?

Learning More New Words from You Pleasure Reading Book

After you read, write the new words in your notebook.

Write the word and write the sentence (or sentence) around the word.

Next write the meaning (In English or your language). Then check the meaning with your teacher or in the dictionary.

CHAPTER 11
LOOKING FOR TOPICS

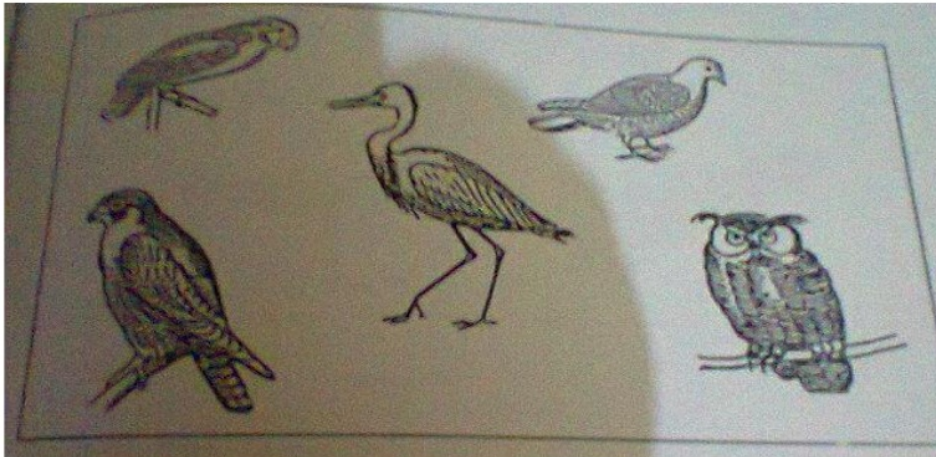
What is a ‘topic’? A topic is something about.
Good readers always look for the topic when they read.

Then they can understand and remember what they read.
There are two kinds of topics. One kind of topic is the name of a group of things. Another kind of topic is the name of a thing with many parts.

Topics That Are Names of Groups

Exercise 1

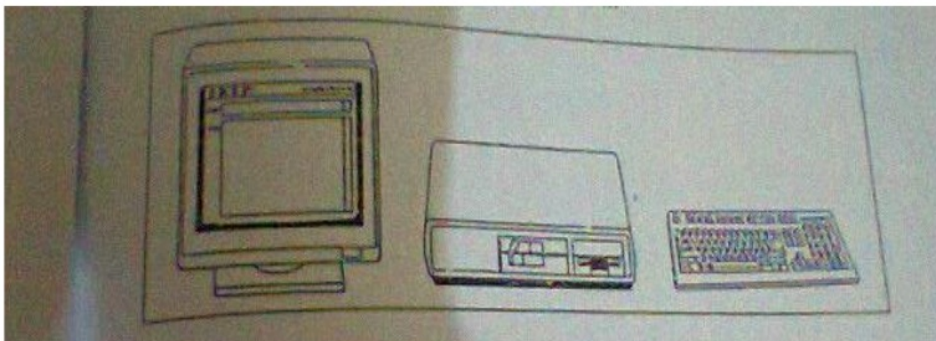
What is the topic of these pictures?



1. Topic : Birds

Exercise 2

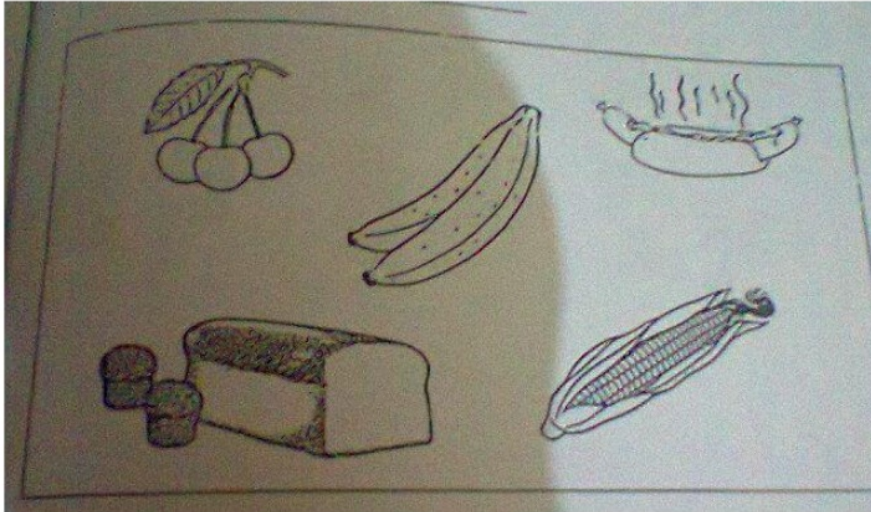
These things are all parts of something. What is it?



2. Topic :

Exercise 3

What is the topic of these pictures?



3. Topic :

Exercise 4

What is the topic of these pictures?



4. Topic :

Exercise 5

What is the topic of the following advertisements that you can find from Los Angeles News?

Los Angeles News		
Classified Ads		
For Sale	Lost And Found	Classes and Tutoring
Bed, \$150. Like new, 223-3222	Lost. Keys or ring. Near High St. \$25. Reward. Call 321-1212.	Learn to sing. New class begins in June. Five students in a class. Ten works, \$75. Call today ! 525-0800
Table and 4 chairs. Beautiful, old. \$700. 342-9982	Lost : Black and white cat. 2 years old. Near Green St. please call 939-9310.	Math lessons. Tutor can help your! \$15/hour. Call 566-7878.
Bicycle. 1 year old. 21 speeds. \$75.663-9280	Lost. Sunglasses in red case. Near school St. reward. 773-7219	English lessons in your home. Very good teacher. \$20/hour. 793-7287.
Bicycle, Men's. good for hills. \$3.000. 663-2929	Found. Big black dog. Small ears. Short hair. Near Flower St. 393-1974	Learn to speak Chinese. Hong Kong teacher. \$25/hour. 356-4678
21" TV and VCR. 2 years old. Must sell now. \$350. 769-5055	Lost. Near University Rd. camera in brown case. Need for my job. Reward. Please call 723-2901.	Piano lessons. Teacher from Russia. Call today. 894-0759.
		English classes for beginners. Six students in a class.736-2984.

Task 1: Please find the Topic than Write.

1. Main Topic :
2. Sub Topic :
3. Sub Topic :
4. Sub Topic :

Task 2: Scan the ads and answer the questions.

1. How many bicycles are for sale? -----
2. What is the price of the 21" TV and VCR? -----
3. How many dogs were found? -----
4. Where was the camera lost? -----
5. What is the telephone number for Chinese lesson? -----

Exercise 6

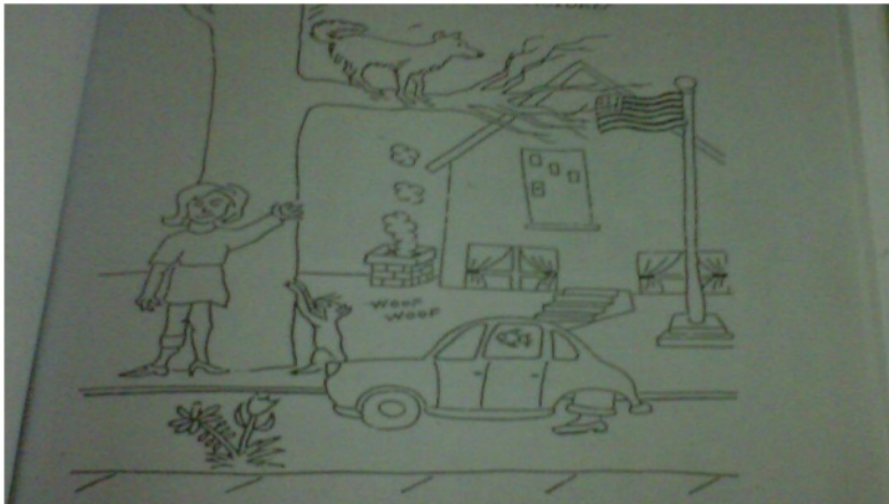
FIRE PREVENTION WEEK



What dangerous can you see in this home?
Write at least **10 (ten) sentences**, that you can see from the picture.

Exercise 7

WHAT'S WRONG WITH THIS PICTURE?



Write at least 10 (ten) sentences, that you can see from the picture above.

Exercise 8

Great Woods
By The Boston Globe



Write at least 10 (ten) sentences, that you can see from the picture above.

“Rod Ste³²t” copyright 1987 Universal! Press Syndicate. All right reserved, “Great Woods” copyright 1987 G, B T⁴⁸eau, Reprinted with permission of Universal Press Syndicate. All rights reserved. “Steely Dan” reprinted with special permission of King Features Syndicate, Inc.

Exercise 9

Newspaper Questionnaire

Before you Begin:

1. If you have a problem, what do you do? Do you try to avoid the problem? Do you simply worry about it? Or do you do something about it?
2. Do you think all people handle problems in the same way? Do you think people from different backgrounds and cultures respond differently to crises?

Efficient reading requires an understanding of the attitudes and experiences of the writer. Unless one has knowledge about or is able to infer an author's beliefs. It is possible to understand all of the sentences in a passage and yet not comprehend a writer's ideas.

Reading a newspaper in another language is an excellent way of drawing inferences about another culture. The following is a quiz which appeared in a newspaper in the United States. It was designed to provide people with the opportunity to measure their ability to handle problems. By taking the quiz, you should be able to gain an understanding of the kinds of problems experienced in the United States and the ways in which people attempt to deal with them.

Answer each of the questions. If you have trouble deciding what you would do in a given situation, choose the response that is closest to what you would do.

How Do You Handle Everyday Stress?

Psychologists are now convinced that day-to-day problems, which frequently seem unimportant, are what "take a lot out of you."

Moreover, they can even affect the length of your life. Everybody faces day-to-day problems, but some can handle them better than others.

Would you like to know how well you can cope? In this quiz, circle the answer closest to the way you actually react in this situation described. If the situation is unfamiliar, circle the answer closest to the way you think you would handle it.

Answers at the end will tell you how well you are coping with everyday stress and may help you to improve your methods of dealing with problems.

1. Birthdays, weddings, anniversaries..... It seems impossible to avoid spending money.
 - a. You tell everyone to take you off their gift list so that you don't have to buy a gift.
 - b. In spite of the expense you continue to enjoy selecting small, special gifts for any occasion.
 - c. You give only to those who are most Important to you.

