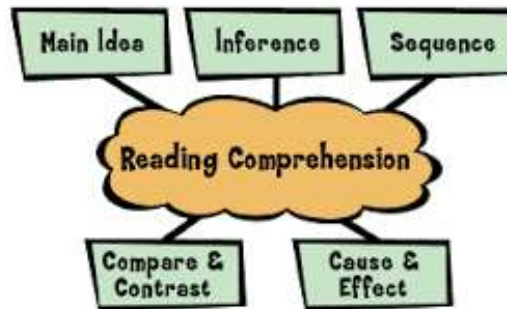


EXPLORING TEXT-BASED GENRE FOR READING COMPREHENSION III

Part 2

These handouts are designed for internal use



Compiled

by

ESP

Teachers Team

English Language Education

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Text 1

Read the following passage and then answer the questions.

Midlife class Career

Before you read

What do you understand by 'midlife crisis'? what are the signs that someone is having one?

Reading passage. Read this article from the Financial Times

Making the most of the midlife crisis

Astrid Wendlandt

Feeling deeply bored and burnt out? If you are over 30, you may be showing the first signs of a midlife crisis. You could completely change your career, as did Gauguin, the French painter who gave up his job as a stockbroker to travel the world and paint.

But there are many ways of 'doing Gauguin'. For some it means going back to university, for others it may be opening a beach bar in the Caribbean or finding a new partner. Those who have the money may take a year off to sail around the world and think about the meaning of life. Whatever the exit, it usually takes courage to find it.

Midlife crises can happen at 31, at 56 or several times during one's life. As well as having a huge personal impact, they can have a significant impact on organisations. At midlife, executives are normally at the peak of their careers and charged with making critical decisions.

Manfred Kets de Vries, professor of management and leadership at Insead business school, Fontainebleau, France, interviewed 200 senior executives from around the world (average age 46) and published a study of what they went through in midlife.

One interviewee, the chief executive of Swedish newspaper, explained his feelings: 'To my horror, I would begin to disappear emotionally in the middle of presentations...people would see it. They would become nervous... their attention would wander.... To this strange state of mind was also added my inability to listen to and function with other people.'

From the Financial Times_Market Leader

1. Imagine that each paragraph in the article has a heading. Choose the best heading for each paragraph from the list below and number them in the correct order.
 - a. A business school professor interviewed 200 senior managers around the world about the midlife crisis. ()
 - b. An example of someone in a midlife ()
 - c. Different people have different ideas about what they would do if they had a midlife crisis. ()
 - d. Feeling bored may be the first sign of a middle crisis. ()
 - e. Midlife crises can happen at almost any age from early 30s onwards. ()
2. Choose the correct alternative. Then comment on the verb tenses in *italics*.
 - a. Feeling deeply bored and burnt out ? if you are over 30, you may be showing the first signs of midlife crisis. (line 1) this means that it is.
 - i) Certainly a middle crisis.
 - ii) Possibly a midlife crisis.
 - iii) Certainly not a midlife crisis.
 - b. Those who have the money may take a year off to sail around the world.. (line 6) this means that they
 - i) Will possibly sail around the world.

- ii) Have permission to sail around the world.
 - iii) Will certainly sail around the world.
 - c. Midlife crises can happen at 31, at 56 or several times during one's life. As well as having a huge personal impact, they can have a significant impact on organisations. (line 8 & 10) this means that midlife crises.
 - i) Always happen in the way described
 - ii) Sometimes happen in the way described
 - iii) Never happen in the way described.
 - d. 'I would begin to disappear emotionally in the middle of presentations..people would see it. They would become nervous...their attention would rather...' (last paragraph) this means that people did these things.
 - i) Never
 - ii) Once
 - iii) Several times.
3. Over to you. A friend of yours is having a midlife crisis. Which of these things would you recommend, and why?
- a. Sail around the world
 - b. Coach (give advice to) young people in the organisation
 - c. Take a job in the same company, but in another country.
 - d. Do voluntary work (low-paid or unpaid work with social objectives)
 - e. Stay at home for a year, read a lot of books and work on the garden.

Text 2

Before you read. What do you think has a more difficult time in a economic turndown—big companies or small ones?

Reading.

Expansion in a downturn.

Harriet Arnold.

Expansion in an economic downturn is possible for smaller businesses, says Colin Barrow, director of the business growth and development programme at Cranfield School of Management. The challenges are tougher than in good times but small and medium-sized enterprises can still grow, he says, and some of them may be better placed than bigger businesses. He says owner-managers should focus on customers and finance: - Hang on to customers and research how much more they could order from the business. —concentrate on working capital—'the smaller the business the worse they are at controlling capital,' says Mr. Barrow. He says that often the money they need is already there: 'Many small companies take 90 days to collect payment. Finding ways ways to reduce that to 35 days would greatly reduce the cost of capital.'

The area of greatest weakness in most small businesses' strategic thinking is in finance. 'Most small companies are financed by overdraft, the worst source of money,' he says, and advises building links to other source of finance.

From the Financial Times

1. True or false, according to Collin Barrow?
 - a) It is not possible for small companies to grow during economic downturns.
 - b) Small companies are in a worse situation than big companies during downturns.
 - c) Small companies should look especially at their customers and their finances.

