

# **ENGLISH FOR ARABIC EDUCATION**

**MODULE 1**

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## APPROVAL SHEET

This is to certify that the Module 1 for Management Department which is compiled by Dian Arsitades Wiranegara has been approved by the advisor.

Malang, April 23<sup>rd</sup> 2018  
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## PREFACE

The module is a compilation of related materials for English 1 which focuses on reading and writing. It is taken from any related sources from books and online worksheets which are designed as a learning resource for the students of management study. The arrangement of the handout is based on step by step gradation of reading skill that should be possessed by the students. The students are expected to improve reading skills from the level of word study up to sentence study. In addition, the students are facilitated with materials about reading techniques and exercises from various reading selections. Hopefully, this module will be a stimulating resource for students to develop their reading skills. This module is also provided by articles that could be a learning resource of students to sharpen their knowledge in education as their field of study.

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CHAPTER 1  
READING FOR DIFFERENT PURPOSES

**Learning Objective**

To accurately comprehend literal meaning of written texts.

**Indicator**

Identifying topic, controlling idea, main idea, reference, and inference.

Good readers read differently depending on what they are reading and what their purposes are. There are four basic types of reading behaviors or skills; skimming, scanning, reading for thorough comprehension, and critical reading. Each of them is explained as follow:

**1.1 Skimming**

Skimming is quick reading for general ideas. When you skim you move your eyes quickly to acquire a basic understanding of the text. You do not need to read everything, and you do not read carefully. You read, quickly, such things as the title and subtitles and topic sentences. You also look at pictures, charts, graphs, etc., for clues to what the text is about.

- Examples of skimming:

The Newspaper – *to quickly get the general news of the day*

Magazines – *to quickly discover which articles you would like to read in more detail*

Business and Travel Brochures – *to quickly get informed*

- How to skim:
  1. Working quickly...
  2. Read the title if there is one.
  3. Read the introduction or the first paragraph if there is one.
  4. Read the first sentence of every other paragraph.
  5. Notice any pictures, charts, or graphs.
  6. Notice any italicized or boldface words or phrases.
  7. Read the summary or last paragraph if there is one.

>>Let's Practice 1.

Read Passage A.

Starting Time:

A

Rosebud is a small town in New Jersey. It looks like many other towns in the United States. On Main Street there is a post office and a police station. The drugstore and the library are down the street. There is also a shopping center. It has a supermarket and a department store, Rosebud is a quiet place, not very rich or poor. But the town is growing. There are new houses every year. It is a popular place to live because it is near New York City. Many people live in Rosebud and work in New York.

Stop! Write the time you finished reading:  
Turn the page and answer the questions. Do not look back.

Circle the best answer.

1. This passage is about...
  - a. New York City.
  - b. towns.
  - c. Rosebud, N.J.
  - d. a quiet place.
2. Rosebud is...
  - a. like many other American towns.
  - b. not like many other American towns.
  - c. a noisy place.
  - d. a large city.
3. Every year Rosebud
  - a. has fewer houses.
  - b. is like other American towns.
  - c. has noisy streets.
  - d. has more houses.
4. Many people want to live in Rosebud because
  - a. **it** is growing.
  - b. it is a quiet place.
  - c. **it** is near New York City.
  - d. it is not rich or poor.

Go back and answer the questions a second time. You may look back at the passage. Write the answers in the boxes at the right.

## 1.2 Scanning

Scanning is also quick reading, but when you scan, you are looking for information about a question you want to answer. You are usually looking for a number or a word or the name of something. When you scan, you usually take the following steps.

1. Decide exactly what information you are looking for and what form it is likely to take.
2. Next, decide where you need to look to find the information.
3. Move your eyes quickly down the page until you find what you want. Read to get the information.
4. When you find what you need, you usually stop reading.

>>Let's Practice 2.

Look for the answers to these questions in the index on the next page. Try to find the page numbers very quickly. Ask your teacher or another student to time you. Write down exactly how many seconds it takes to complete the page. (Hint: The index is in alphabetical order.)

Starting time \_\_\_\_\_

On what page(s) can you read about:

	<i>Page</i>
1. <i>TOEFL</i>	_____
2. taste	_____
3. vocabulary	_____
4. writing	_____
5. sound	_____
6. stereotype	_____
7. <i>Time Magazine</i>	_____
8. University of Illinois	_____
9. Andrew Wright	_____
10. Garry Trudeau	_____

Finishing time \_\_\_\_\_

Scanning time \_\_\_\_\_

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>>Let's Practice 3.

Scan the next page for the answers to these questions. Work as quickly as you can.

1. How many chapters are there in the book?
2. Which is the chapter on the computer in the classroom?
3. On what page can you read about games?
4. Which part of Chapter 3 is about having fun with computers?
5. Does this book have an index? On what page?