2. You had an automobile accident with another car and you have to appear in court.
 - a. The anxiety and inconvenience of appearing in court causes you to lose sleep.
 - b. It's an unimportant event, one of those things that happen in life. You will reward yourself with a little gift after court.
 - c. You forget about it. You will cope with it when the day comes.
3. Some furniture and carpeting in your house was damaged by a leak in the water pipes and you discover that your insurance doesn't cover the loss.
 - a. You become depressed and complain bitterly about the insurance company.
 - b. You recover the furniture yourself.
 - c. You think about canceling your insurance and writing a letter of complaint to the Better Business Bureau.
4. You've had a fight with your neighbor and nothing was resolved.
 - a. You go home, fix a strong drink, try to relax and forget about it.
 - b. You call your lawyer to discuss a possible lawsuit.
 - c. You work off your anger by taking a walk.
5. The pressures of modern day living have made you and your spouse irritable.
 - a. You decide to take it easy and not be forced into any arguments.
 - b. You try to discuss irritating matters with a third person so that you can make your feelings known without an argument.
 - c. You insist on discussing the problems with your spouse to see how you can take off some of the pressure.
6. A close friend is about to get married. In your opinion, it will be a disaster.
 - a. You convince yourself that your early fears are incorrect, and hope for the best.
 - b. You decide not to worry because there's still time for a change of plans.
 - c. You decide to present your point of view; you explain your reasoning seriously to your friend.
7. You are worried about rising food prices.
 - a. Despite rising prices, you refuse to change your eating habits.
 - b. Your anger level rises every time you see an increase in price from the week before, but you buy anyway.
 - c. You try to spend less and to change your eating habits.
8. Finally your abilities have been recognized; you've been offered an important job.
 - a. You think of turning down the chance because the job is too demanding.
 - b. You begin to doubt if you can handle the added responsibility successfully.
 - c. You analyze what the job requires and prepare yourself to do the job.

9. You suspect that your rent or some other monthly expense will increase.
 - a. You pick up the mail anxiously each day and give a sigh of relief when the letter isn't there.
 - b. You decide not to be caught by surprise and you plan how to handle the situation.
 - c. You feel everyone is in the same situation and that somehow you'll cope with the increase.

10. Someone close to you has been seriously injured in an accident, and you hear the news by phone.
 - a. You hold back your feelings for the moment because other friends and relatives have to be told the news.
 - b. You hang up and burst into tears.
 - c. You call your doctor and ask for tranquilizers to help you through the next few hours.

11. You've won a big luxury car in a competition. You could use a car but it seems this is going to change your life considerably.
 - a. You worry about the added problems your good luck will bring.
 - b. You sell it and buy a smaller car, banking the money left over.
 - c. You decide to enjoy the car and to worry about the added expense later.

12. Every holiday there is a serious argument in the family about whether to visit your parents or those of your spouse.
 - a. You make a rigid 5 year plan, which will require you to spend each holiday with different members of the family.
 - b. You decide that you'll spend important holidays with the members of the family you like best, and ask others to join you for the lesser holidays.
 - c. You decide the fairest thing is not to celebrate with the family at all – and it's less trouble.

13. You're not feeling well.
 - a. You diagnose your own illness, then read about it.
 - b. You gather up your courage, talk about it at home and go to see your doctor.
 - c. You delay going to the doctor thinking that you will eventually feel better.

14. Your youngest child is leaving home and going into the world.
 - a. You discuss the development with friends to see how they're handling it.
 - b. You give all the help you can and plan new interests for yourself.
 - c. You try to talk the young person into staying home a bit longer.

Adapted from "How Do You Handle Everyday Stress?"
By Dr. Syvil Marquis and Marilyn Lane. Feature and News Service.

When you have finished, continue reading the article. You will learn how to score your responses and discover what the authors of this questionnaire consider appropriate behavior. Be aware to score responses for yourself, others from your culture, and natives of the United States.

To find out how you cope with stress, score your answers according to the following chart:

Questions 1-3: A=3, B=1, C=2

Questions 4-8: A=3, B=2, C=1

Questions 9-14: A=2, B=1, C=3

The lower your total score, the better able you are to cope with your problems. If you scored 23 or less, the advice that follows may be normal behavior for you. (Perhaps you can teach others how to be calm).

If you scored over 23, here are some ways to handle stress conditions effectively. Don't put difficult situations to one side thinking they will go away. Eventually you will have to deal with them anyway. Don't make decisions that will cause you stress later. It's better to face reality at the beginning. For example, don't accept an invitation if you know you won't be able to attend when the time comes.

In order to avoid problems later, think things through in advance. In facing a problem, don't guess about the future or let your imagination run away with you; find out what the true situation is, then handle it.

Most of the time what you may be fearing will never happen. When you get upset about an unavoidable stress-filled event, do something physical to work it off. When tragedy strikes, as it does to all of us, don't be afraid to show your emotions.

CHAPTER 12

COMPARISON AND CONTRAST

Comparison is attempted to discover what is like and unlike. It is also a resemblance shown for the sake of explanation. **Contrast** is to display the differences between (verb transitive). If it is as verb intransitive means to show marked differences when compared.

Comparisons indicate degrees of difference with adjectives and adverbs, and may be equal or unequal.

1. Equal comparisons: An equal comparison indicates that the two entities are (or are not if negative) exactly the same. The following rule generally applies to this type of comparison.

Subject + verb + as + {adjective} + as + {noun }
{adverb } {pronoun }

Note: Sometimes you must see *so* instead of *as* before the adjective or adverb in negative comparisons.

He is not as tall as his father.

Or

He is not so tall as his father.

Note: Remember that the subject form of the pronoun will always be used after *as* in correct English

Peter is as tall as I.
You are as old as she.

Examples of equal comparisons:

My book is <u>as interesting as</u> yours.	(adjective)
His car runs <u>as fast as</u> a race car.	(adverb)
John sings <u>as well as</u> his sister	(adverb)
Their house is <u>as big as</u> that one	(adjective)
His job is not <u>as difficult as</u> mine.	
Or	(adjective)
His job is not <u>so difficult as</u> mine.	
They are <u>as lucky as</u> we.	(adjective)

The same idea can also be conveyed in another way.

subject + verb + *the same* + (noun) + *as* + { ^{noun}
pronoun }

NOTE: *As high as* means the same as *the same height as*.
My house is as high as his.
My house is the same height as his.

Be sure that you know the following adjective and their corresponding nouns.

ADJECTIVES	NOUNS
Heavy, light	Weight
Wide, narrow	Width
Deep, shallow	Depth
Long, short	Length
Big, small	Size

NOTE: Remember that the opposite of *the same as* is *different from*.
NEVER use *different then*.

My nationality is different from hers.
Our climate is different from Canada's.

Examples of *the same as* and *different from*

There trees are the same as those.
He speaks the same language as she.
Her address is the same as Rita's.
Their teacher is different from ours.
My typewriter types the same as yours.
She takes the same courses as her husband.

2. **Unequal comparisons:** This type of comparative implies that the entities are comparable in a greater or lesser degree. The following rules generally apply to this type of comparative.

1. Add *-er* the adjective base most one- and two- syllable adjectives. (thick-thicker, soon-sooner, quiet-quieter)
2. Use the form *more* + adjective for most three-syllable adjectives. (*more* beautiful, *more* important, *more* believable)
3. Use the form *more* I adjective for adjectives ending in the following suffixes: *-ed*, *-ful*, *-ing*, *-ish*, and *-ous*. (*more* useful, *more* boring, *more* cautious)
4. Double the final consonant of one-syllable adjectives which end in a single consonant (except *w*, *x*, and *y*) and are preceded by a single vowel. (big-bigger, red-redder, hot-hotter)
5. When an adjective ends in a consonant + *y*, change they to *I* and add *-er* (happy-happier, dry-drier)

NOTE: The *-er* suffix means exactly the same as *more*. Therefore, they can NEVER be used together. It is NOT CORRECT to say:

$$\text{subject + verb + } \left\{ \begin{array}{l} \text{adjective + er} \\ \text{adverb + er}^{\text{m}} \\ \text{more + adjective/adverb} \\ \text{less + adjective/adverb} \end{array} \right\} + \text{than + } \left\{ \begin{array}{l} \text{noun} \\ \text{pronoun} \end{array} \right\}$$

One can add *-er* to only a few adverbs are: *faster, quicker, sooner, and later*.

NOTE: Remember always to use the subject form of the pronoun after *then*.

Example:

John's grades are <u>higher than</u> his sister's	(adjective)
Today is <u>hotter than</u> yesterday	(adjective)
This chair is <u>more comfortable than</u> the other	(adjective)
He speaks Spanish <u>more fluently than</u> I.	(adverb)
He visits his family <u>less frequently than</u> she does	(adverb)
This year's exhibit is <u>less impressive than</u> last year's	(adjective)

Unequal comparison can be further intensified by adding *much* or *far* before the comparative form.

$$\text{subject + verb + } \left\{ \begin{array}{l} \text{far} \\ \text{much} \end{array} \right\} + \text{adjective + er + than + } \left\{ \begin{array}{l} \text{noun} \\ \text{pronoun} \end{array} \right\}$$

$$\text{subject + verb + } \left\{ \begin{array}{l} \text{far} \\ \text{much} \end{array} \right\} + \text{more + } \left\{ \begin{array}{l} \text{adjective} \\ \text{adverb} \end{array} \right\} + \text{than + } \left\{ \begin{array}{l} \text{noun} \\ \text{pronoun} \end{array} \right\}$$

Harry's watch is far more expensive than mine.

That movie we saw last night was much more interesting than the one on television.

A watermelon is much more sweeter than a lemon.

She dances are much more artistically than her predecessor.

He speaks English much more rapidly than he does Spanish.

His car is far better than yours.

Nouns can also be used in comparisons. Be sure to use the determiners correctly depending on whether the adjectives are countable or non countable.

subject + verb + *as* + $\left\{ \begin{array}{l} \text{many} \\ \text{much} \\ \text{little} \\ \text{few} \end{array} \right\}$ + noun + *as* + $\left\{ \begin{array}{l} \text{noun} \\ \text{pronoun} \end{array} \right\}$

subject + verb + $\left\{ \begin{array}{l} \text{more} \\ \text{fewer} \\ \text{less} \end{array} \right\}$ + noun + *than* + $\left\{ \begin{array}{l} \text{noun} \\ \text{pronoun} \end{array} \right\}$

I have more book than she.

February has fewer days than March.

He earns as much money as his brother.

They have as few classes as we.

Their job allows them less freedom than ours does.

Before payday, I have as little money as my brother.

3. Illogical comparisons: An illogical comparison is one in which unlike entities have been compared. Be sure that the items being compared are the same. These forms can be divided into three categories: possessives, *that of*, and *these of*.

Incorrect: His drawings are as perfect as his instructor.
(This sentence compares *drawings* with *instructor*.)

Correct: His drawings are as perfect as his instructor's.
(*Instructor's* - instructor's drawings)

Incorrect: The salary of a professor is higher than a secretary.
(This sentence compares *salary* with *secretary*.)

Correct: The salary of a professor is higher than that of a secretary.
(*That of* - the salary of)

Incorrect: The duties of a policeman are more dangerous than a teacher.
(This sentence compares *duties* with *teacher*.)

Correct: The duties of a policeman are more dangerous than those of a teacher.
(*Those of* - the duties of)

Example of logical comparisons:

John's car runs better than Mary's.

(*Mary's* – Mary's car)

The climate in Florida is as mild as that of California.

(*that of* – the climate of)

Classes in the university are more difficult than those in the college.

(*those in* – the classes in)

The basketball games at the university are better than those of the high school.

(*those of* – the game of)

Your accent is not as strong as my mother's.

(*my mother's* – my mother's accent)

My sewing machine is better than Jane's.

(*Jane's* – Jane's sewing machine)

4. Irregular comparatives and superlatives: A few adjectives and adverbs have ⁸irregular forms for the comparative and superlative. Study then....

ADJECTIVE OR ADVERB	COMPARATIVE	SUPERLATIVE
Far	Farther Farthest	{farthest} {furthest}
Little	Less	Least
{much} {many}	More	most
{good} {well}	better	best
{bad} {badly}	worse	worst

I feel much better today than I did last week.