- d) If small companies were paid more quickly, they would have fewer financial problems.
 - e) Overdrafts (borrowing money from a bank by spending more than is in your account) are a good source of finance in case of difficulty.
2. Complete the different forms of these words from the article. (the first one has been done for you)

Noun	Verb
a) Growth	grow
b) Development	
c) Challenge	
d)	research
e)	control
f)	collect
g)	reduce
h) cost	
i) finance	

3. Over to you. If you work or have worked in a small company, do you agree with Colin Barrow that keeping customers and persuading them to order more a big problem? Why or why not? Is this also true for larger companies?

Text 3

Innovative difficulties 1 Great Ideas

Before you read. Finding a new use for something that already exists is a great idea. Can you think of everyday objects which were originally developed using technology for use in space?

In the bag.

Michael Skapinker

If you want to be a hero, an engineer once told Steve Gleich, then solve the banana bag problem in Costa Rica. What, asked Mr. Gleich, a researcher at DuPont, the US science group, was the banana bag problem?

The engineer pulled a bag from his drawer. Costa Rica used millions of them to cover bunches of bananas, he said. The bags were used as miniature hothouses to ripen the bananas while protecting them during transport. Imagine the work involved in removing them from every bunch and the financial and environmental cost of disposing of them.

Mr. Gleich had the answer: Biomax, a material that naturally decomposes. The DuPont researchers who developed Biomax had first thought of using it for disposable nappies. Nothing had come of that. Why not banana bags that would disintegrate as the fruit ripened?

Del Monte's Costa Rica banana operation was interested—but then the country manager had an unrelated disagreement with his head office and refused to take any more bags. More than a decade after DuPont first came up with Biomax, it has yet to find a use for it.

From the Financial Times

- 1. True or false?
 - a) The article is about finding a use for Biomax, a material developed by DuPont.
 - b) Biomax remains in the same state for many years.
 - c) It had been planned to use Biomax to make nappies, but this did not happen.
 - d) Biomax was used to make special bags for bananas.
 - e) The bags were not a success for technical reasons.

- f) DuPont has found many other uses for Biomax.
2. Choose the correct alternative.
 - a) A hero (line 1) is someone that people: (i) dislike a lot, (ii) admire a lot
 - b) A bunch of bananas (paragraph 2) is a group of them joined together. You can also talk about a bunch of: (i) oranges, (ii) grapes.
 - c) Something miniature (paragraph 2, line 2) is : (i) very small, (ii) very big
 - d) Hothouses (paragraph 2) are used to: (i) ripen fruit, (ii) store fruit.
 - e) If fruit ripens (paragraph 2), it is: (i) ready to eat, (ii) not ready to eat.
 - f) If a material decomposes (paragraph 3), it: (i) remains the same, (ii) decays and may eventually disappear.
 - g) If a product is disposable (paragraph 3), it is designed to be: (i) thrown away, (ii) kept and reused.
 - h) If a material disintegrates (paragraph 3), it: (i) stays in one piece, (ii) breaks into smaller pieces.
 3. Over to you. You are the boss of a company where a regional manager is against an innovative product that you are trying to introduce on to the market. What would you do and why?
 1. Fire the manager
 2. Try to persuade the manager that the product will be a big success
 3. Find ways of selling the product that do not involve the manager in question.

Text 4

Innovative Difficulties.

Before you read. What does your organisation or institution do to encourage new ideas?

Reading.

Getting Ideas Across

Michael Skapinker

Why can't companies produce more innovative ideas? Because the structure of large organisation is against innovation, and they are too conservative. New ideas also often threaten the profits of existing products and services.

Now, Leifer and Schrage have examined the problems of innovation in large organisations and what companies can do to develop their employees' ideas. There are some depressing stories. Being innovative can damage your career. Of the leaders of 12 innovation projects studied, four resigned from their companies, two were dismissed.

Several innovators felt they would be poorly rewarded if they succeeded and criticised if they failed. 'The origin of a successful breakthrough project is often forgotten,' one innovator warned, 'but a research and development effort that fails is never forgotten.'

Many innovators are technically minded and find it difficult to explain their ideas in business terms. Many do not even see the business benefits of their ideas until these are pointed out to them.

From the Financial Times.

1. Number the paragraph summaries in the correct order. Two of the summaries are not used.
 - a) A lot of people with new ideas are more interested in technology than in business. ()
 - b) If you succeed with a new project, you don't benefits and your success is not remembered. If you fail, you are criticised and your failure is not forgotten. ()

- c) Examples of innovations in the car industry are listed. ()
 - d) The structure of many organisation does not help innovation. ()
 - e) Leifer and Schrage give some interesting innovation stories. ()
 - f) Innovation in many companies is completely impossible. ()
2. Match the words 1-8 to their meanings a) – h).