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### 1.3 Reading Comprehension

In reading comprehension, you try to understand the total meaning of the reading. You want to know the details as well as the general meaning of the selection. When you have reading comprehension, you have done the following things:

1. You have understood the main ideas and the author's point of view.
2. You have understood the relationships of ideas in the text, including how they relate to the author's purpose.

3. You have noted that some ideas and points of view that were not mentioned were, however, implied by the author. This is called “drawing inferences.”
4. You have understood most of the concepts in the passage as well as the vocabulary. This may require you to guess the meanings of unfamiliar words from context or to look up words in the dictionary.

Read this passage. The underlined words may be new to you. Do not stop to look up the words you do not know. Try to guess. On the next page, you will have a chance to learn the meanings of these words.

## THE STORY OF PHOTOGRAPHY

In 1826, a Frenchman named Niepce needed pictures for his business. But he was not a good artist. So he invented a very simple camera. He put it in a window of his house and took a picture of his yard. That was the first photograph.

The next important date in the history of photography was 1837. That year, Daguerre, another Frenchman, took a picture of his studio. He used a new kind of camera and a different process. In his pictures, you could see everything very clearly, even the smallest details. This kind of photograph was called a daguerreotype.

Soon, other people began to use Daguerre's process. Travelers brought back daguerreotypes from all around the world. People photographed famous buildings, cities, and mountains.

In about 1840, the process was improved. Then photographers could take pictures of people and moving things. The process was not simple. The photographers had to carry lots of film and processing equipment. But this did not stop the photographers, especially in the United States. After 1840, daguerreotype artists were popular in most cities.

Matthew Brady was one well-known American photographer. He took many portraits of famous people. The portraits were unusual because they were very life-like and full of personality. Brady was also the first person to take pictures of a war. His 1862 Civil War pictures showed dead soldiers and ruined cities. They made the war seem more real and more terrible.

In the 1880s, new inventions began to change photography. Photographers could buy film ready-made in rolls. So they did not have to make the film themselves. Also, they did not have to process the film immediately. They could bring it back to their studios and develop it later. They did not have to carry lots of equipment. And finally, the invention of the small hand camera made photography less expensive.

With the small camera, anyone could be a photographer. People began to use cameras just for fun. They took pictures of their families, friends and favorite places. They called these pictures “snapshots”.

Photographs became very popular in newspapers in the 1890s. Soon magazines and books also used documentary photographs. These pictures showed true events and people. They were much more real than drawings.

Photography also began to be a form of art by the end of the nineteenth century. Some photographs were not just copies of the real world. They showed ideas and feelings, like other art forms.

- A. The underlined words from the passage are in Column 1. The meanings are in Column 2. Write the letter of the best meaning after each word. You may look back at the passage. Work with another student.

Column 1	Column 2
1. develop _____	a. a way of doing something
2. studio _____	b. what makes people who they are
3. process _____	c. completely fallen down, useless
4. details _____	d. showing how things really are
5. improve _____	e. kind or type
6. portraits _____	f. a place for artists and photographers to work
7. personality _____	g. change film into photographs
8. ruined _____	h. make better
9. immediately _____	i. small, important parts
10. documentary _____	j. pictures of people
11. form _____	k. without waiting, right away

- B. Read the passage again. Then answer these questions:

- The first photograph was taken with
  - a small hand camera.
  - a daguerreotype.
  - a very simple camera.
  - new film.
- The story of photography
  - began in the sixteenth century.
  - began in France.
  - is unknown.
  - began in the United States.
- Matthew Brady was well-known for
  - inventing daguerreotypes.
  - taking pictures of French cities.
  - portraits and war photographs.
  - the small hand camera.
- The new inventions in photography made it possible for
  - Brady to take pictures of the Civil War.
  - anyone to be a photographer.
  - only rich people to take pictures.
  - people to use daguerreotypes.
- Photography can also be an art form because artists can
  - take pictures to show the real world.
  - make documentaries.
  - show ideas and feelings in pictures.
  - copy old pictures.

## CHAPTER 2

### GUESSING WORD MEANINGS

**Learning Objective**

To accurately comprehend literal meaning of written texts.

**Indicator**

Identifying topic, controlling idea, main idea, reference, and inference.

You do not always know every word in a passage. But you can often guess the words you do not know. You can tell what *kind* of word the unknown word must be.

**EXAMPLE**

Read this passage. Then go back and guess a word to put in each space. Work with another student.

Henry had a wonderful birthday. His girl \_\_\_\_\_<sup>(1)</sup>  
bought him a new watch. His brother \_\_\_\_\_<sup>(2)</sup>  
sister gave him a party. Henry's mother \_\_\_\_\_<sup>(3)</sup>  
a special chocolate birthday cake, and all of Henry's good  
\_\_\_\_\_<sup>(4)</sup> came to his house. \_\_\_\_\_<sup>(5)</sup> danced  
all night. Henry really \_\_\_\_\_<sup>(6)</sup> his birthday.