The university is farther than the mall.

He has less time now than he had before.

Marjorie has more books than Sue.

This magazine is better than that one.

He acts worse now than ever before.

Please try to do the following exercises of Comparisons.

Exercise 1: Comparisons

Supply the correct form of the adjectives and adverb in parentheses. Let *as* and *than* be your clues.

Add any other words that may be necessary.

1. John and his friends left _____ (soon) as the professor had finished his lecture.
2. His job is _____ (important) than his friend's.
3. He plays the guitar _____ (well) as Andres Gegovia.
4. A new house is much _____ (expensive) than an older one.
5. Last week was _____ (hot) as this week.
6. Martha is _____ (talented) than her cousin.
7. Bill's descriptions are _____ (colorful) than his wife's.
8. Nobody is _____ (happy) than Maria Elena.
9. The boys felt _____ (bad) than the girls about losing the game.
10. A grey hound runs _____ (fast) than a Chihuahua.

Exercise 2: Comparisons

Supply *than*, *as*, or *from* in each of the following sentences.

1. The Empire State Building is taller _____ the Students of Liberty.
2. California is farther from New York _____ Pennsylvania.
3. His assignment is different _____ mine.
4. Louie reads more quickly _____ his sisters.
5. No animal is so big _____ King Kong.
6. That report is less impressive _____ the governments'.
7. Sam wears the same shirt _____ his teammates.
8. Dave paints much more realistically _____ his professor.
9. The twins have less money at the end of the month _____ they have at the beginning.
10. Her sports car is different _____ Nancy's.

5. **Multiple number comparatives:** Number multiples can include: *half, twice, three times, four times*, etc. Study the following rule.

subject + verb + number multiple + as + $\left\{ \begin{array}{l} \text{much} \\ \text{many} \end{array} \right\}$ + (noun) + as + $\left\{ \begin{array}{l} \text{noun} \\ \text{pronoun} \end{array} \right\}$

Note: It is *incorrect to say*: “twice ore than,” etc.

This encyclopedia costs twice as much as the other one.

At the clambake last week, Fred is three times as many oysters as Barney.

Jerome has half as many records now as I had last year.

6. **Double comparatives:** These sentences begin with a comparative construction, and the second clause must also begin with a comparative.

the + comparative + subject + verb + *the* + comparative + subject + verb

The hotter it is, the more miserable I feel.

The higher we flew, the worse Edna felt.

The bigger they are, the harder they fall.

The sooner you take your medicine, the better you will feel.

The sooner you leave, the earlier you will arrive at your destination.

the more + subject + verb + *the* + comparative + subject + verb

The more you study, the smarter you will become.

The more he rowed the boat, the farther away he got.

The more he slept, the more irritable he became.

No sooner: If the expression *no sooner* appears at the beginning of a sentence, the word *than* must introduce the second clause.

Note also that the auxiliary precedes the subject.

no sooner + auxiliary + subject + verb + *than* + subject + verb

No sooner had we started out for California, than it started to rain.

No sooner will he arrive, than he will want to leave.

No sooner had she entered the building, than she felt the presence of somebody else.

NOTE: *No longer* means *not anymore*. NEVER use *not longer* in a sentence that has this meaning.

John no longer studies at the university.

(John *does not* study at the university *anymore*)

Cynthia may no longer use the library because her card has expired.

(Cynthia *may not* use the library *anymore*)

7. **Positives, comparatives, and superlatives:** Most descriptive adjectives have three Forms: the positive (*happy*), the comparative (*happier*), and the superlative (*happiest*).

POSITIVE	COMPARATIVE	SUPERLATIVE
hot	hotter	hottest
interesting	more interesting	most interesting
sick	sicker	sickest
colorful	more colorful	most colorful

The *positive* shows no comparison. It describes only the simple quality of a person, thing, or group.

The house is big. The flowers are fragrant.

The *comparative* involves *two* entities and shows a greater or lesser degree of difference between them.

My dog is smarter than yours.

Bob is more athletic than Richard.

Spinach is less appealing than carrots.

It is also possible to compare two entities without using *than*. In this case the expression *of the two* will usually appear someplace in the sentence.

subject + verb + *the* + comparative + *of the two* + (noun)

OR

of the two + (noun) + subject + verb + *the* + comparative

Harvey is the smarter of the two boys.
 Of the two shirts, this one is the prettier.
 Please give me the smaller of the two pieces of cake.
 Of the two landscapes that you have shown me, this one is the more picturesque.
 Of the two books, this one is the more interesting.

Remember:	2 entities-comparative
	3 or more-superlative

In the *superlative* degree, three or more entities are compared, one of which is superior or inferior to the other. The following the rule applies.

$\text{subject} + \text{verb} + \textit{the} + \left\{ \begin{array}{l} \text{adjective} + \textit{est} \\ \textit{most} + \text{adjective} \\ \textit{least} + \text{adjective} \end{array} \right\} + \left\{ \begin{array}{l} \textit{in} + \text{singular countnoun} \\ \textit{of} + \text{plural count noun} \end{array} \right\}$
--

John is the tallest boy in the family.
 Deana is the shortest of the three sisters.
 These shoes are the least expensive of all.
 Of the three shirts, this one is the prettiest.

NOTE: After the expression *one of the* + superlative, be sure that the noun is plural and the verb is singular.

One of the greatest tennis players in the world is Bjorn Borg.
 Kuwait is one of the biggest oil producers in the world.

Adverbs usually are not followed by *-er* or *-est*. Instead, they are compared by adding *more* or *less* for the comparative degree, and by adding *most* or *least* to form the superlative.

POSITIVE	COMPARATIVE	SUPERLATIVE
carefully	more carefully less carefully	most carefully least carefully
cautiously	more cautiously less cautiously	most cautiously least cautiously

Sally drove more cautiously than Bob. (comparative)
 Joe dances more gracefully than his partner. (comparative)
 That child behaves the most carelessly of all. (comparative)
 Irene plays the most recklessly of all. (superlative)

Exercise 3: Comparisons

Select the correct form in parentheses in the following sentences.

1. Of the four dresses. I like the red one (better/best)
2. Phil is the (happier/happiest) person that we know.
3. Pat's car is (faster/fastest) than Dun's.
4. This is the (creamier/creamiest) ice cream I have had in a long time.
5. This poster is (colorfuler/more colorful) than the one in the hall.
6. Dora Fred feels (weller/better) today than he did yesterday?
7. This vegetable soup tastes very (good/well)
8. While trying to balance the baskets on her head, the woman walked (awkwarder/more awkwardly) than her daughter.
9. Jane is the (less/least) athletic of all the women.
10. My cat is the (prettier/prettiest) of the two.
11. This summary is (the better/the best) of the pair.
12. Your heritage is different (from/than) mine.
13. This painting is (less impressive/least impressive) than the one in the other gallery.
14. The colder the weather gets, (sicker/the sicker) I feel.
15. No sooner had he received the letter (when/than) he called Maria.
16. A mink coat costs (twice more than/twice as much as) a table coat.
17. Jim has as (little/few) opportunities to play tennis as I.
18. That recipe calls for (many/much) more sugar than mine does.
19. The museum is the (farther/farthest) away of the three buildings.
20. George Washington is (famouser/more famous) than John Jay.

8. Nouns Functioning as Adjectives

¹⁸ In English, many nouns can function as adjectives when they appear before other nouns (a wool coat, a gold watch, a history teacher). The first noun of the combination functions as an adjective, describing the second one, which functions as a noun.

¹⁸ The nouns which function as adjectives are always in the singular even though they may modify a plural noun. Number-noun combinations always appear hyphenated.

We took a tour that lasted five weeks.
(*Weeks* functions as a noun in this sentence)
We took a five-week tour.
adjective noun

His subscription to that magazine is for two years.
(*Years* functions as a noun in this sentence)
He has a two-year subscription to that magazine.
adjective noun

That student wrote a report that was ten pages long.
(*Pages* functions as a noun in this sentence.)
That student wrote a ten-pages.
adjective noun

These shoes cost twenty dollars.
(*Dollars* functions as a noun in this sentence.)
These are twenty-dollars shoes.
adjective noun

Exercise 4: Nouns Functioning as Adjective

In each of the following sets, choose the appropriate form for the blank in the second sentence.

Example: Her call to California lasted ten minutes.
She made a ten-minute call to California

1. Sam's new apartment is in a building which has twelve stories.
Sam's new apartment is in a _____ building.
2. We teach languages.
We are _____ teachers.
3. My parents saw a play in three acts last night.
My parents saw a _____ play last night.
4. The manager said that the sale would last for two days.
The manager said that it would be a _____ sale.
5. Hal bought a tool set containing 79 pieces.
Hal bought a _____ tool set.
6. Margie has a bookcase with five shelves.
Margie has a _____ bookcase.
7. I need two cans of tomatoes that weight 16 ounces each.
I need two _____ cans of tomatoes.
8. I'm looking for a pressure cooker that holds six quarts.
I'm looking for a _____ pressure cooker.
9. He is a specialist at building houses made of brick.
He is a specialist at building _____ house.
10. Mrs. Jansen just bought her daughter a bicycle with ten speeds.
Mrs. Jansen just bought her daughter a _____ bicycle.

Exercise 5: Enough with Adjectives, Adverb, and Nouns

Enough changes positions depending on whether it is modifying a noun, an adjective, or an adverb. When modifying an adjective or an adverb, *enough* follows.

$\left. \begin{array}{l} \text{adjective} \\ \text{adverb} \end{array} \right\} + \text{enough}$ Adverb and Adjective

Are those French fries crisp enough for you?
adjective

He speaks Spanish well enough to be an interpreter.
adverb

It is not cold enough to wear a heavy jacket.
adjective

When modifying a noun *enough* precedes the noun.

$\text{enough} + \text{noun}$

Do you have enough sugar for the cake?
adverb

Exercise 6: Comparison of adjectives

Part A: Read and answer

1. Read this passage:

Who stole the baby?

This afternoon a woman stole a baby outside a supermarket.

Joan was coming out of the supermarket, and she saw the woman.

A policeman is asking Joan about the woman now.

POLICEMAN: Look at this picture, please. Is that the same woman?

JOAN: Well, I don't think so. No, that isn't the woman I saw.

She **10** shorter hair.

POLICEMAN: Did you see her face?

JOAN: Oh yes. Her face was rounder than that.

POLICEMAN: Anything face?

JOAN: Wait a minute. Her nose was different. It wasn't so short.

Yes, she had a longer nose than that. It was thinner, too.

POLICEMAN: Good.

JOAN: Her mouth wasn't like that, either. It was much bigger.

Her mouth was much wider.

POLICEMAN: All right. Now can you remember anything else about the women you saw?

JOAN: She looked cleverer. I think she looked more intelligent than this woman.



A

B

C

D

2. Find the sentence with these adjectives:

EXAMPLE:

Bigger

It was much bigger.

1) cleverer

4) curlier

7) longer

2) more intelligent

5) rounder

8) shorter

3) thinner

6) wider

3. Complete the policeman's note.

The policeman made some notes while he was talking to Joan.

Find the word he wrote.

4. Who stole the baby?

The policeman showed this picture to Joan. She said it wasn't the same woman.

She told him how the woman she saw was different.