1. Innovative	a) When you look at something closely.
2. conserve	b) when someone feels sad and hopeless
3. threat	c) when someone decides to leave their job
4. examination	d) keep things as they are
5. depression	e) when a company tells someone to leave their job
6. damage	f) producing new ideas.
7. resignation	g) harm caused to something.
8. Dismissal	h) danger

- 3. Now find words from the first two paragraphs of the article related grammatically to the words 1-8. For example: innovative – innovation.
- 4. Over to you. Is it true that failures in innovation are remembered and that successes are forgotten? Can you think of example?

Text 5

Body and Mind

Before you read. What is your favourite way of controlling stress?

The Stress-free diet

Jerome Burne

When a friend told Tony Cozzi that diet was the answer to the stress that he and his staff suffered from, he was sceptical. ‘Massage, meditation, exercise, all seem likely to reduce stress, but not whether you eat nuts or crisps.’

Despite his scepticism, he went to a nutritionist and signed up the staff for two months of rice, salads, fresh fruit, yoghurts and nuts in place of the usual rolls, crisps, Mars Bars and the like.

The results at ASAP, the design and marketing company Cozzi owns, were miraculous. All the seven staff who took part lost weight; Cozi started sleeping properly and stopped snapping at everyone. Everyone claims to have more energy, and the number of days when someone is sick has dropped from five a month to one. Only the one individual who went back to his chips and chocolate seems to get sick these days.

‘This is a very stressful job.’ Say Cozi. ‘It is great place to work and we all love it, but it is deadlines, deadlines, deadlines all the time. Everyone is stretched and when one person goes off sick everyone has to work twice as hard. For some time I’d been looking for ways of helping us all deal with stress better. Now, I’ve found the answer.’

From the Financial Times

- 1. List all the types of food mentioned in the article.
- 2. True or false?

- a) If you still suffer from something (par.1), it is good for you.
 - b) If you are sceptical (par.1, line.2) about something, you believe it.
 - c) Massage (par.1, line.2) is a type of written communication.
 - d) Meditation (par.1) is when you try to relax by emptying your mind of all thoughts and feeling.
 - e) Exercise (par.1) is what you get when you participate in sport.
 - f) Scepticism (par.2) is the noun related to 'skeptical'.
 - g) If you sign someone up to do something (par.2), you make an agreement that forces them to do it.
3. Look at paragraph 4, number the following information about ASAP in the order it appears.
- a) Cozzi believes he has found a way of treating stress among employees. ()
 - b) Cozzi had been looking for a way of treating stress among employees. ()
 - c) Employees have to deal with a lot of time limits for finishing work. ()
 - d) It is nice place to work. ()
 - e) People at ASAP have to work very hard. ()
 - f) When one person is ill, the others have to work even harder. ()
4. Should companies try to persuade employees to eat better, take more exercise, etc., or should this be left to individuals? What practical steps can companies take to persuade people to change their behaviour?

Text 6

PURPOSE OF EDUCATION IN ISLAM

Islam has, from its inception, placed a high premium on education and has enjoyed a long and rich intellectual tradition. Knowledge (*'ilm*) occupies a significant position within Islam, as evidenced by the more than 800 references to it in Islam's most revered book, the Koran. The importance of education is repeatedly emphasized in the Koran with frequent injunctions, such as "God will exalt those of you who believe and those who have knowledge to high degrees" (58:11), "O my Lord! Increase me in knowledge" (20:114), and "As God has taught him, so let him write" (2:282). Such verses provide a forceful stimulus for the Islamic community to strive for education and learning.

Islamic education is uniquely different from other types of educational theory and practice largely because of the all-encompassing influence of the Koran. The Koran serves as a comprehensive blueprint for both the individual and society and as the primary source of knowledge. The advent of the Koran in the seventh century was quite revolutionary for the predominantly illiterate Arabian society. Arab society had enjoyed a rich oral tradition, but the Koran was considered the word of God and needed to be organically interacted with by means of reading and reciting its words. Hence, reading and writing for the purpose of accessing the full blessings of the Koran was an aspiration for most Muslims. Thus, education in Islam unequivocally derived its origins from a symbiotic relationship with religious instruction.

Aims and Objectives of Islamic Education

The Arabic language has three terms for education, representing the various dimensions of the educational process as perceived by Islam. The most widely used word for education in a formal sense is *ta'līm*, from the root *'alima* (to know, to be aware, to perceive, to learn), which is used to denote knowledge being sought or imparted through instruction and teaching. *Tarbiyah*, from the root *raba* (to increase, to grow, to rear), implies a state of spiritual and ethical nurturing in accordance with the will of God. *Ta'dīb*, from the root *aduba* (to be cultured, refined, well-mannered), suggests a person's development of sound social behavior.

What is meant by *sound* requires a deeper understanding of the Islamic conception of the human being.

