

Reading III

Compiled by:

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This book is composed of Open Access Resources from the following sources:

- Extensive Reading by Thomas Bieri is licensed under a Creative Commons Attribution Share-Alike 3.0 United States License
- Preparing for University Reading by Kathleen Mitchell, Matthew Burrows, and Kendra Staley is licensed under a Creative Commons Attribution ShareAlike 4.0 International License.
- Read Up: Strategies for Raising Reading Skills by Timothy Krause is licensed under a Creative Commons Attribution NonCommercial ShareAlike 4.0 International License.

These public domain resources were also incorporated:

- Black Cat by Edgar Allan Poe
- E Reading Worksheets.
 - Making Inferences Explanation
 - Inferences Worksheets
 - Main Ideas Worksheets
- Quizlet live: Black Cat

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Unit 1:Technology

Upon completion of the course, students will be able to:

- Compare fiction and non-fiction.
- Define vocabulary within the reading context.
- Discuss and write about the topics addressed in the class readings.
- Define and use vocabulary related to daily and academic topics.

SECTION 1: Understanding and Following Instructions

Adapted from:

Read Up: *Strategies for Raising Reading Skills* by Timothy Krause is licensed under a Creative Commons Attribution NonCommercial ShareAlike 4.0 International License.

WARM-UP: Take a quick quiz to find out what you already know.



Read all directions below before writing anything. Then follow the instructions carefully. You have only 5 minutes to complete the quiz.

1. Write your first name on the second line.
2. Write your favorite hobby on the first line.
3. On the third line from the last, write the name of a hobby that you do not like to do.
4. On line #3, write "Hobbies Quiz" backwards.
5. Leave line four blank.
6. On the next two lines, write two hobbies that involve animals.
7. Do you think "7" is a lucky number? Write yes or no on its line.
8. What do you think is the most expensive hobby? Write this on line 9.
9. On line 10, write a synonym for "instructions."
10. Now that you have finished reading everything carefully, do not complete steps 1 through 9. Do not say anything to your classmates. Instead, stop the quiz now.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Understanding instructions

Instructions are an important part of our lives. We receive instructions at school from our teachers, and we receive instructions from our supervisors at work. Students often think that reading instructions is easy. In fact, some students will read the instructions only if they get confused. However, instead of saving time, they often spend more time than necessary re-doing their work — or they submit work that is incorrect. At work, misunderstanding instructions can result in much more serious results. Imagine if a construction company didn't follow the architect's instructions, or if a nurse didn't follow a surgeon's directions! Here are some suggestions for reading instructions successfully.

Get ready. Do you need a pencil or pen? Reading glasses? Maybe a dictionary?

Stay focused. Don't try to multi-task when you are reading instructions. Put your phone away or silence it. Turn off the TV.

Scan the task before you start. Instructions are often located at the beginning, but not always. Sometimes instructions are in multiple places.

Read the instructions slowly — then read them a second time. Read aloud if it helps.

Circle the action verbs. These often appear as commands (“Write the date”) or modal verbs (“You should add the date”).

Make a checklist. Notice transition words such as *first*, *before*, *after*, *next*. Number each

task. Read them again to make sure they are in the right order. As you complete each task, draw a line through the number. This helps you remember where you are in the process.

Determine which items are tasks (what you will do) and which are products (what you will have when you finish). For example, your teacher might ask you for a book report. That is the *product*, and you might have some flexibility in how you do that. On the other hand, if your teacher tells you to follow a set of *tasks*, then you might have less flexibility. The teacher may want you to brainstorm, research, read, write, revise, edit and then participate in a peer review. These steps must be followed in the correct sequence in order to be successful.

Determine which instructions are required and which are optional. The steps to write a book report listed above are sequential (they must be done in the order given) and they are required. However, a teacher may also include an instruction like this: “Before you turn in your final draft, it's a good idea to ask a friend to read your essay.” or “You may visit a tutor in the library for extra credit.” These are optional steps; you choose if you do them or not — and you may even choose *when* you do them.

Ask questions. The last step, of course, is to ask questions when something is unclear. Don't wait until it's too late. Scan the instructions at the start of your task so that you are well prepared to complete it successfully.

Putting it into practice

INSTRUCTIONS: Read the email from Chef Vicky. Then number the recipe steps in the correct order.

TO: <youremailgoeshere>

FR: <cooksarecoolemail>

RE: Baking instructions

Hi, there! Thanks for your email. I always like to hear from home cooks. It's a great hobby to have. It's fun — and you get to eat what you make! You asked me how I make my famous "staff of life" bread. The secret is making sure your yeast is fresh. You can tell by putting 2.5 teaspoons of yeast into 1 cup of soymilk. Make sure you microwave the milk first for about 1 minute so that it is warm, but not hot. Oh, it needs a teaspoon of sugar, too. Mix the sugar and milk well before adding the yeast; then wait 5-10 minutes. There will be foam and bubbles; that means the yeast is working. Add the yeast mixture to 3.5 cups flour and 1.5 teaspoons salt. Mix it well and knead it for 10 minutes after you mix it all together. Then cover the bowl and put it someplace warm for about an hour. Punch down the dough and put it in a pan. Let it rise for another hour. Then bake it for about 40-60 minutes. The oven has to be pre-heated for about 20 minutes before baking; make sure it is about 400-425 degrees. I hope you try it. It's delicious!