Which woman did Joan see A, B, C or D? (See the picture above)

Part B: Comparison with -er/-est; comparison of good and bad

1. Notice to spell regular comparatives and superlatives with -er and -est.

The general rule is added er/est:

Short, shorter, shortest; long, longer, longest

Words ending in e add r/st:

Wide, wider, widest; brave, braver, bravest

Words ending in y have ier/iest:

Busy, busier, busiest; tidy, tidier, tidiest

Words with short vowels double the last letter:

Hot, hotter, hottest; thin, thinner, thinnest

2. Write sentence with comparatives.

EXAMPLE:

English/math/easy

English is easier than maths.

OR

Maths is easier than English.

(You decide)

- | | |
|----------------------------------|------------------------------------|
| 1) Ice cream/chocolate cake/nice | 4) Languages/science subjects/easy |
| 2) Dogs/cats/friendly | 5) Apples/potatoes/cheap |
| 3) January/July/hot | 6) Cars/bicycles/safe |

3. Answer the sentences with superlatives

EXAMPLE:

Who is the tallest person in your family?

My father/mother/sister/brother is the tallest person in my family.

- 1) Who is the tallest person in your family?
- 2) What is the biggest city in your country?
- 3) Who is the quietest person in your class?
- 4) And who is the noisiest?
- 5) What is the longest river in your country?
- 6) Who has the loudest voice in your family?

4. Complete with the right form of the adjective.

EXAMPLE:

London is a ____ city. It's ⁵⁴one of the ____ cities in the world. (large)

London is a large city. It's one of the largest cities in the world.

- 1) The Sahara Desert is very _____. It's one of the _____ places in the world. (hot)
- 2) Canada is a ____ country. But Russia is ____ than Canada. (big)
- 3) The _____ country in South America is Brazil. It's much ____ than all the other countries. (large)
- 4) London and Paris are both ____ cities. Some people think that Paris is ____ than London. (busy)

5. **Notice:**

Good better best
Bad worse worst

6. Look at the marks and complete the sentences

NAMA	MARKS			
Anne	85			
Bob	43			
Charles	71			
Doris	54			
Eva	36			

EXAMPLE:

Anne got the ____ mark.

Anne got the best mark.

- 1) Her mark was ____ than all the other mark.
- 2) Eva got a ____ mark. Her mark was the ____.
- 3) Bob's mark was ____ than Eva's, but it wasn't very ____
- 4) Bob was ____ than Anne, Charles and Doris.
- 5) Anne's mark was the ____, and Eva's was the ____.

Part C: Comparison with more and most

1. **Notice:**

Longer adjectives form the comparative with more, and the superlative with most:

Difficult *more difficult* *most difficult*

Interesting *more interesting* *more interesting*

(See the Exercise ABOVE) for help in choosing er/est or more/most.)

2. Give your opinion.

EXAMPLE:

___ is more interesting than ___. (geography, history)

Geography is more interesting than history.

OR

History is more interesting than Geography.

(You decide)

- 1) ___ is more useful than ___. (geography, history)
- 2) ___ are more intelligent than ___. (girls, boys)
- 3) ___ is more famous than ___. (Elvis Presly, John Lennon)
- 4) ___ are more beautiful than ___. (Flowers, trees)
- 5) ___ is more difficult than ___. (being clever, being nice)
- 6) ___ are more important than ___. (managers, workers)

3. Give true answers with superlatives.

EXAMPLE:

What's the most popular sport in your country?

(Football/Running) is the most popular sport in my country.

- 1) What's the most popular sport in your country?
- 2) What's the most interesting city?
- 3) What's the most exciting film you have ever seen?
- 4) Who is the most intelligent person in your family?
- 5) What's the most interesting school subject?
- 6) What's the most difficult subject?

4. Complete with the right form of the adjective.

EXAMPLE:

Football is a ___ game. Perhaps it's ___ game in the world. (popular)

Football is a popular game. Perhaps it's the most popular game in the world.

- 1) Arabic and Chinese are ___ languages to learn. Chinese is probably ___ than Arabic. (difficult).
- 2) Paris is one of the ___ cities in Europe. Some people say Paris is the ___ city in the world. (exciting)
- 3) Fruit is usually ___ than vegetables. In most countries meat is ___ food, but in some place fish is ___ than meat. (expensive)

5. Write true sentence about the different subjects that you study.

- 1) I think that (subject) is more interesting than (subject).
- 2) (name) doesn't agree. He/She says that (subject) is the most interesting. (subject)
- 3) In my opinion, (subject) is the most difficult, but (name) thinks that (subject) is more difficult.

Part D: The choice of comparative and superlative forms; writing practice

1. Notice these comparative and superlative form:

Use er/est:

- 1) With adjective of one syllable: *hot*.
- 2) With adjective of two syllable ending in -le, -ow, -y (y changes to i) or er:
Gentle, narrow, happy, clever

Use more/most:

- 1) With adjectives of three or more syllables: *difficult, intelligent*.
- 2) With adjective ending in -ing, -ed, -ful, -less or -ous: *boring, surprised, useful, careless, famous*.

Note that some adjective adjectives can have er/est or more/most:

Polite: *politer or more polite, politest or most polite*

Handsome: *handsomer, handsomest, or more/most handsome*

2. Write the comparative and superlative form of these adjective:

- | | | | |
|------------|-------------|--------------|-------------|
| 1) angry | 4) annoyed | 7) early | 10) healthy |
| 2) helpful | 5) exciting | 8) marvelous | 11) shallow |
| 3) simple | 6) strange | 9) tiring | 12) useless |

3. Write a paragraph about Pat and Matt by choosing the sentence which is true.

Pat	Matt
1m 75cms 69 kgs	1m 75cms 69 kgs

Patrick and Matthew Smart are twins. Their friends call them Pat and Matt.

1. a. Pat and Matt are the same height.
b. Matt is taller than Pat.
2. a. One of them is heavier than the other.
b. They are the same weight, too.
3. a. There isn't any difference in their appearance.
b. There isn't much difference in their appearance.
4. a. The only thing that's different is their hair.
b. Pat's hair is exactly the same as Matt's
5. a. Pat's hair is longer than Matt's
b. Pat's hair is shorter than Matt's

4. Write a similar paragraph about two people you know.

Sentence 1 says who they are: are they friends sisters/brothers etc?

Sentence 2 is about their height.

Sentence 3 is about their weight.

Sentence 4 is about their appearance: is there a lot of difference, or not much difference?

Sentence 5 begins: *One thing that is different is*

Sentence 6 says more about the thing that is different.

5. Write another paragraph by completing these sentences about their interests.

- 1) (name) is more interested in ___ than (name), and he she is better at ___ than (name).
- 2) But he/she isn't as good at ___ as (name) is.
- 3) (name) thinks that ___ is the most exciting sport game/pastime, but (name) doesn't agree. She says that ___ is much more enjoyable.

(All exercises are taken from some reading books and TOEFL test, see the Bibliography).

CHAPTER 13

ANALOGY/SIMILE

Argument by **analogy** is common form of argument and just as common a source of fallacious reasoning. It generally holds that X is like Y and, since the conclusion drawn from X was Z, therefore Y is like Z. It is a familiar type of argument used by politicians and political journalist who wish to predict the future from their reading of history.

One common version goes like this: “Licentious sexual behavior proceeded the fall of the Roman Empire. Therefore, the sexual permissiveness of our own times threatens the basis of Western society.” The problem with analogies on this scale is that they focus on one element within a very complex social situation, and shut out consideration of other factors that may well have had much greater influence on the event.

Economics is another example. It is now common for journalist to draw comparisons between selected economic indicators, such as debt level and the price of commodities, and to argue that, because there were indicators of similar kind just prior to the economic crash of 1929 which preceded the Great Depression, we are headed today for the same fate. Again, this overlooks the myriad of the indicators which today appear quite different to those of the late 1920s. It also ignores a vast array of changes to the world economy over the past 60 years and to the greatly expanded role of national government and international organizations.

Another common analogy is made between animal and human behavior. The fact that some male apes and canines are fiercely competitive or territory has been used by some psychologist to try to explain warfare between humans. Apart from the fact that these analogies usually don't fit – there is little resemblance between fighting behavior of animals and the forms of organization and relations involved in warfare – they conveniently ignore comparisons with different apes and other animals that are not territorially acquisitive or aggressive. Very often analogies like this fail because they are so selective. They pick out comparisons that suit their conclusion but suppress all the other evidence of a similar kind which might contradict them.

This is not to say that all analogies are false or that it is fallacious to make comparisons between past and present or between animal and human behavior. Sometimes analogies can reveal interesting thing and lead us to conclusions we might have missed. But, in most cases, they are a weak form of argument because of the great difficulty of making close-fitting comparisons between subjects that are basically dissimilar.

[Adapted from *Writing, Researching, Communicating* by
Keith Windschuttle & Elizabeth Windschuttle, 1990: p.79-80]

Simile is a figure of speech in which one thing likened to another in one respect by the use of 'like', 'as', etc.

For example: 'His explanation was clear as crystal'.

Simile is also called a way of using words so that one thing is compared to another because of something they have in common.

For example: 'He fought like a wild animal'.

'He is as rich as a king'.

CHAPTER 14

DEFINITION

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Definition means an act of defining. It is also called as a set of words explaining the meaning e.g. of word, scientific principle of property.

PARAGRAPH DEVELOPMENT: by **Definition**

What is paragraph development by definition?

As the name suggest, a paragraph of definition defines a thing, a term, a person, etc. In the example below, horticulture is defined by an explanation of what it is, and what it is comprised of.

By this method, horticulture is differentiated (*dibedakan*) from agronomy.

Hence, there is a classification in the paragraph which tells what is included in horticulture and what is not. In brief, the paragraph is simply defining (*menjelaskan*) horticulture.

HORTICULTURE

Horticulture is a branch of agriculture concerned with producing fruits, vegetables, flowers and ornamental plants. Horticulture originally (*pada awalnya*) referred to (*tertuju*) small private plots (*bidang tanah*) in which plants were cultivated; it differed from agriculture, which pertained to the cultivation of fields/ however, these definitions were no longer hold (*tidak sesuai lagi*). Horticulture now includes orchards, ranches, plantations, glasshouses, and plastic tunnels – the whole gamut (*ranah*) of areas, large or small, and tropical, subtropical, or temperate, in which plants may be successfully grown. It is contrasted today with agronomy. The distinction (*perbedaan*) between the two is made largely on the basis of the plants concerned, agronomy being restricted (*terbatas*) to crops, such as grain, hay, and cotton that have been traditionally cultivated in large field. Even here there is no sharp line to separate the two, especially in the case of vegetables. Red pepper (*cabe*), for instance, when grown for export, is considered agronomic, but when grown as a table vegetable is horticultural. Hence, there is the tendency to determine the classification in terms of the extend of the area rather than on the more precise basis of the plant itself.

Basic Data and Main Targets, National Development Planning Agency,
Republik of Indonesia

Paragraph Development

What is paragraph development? Paragraph development pertains to the discussion of paragraph. As you have learned, a paragraph has three main divisions: 1) A topic sentence (introduction), 2) The discussion (controlling idea), and 3) the concluding statement (conclusion). The discussion of the paragraph which supports the topic sentence can be developed in several ways; namely, by using: 1) Details, examples and illustrations, 2) Definitions, 3) Reasons, 4) Comparison and contrast, 5) Narrations, 6) Arguments, etc. However, our focus will be on the first three types of paragraph development since these are types most commonly used in technical textbooks, scientific reports, and papers.