Education in the context of Islam is regarded as a process that involves the complete person, including the rational, spiritual, and social dimensions. As noted by Syed Muhammad al-Naquib al-Attas in 1979, the comprehensive and integrated approach to education in Islam is directed toward the "balanced growth of the total personality...through training Man's spirit, intellect, rational self, feelings and bodily senses...such that faith is infused into the whole of his personality" (p. 158). In Islamic educational theory knowledge is gained in order to actualize and perfect all dimensions of the human being. From an Islamic perspective the highest and most useful model of perfection is the prophet Muhammad, and the goal of Islamic education is that people be able to live as he lived. SeyyedHossein Nasr wrote in 1984 that while education does prepare humankind for happiness in this life, "its ultimate goal is the abode of permanence and all education points to the permanent world of eternity" (p. 7). To ascertain truth by reason alone is restrictive, according to Islam, because spiritual and temporal reality are two sides of the same sphere. Many Muslim educationists argue that favoring reason at the expense of spirituality interferes with balanced growth. Exclusive training of the intellect, for example, is inadequate in developing and refining elements of love, kindness, compassion, and selflessness, which have an altogether spiritual ambience and can be engaged only by processes of spiritual training.

(Adapted from: <http://education.stateuniversity.com/pages/2133/Islam.html>>Islam - History of Islamic Education, Aims and Objectives of Islamic Education)

Glossary:

blueprint (n) : rencana	encompassing (transitive verb): meliputi
selflessness (adj) : tidakmementingkandiri	reciting (verb): membaca
interferes (n) : merintang	denote (v) : menunjukkan
compassion (adj) : kasihsayang	implies (v): menyatakan
comprehensive (adj): menyeluruh	requires (v) : membutuhkan
stimulate (v) : mendorong	ascertain (v) : memastikan

Task 1

Answer the questions below based on the text above.

1. What is the position of knowledge in Islam?
2. What is the function of Holy Qur'an in learning?
3. Mention and explain the three term of education in Islam?
4. What does Syed Muhammad al-Naquib al-attas say about learning objectives in Islam?
5. Mention the purpose of Islamic education according to SeyyedHossein Nasr?

Task 2

Match the word in the first column to the correspond synonym in the second column.

.....	Stimulate	Not Enough
.....	Require	Mean
.....	Inadequate	Speak Publicly

.....	Comprehensive	Need
.....	Blueprint	Motivate
.....	Recite	Broad
.....	Selflessness	Plan
.....	Imply	Self-Sacrifice
.....	Interfere	Stand for
.....	Denote	Get in the Way

Text 7
What is Takaful?

All human activities are subject to risk of loss from unforeseen events. To alleviate this burden to individuals, what we now call insurance has existed since at least 215 BC. This concept has been practiced in various forms for over 1400 years. It originates from the Arabic word *Kafalah*, which means "guaranteeing each other" or "joint guarantee". The concept is in line with the principles of compensation and shared responsibilities among the community. Takaful originated within the ancient Arab tribes as a pooled liability that obliged those who committed offences against members of a different tribe to pay compensation to the victims or their heirs. This principle later extended too many walks of life, including sea trade, in which participants contributed to a fund to cover anyone in a group who suffered mishaps on sea voyages.

In modern-day conventional insurance, the insurance vendor (the insurance company) sells policies and invests the proceeds for the profit of **its** shareholders, who are not necessarily policyholders. There is therefore a clear disjunction between policyholders and shareholders. Payouts to policyholders may vary depending on financial performance, but a minimum positive return is always contractually guaranteed.

Takaful is commonly referred to as Islamic insurance; this is due to the apparent similarity between the contract of kafalah (guarantee) and **that** of insurance. However, takaful is founded on the cooperative principle and on the principle of separation between the funds and operations of shareholders, thus passing the ownership of the Takaful (Insurance) fund and operations to the policyholders. Muslim jurists conclude that insurance in Islam should be based on principles of mutuality and co-operation, encompassing the elements of shared responsibility, joint indemnity, common interest and solidarity. In takaful, the policyholders are joint investors with the insurance vendor (the takaful operator), who acts as a *mudarib* – a manager or an entrepreneurial agent for the policyholders. The policyholders share in the investment pool's profits as well as its losses. A positive return on policies is not legally guaranteed, as any fixed profit guarantee would be akin to receiving interest and offend the prohibition against *riba*.

For some time conventional insurance was considered to be incompatible with the Shari'ah that prohibit excessive uncertainty in dealings and investment in interest-bearing assets; both are inherent factors in conventional insurance business. However, takaful complies with the Shari'ah (which outlines the principles of compensation and shared responsibilities among the community) and has been approved by Muslim scholars. There is now general, health and family (life) takaful plans available for the Muslim communities. (418 words)
(Adapted from http://www.islamic-banking.com/takaful_insurance.aspx)

1. What is *Kafalah*?
2. What is *Takaful*?
3. What is *Mudarib*?
4. How does conventional insurance practice?
5. How does Islamic insurance practice?
6. What is the difference between conventional insurance and Islamic insurance?

AN OVERVIEW CHILD DEVELOPMENT

Twentieth-century Spanish-born American philosopher George Santayana once reflected, “Children are on a different plane. They belong to a generation and way of feeling properly their own.” Let’s explore what that plane is like.



EXPLORING WHAT DEVELOPMENT IS

Why study children’s development? As a teacher, you will be responsible for a new wave of children each year in your classroom. The more you learn about children’s development, the more you can understand at what level it is appropriate to teach them. Just what do psychologists mean when they speak of a person’s “development”? **Development** is the pattern of biological, cognitive, and socio emotional changes that begins at conception and continues through the life span. Most development involves growth, although it also eventually involves decay (dying).