Now check your answers:

1. *friend* There is only one word you can put here. Someone who buys a watch for Henry.
2. *and* There is only one word you can put here.
3. You could use a few different words here. The word has to tell what Henry's mother did with a cake. *made, baked, bought, brought, sent*
4. *friends* This word must be some people, more than one because it says "all".
5. *they* This word tells who danced all night. If you say "Henry," you leave out his friends.
6. You could use a few different words here. The word tells how Henry felt about his birthday. You could use *enjoyed, liked, or loved*.

**>>Let's Practice 1.**

Read these sentences. The missing words are all nouns. Write the best word for each space. The Answer Key is on page 260.

book      boots      bus      coat      window

1. Sara put on her \_\_\_\_\_ because she was cold.
2. Roy forgot his \_\_\_\_\_ so his feet got wet in the rain.
3. The teacher told us to read the \_\_\_\_\_ for homework.
4. My school is far away, so I have to take a \_\_\_\_\_ .
5. Tom did not close the \_\_\_\_\_ , so the room was very cold.

>>Let's Practice 2.

A. Read this passage. Some words are missing. Guess what *kind* of word you need for each space.

If you need a noun or a pronoun (a person or a thing), write N. If you need a verb (*is, was,* or a word for doing something), write V. Work with another student. The first one is done for you.

**THE STORY OF HELEN KELLER**

Helen Keller was a famous American. She was a writer and a speaker. She wrote     N    <sub>1</sub> and articles about education and politics. She     <sub>2</sub> to every part of the world. But the surprising fact about Helen Keller     <sub>3</sub> this: she could not see and she could not hear. This blind, deaf     <sub>4</sub> was a very special person.

Helen Keller     <sub>5</sub> not always blind and deaf. She was all right when     <sub>6</sub> was born on June 27, 1880. But she     <sub>7</sub> very sick the next year. After that, she was not the same. Her parents     <sub>8</sub> her and     <sub>9</sub> tried to take care of her. But it was not easy. Her     <sub>10</sub> could not show her what to do.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

>>Let's Practice 3.

Read this passage. Some words are missing. After you read the passage, write the best word on the line to the right. Here are the missing words:

- |       |         |      |       |           |
|-------|---------|------|-------|-----------|
| years | they    | but  | not   | something |
| to    | teacher | find | wrote | a is      |

Show your work to another student. Do you agree?

By the time Helen was six     <sub>1</sub> old, her parents were very unhappy.     <sub>2</sub> knew that Helen was very smart.     <sub>3</sub> they could not teach her. They did     <sub>4</sub> know what to do. But they knew they had to do     <sub>5</sub>.

When Helen was seven, they decided     <sub>6</sub> find help for Helen. They wrote to Michael Anagnos, a     <sub>7</sub> in Boston. They asked him to     <sub>8</sub> a teacher for Helen. He     <sub>9</sub> to them and said: "I know     <sub>10</sub> good teacher for Helen. Her name     <sub>11</sub> Annie Sullivan. I will send her to you."

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_

## CHAPTER 3

### TOPICS OF PARAGRAPHS

**Learning Objective**

To accurately comprehend literal meaning of written texts.

**Indicator**

Identifying topic, controlling idea, main idea, reference, and inference.

**The topic of a paragraph tells you what the paragraph is about. Ask yourself. "What is this paragraph about?"**

**EXAMPLE A**

Mexico City is a popular place for tourists. Every year thousands of people go to Mexico City. They visit the old and beautiful buildings in this city. In the museums they learn about the history of Mexico. And in the restaurants they enjoy the spicy and, delicious Mexican food.

What is the topic?

- a. Mexican food
- b. Mexico
- c. Mexico City

The right answer is (c) *Mexico City*. It tells what the paragraph is about.

(a) *Mexican food* is too specific. It is only one part of the paragraph.

(b) *Mexico* is too general. It includes many ideas that are not in the paragraph.

**EXAMPLE B**

The food in Mexico sometimes surprises tourists. It can be very, very spicy! Mexican cooks use a special kind of pepper. This pepper is so spicy it almost burns your mouth. But most people start to like the spices after a while. They learn to like Mexican food very much.

What is this paragraph about? Check (✓) the best topic. Write "too specific" or "too general" after the other topics.

- a. Mexican cooks \_\_\_\_\_
- b. Mexican food \_\_\_\_\_
- c. food \_\_\_\_\_

The right answer is (b) *Mexican food*.

(a) *Mexican cooks* is too specific. The whole paragraph is not about Mexican cooks.

(c) *food* is too general. It can include many kinds of food that are not in the topic.

What is the topic of both Example A and Example B?

**>>Let's Practice 1.**

Read each paragraph. Ask yourself, "What is this about?" Make a check after the best topic. Write "too specific" or "too general" after the other topics. Work with another student.

1

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

- a. Mexican government
- b. large cities
- c. Mexico City's problems

2

Why is Mexico City growing so fast? Where are all these people coming from? They are coming to the city from the country. Life is hard on the farms in Mexico. Most people on farms have to live a very simple life. They have no extra money for modern things. People think life in the city must be better. So they leave their farms and move to Mexico City.