The topic sentence indicates the controlling idea of a paragraph. You have been taught that a topic sentence should be clear and specific. It should not be too broad. However, no matter how carefully you create and limit your topic sentences, they are still relatively general statements in relation to the content of the paragraph. Therefore; they should be narrowed down (*diperkecil*) but adequately supported. Adequate support of the topic sentence in the discussion part of the paragraph is important as it will clarify to the readers the controlling idea of the passage. Our first lesson in paragraph development will be about “detail, examples, and illustrations” since these are some of the most effective methods for developing general statements. The methods provide concrete and specific details or illustrations that will convey a clear impression of what general statement really is.

PARAGRAPH DEVELOPMENT Using Details, Examples, and Illustrations

Observe that in the example below the paragraph provides details, examples, and illustration on the subject of food production in Indonesia. Also, notice that figure is used to support the controlling idea of the paragraph.

Food Crop Production in Indonesia

The predictions of the experts in 1970 that the world can not feed its extra mouths have so far proved pessimistic. In fact, UN Food and Agriculture Organization 1983 study indicated that the world could, in the year 2000, feed four times its projected population. This optimistic view of UNFAO has also been shared by many of the Third World countries. One good illustration is Indonesia. Due to agricultural development, the country's food production has been increasing. In 1988, rice production (husked paddy) was 41.5 million tons and the projected number by 1993 is 48.7 million tons. Livestock production is also increasing at an average of 5% a year. Through the methods of fish culture, fishery is improving by an annual increment (*kenaikan*) of 3%. The growth rate of horticultural products has been 5 – 7% annually. In short, Indonesia experiences an increased food production. The country may not be totally self-sufficient; however, her view of the future need for feeding the people is bright.

Source of data:

Repelita V – Indonesia's Fifth Five-Year Development Plan Basic Data and Main Targets, National Development Planning Agency, Republik of Indonesia.

WRITING FOCUS: The Topic Sentence

The Writing Focus of the previous chapter discusses the paragraph in general and how to write your topic sentence. In this chapter, the paragraph will be discussed more in detail. Every paragraph should have a topic sentence. A topic sentence shows what the paragraph is about. A good topic sentence controls the paragraph in that it does not only clarify (*menjelaskan*) what the paragraph is about, but it also points out what the paragraphs are not about. For example, if you are writing about fish culture at the beginning of the paragraph, you should not suddenly switch the subject to horticulture in the middle of your writing, unless some facts about horticulture will support (*mendukung*) your ideas about fish culture.

A topic sentence is placed at the beginning of paragraph. It is often the first sentence in the paragraph. Advanced writers sometimes state the topic sentence at the end, and some others do not state it but rather suggest it with other parts of the paragraph. However, for beginners, the topic sentence should be written at the beginning of the paragraph.

A Topic Sentence (TS) has two requirements:

1. A paragraph must have a subject (S); that is, what you are talking about subject (subject does not mean the grammatical subject of a sentence).
2. A paragraph must have a controlling idea (CI); that is, what you say about the subject (often with an opinion).

Examples:

1. Sun-drying of wet paddy is inexpensive.
 S CI
2. The hand tractor is easy to operate.
 S CI
3. Paddy is dried by using the method of sun-drying.
 S CI

After making the topic sentence of your paragraph, the next step is to make outline. In the outline, you simply write down ideas in a list which will give solid support to your controlling idea. They write the **concluding sentence (CS)**, which restates the topic sentence in different words.

Outline: *Example I*
 (TS) Irrigation systems help farmers in rural areas.
 S CI

List of ideas:

- a. Opening employment opportunities (*kesempatan kerja*)
- b. Farmers' utilization of land to its maximum capacity
- c. Two to three harvests a year
- d. Not dependent on seasons
- e. Simultaneous planting season to fight insects

WRITING ACTIVITY I

Now that have been given the two examples of paragraph development, can you write own? Try to develop a topic sentence by “details, examples and illustrations”. The subject should be in the field of agriculture. Then indicate the three main divisions of your paragraph; that is, the topic sentence, the discussion or controlling idea and the conclusion. Write a list of ideas as a controlling idea to support your topic sentence before you begin writing.

WRITING ACTIVITY II

This writing exercise still focuses on paragraph development by “details, examples, and illustrations”. By following the pattern of form and organization of a paragraph that has been explained in this book, try to develop the following topic sentence. In this exercise you are given the list of ideas to support your topic sentence.

ORNAMENTAL HORTICULTURE

Topic Sentence: Ornamental, or landscape, horticulture has become an integral part of any well-planned building enterprise.

List of ideas (CI):

1. A collection of trees and shrubs for color or landscape.
2. A big business for plant growers.
3. Need for garden designers.
4. For illustrations: landscape horticulture for office building and analog the various toll roads the capital city of Jakarta.

Conclusion: Landscape horticulture is a common phenomenon in big cities in Indonesia

WRITING ACTIVITY III

Look over the paragraph of “definition” given to you as an example. Notice that the discussion part of the paragraph defines a term or a person. Try to write such a paragraph.

Again, before writing your paragraph, make a list of ideas following it. Only as an example. You should try to choose your own topic sentence for this development.

MUSHROOMS

Topic Sentence: There are two types of mushrooms: the edible and inedible. List of ideas (CI)

1. Definitions of both types.
2. Characteristics of both types.
3. Name of both types in plant science.
4. Cultivation of the edible kind.
5. Mushroom poisoning from the inedible kind.

Conclusion: One should be able to differentiate between the edible and the poisonous kind.

COMMUNICATIVE ACTIVITY I

In this exercise, you are given paragraphs containing significant substance in the field of agriculture. Use the information in the paragraphs as a source of a dialogue. First, read the paragraphs thoroughly and look up the dictionary for difficult words. Choose a friend to be your partner in the dialogue. You may also include information from other sources than those given in the passage.

Reduction in Rice Production due to Pests

The tropical environment which favors fast luxuriant growth of crops and vegetation, also favors weed which compete for moisture and nutrients. Parasitic fungi, insects, spider mites, bacteria, eelworms and virus diseases which cause serious reductions in the crops. Without a “closed season” for plant growth, these pests may thrive all the year.

Even after harvesting, serious losses result from pest and rats in storage. These maladies may give rise to such epidemics that the economy of the country may be threatened. An instance of this was the attack of “*hama wereng*” (the brown leafhoppers) on paddy fields in 1975 in Indonesia. Most farmers lost their rice crops to the pests. As a result, the price of rice per kg increased substantially in that year.

Knowledge of the biology of the parasite is the basis of all control measures. Information on the life cycle of the parasite may indicate the point at which control can be best applied. Previous experience in the control of the pests or a similar pest elsewhere can be applied as soon as the pest is diagnosed. The vector of a virus having been determined can often be controlled by insecticides. Also, seed treatment with heat or chemicals will eradicate many seed borne pests and diseases.

COMMUNICATIVE ACTIVITY II

In this exercise, you should do some reading research at the library before making your presentation. Try to present orally in front of the class how genetic engineering in plants such as rice, fruits and vegetables has been applied in Indonesia. After the presentation, your colleagues can make comments and criticism. It is recommended that this oral exercise be conducted in discussion group.

COMMUNICATIVE ACTIVITY III

Study the following expressions:

May I speak to ..., please?

Can I speak to ..., please?

Can I help you?

Would you like some help?

Would you like to make an appointment?

How would you like to go to ...?

Would you like to leave a message?

How would you like to attend the ...?

Do you want to see the show/ .../ ...now?

Based on the telephone conversations given as examples above, create a telephone conversation using the expressions given for the following situations:

1. A student tries to make an appointment to consult his or her professor at the university.
2. An Indonesian lecturer invites a visiting professor from abroad to attend a seminar.
3. A student invites another student to see a movie in the city.

CHAPTER 15
GOVERNMENT INTERVENTION
IN BUSINESS

GOVERNMENT regulation affecting business activity has markedly increased in recent years, and present indications point to a general continuation of this trend. A survey carried out recently indicates growing responsibilities of government in all areas of a nation's life, most especially in the social welfare and general economic areas.

As 'warden of the economic order,' the government must maintain a stable economy where a high rate of growth, full employment, optimal allocation of resources, equilibrium of the balance of payments and maximum stability of the currency will **simultaneously** allow a high standard of living for the people and a climate in which business can operate and compete on the national and international level. It is difficult for government to maintain a sound economic balance in the face of the increasing complexity of business and government administration, increasing political pressures, and increasing demands for social welfare from the population.

FORCES BEHIND INCREASED REGULATION AND INTERFERENCE

In examining the economic reasons for government regulation of the private sector, differences in the economic climate and in government's role in the economy must be considered.

DEVELOPING NATIONS

In developing countries, the public sector's participation in the economy is considered fundamental to starting the industrial life of the nation. The transition from traditional agricultural economy to an industrialized economy requires a complete change in attitudes and activities of the population.

Business leaders in developing countries **underscore** the importance of a unified effort by the public and private sectors to support the industrialization of a nation. For this reason, government participates in all areas of a nation's economic life in the early stages of industrial development in order to establish a **viable** and **diversified** economy. The public sector often has **access** to the **know-**

how and financial resources of foreign private investors and foreign aid donors and to badly needed marketing information which may be beyond the reach of private domestic resources.

The success of the private industrial sector will depend upon the **corresponding** legal, economic and political support of the government. Corporate executive indicate that it is **essential** for the progress of the national economy as a whole to get 'government to accept new measures and procedures and to enact new laws' which will **encourage** and support private enterprise.

Government actions such as the following may be necessary for industrial **expansion** in a developing economy.

1. Government sponsorship of the manufacture of a basic material which cannot be economically produced on a small scale but which is essential in the production of output by several companies. The government should see that the various consumers are fairly and equitably treated.
2. Government regulation of competition that is not in the public interest.
3. Incentives to direct the location of industry to **induce** the development of all **regions** of the nation.
4. Restriction of imports to foster the manufacture of products supplied domestically, and to make available foreign exchange for essential **implements** production.
5. Joint industrial ventures by the public and private sectors of the economy when private enterprise has **insufficient** capital to act alone.
6. Negotiation for substantial participation of domestic businesses in the ownership of foreign enterprises which are **exploiting** domestic resources and/or markets.
7. Regulations and policies to fight and control inflation.

STATE-OWNED INDUSTRY

In developing economies, state ownership of productive enterprises is frequently the result of an **initial** need for vital services and industrial expansion while private capital is scarce. Investors are **reluctant** to put money into industry in their countries because of the limited returns they are likely to **realize**, at least initially. As the economic base **broadens**, the government encourages the **diversion** of resources into many fields of productive activity and often initiates new enterprise when private capital is inadequate.

Government activities in the protection of national interests grow in scope and depth. Government may foster certain industries-petroleum, steel and transport, for certain industries-

petroleum, steel and transport, for example – to ensure a strong military defense capability. Governments may also **establish**, take over and/or operate other industries that they believe are vital to the development and growth of their economies. In the transition from a traditional to a modern economy, governments often must depend heavily upon the production and export of primary resources and traditional manufactured goods to **sustain** the economy.

Such export products as grains, textiles, hemp, rubber, coffee and wood are often the chief earners of the foreign exchange that is needed for the purchase of machinery and supplies for new industries. Subsequently, governments may also be forced to establish other industries to bridge the employment gap and raise the nation's standards of living.