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PROCESSES AND PERIODS

The pattern of child development is complex because it is the product of several processes: biological, cognitive, and socio emotional. Development also can be described in terms of periods.

Biological, Cognitive, and Socio emotional Processes *Biological processes* produce changes in the child’s body and underlie brain development, height and weight gains, motor skills, and puberty’s hormonal changes. Genetic inheritance plays a large part.

Cognitive processes involve changes in the child’s thinking, intelligence, and language. Cognitive developmental processes enable a growing child to memorize a poem, figure out how to solve a math problem, come up with a creative strategy, or speak meaningfully connected sentences.

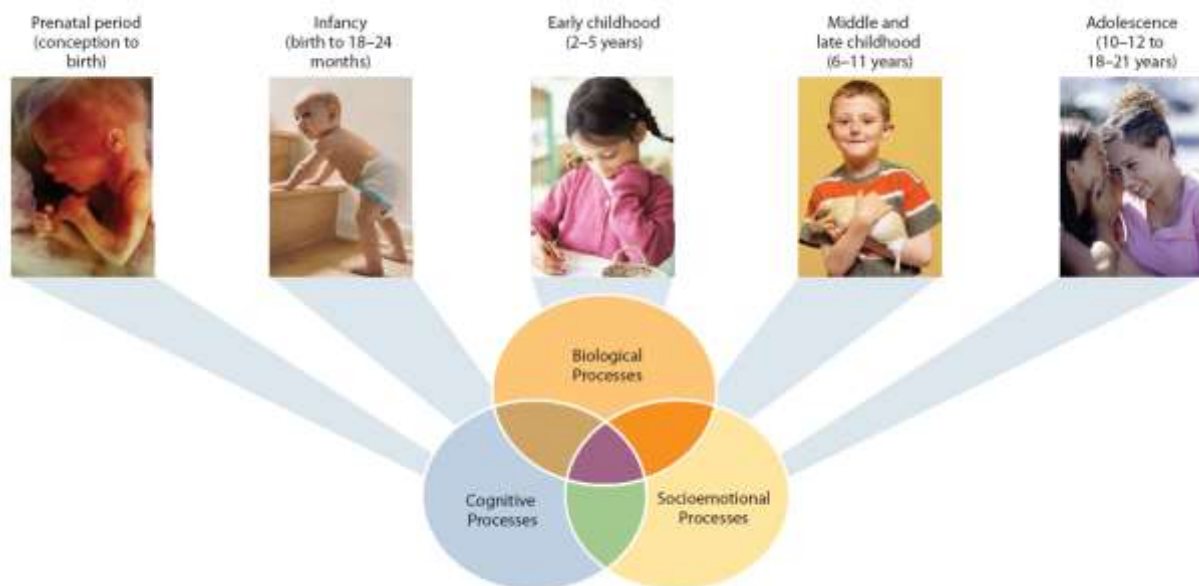
Socio-emotional processes involve changes in the child’s relationships with other people, changes in emotion, and changes in personality. Parents’ nurturance toward their child, a boy’s aggressive attack on a peer, a girl’s development of assertiveness, and an adolescent’s feelings of joy after getting good grades all reflect socio-emotional processes in development.

Biological, cognitive, and socio-emotional processes are inextricably intertwined (Diamond, Casey, & Munakata, 2011). Consider a child smiling in response to a parent's touch. This response depends on biological processes (the physical nature of touch and responsiveness to it), cognitive processes (the ability to understand intentional acts), and socio-emotional processes (the act of smiling often reflects a positive emotional feeling, and smiling helps to connect us in positive ways with other human beings). Two rapidly emerging fields further explore this connection across biological, cognitive, and socio-emotional processes:

Developmental cognitive neuroscience, which explores links between development, cognitive processes, and the brain (Diamond, Casey, & Munakata, 2011; Nelson, 2011). For example, later in this chapter you will learn about connections between developmental changes in regions of the brain and children's thinking.

Developmental social neuroscience, which examines connections between socio-emotional processes, development, and the brain (Bell, Greene, & Wolfe, 2010; de Haan & Gunnar, 2009). For example, later in this chapter you will read about developmental changes in the brain and adolescents' decision making and risk-taking behavior.

Periods of Development For the purposes of organization and understanding, we commonly describe development in terms of periods. In the most widely used system of classification, the developmental periods are infancy, early childhood, middle and late childhood, adolescence, early adulthood, middle adulthood, and late adulthood.



Infancy extends from birth to 18 to 24 months. It is a time of extreme dependence on adults. Many activities are just beginning, such as language development, symbolic thought, sensor motor coordination, and social learning.

Early childhood (sometimes called the *preschool years*) extends from the end of infancy to about 5 years. During this period, children become more self-sufficient, develop school readiness skills (such as learning to follow instructions and identify letters), and spend many hours with peers. First grade typically marks the end of early childhood.

Middle and late childhood (sometimes called the *elementary school years*) extends from about 6 to 11 years of age. Children master the fundamental skills of reading, writing, and math, achievement becomes a more central theme, and self-control increases. In this period, children interact more with the wider social world beyond their family.