- a. why people are moving to Mexico City
- b. how Mexicans live in the country
- c. life in Mexico today

3

All around the world large cities have the same problem. That problem is air pollution. Mexico City has very bad air. The air there is dirty and very unhealthy. Cars are one reason for the dirty air. Many Mexicans now own their own cars and drive in the city. The factories in the area also cause air pollution. These factories put a lot of smoke into the air. It is not easy to clean up the air in a large city. The government has to make new laws and everyone has to help.

- a. air pollution
- b. Mexico City's air pollution
- c. how factories cause air pollution

**>>Let's Practice 2.**

Write the topic for all three paragraphs

CHAPTER 4  
MAIN IDEA OF PARAGRAPH

**Learning Objective**

To accurately comprehend literal meaning of written texts.

**Indicator**

Identifying topic, controlling idea, main idea, reference, and inference.

**The main idea tells you more about the topic. It tells you the writer's idea about the topic.**

**EXAMPLE A**

What are three different ideas about elephants?

1. Elephants live in Africa and Asia.
2. Elephants are killed for their skin and their ivory tusks.
3. Elephants can cause serious problems for farmers.

**EXAMPLE B**

Write three different ideas about supermarkets.

- 1.
- 2.
- 3.

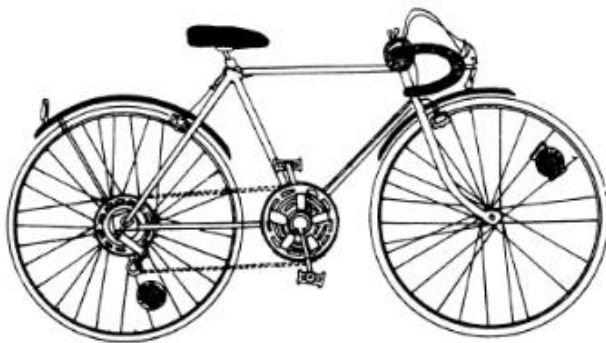
**EXAMPLE C**

Bicycles are very popular today in many countries. Many people use bicycles for exercise. But exercise is only one of the reasons why bicycles are popular. Another reason is money. Bicycles are not expensive to buy. They do not need gas to make them go. They also are easy and cheap to fix. In cities, many people like bicycles better than cars. With a bicycle, they never have to wait in traffic. They also do not have to find a place to park. And finally, bicycles do not cause any pollution!

Topic: *Bicycles*

Write the topic beside the main idea of this paragraph.

- a. \_\_\_\_\_ do not cause pollution.
- b. \_\_\_\_\_ are better than cars.
- c. \_\_\_\_\_ are popular today for many reasons.



The correct answer is (c) *Bicycles are popular today for many reasons*. This is the writer's main idea about bicycles. All the information in the paragraph is about this idea.

(a) is not correct because it is too specific. It is only one part of the paragraph.

(b) is not correct because the paragraph is not about this. The

paragraph does not say bicycles *are* better than cars. It only says that some people *like* bicycles better than cars.



### >>Let's Practice 1.

Read each paragraph. Ask yourself "What is the topic? What is the main idea?" Write the topic beside the best main idea.

1

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

- a. \_\_\_\_\_ are colourful.
- b. \_\_\_\_\_ can tell a lot about a person.
- c. \_\_\_\_\_ always look nice on some people.

2

It is important to bring the right clothes when you travel. If you are going to a cold country, you should bring warm clothes. Be sure you have a hat and gloves, too. If you are going to a hot country, you need different clothes. You do not want heavy or dark clothes. In hot weather, light clothes are best. If you are going to a city, you may need some nice clothes. You may want to go to a special restaurant or a concert. It is different if you are traveling by bicycle in the country. Then you will want comfortable clothes. But one rule is the same for all travellers. Do not bring too many clothes!

- a. \_\_\_\_\_ for warm weather are light.
- b. \_\_\_\_\_ are important when you travel.
- c. \_\_\_\_\_ can be heavy.

3

Clothes today are very different from the clothes of the 1800s. One difference is the way they look. For example, in the 1800s all women wore dresses. The dresses all had long skirts. But today women do not always wear dresses with long skirts. Sometimes they wear short skirts. Sometimes they wear pants. Another difference between 1800 and today is the cloth. In the 1800s, clothes were made only from natural kinds of cloth. They were made from cotton, wool, silk or linen. But today, there are many new kinds of man-made cloth. A lot of clothes are now made from nylon, rayon, or polyester.

- a. \_\_\_\_\_ of the 1800s were beautiful.
- b. \_\_\_\_\_ are made of man-made cloth.
- c. \_\_\_\_\_ today are different from the clothes of the 1800s.

>>Let's Practice 2.

A. Read each paragraph. Ask yourself, "What is the topic? What is the writer's idea about the topic?" Then write the main idea sentence.