Excerpted from World Executive's Digest, April 1985,
with alterations to suit the level of intended learning.

QUESTIONS LEADING TO DISCUSSION

1. Where is the government role predominant?
2. What are government responsibilities as "warden of the economic order"?
3. Why is the public sector's participation fundamental to starting the industrial life of the developing nations?
4. How can an independent and diversified economy be established in a nation?
5. What does the success of the private industrial sector depend upon?
6. Name seven government actions which may be necessary for industrial expansion in a developing economy, and explain them in your own words.
7. Why are state-owned industries in developing nations essential?
8. How does government protect national interests?
9. In your opinion, has government control over the economy in Indonesia been optimal?
10. When Prime Minister Margaret Thatcher visited Indonesia early in 1985, she was quoted by one of the newspapers in Jakarta as saying: "Business flourishes where government intervention is least." What is your opinion on her brief statement?
11. Do you think she was being somewhat controversial in regard to the Indonesian socio-economic context?
12. Some economic observers have indicated that government relations with the private sector in Indonesia have been more developmental than regulatory. Can you explain such a relationship? Give some examples of such a relationship.
13. It seems that more and more countries, rich and poor, are in favor of government intervention in business. Is this a fairly recent trend?
14. If you think so, what has brought about this change in attitude?
15. Is government intervention desirable in areas other than economic?

VOCABULARY FOCUS

Affect (v) – have an influence or impression on

The change in taxation will *affect* some business enterprises.

maintain (v) – keep up; retain; continue

Government subsidy is important in order to *maintain* prices of basic commodities.

simultaneously (adv) – happening or done at the same time as.

The oil glut and world-wide inflation occurred *simultaneously*.

interference (n) – the act of breaking in upon (of events, circumstances, etc.)

The lecture was brief because of the students' *interference*; they continuously asked the lecturer questions.

attitude (n) - way of feeling, thinking or behavior

There has been a favourable change in the *attitude* of the people; they no longer look down upon manual work.

underscore (v) – underline; emphasize

Some people *underscore* the importance of saving a fraction of their income.

viable (adj) – capable of developing; without outside help; able to exist

Giant corporations are *viable* since they possess sufficient private capital.

diversified (adj) – giving variety to

The farmers' agricultural products are sufficiently *diversified*; they grow corn, rice, soy beans and cassava.

access (n) – opportunity or means of reaching, using or approaching

Students have *access* to various books in the library.

know-how (n) – knowledge; techniques; expertise

The Japanese experts have the technological *know-how* to produce computers.

correspond (v) – be in harmony with

The unanticipated result of the policy, strangely enough, *corresponds* with the objective of the program.

essential (adj) – necessary; indispensable

Government regulations are *essential* to regulate business activities in order to prevent the fraudulent acts of some entrepreneurs.

encourage (v) – give courage or hope, support; induce

The streamlining of the bureaucratic procedures *encourages* people to participate in the private sector.

expansion (n) – the act or condition of making or becoming larger

The *expansion* of the small-scale credit system (KIK) is helping the rural economy a great deal.

induce (v) – encourage; support

The farmers are *induced* to plant cash crops such as corn and rice.

region (n) – area or division with or without definite boundaries

The remote *region* is not accessible by jeep since the roads are narrow and winding.

Implements (n) – tools or instruments for working with

The factory produces farm *implements* such as hoes and rakes.

Insufficient (adj) – inadequate; not enough

Ali could not write the paper since data on the subject were *insufficient*.

exploit (v) – use; work or develop (e.g. mines, waterpower and other and other resource of a country)

The waterfall at Si Gura-Gura is being *exploited* to produce electricity.

initial (adj) – of or at the beginning

The workers are now at the *initial* stage of constructing the free-way.

reluctant (adj) – (slow to act) because unwilling or disinclined

Some people are *reluctant* to accept new ideas since they like to follow customs.

realize (v) – change/covert a hope or plan into a fact

Some development programs cannot be *realized* due to a lack of funds.

broaden (v) – enlarge; make or become broader

experience will *broaden* people’s perception on a particular probe.

Diversion (n) – diverting; the act of turning something aside or giving it a different direction

The government encourages the *diversion* of exports from oil to non-fuel commodities such as handicraft and textiles.

establish (v) – set up, put on a firm foundation

Cooperatives have been *established* to support the rural economy.

sustain (v) – keep from falling or sinki²

Indonesian artisans are trying to improve the quality of artifacts in order to *sustain* the country’s exports.

VOCABULARY ACTIVITY I

The words in the list are taken from the reading passage. Try to fill in the blanks with these words or any of their structural forms.

population

underscore

broaden

viable

induce

expansion

primary

access

implement

diversified

Within the framework of minimizing the nation’s dependence on imports, domestic industries will need to be expanded and made efficient. Indonesian producers have to be efficient in order to be competitive with imported goods. Only by becoming efficient, can Indonesian producers be _____1_____. Efficient production requires a _____2_____ market so that domestic products can be increased at an optimal scale. _____3_____ of markets means that income and employment should be widespread throughout all areas and sections of the economy. People should be _____4_____ to consume domestic products. This _____5_____ the important role played by farmers since farmers constitute the largest bulk of the Indonesian population. Also the average income of farmers is generally lower than that of the general _____6_____. So it should be the policy advisers’ _____7_____ concern to increase farmers’ income production. When their income increases, they will have more _____8_____ to commodities. Although farm _____9_____ will be in great demand farmers’ tastes and needs will also very, and this means goods should be produced and _____10_____. Therefore, domestic industries should be extended.

Source: Repelita IV Book, Vol. II

VOCABULARY ACTIVITY II

Try to choose the closest meaning/synonym A, B or C of the words given below:

- | | |
|---------------------|------------------|
| 1. viable | 9. broaden |
| A. dependent | A. widen |
| B. independent | B. simplify |
| C. free | C. elaborate |
| 2. underscore | 10. correspond |
| A. stress | A. harmonize |
| B. press | B. write letters |
| C. encourage | C. disagree |
| 3. expansion | 11. maintain |
| A. length | A. stop |
| B. extension | B. adjourn |
| C. area | C. continue |
| 4. diversified | 12. exploit |
| A. varied | A. decrease |
| B. united | B. increase |
| C. coordinated | C. use |
| 5. access | 13. initial |
| A. means of getting | A. second |
| B. ways of thinking | B. first |
| C. means of writing | C. last |
| 6. essential | 14. establish |
| A. eager | A. build |
| B. fortunate | B. destroy |
| C. important | C. perform |
| 7. reluctant | 15. induce |
| A. not satisfied | A. discourage |
| B. not willing | B. disobey |
| C. not happy | C. encourage |
| 8. implements | |
| A. work | |
| B. performance | |
| C. tools | |

STRUCTURE FOCUS: **The Participles and Participial Phrases**

The participles and the participial phrases are a verbal construction – *ed* and *ing* forms. The participles (*-ed* or *-ing* forms) are derived from verbs; however in sentences they are not functioning as verbs. They are modifiers of nouns or pronouns. The following are sentences employing the participles and participial phrases. Observe that in the examples, besides the verbal construction, each sentence should have its main verb (in italics).

Examples:

1. There *has been* in **increasing** demand for fuel recently.
(**Increasing** modifies the noun 'demand'.)
2. The public sector *has access* to badly needed **marketing** information.
(**Marketing** modifies the noun 'information'.)
3. They *accept* new laws **issued by the government**.
(**Issued by the government** modifies the noun 'laws'.)
4. **Imported** goods *are* to some degree expansive.
(**Imported** modifies the noun 'goods'.)
5. There *are* goods **lying** idle at the factory.
(**Lying** modifies the noun 'goods'.)
6. I *saw* the moderator **conducting the seminar held at the main hall of the university**.
(**Conducting the seminar held at the main hall of the university** modifies the noun 'moderator'.)
7. Mr. Daengkombo, **smiling sweetly to the students**, *gave* a lengthy explanation on the theory of 'supply and demand'.

(**Smiling sweetly to the students** modifies the noun 'Mr. Daengkombo'.)

Additional examples of the participles and participial phrases:

The following passage is taken from the reading selection, with alternations in order to fit the intended linguistic skill to be learned. Note that the participles and the participial phrases are in boldface.

Government regulation **affecting business activity** has markedly increased in recent years, and present indications point to a general continuation of this trend. A Survey **carried out recently** indicates the **growing** responsibilities of government in all areas of a nation's life, most especially in the social welfare and general economic areas.

As 'warden of the economic order,' the government must maintain a stable economy where **sustained** economic growth, full employment, optimal allocation of resources, equilibrium of the balance of payments, and **expanding** stability of the currency will simultaneously allow a high standard of living for the people and a **stabilized** climate in which business can operate and compete on the national and international level. It is difficult for government to maintain a sound economic balance in the face of the **increasing** complexity of business and government administration, **increasing** political pressures, and **increasing** demands for social welfare from the population.

STRUCTURE ACTIVITY I

Continue reading the passage and try to underline the participles and the participial phrases by yourself as in the examples above. Start from the sub-topic 'Forces behind increased regulation and interference,' and continue until the end of the reading passage, and try to identify the noun or pronoun each participle or participial phrase modifies.

STRUCTURE ACTIVITY II

Use the present or the past participial forms of the verbs in parentheses in the following sentences.

Example: _____ (sing) softly to herself, Mayangsari walked along the stream.

Singing softly to herself, Mayangsari walked along the stream

1. There are about 25,000 civil servants _____ (employ) in the various government institutions.
2. Who are these government employees _____ (function) as public officials?
3. They are employees _____ (range) from the night watch-man to policy makers.
4. Are the economic expert _____ (design) the various economic policies public servants too?
5. Some of them are. They design policy objectives and the methods _____ (create) to achieve these goals are also the result of their hard work.
6. _____ (Have) assessed these methods, the policy makers have to decide on which would be best to implement a certain policy.
7. Will _____ (implement) policies always produce positive results?
8. Not always. Sometimes policies will give rise to an _____ (unanticipated) outcome.
9. These _____ (unintended) results may extend to all kinds of *aras* beyond the intention of policy makers.
10. Negative outcomes _____ (result) from policies are essentially not the aim of the experts.
11. So, _____ (be) a policy maker, a person has to be very careful.
12. In fact, any civil servant _____ (involve) in public services has to be conscientious. So does an office boy!

STRUCTURE ACTIVITY III

The following passage contains participles and participial phrases. Try to identify them and indicate their functions in the sentences.

The first computers were relatively simple machines for storing information. 'Data — single bits of information — fed into the machines and 'retrieved' — were made available to those who need them — at the press of a button. For government, insurance companies, banks or any other organization engaged in business activities that had to file large amounts of information, this ability was an enormous advantage in saving space and time. And of course, the number of employees needed to handle computers was far smaller than the number required for an old-fashioned bookkeeping.

Now there seems to be no end to the applications made for computers. Some doctors now use computers for diagnoses and suggested treatment. They tell the machine the patient's symptoms, press a queer looking button, and get back the probable cause and the recommended treatment for the illness. In industry, the control of elaborate manufacturing processes has been taken over by computers. Not only can computers inform them even observing them when something is going wrong, but the machine can also, in many cases, make the necessary corrections themselves. Computers are used by the military to spot unidentified flying objects; they are an important part of the defense system of North America.