Adolescence involves the transition from childhood to adulthood. It begins around ages 10 to 12 and ends around 18 to 21. Adolescence starts with rapid physical changes, including height and weight gains and development of sexual functions. Adolescents intensely pursue independence and seek their own identity. Their thought becomes more abstract, logical, and idealistic.

Adult developmental periods have been described, but we have confined our discussion to the periods most relevant for children's and adolescents' education. The child and adolescent periods of human development are shown in Figure 2.1 along with the processes of development (biological, cognitive, and socio emotional). The interplay of these processes produces the periods of human development.

Glossar

Conception (n)	: pembuahan
Involve (v)	: melibatkan
Overview (n)	: gambaran
Pattern (n)	: pola
Underlie (v)	: mendasari
Produce (v)	: menghasilkan
Nurturance (Adj)	: merawat
Aggressive (Adj)	: agresif
Attack (v)	: menyerang
Adolescent (n)	: remaja
Consider (v)	: mempertimbangkan
extend (v)	: meluas
pursue (v)	: mengejar
interplay (v)	: saling mempengaruhi

Task 1

Reading Comprehension

1. What is the nature of development?
2. What are the main developmental issues? What conclusions can be reached about these issues?
3. What implications does the concept of development have for the notion of "appropriate" learning?
4. In what century was it found?
5. Mention the classification of the developmental periods!

Task 2

Read the text. Are the statements true or false?

1. *Infancy* is a time of extreme dependence on adults. (T / F)
2. Children master the fundamental skills of reading, writing, and math, and achievement in elementary school years. (T / F)
3. Developmental social neuroscience examines socio-emotional processes. (T / F)
4. Pattern of child development is complex. (T / F)
5. The developmental periods are early childhood, infancy, middle and late childhood, adolescence. (T / F)

Read the following passage carefully

Passage 1

Alfred Bernhard Nobel, a Swedish inventor and philanthropist, bequeathed most of his vast fortune in trust as a fund from which annual prizes could be awarded to individuals and organizations who had achieved the greatest benefit to humanity in a particular year. Originally, there were six classifications for outstanding contributions designated in Nobel's will including chemistry, physics, physiology or medicine, literature, and international peace.

The prizes are administered by the Nobel Foundation in Stockholm. In 1969, a prize for economics subsidized or supported by the Central Bank of Sweden was added. Candidates for the prizes must be nominated in writing by a qualified authority in the field of competition. Recipients in physics, chemistry, and economics are selected by the Royal Swedish Academy of Sciences; in physiology or medicine by the Caroline Institute; in literature by the Swedish Academy; and in peace by the Norwegian Nobel Committee appointed by Norway's parliament. The prizes are usually presented in Stockholm on December 10, with the King of Sweden officiating, an appropriate tribute to Alfred Nobel on the anniversary of his death. Each one includes a gold medal, a diploma, and a cash award for one million dollars.

Answer these following questions based on the text you have read above.

1. What does this passage mainly discuss?
 - a. Alfred Bernhard Nobel
 - b. The Nobel prizes
 - c. Great contribution
 - d. Swedish philanthropy

2. Why were the prizes named for Alfred Bernhard Nobel?
 - a. He left money in his will to establish a fund for the prizes
 - b. He won the first Nobel Prize for his work in philanthropy
 - c. He is now living in Sweden
 - d. He serves as chairman of the committee to choose the recipients of the prizes

3. How often are the Nobel prizes awarded?
 - a. Five times a year
 - b. Once a year
 - c. twice a year
 - d. once every two years

4. the word "outstanding" in line 4 could be best replaced by?
 - a. recent
 - b. unusual
 - c. great
 - d. established

5. The word "will" in line 4 refers to
 - a. Nobel's wishes
 - b. a legal document
 - c. a future intention
 - d. a free choice

6. A Nobel prize would NOT be given to?
 - a. an author wrote a novel
 - b. a doctor who discovered a vaccine
 - c. a composer of symphony
 - d. a diplomat who negotiated a peace settlement.

7. The word "one" in "Each one includes...." refers to?
 - a. tribute
 - b. anniversary
 - c. prizes
 - f. candidate

8. Which individual or organization serves as administrator for the trust?

- a. The King of Sweden b. The Nobel Foundation c. The Central Bank of Sweden
 - d. Swedish and Norwegian Academies and Institutes
9. The word “appropriate” in “an appropriate tribute to Alfred Nobel” is closest in meaning to? a. prestigious b. customary c. suitable d. transitory
10. Why are the awards presented on December 10?
- a. It is a tribute to the King of Sweden b. Alfred Bernhard Nobel died on that day.
 - c. That date was established in Alfred Nobel’s will d. The Central Bank of Sweden administers the trust.

Passage 2

It was the first photograph that I had ever seen, and it fascinated me. I can remember holding it at every angle in order to catch the flickering light from the oil on the dresser. The man in the photograph was unsmiling, but his eyes were kind. I had never met him, but I felt that I knew him. One evening when I was looking at the photograph, as I always did before I went to sleep, I noticed a shadow across the man’s thin face. I moved the photograph so that the shadow lay perfectly around his hollow cheeks. How different he looked!