**1**

American cities changed in many ways after World War II. Many people moved out of the city. They moved to the suburbs, the areas around a city. Most of the people who moved were rich. Poor people usually did not have enough money to move. They stayed in the cities.

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

**2**

During the 1950s and 60s there was another important change in American cities. Businesses began to leave the city, too. They left because the people in the city were poorer. Poor people do not have much money to buy things. So, many shops and restaurants moved out to the suburbs. People in the suburbs had more money to spend.

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

**3**

Cities began to have many serious problems. The rich people and the businesses did not pay city taxes anymore. The poor people could not pay much money in taxes. So cities had less money for schools and housing. Sometimes they could not pay their police officers or firefighters. And they could not take good care of their streets and parks.

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

**4**

But money was only part of the problem. Many people believed that American cities were dying. They had good reason to believe this. City streets were sadly empty. Many neighborhoods and parks were dirty and dangerous. In some places buildings were even falling down. And nobody seemed to care. This was the real problem. Most of the people and businesses with money were in the suburbs. They did not care what happened to the cities.

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

B. 1. What is the topic of this page? \_\_\_\_\_

2. What is the main idea? \_\_\_\_\_

\_\_\_\_\_

## CHAPTER 5

### FINDING THE PATTERN OF ORGANIZATION

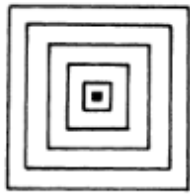
**Learning Objective**

To accurately comprehend literal meaning of written texts.

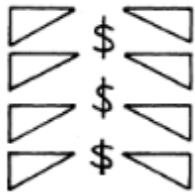
**Indicator**

Identifying topic, controlling idea, main idea, reference, and inference.

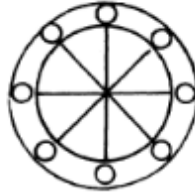
Study these pictures for 60 seconds.



1



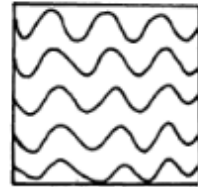
2



3



4



5

After 60 seconds, turn the page. Try to draw the pictures. Do not look back.

Try to remember. Draw them here.

Now, look back and check your drawing.

Which picture was the most difficult to remember?

Why?

Pictures 1, 2, 3 and 5 were easy because they have a pattern. Picture 4 does not have a pattern, so it is more difficult to remember. In English, there are patterns, too. When you read, look for the patterns. They will help you understand and remember what you read.

There are many patterns in English. Writers often use these four patterns. Here are some examples:

1. Listing — Ways to travel:
  - plane
  - train
  - bus
  - ship
2. Time order — Wars in American history:
  - 1776 — American Revolution
  - 1812 — War of 1812
  - 1860 — Civil War
  - 1914 — World War I
  - 1940 — World War II
3. Cause-effect — Cause: heavy rain  
Effect: car accidents on the highway
4. Comparison — Comparing Paris and New York:
  - How are they alike?
    - expensive
    - beautiful buildings
    - many art museums
  - How are they different?
    - Paris is a capital city; New York is not a capital city
    - Paris is safer; New York is larger

## 1. Listing

### EXAMPLE A

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

What is the topic of this paragraph? \_\_\_\_\_

What is the main idea? \_\_\_\_\_

The underlined words are signal words. They tell us about the author's pattern of organization. The signal word for this pattern is several. It tells us to look for a list.

This list tells us several reasons why diamonds are expensive. Write the reasons here:

---

---

---

---

It was easy to find the reasons. There is a signal word for each reason:

#### Signals

first  
second  
third  
finally

#### Reasons

difficult to find  
useful  
they do not change  
beautiful

### EXAMPLE B

There are many different kinds of pollution. One kind is air pollution. This usually is a problem over cities. Water pollution is another problem. It is found in rivers, lakes and oceans. Also, pollution of the earth is sometimes a problem near farms. And finally, there is even noise pollution, especially in crowded cities.

What is the topic of this paragraph? \_\_\_\_\_

What is the main idea? \_\_\_\_\_

---

What is the signal for this list? \_\_\_\_\_

Write the other signals. \_\_\_\_\_

<b>Signals</b>	<b>Kinds of pollution</b>
_____	air pollution
_____	water pollution
_____	pollution of the earth
_____	noise pollution

Here are some signal words for the listing pattern:

first second one and for example or some many  
third other another also finally even several

## 2. Time Order

### EXAMPLE A

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 for Physics. Between 1919 and 1933 he lived in Germany and travelled 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 in Princeton, New Jersey. He died on April 18, 1955.

What is the topic of this paragraph?

How can you tell this is a time order pattern?

You can tell because the signals in this paragraph are all dates. Each date points to an event in the life of Albert Einstein. Here are all the signals. Write the events:

<b>Signals</b>	<b>Events</b>
1879	_____
1905	_____
1905	_____
1919	_____
1919-1929	_____
1933	_____
1933-1955	_____
April 19, 1955	_____

>>Let's Practice.