COMMUNICATIVE FOCUS: Model Dialogue Using Participial Adjectives

Two employees one from the private sector and one from the public sector carry on the following conversation.

- Bejo : Mr. Toto, You must have worked for the government for quite some time, right?
- Toto : Oh yes, about ten years, I believe. You too, have been with the pharmaceutical company for about five years now ...?
- Bejo : That's right. You see, our job there gives us an increasing amount of job security. That's why, I think, the company is doing fine. I think workers with tenure tend to be more productive.
- Toto : I'm not so sure about it, since there is an economic paradox indicating that workers with job security are more inclined to be less productive.
- Bejo : You're right about that confusing paradox. But it depends, though, on the type of job. Take for example, tenured teachers, professors and civil servants. These employees in the public sector are not, of course, as productive as employees employed in the private sector with job security.
- Toto : I know ... It's still a very apparent contradiction.
- Bejo : See here, public sector employees does not participate meaningfully in decision making and not at all in productivity gains.
- Toto : I see, I see ... tenure and productivity, eh? ... But which company wants to give lifetime job security, when a demanding employee always goofs off? Besides, slackening business activities in a company can also occur ... and, or course, labor mobility is a source of both personal freedom and economic efficiency.

COMMUNICATIVE ACTIVITY IV

Some economic observers predict that excessive tariffs, quantitative restrictions and other forms of protection from imports will ultimately result in a high cost-economy due to the following factors:

1. Excessive price increase
2. low-quality production
3. excessive profit gains

The three factors given can be discussed extensively. Do you have other points about excessive tariff protection by the government? Try to elaborate on each point. Get ideas from your peers and lecturers.

WRITING FOCUS I: Paragraph Development by Comparison and Contrast

The second aspect of paragraph development that will be focused on in this chapter is development of paragraph by (1) comparison and contrast, and (2) by definition. Comparison means pointing up similarities or differences of two objects. Comparisons are normally made between similar things – two cities, two prominent persons, etc, while contrast is the opposite of comparison. Contrast clarifies by pointing up differences rather than similarities. However, by small and large, comparison and contrast are effective tools of clarification. They explain the controlling idea of a paragraph and make it more comprehensible.

Generally a topic sentence suggests that the development of the controlling idea in the paragraph is by comparison and contrast. In any such development, it is important to give careful attention to the clear arrangement of the points of similarity or difference. The more extended the comparison, the more crucial such clear ordering becomes. Observe how carefully the writer of the two following paragraphs tries to keep the same order within the two paragraphs. In each, he speaks first of Roosevelt, then of Churchill; in each he moves back, at the end of the paragraph, to a telling final point of comparison. The careful ordering of the paragraphs helps keep them coherent.

“Roosevelt, as a public personality, was a spontaneous, optimistic, pleasure-loving ruler who dismayed his assistants by the gay and apparently heedless abandon with which he seemed to delight in pursuing two or more totally incompatible policies, and astonished them even more by the swiftness and ease with which he managed to throw off the cares of office during the darkest and most dangerous moments. Churchill too loves pleasure, and he lacks neither gaiety nor a capacity for exuberant self-expression, together with the habit of blithely cutting Gordian knots in a manner which often upsets his experts; but he is not a frivolous man. His nature possesses a dimension of depth – and a corresponding sense of tragic possibilities, which Roosevelt’s lighthearted genius inattentively passed by.

Roosevelt played the game of politics with virtuosity, and both his successes and his failures were carried off in splendid style; his performance seemed to flow with effortless skill. Churchill is acquainted with darkness as well as light. Like all inhabitants and even transient visitors of inner worlds, he gives evidence of seasons of agonized brooding and slow recovery. Roosevelt might have spoken of sweat and blood but when Churchill offered his people tears, he spoke a word which might have been uttered by Lincoln or Mazzini or Cromwell but not Roosevelt, greathearted, generous, and perceptive as he was.”

Isaiah Berlin, Mr. Churchill

WRITING FOCUS II: Paragraph Development by Definition

The second aspect of paragraph development that you will also learn in this chapter is paragraph development by definition. As the name suggests, development of a paragraph by definition is done by defining some key objects or terms in the topic sentence. By defining the objects or terms, a writer will set a limit within which a topic or terms is used. Paragraphs of definition are generally important parts of papers, essays and articles. Paragraph of definition sometimes make use of details and examples, of comparison and contrast to insure clarity.

The following is an example of a paragraph of definition. Observe that the writer defines what the term 'labor force' is. In his definition he employs the method of classification. By doing so he limits the use of the term labor force and makes it clear to the reader who belongs to which group and who does not.

"The people of a nation may be divided according to their functions into four major groups: (1) the labor force, that is, the breadwinners; (2) the homemakers; (3) the students; and (4) a miscellaneous remainder which may be called the 'others' consisting of persons who are too young or too old to work, those who are incapacitate, and others who for one reason or another are supported more or less in idleness by the social body.

In this classification the labor force represents that part of the population which is engaged in the production of economic goods and services. Generally speaking, it is defined as the group of persons who work for economic gain, whether as employees or as entrepreneurs, including those who are temporarily unemployed.

These four groups are partly overlapping. Some of the members of the labor force are also students, and many are engaged at least to some extent in homemaking. It is customary, however, to speak of the labor force as including all these persons with dual functions and to limit the other groups to persons who do not work or seek work for economic gain."

Condensed from *Handbook of Personnel and Management and Labor Relations*.

WRITING ACTIVITY I

Try to develop the topic sentence below into a paragraph by a method which you think is appropriate.

“KIK and KMKP are two small-scale credit systems available to rural vendors.”

WRITING ACTIVITY II

Follow the model of paragraph development by details, examples and illustrations; try to develop the topic sentence given below. As the topic suggests, the controlling idea can also be expanded by a combination of definitions and illustration. First, you define what ‘appropriate technology’ is and then finish your paragraph by giving illustrations or examples. In your definition, you can set a limit within which the term is used; what belongs to appropriate technology and what does not.

“The utilization of appropriate technology (mechanical, chemical or biological) will help provide employment in Indonesia.”

Again, you have to get information and data from the library if your knowledge on the main idea is not adequate.

CHAPTER 16

KEY WAYS OF MASTERING ENGLISH

101 Ways of Mastering English

It is amazing that how do we find learning English appropriately. Many people, especially who those not native, finding the right ways of learning English is our great dream. Unfortunately, we are still failing to find it. This book serves you what you need, namely the breakthrough of mastering English. You can learn, select and practice with your own capacity that enable you find the very attractive ways of mastering English as a foreign language. Here are 101 you can do to improve your English:

1. Don't be afraid to make mistakes. Be confident. People can only correct your mistakes when they hear you make them.
2. Surround yourself in English. Put yourself in an all English-speaking environment where you can learn passively. The best way to learn is through speaking.
3. Practice every day. Make yourself a study plan. Decide how much time a week you are going to spend studying and stick to it. Establish a routine.
4. Tell your family and friends about your study plan. Get them to push you to study and also don't let them interrupt you.
5. Practice the 4 core skills: reading, writing, speaking and listening. They all need to be worked on for you to improve.
6. Keep a notebook of new words you learn. Use them in sentences and try to say them at least 3 times when you speak.
7. Visit English Center like English Course near you are and you often visit English website at least once a day and complete a lesson.
8. Memorization of lists is one of the most common ways of learning vocabulary for a test. It's only a good exercise for short term studying because you often do not retain the information that you have learned for a test.
9. Use your body clock. If you're not a morning person, study in the afternoon.
10. You will find words easier to remember if you try to remember an example sentence using that word rather the word on its own.

11. Plan to take a test. You'll find that you work harder when you need to study for something.
12. Saying that, it's better not to study *just* to take a test. Think of the bigger picture. What can you do when you have a good command of English? How will the quality of your life improve?
13. Give yourself a long term goal. Focus on working towards it.
14. Give yourself short term goals too and reward yourself when you achieve each one.
15. Create an atmosphere in which you want to learn, not because you have to. You'll learn more when you're learning because you want to.
16. Know what works best for you. Think about what methods have been successful for you in the past and stick with them.
17. ¹² Figure out how you learn. It can be by memorizing, reading, speaking, summarizing or other methods. Find out how you study best. It can be in a quiet place by yourself or with a group.
18. Get help! If you don't understand something you've got to ask someone. Ask your teacher, classmates or friends for help.
19. Review! Review! Review! Make sure that you take the time to review things you have studied in the past.
20. It's not a good idea to study on your own for more than 30 minutes at a time. Take regular breaks, get some fresh air and stretch your legs.
21. Don't be in such a hurry to move up a level. Concentrate on the level you are at now.
22. Watch DVDs rather than TV. It's better to use something that you can watch over again to catch information you might have missed the first time.
23. Watching TV only gives you the chance to hear something correctly first time. This is better for high level students. It can be great practice for speaking to native English speakers so you don't have to ask them to repeat themselves!
24. Read graded readers. These books are especially written for your level. Read a whole novel. You can do it! You'll feel great afterwards.
25. Children's books have easier words and are a good alternative to graded readers.
26. Newspapers are a good place to find passive constructs. Read through an article and see if you can find the passive sentences.
27. Read for the general meaning first. Don't worry about understanding every word, then go back and look up new words.

28. For a word you don't understand in a sentence, look at the other words around it. They will give you a hint. **53** Try to guess the meaning from the context.
29. Learn root words. They'll help you guess the meaning of words. For example: *script* = write, *min* = small
30. When you learn a new word, think of all its other forms: *Beautiful* (adjective), *beauty* (noun), *beautifully* (adverb).
31. Learn prefixes (*dis-*, *un-*, *re-*) and suffixes (*-ly*, *-ment*, *-ful*), these will help you to figure out the meaning of words and build your vocabulary.
32. English, unlike Japanese or French, uses word stress. For new words, count the syllables and find where the stress is. Only one stress per word and always on a vowel. Two syllable verbs have a stress on the second syllable (be**GIN**). 2 syllable nouns (**TEA**cher) and adjectives (**HAP**py) stress the first.
33. Use English whenever you can. It's as simple as that!
34. Don't translate into English from your own language. Think in English to improve your fluency. Talk to yourself...but not on the bus otherwise people will think you have gone crazy!
35. You can't learn English from a book. Like driving a car, you can only learn through doing it.
36. The most natural way to learn grammar is through talking.
37. Keep an English diary or journal. Start by writing a few sentences a day and then get into the habit of writing more.
38. Why not start an online blog and share your writings with the world?
39. To become a better writer brainstorm as many ideas and thoughts onto paper without worrying about grammar or spelling. Then think about the structure. After that, write your piece using good grammar and spelling. Finally, read it through or give it to someone else to check for mistakes.
40. Keep an eye on your punctuation as it can totally change what you're trying to say. Check out the difference in meaning between these two sentences: "*A woman without her man is nothing*" and "*A woman: without her, man is nothing*".
41. Sing your heart out! Show the world your beautiful voice! Learn English songs and sing along with them to improve fluency and intonation... anyone for Karaoke?
42. Get a pen friend or use chat-rooms, forums and community sites. If you can't speak to someone in English, this is the next best thing.