That night I could not sleep, thinking about the letter that I would write. First, I would tell him that I was eleven years old, and that if he had a little girl my age, she could write to me instead of him. I knew that he was a very busy man. Then I would explain to him the real purpose of my letter. I would tell him how wonderful he looked with the shadow that I had seen across his photograph, and I would most carefully suggest him that he grow whiskers.

Four months later when I met him at the train station near my home in Westfield, New York, he was wearing a full beard. He was so much taller than I had imagined from tiny photograph.

“Ladies and gentlemen,” he said, “I have no speech to make and no time to make it in. I appear before you that I may see you and that you may see me.” Then he picked me right up and kissed me on both cheeks. The whiskers scratched. “Do you think I look better, my little friend?” he said.

My name is Grace Bedell, and the man in the photograph was Abraham Lincon.

11. The word “fascinated” in line 1 could be best replaced by?
- a. interested b. frightened c. confused d. disgusted
12. What did Grace do every night before she went to sleep?
- a. She wrote letters b. She looked at the photograph c. She read stories d. She cried
13. The word “it” in the sentence ““I have no speech to make and no time to make it in” refers to? a. speech b. time c. photograph d. station
14. The word “flickering” in line 2 is closest in meaning to?
- a. burning constantly b. burning unsteadily c. burning very dimly d. burning brightly
15. From this passage, it can be concluded that...

- a. Grace Bedell was the only one at the train station when Lincoln stopped at Westfield
- b. There were many people waiting for Lincoln to arrive on the train
- c. Lincoln made a long speech at the station in Westfield
- d. Lincoln was offended by the letter

This passage is for number 16 to 20

Albert Einstein was born in 1879 in Ulm, Germany. He graduated from the University of Zurich in Switzerland in 1905. In 1905, he also did some of his most famous work in physics. In 1919 he won the Nobel Prize of Physics. Between 1919 and 1933 he lived in Germany and traveled a lot to talk to other scientists. Then in 1933, he had to leave Germany because of Hitler and The Nazi party. He moved to the United States. From 1933 until his death, he lived I Princeton, New Jersey. He died on April 18, 1955.

Based on the passage above, try to find and describe its pattern and signal as follows

Signals	Event
16. _____	_____
17. _____	_____
18. _____	_____
19. _____	_____
20. - _____	_____

I. Read the passage carefully, then choose the best answer of the following questions based on the text.

Few men have influenced the development of American English to the extent that Noah Webster did. Born in West Hartford, Connecticut, in 1758, his name has become synonymous with American dictionaries. Graduated from Yale in 1778, he was admitted to the bar in 1781 and thereafter began to practice law in Hartford. Later, when he turned to teaching, he discovered how inadequate the available schoolbooks were for the children of a new and independent nation.

In response to the need for truly American books, Webster published *A Grammatical Institute of the English Language*, a three-volume work that consisted of a speller, a grammar and a reader. The first volume, which was generally known as *The American Spelling Book*, was so popular that eventually it sold more than 80 million copies and provided him with a considerable income for the rest of his life. While teaching, Webster began work on the *Compendious Dictionary of the English Language*, which was published in 1806.

In 1807 Noah Webster began his greatest work, *An American Dictionary of the English Language*. In preparing the manuscript, he devoted ten years to the study of English and its relationship to the other languages, and seven more years to the writing itself. Published in two volumes in 1828, *An American Dictionary of the English Language* has become the recognized authority for usage in the United States. Webster’s purpose in writing it was to demonstrate that the American language was developing distinct meanings, pronunciations, and spellings from those of British English. He is responsible for advancing simplified spelling forms: *develop* instead of the British form *develope theater* and *center*, instead of *theatre* and *centre*, *color* and *honor* instead of *colour* and *honour*.

In 1840 Webster brought out a second edition of his dictionary, which included 70.000 entries instead of original 38.000. This edition has served as the basis of the many revisions that have been produced under the Webster name.

1. Which of the following would be the best title for the passage?
 - a. Webster's work
 - b. Webster's Dictionaries
 - c. Webster's school
 - d. Webster's life
2. The word "inadequate" in line 5 could be best replaced by
 - a. Unavailable
 - b. expensive
 - c. difficult
 - d. unsatisfactory
3. Why did Webster write *A Grammatical Institute of the English Language*?
 - a. He wanted to supplement his income
 - b. There were no books available after the Revolutionary War
 - c. He felt that British books were not appropriate for American children
 - d. The children did not know how to spell
4. From which publication did Webster earn a lifetime income?
 - a. *A Grammatical Institute of the English Language*
 - b. *The American Spelling Book*
 - c. *Compendious Dictionary of the English Language*
 - d. *An American Dictionary of the English Language*
5. In how many volumes was *An American Dictionary of the English Language* published?
 - a. One
 - b. Two
 - c. Three
 - d. Four
6. When was *An American Dictionary of the English Language* published?
 - a. 1817
 - b. 1807
 - c. 1828
 - d. 1824
7. According to the author, what was Webster's purpose in writing *An American Dictionary of the English Language*?
 - a. to respond to the need for new books
 - b. to demonstrate the distinct development of English language in America
 - c. to promote spelling forms based upon British models
 - d. to influence the pronunciation of the English language
8. The word "it" in "Webster's purpose in writing it was to demonstrate that" refers to?
 - a. language
 - b. usage
 - c. dictionary
 - d. authority
9. The word "distinct" in "...American language was developing distinct meanings, pronunciations..." is closest in meaning to?
 - a. new
 - b. simple
 - c. different
 - d. exact
10. According to this passage, which one of the following spellings would Webster have approved in his dictionaries?
 - a. *develope*
 - b. *theatre*
 - c. *color*
 - d. *honour*

II. Using all Patterns

For each paragraph, decide what the pattern is (listing, time order, comparison, or cause-effect). Write the name of that pattern. Then read the extra sentences at the bottom. Find the sentences beside the paragraph.