1

The Vietnam War began soon after World War II. At first, in 1946, the war was between the Vietnamese and the French. The government was French, but many Vietnamese people did not want a French government. They wanted the French to leave so they could have their own government. The Vietnamese fought hard, and slowly they won more and more land. By 1953, the French army was in trouble. They were not winning the war. French soldiers were dying and the war was costing a lot of money. So, in 1954, the French army stopped fighting and left Vietnam. That was the end of the first part of the Vietnam War.

Topic \_\_\_\_\_

**Signal**

**Events**

_____	_____
_____	_____
_____	_____

2

The second part of the Vietnam War began in 1954. After the French army left, there were two Vietnams: North Vietnam and South Vietnam. There were also two governments. But both governments wanted to be the only government for all of Vietnam. So from 1954 until 1960, the North and the South were fighting all the time. The North Vietnamese grew slowly stronger. By the beginning of 1965, the North Vietnamese were winning the war. But the United States government did not want the North Vietnamese to win. So in March 1965, the United States began to help South Vietnam. They sent guns and airplanes to help the South. At first, the United States sent only a few soldiers. But by July 1965, there were about 75,000 American soldiers in Vietnam.

Topic \_\_\_\_\_

**Signals**

**Events**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3. Cause-Effect

This pattern is not always easy to understand. These sentences show examples of causes and effects. For example, "shoes with high heels can cause foot problems."

What is the cause of foot problems? *Shoes with high heels*. What is the effect of shoes with high heels? *Foot problems*. What are the signal words? *can cause*.

>>Let's Praticice.

Find the cause and the effect in each sentence. Underline the signal words. The Answer Key is on page 266.

1. Exercise can make you hungry and thirsty.  
Cause \_\_\_\_\_ Effect \_\_\_\_\_
2. Many car accidents happen because of ice and snow on the road.  
Cause \_\_\_\_\_ Effect \_\_\_\_\_
3. Bad food and not enough sleep are two reasons for bad health.  
Cause \_\_\_\_\_ Effect \_\_\_\_\_
4. Many doctors today believe that smoking cigarettes may lead to cancer.  
Cause \_\_\_\_\_ Effect \_\_\_\_\_
5. Some people become nervous because of drinking coffee.  
Cause \_\_\_\_\_ Effect \_\_\_\_\_
6. Many fires in homes are due to careless smokers.  
Cause \_\_\_\_\_ Effect \_\_\_\_\_
7. Heart disease is sometimes the result of eating too much.  
Cause \_\_\_\_\_ Effect \_\_\_\_\_
8. Very bright sunlight can cause your eyes to hurt.  
Cause \_\_\_\_\_ Effect \_\_\_\_\_
9. High insurance costs are one result of car accidents.  
Cause \_\_\_\_\_ Effect \_\_\_\_\_
10. Serious family problems can cause illness.  
Cause \_\_\_\_\_ Effect \_\_\_\_\_

>>Let's Practice.

Write the topic for each paragraph. Underline the signal words. Write the causes and effects on the lines.

**1**

Most people do not think of coffee as a drug. But, in fact, it is a drug and it has important effects on your body. Some of the effects are good and some are not. Coffee can help you stay awake when you are driving or working. But it can also keep you awake at night when you want to sleep. Coffee makes some people feel more alive so they can work better. Other people feel too nervous when they drink coffee. After a large meal, coffee can help your stomach. But too much coffee can cause a stomachache.

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



**Causes**

**Signals**

**Effects**

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**2**

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

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

**Causes**

**Signals**

**Effects**

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**4. Comparison**

Compare an apple and an orange:

How are they alike?

*Both* are kinds of fruit.

*Both* are round.

*Both* have skins.

*Both* taste good.

How are they different?

They are *different* colors.

They taste *different*.

Oranges grow in *warm* places. Apples grow in *cool* places.

Sometimes oranges do *not have seeds*. Apples always *have seeds*.

Compare the United States and Canada:

How are they both alike?

*Both* are in North America.

*Both* have many people from around the world.

*Both* are very large countries.

*Both* have land on the Atlantic and the Pacific oceans.

*Both* countries were once part of the British Empire.

How are they different?

Canada has two official languages, *but* the United States has only one.

The United States has more people *than* Canada.

Canada has *more* land in the north *than* the United States

Canada is a *younger* country *than* the United States.

Compare your country and the United States:

How are they alike?

How are they different?

Some comparison signal words:

Words to show likenesses: alike, similar, same, also

Words to show difference: different, unlike, more than, less than, but, however

#### EXAMPLE A

This paragraph tells only how two fruits are alike. Underline the signal words.

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

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

#### Likenesses

grown in warm countries  
hard skins and soft insides  
have a sour taste  
used in cooking  
people make juice from them  
they have a lot of vitamin C

#### Signals

both  
both  
both of  
They are used  
and also  
both

>>Let's Practice.