43. Shadow English CDs. Listen to a few sentences then repeat what you heard. Focus on the rhythm and intonation.
44. Have English radio on in your house. Even if you are not actively listening to it, you will still be training your ears.
45. Mirror CDs. Read out loud along with a CD. Again, this is great for intonation, pronunciation and rhythm.
46. Dictation. Listen to a CD or friend and write down what you hear.
47. Nobody likes to hear their own voice but be brave and try it! Record your voice and listen to your pronunciation and intonation. It will help you to identify your problem areas.
48. Ask your helpful teacher if you can record his lesson. This is a great way to review. You can also listen to your teachers speaking speed and intonation.
49. Use an English/English dictionary as it will help you to keep thinking in English and not translating.
50. If an English/English dictionary seems scary, there are learner's dictionaries for English students of your level.
51. Don't become too reliant on your dictionary. Your dictionary should be an aid, not your main teacher. Try to guess the meaning of words rather than going straight for your dictionary.
52. Don't give up! Stay positive! Sometimes you will feel that you aren't learning quickly enough. Everyone feels like this, don't worry about it. You'll get there in the end.
53. Enjoy it! We learn more when we are having fun!
54. If you get nervous when speaking, take two deep breaths before you say something. You'll speak better when you feel relaxed.
55. Keep yourself motivated by looking back at the textbooks and CDs you used in the past. You'll be surprised at how easy they seem to you now! Congratulations, your level is improving!
56. You are never too young or too old to start learning English. Don't make excuses not to learn. What are you waiting for?
57. Procrastination can stop you from being successful. To stop procrastinating, it's important you understand if your procrastinating is to avoid studying, or if it is your bad habit.
58. If you haven't gotten the results you wanted yet, it's not because you're bad at languages, it's because you haven't found your own special way of learning yet.

59. Use resources which match your level. Don't use texts/listening exercises which are too difficult or too easy. Use materials which challenge you but don't frustrate you.
60. Don't worry about making your accent perfect. It's an important part of your cultural identity to keep your accent. Native English speakers enjoy hearing English spoken with an accent.
61. There are many types of English: British, American, South African and so on. None of these are wrong or not as important. English is English.
62. Instead, be aware of the differences in American and British English and use your words accordingly. For example: *Elevator* (US) / *Lift* (British).
63. Carry cue cards with you. These are small cards which you can write new words on. You can pull them out and look at them whenever you a free minute.
64. Use post-it notes and stick them around your home. You can use them to label things. Stick one on your pet dog!
65. You can't ignore phrasal verbs (two words verbs), there are hundreds of them in English and they're widely used. The more you focus on their meaning, the more you'll ⁵² be able to guess the meaning of new ones. You'll start to recognize their patterns.
66. Use your intuition. Go with your gut feeling, you'll be surprised how often your first guess is the right guess. Like we said before, be confident.
67. Gather your thoughts. Take a second to ¹³ think about what you're going to say. You know the grammar, but maybe you don't use it correctly when you speak.
68. Meet new people. Make the effort to mix with English speakers in your town. You could join a club or go to bars where foreigners hang out. Buy one a drink, they love that!
69. Be the person to start conversations in English. Try to keep the conversations moving and use listening words ('really?' / 'go on...!' / 'what happened then?') Don't wait for others to speak to you. Get in there!
70. Debate. Discuss topics in a group. Each person should choose a viewpoint (even if you don't agree with it) and debate it within the group. Make sure you get your point across. Learn to listen actively. Active listening will help in the classroom and it will help you get more out of, and contribute more to, group study sessions. Focus on the person who is talking. Don't fidget or become distracted by other people or events. Concentrate on the speaker with your ears and eyes. Follow the movements the speaker makes in an effort to hear more. It may help to repeat what you hear others say in an effort to understand their thoughts.

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71. It's not enough to only learn English words. You can teach a parrot English words but that doesn't mean it can speak English! You still need to have an understanding of grammar.
 72. Verb tenses are used by English speakers to talk about the timing of actions. You might not have the same expressions in your own language. It's important that you know these tenses and when to use them.
 73. English has many irregular verbs. You should drill yourself on them.
 74. Keep it up! If you take a break from speaking English, you will find that your level decreases and all your hard work have been wasted.
 75. Don't be put off by a bad test score. Sometimes students have the ability to pass an English test, but can't communicate well with English speakers. If you can speak freely in English, you should be proud of yourself.
 76. Remember that as long as you have tried your hardest, you have succeeded!
 77. Learn English with a friend. You'll have someone you can practice with and you can motivate each other to study.
 78. Remember, the way we write English is not the same as how it's pronounced. For example 'Ough' has over 6 pronunciations. Familiarizes yourself the Phonetic Alphabet. It will help you correctly pronounce words in the dictionary.
 79. Get used to the 'schwa' sound [ə] - an unstressed and toneless neutral vowel sound. 'Schwa' is the most common vowel sound in English. For example, the 'a' in *about* and the 'u' in *supply*.
 80. Keep in mind that it takes longer to improve when our level is high. Usually the fastest progress is made when we are beginners. Don't think that you're suddenly not learning anymore, it's just a less noticeable progress.
 81. Make sure that your English matches the occasion. It's OK to use slang with friends but not in a business meeting. Decide in which situation it's appropriate to use the words and phrases you have learned.
 82. Textbook English is often different from the way we casually speak. To learn casual 'slang' watches movies.
 83. Idioms can be difficult to memorize, but they are great fun to use and they'll make your English more colorful.

84. When talking, we usually link words together so that two words can sound like one. Simply put, we link words ending with a consonant sound to words beginning with a vowel sound (consonant > vowel). We link words ending with a vowel sound to words beginning with a vowel sound (vowel > vowel). Practice these to improve your listening and pronunciation.
85. Make use of the internet. It's full of resources to help you learn: BBC Learning English ; learnenglish.ecenglish.com
86. Think about your strong and weak points. Write down which areas you want to improve on and work on improving them. Of course, don't ignore your strong points. Congratulate yourself on how well you've done!
87. Unlearn your mistakes. You probably make the same grammar mistakes over and over again. Use English tests results as a study tool. Go over your mistakes and choose one or two that you want to focus on. Use your favorite grammar book to check rules.
88. Use the correct article (a/an, the). Be aware that there is more to this rule than a/an= non-specific, the=specific. For example: *A university* (not *a university* because it begins with a consonant sound). *An hour* (not *an hour* because the 'h' is often silent).
89. For fluency, try image training. Before you go to that restaurant think through what the waiter is likely to say to you. Think of what phrases you are going to use.
90. Much communication comes through body language and gesture. These can be different between cultures and countries. For example, the two-fingered "V" for victory symbol is fine palms-out. If you make it with you palm facing toward you, you'll offend a British person. It means...well, you ask a British person and find out for yourself!
91. The easiest one - Sleep! You'll learn more after a good night's sleep. You'll be able to concentrate more.
92. Take an English course in an English-speaking country.
93. If you studying abroad, mix with people from other countries not only people from your own country. It's not a good idea for you to live in a shared house with people from your own country. Enjoy a more cultural experience by spending time with other nationalities.
94. Have you thought about getting a job or doing an internship abroad?
95. Get yourself a qualified teacher. Who wants to learn wrong things?

96. Nobody can learn all of the English language. No need to worry about trying. A useful shortcut to learning is that in English we have lots of words that have the same pronunciation, but a different spelling and meaning. For example, 'come *here*' has the same pronunciation as, 'I can *hear* the birds'. You might find it easier to build vocabulary by knowing the different meanings.
97. Once you have a basic level of English explore the different ways you can say the same thing. This makes your English more interesting to the listener and it shouldn't be too difficult for you because you already know the basics. For example, how many ways can we say, 'Goodbye' in English?
98. When you are on your English course, be prepared for your class. Do your homework as soon as possible and hand it in on time. Review your notes and your last lesson a few minutes before the class. Doing this will refresh your memory and you'll be warmed up for lesson.
99. Don't get distracted in class. Focus on the lesson; don't stare out of the window. Don't be late; arrive a few minutes before the start of the lesson. Don't sit next to people who won't speak to you in English. Switch off your phone. Be organized, remember to take your textbook, notebook and pen.
100. Find a comfortable, peaceful place for quiet study. You need somewhere where you can focus 100%.
101. Last but not least, Learn English without anyone who master it!

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([http://www.ecenglish.com/101-ways-to-learn-english with improvement](http://www.ecenglish.com/101-ways-to-learn-english-with-improvement))

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ABOUT THE AUTHOR

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DR. HJ. R. A. NOER DODDY IRMAWATI, M.HUM



She is a government lecturer posted at Ahmad Dahlan University (UAD) Yogyakarta. She was born in Sidoarjo Surabaya on May 26, 1952. She completed her education at Udayana University, Denpasar – Bali for her Doctoranda degree in English Letters. She continued her study at Gadjah Mada University Yogyakarta, American Studies for her Magister degree. She got her Doctor (PhD) degree from Sebelas Maret University Surakarta – Solo in Applied Linguistics majoring English Language Teaching (ELT). She is a Senior Lecturer in UAD Yogyakarta and now acting as the Department Head of English Education Post Graduate Program. In 2010-2013 she was a Visiting Lecturer in Universiti Utara Malaysia (UUM).

She has visited many countries such as: Australia, Japan, Hongkong, Thailand Bangkok, Brunei Darussalam, Malaysia, Singapore, Emirate, Saudi Arabia, Korea, Vietnam, Cambodia, Philippines for academic involvements.

She has much academic experiences: i.e. she presented and attended:

- (1) International Association of Traffic Transportation Safety Sciences Forum (IATTSS Forum) in Japan.
- (2) International Women Association Congress in Thailand, Bangkok.
- (3) RELC International Seminar in Singapore.
- (4) FIABCI Congress in Singapore.
- (5) International Conference on Language, Culture, and Literature in Malaysia.
- (6) International Conference on Language, Religion, Culture and Literature in Emirate.
- (7) 6th Language for Specific Purposes International Seminar (LSP) – Interfacing Language with Other Realms in Johor Baru, Malaysia.
- (8) 7th Asia TEFL & 2^{9th} Thailand TESOL International Conference in Thailand – Bangkok.
- (9) HUFIS International Conference Hankuk University Seoul – Korea.
- (10) International Conference on Communication (i-COME'12) in Penang Malaysia.
- (11) International Conference (ICOM – ICOMET 2012 in Yogyakarta, Indonesia.
- (12) International Conference on Culture in Cambodia.
- (13) TEFLIN International Conferences in Denpasar Bali, Yogya, Salatiga, Jakarta.
- (14) LIA International Conference in Denpasar Bali.
- (15) 16th International Conference in Education (ICE) in Brunei Darussalam.
- (16) JETA National Conference in Yogyakarta.
- (17) International Round Table Discussion for Recharging PhD Holder in University of Canberra, Australia.
- (18) 3rd International Conference on Educational Leadership and Management in Institut Aminuddin Baki, Genting Highlands, Pahang, Malaysia.
- (19) International Seminar on Educational Culture in UAD Yogyakarta
- (20) International Work Shop on Leadership and Management on Education in Institute Aminuddin Baki, Cawangan Utara, Jitra, Malaysia

E-mail address : noer_doddyirmawati@yahoo.com
witha_irmabs@yahoo.com

Office Address : Faculty of Postgraduate Program
Faculty of Letters
Ahmad Dahlan University
Jl. Pramuka No. 42, Yogyakarta 55161
Tel. (+62) 274-371120 / Fax. (+62) 274-564604

Home Adress : Jln. Kencur No.7A Maguwoharjo
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