11. _____ The kitchen in Mila's new house had many problems. The first was the sink. The water did not go down the drain. And finally, there was also a problem with the refrigerator. Water came pouring out and it made a terrible mess. Pattern _____

12. _____ Mila had a terrible time in her new house last week. On Monday, the sink was not draining well. She had to call the repair company. Next, on Wednesday, the stove

broke. The repair person had to come back to her house. The repair spent many hours working in Mila's house that week. Pattern _____

13. _____ Mila thought the problem with stove was serious. But then she found out that the refrigerator problem was worse. The stove was not easy to fix. But the refrigerator was much more difficult. It was also much more expensive to fix the refrigerator. Pattern _____

14. _____ Mila had difficult week because of all the problems in her house. She couldn't cook any food because the stove did not work. And then, all her food was ruined because her refrigerator broke. She had to throw it all away. Mila was very upset. She almost decided to sell her new house. Pattern _____

Sentences:

- a. The refrigerator problem was also much messier than the sink.
- b. And then, on Friday, the refrigerator made a terrible mess.
- c. Mila decided to buy a new stove and a new refrigerator.
- d. Another problem was with the stove. It did not get very hot
- e. She could not wash her dishes because of the broken sink.

III. Read the passage carefully and try to answer following question

1 We can read of things that happened 5,000 years ago in the Near East, where people first learn to write. But there are some parts of the world where even now people cannot write. The only way that they can preserve their history is to recount it as sagas—legend handed down from one generation of story-tellers to another. These legends are useful because they can tell us

5 something about migrations of people who lived long ago, but none could write down what they did. Anthropologists wondered where the remote ancestors of the Polynesian peoples now living in the Pacific Island came from. The sagas of these people explain that some of them came from Indonesia about 2,000 years ago

9 But the first people who were like ourselves lived so long ago that even their sagas, if they had any, are forgotten. So archeologists have neither history nor legends to help them to find out where the first "modern men" came from.

13 Fortunately, however ancient men made tools of stone, especially flint, because this is easier to shape than other kinds. They may also have used wood and skins, but these have rooted away. Stone does not decay, and so the tools of long ago have remained when even the bones of the men who made them have disappeared without trace.



Source: Robin Place. *Finding Fossil Man*

Comprehension

Give short answers to these questions in your own words as far as possible. Use one complete sentence for each answer

- a) How can anthropologists learn about history of ancient people who have not left written words?
- b) Why did ancient men prefer to use flint for making tools?

- c) Give another word or phrase to replace these words as they are used in the passage: preserve (line 3), recount (l 4), migration (l 5), anthropologists (l 6), remote (l 7), decay (l 14), without trace (15)
- d) Try to write three short sentences on the history of early man using the following words in each sentences:
- ✓ Written records
 - ✓ Sagas
 - ✓ Stone tools

Read the passage carefully, if it is necessary, you may have to read twice or three times. After you read, work on the comprehension and its composition.

THE FACTS



Editors of newspapers and magazines often go to extremes to provide their readers with unimportant facts and statistics. Last year a journalist had been instructed by a well-known magazine to write an article on the president's palace in a new African republic. When the article arrived, the editor read the first sentence and then refused to publish it. The article began: 'Hundreds of steps lead to high wall which surrounds the president's palace.' The editor at once sent the journalist a telegram instructing him to find out the exact number of steps and the height of the wall.

The journalist immediately set out to obtain these important facts, but he took a long time to send them. Meanwhile, the editor was getting impatient, for the magazine would soon go to press. He sent the journalist two urgent telegrams, but received no reply. He sent yet another telegram informing the journalist that if he did not reply soon he would be fired. When the journalist again failed to reply, the editor reluctantly published the article as it had originally been written. A week later, the editor at last received a telegram from the journalist. Not only had the poor man been arrested, but he had been sent to prison as well. However, he had at last been allowed to send a cable in which he informed the editor that he had been arrested while counting the 1084 steps leading to the 15 foot wall which surrounded the president's palace.

Comprehension

1. Did the journalist immediately set out to get the facts after receiving instruction from his editor?
2. Did he send them at once or not?
3. Was the editor getting impatient or not?
4. How many telegrams did the editor send?
5. What did the editor threaten to do?
6. Was the last telegram answered or not?
7. Was the article omitted from the magazine, or was it printed in its original form?
8. When did the journalist send a telegram?
9. Why had he been imprisoned?

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