Underline the signal in each paragraph. Write the likenesses and differences on the lines.

1

Peter and Joe are roommates in Chicago. They both like to cook good meals and have dinner parties. But they have very different ideas about what to cook. Peter likes to cook lots of simple food. His favorite foods are steak, potatoes, and apple pie. But Joe prefers special dishes from far-away places. He likes to cook curries from India and sushi from Japan. Dinner at Peter and Joe's apartment is always delicious.

What is the paragraph comparing? \_\_\_\_\_

**Differences**

**Likenesses**

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

2

Poland and Italy may seem like very different countries. And of course, they are different in some ways. Poland is in the north of Europe, but Italy is in the south. Poland has a communist government, but Italy has a democratic government. However, there are also similarities. In both countries, the most important religion is Catholicism. In both Italy and Poland, history is very important to the people. And finally, both the Italians and the Polish are famous for their friendliness and good spirit.

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

**Differences**

**Likenesses**

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

The food in India is similar to the food in China. First of all, in both countries, rice is a very important food. It is served at almost every meal in India and China. Indian and Chinese cooking can be very spicy. And they are also alike because they both use many different vegetables. In both countries, the meat dish is not always the most important dish. Finally, these are both very large countries with long histories. So both include many different kinds of cooking. In India and China, each part of the country has its own favorite kinds of food and way of cooking.

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

**Likenesses**

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

People used to have very different ways of eating in Europe. Now everyone uses forks, knives, and spoons. But a thousand years ago, no one used forks at the table. They used only spoons and knives. Today most Europeans do not eat with their fingers. But back then many people picked up their food in their hands. In those days most people did not use glasses for drinking. Instead they drank from bowls or large wooden cups.

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

**Differences**

---

---

---

---

---

>>Let's Practice.

USING ALL FOUR PATTERNS

For each paragraph, decide what the pattern is. Write the name of that pattern. Then read the extra sentences at the bottom of the page. Find the sentence that fits the pattern best. Write the letter of that sentence beside the paragraph.

1. \_\_\_\_\_ Shakespeare was born in Stratford-on-Avon on April 16, 1564. For a few years he studied at a school near home. He moved to London when he was still young. By the age of 35, he was already a well-known writer.

Pattern \_\_\_\_\_

2. \_\_\_\_\_ Two great writers were born in England in 1564. One was William Shakespeare. The other was Christopher Marlowe. Shakespeare lived until the age of 52. But Marlowe died suddenly when he was only 29. Both were famous in their time and both are still loved today.

Pattern \_\_\_\_\_

3. \_\_\_\_\_ Many people ask why Shakespeare was so great. He was a genius, of course. He had many ideas about life and he had a wonderful way with words. But Shakespeare was also great because he lived at the right time. The English, in those days, were interested in new ideas. They loved plays and poetry.

Pattern \_\_\_\_\_

4. \_\_\_\_\_ Shakespeare wrote three kinds of plays. One kind of play was the history play. Another kind was the tragedy, such as "Macbeth."

Pattern \_\_\_\_\_

**Sentences:**

- a. At the age of 18, he married Ann Hathaway.
- b. He also wrote many comedies, such as "A Midsummer Night's Dream."
- c. Shakespeare wrote many plays and some poetry. But Marlowe only finished four plays.
- d. A genius like Shakespeare had a chance to use his great mind.
- e. Some people think Shakespeare's plays were written by someone else.

CHAPTER 6

USING REFERENCE WORDS

**Learning**

**Objective**

To accurately comprehend literal meaning of written texts.

**Indicator**

Identifying topic, controlling idea, main idea, reference, and inference.

Writers do not like to use the same word many times. They often use other words which mean almost the same thing.

**PRONOUN**

Sometimes pronouns are used instead of nouns. They are small words, but they are very important when you are reading. You will understand more if you pay attention to pronouns.

he	she	it	they	we	you
I	them	him	her	these	those

In these Examples, the pronouns are underlined:

EXAMPLE A

Mary Simms lives in New York City. She has an apartment near Central Park. Mary jogs in the park. She thinks that jogging is good for her. So she jogs three times a week.

All the underlined pronouns take the place of the noun, Mary Simms. "Mary Simms" is called the **referent**.

EXAMPLE B

Jogging is good for your health for a few reasons. It is especially good for your heart. If you do it a few days a week, your heart will be stronger. It is also good for your legs. And many people believe it is good for your mind.

All of the underlined pronouns take the place of the noun \_\_\_\_\_.  
\_\_\_\_\_ is the referent.





Sometimes pronouns can take the place of a group of words.

**EXAMPLE A**

The Central Park police officer often meets dangerous people. Some people go to the park to steal. Other people are there to sell drugs. And sometimes serious gun fights start in the park. The park police officer may meet any of these in the park.

**Pronouns**

these

**Referents**

people who steal  
people who sell drugs  
people who start gunfights

**EXAMPLE B**

It is not easy to be the mayor of a large American city. Many people need homes and jobs. The buildings and streets need to be fixed. The schools are old, and the students are not learning enough. The streets are dangerous at night because of crime. These are big problems, and the mayor must work on all of them.

**Pronouns**

These  
them

**Referents**

>>Let's Practice.

The pronouns in these passages are underlined. Circle the referents.

1. Two Frenchmen went up in a basket under a balloon. They built a fire to make the air hot. This made the balloon stay up in the air.
2. The pilot of a balloon can control its altitude. He can raise and lower the balloon to find a good wind direction. That is how a good pilot can control where the balloon goes.
3. Early photographers had to carry film and heavy equipment everywhere they went. But this did not stop them.
4. Hellen Keller was deaf and blind. She could not speak until she was seven year old. But these problems did not stop her. She became a famous writer and teacher.
5. A tornado is a very dangerous storm. It brings strong winds and it travels very fast. The strong winds can blow over cars, destroy houses, and kill people. And this happens in just a few minutes.



6. Tornadoes blow dust and dirt into the air. They make a cone shape in the sky. When people see this, they get ready for the storm.
7. When tornadoes touch the ground, they move along at about 35 to 45 kilometers per hour. No one knows which way they will go.
8. In a small town, a tornado can destroy a street full of homes and stores. Many people can be killed. The government tries to help when this happens.
9. Tornadoes are common in the middle part of the United States. Kansas, Arkansas, Nebraska, Iowa, and Missouri are states with many tornadoes every year. People in those states worry when they see a cone-shaped cloud in the sky.
10. The wind of a tornado is strong. No one knows exactly how fast the wind is in the center. The wind always breaks the machines used for measuring it!

## RELATED WORDS: SPECIFIC TO GENERAL

Related words are words which refer to the same idea.

### EXAMPLE A

David had a wonderful trip to Paris this spring. He loved the beautiful buildings in the French capital. To him, it was a city full of magic and beauty.

What does "French capital" refer to? \_\_\_\_\_

What does "city" refer to? \_\_\_\_\_

"French capital," "city," and "Paris" are related words.

**EXAMPLE B**

The Pope visited Colombia, Peru, and Mexico last year. Crowds of Catholics greeted him in these countries. It was his first visit to that part of the world.

What does "these countries" refer to? \_\_\_\_\_

What does "that part of the world" refer to? \_\_\_\_\_

Both phrases are related to \_\_\_\_\_

When writers use related words, the second word is usually less specific, and the next is even more general.

**EXAMPLE C**

French capital, Paris, city

1. Specific: Paris
2. Less specific: French capital
3. General: city

**EXAMPLE D**

Colombia, Peru, and Mexico; that part of the world; these countries

1. Specific: Colombia, Peru, and Mexico
2. Less specific: these countries
3. General: that part of the world.

>>Let's Practice.

Put these related words in order from specific to general. Put number 1 above the most specific word. Put number 2 above the less specific word. And put number 3 above the most general word. The first one is done for you.

- 3            1            2  
1. Music, rock music, twentieth-century music
2. Japanese mountain, Mount Fuji, mountain
3. problems, water pollution problems, pollution problems
4. pine tree, evergreen tree, tree
5. musicians, Michael Jackson, popular musicians
6. Nicaragua, country, central American country
7. man, Dr. Diamond, dentist

8. place, Boston, city
9. *The New York Times*, newspaper, reading material
10. group, Diamond family, people
11. storm, tornado, wind storm
12. president, person, political leader
13. shirt, white shirt, clothing
14. flute, musical instrument, wind instrument
15. company, IBM corporation, organization

>>Let's Practice.

In each passage, there is a word underlined. Find and circle the related words in the passage. The first one is done for you.

1. Liz and Val moved to Paris last month. They like the city very much.
2. Hiroko plays the violin in the Boston Symphony Orchestra. The sound of this stringed instrument is very special.
3. The president of the city council gave a long speech. As the leader, she has to plan many new projects.
4. The tornado hit a small town in Kansas. The storm swept down the main street. The terrible winds caused five stores to fall down.
5. Lemons, limes, and oranges are all very good to eat. These citrus fruits are also very healthy for you. They are a good source of vitamin C.
6. Many Americans skip breakfast. They say they do not have time for food in the morning. But this is a mistake. The human body needs that meal.
7. Joanne's big car uses a lot of gasoline. She has to stop often to fill the tank with fuel.
8. We saw a lion with three little cubs at the wild animal park. The cats were lying on the rocks in the warm afternoon sun. We were happy to see such wonderful animals in such a nice place.
9. In some countries, the winter is long and cold. It is not a very popular season. Some people are so unhappy at that time of the year, that they get sick.
10. Astronauts from the United States and the Soviet Union all have one problem: they get motion sickness. This illness makes it difficult to do their work. Doctors and scientists are working on this problem.

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