- _____ Microwave the soymilk for one minute.
- _____ Knead the dough for 10 minutes.
- _____ Cover the bowl and put it in a warm place for about one hour.
- _____ Punch it down and put it in a pan. Wait another hour.
- _____ Bake the bread for 40-60 minutes.
- _____ Let wait 5-10 minutes. Look for foam and bubbles.
- _____ Add 3.5 cups flour and 1.5 teaspoons salt. Mix well.
- _____ In a bowl, mix one teaspoon of sugar with one cup of soymilk.
- _____ Add 2.5 teaspoons of yeast to the soymilk and sugar.
- _____ Pre-heat the oven to 400-425 degrees about 20 minutes before baking.

Reading 1

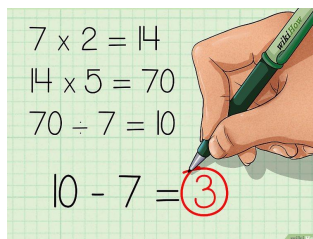
How to read someone's mind ... with math

Adapted from WikiHow [CC BY-NC-SA 3.0]

You can read English, but can you read another person's mind? You might, if you use a little magic — or, in reality, a little math! Here are three magic tricks that aren't really magic at all because they are based on a principle of mathematics. If you follow the same process, you'll get the same answer every time. Of course you won't be able to actually read someone's mind with these tricks. If you do them correctly, however, you'll be able to amaze your friends by guessing their answer without them telling you! **Q1→**

The “End with 3” trick

- Ask your friend to pick a whole number between 1 and 10.
- Tell them to multiply their number by 2.
- Ask them to multiply the new number by 5.
- Have them divide their current number by their original number.
- Instruct them to subtract 7 from their current number.
- Stop and say: “I think I can guess your answer. It's 3!”
- If the prior steps were done correctly, the right answer will always be 3.



$7 \times 2 = 14$
 $14 \times 5 = 70$
 $70 \div 7 = 10$
 $10 - 7 = 3$

The “Divide by half” trick

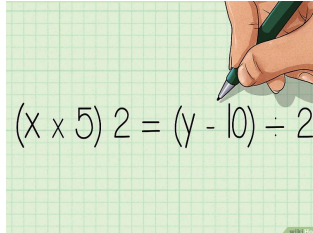
- Ask your friend to pick a whole number between 1 and 10.
- Tell them to multiply the chosen number by 2.



AS YOU READ

Q1→ Do you want to try some math magic with a classmate? If yes, stop and wait for your instructor to assign which trick you should read. *Read only that trick and then try your math trick on a classmate.*

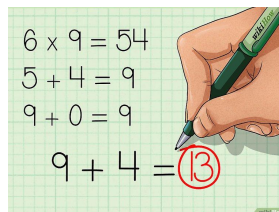
- Choose an even number to use yourself. Ask your friend to add this number to the one in their head.
- Tell them to divide the new number by 2.
- Tell them to subtract their original number from the equation.¹
- Stop and say: “I think I can guess your answer. It’s ____”
(The number will always be half the even number you chose.)



$$(x \times 5) 2 = (y - 10) \div 2$$

The “Lucky Number 13” trick

- Ask your friend to pick a whole number between 1 and 10.
- Tell your friend to multiply their number by 9.
- Tell them to add the first and second digit of their number together. If it's a single digit number (i.e. 9), add 0.
- Get your friend to add 4 to their new number.
- Stop and say: “I think I can guess your answer. It’s 13!”
- If the prior steps were done correctly, the right answer will always be 13.



$$6 \times 9 = 54$$

$$5 + 4 = 9$$

$$9 + 0 = 9$$

$$9 + 4 = 13$$

Five benefits of magic as a hobby

1. Helps increase self-confidence
2. Promotes self-discipline
3. Improves critical thinking
4. Brings joy to others
5. Develops social skills

¹ **equation** (n) a mathematical statement that shows two amounts are equal (example: $2 + 2 = 4$)

Understanding the Math

Understand that certain parts of each trick are smoke and mirrors. A large part of performance magic is in distracting your audience with otherwise useless steps and information. The core piece of these tricks is getting your friend to eventually subtract their given number from the equation. Once the variable² is out of the way, you have full control over where the equation goes. **Q2→**

Identify unique patterns and occurrences in mathematics. The reason why the “Lucky Number 13” trick works so well is because multiples of 9 between 1-10 operate in a uniquely identifiable way. In this case, each answer (e.g., 9, 18, 27, etc.) will equal to 9 if you add each digit together. Although this property is unique³ to multiples of 9, it makes a great trick.

Acknowledge that every answer hinges on the constant information in the equation. Adding superfluous additions and subtractions can be done as many times as you want, so long as you're ultimately able to nullify your friend's chosen variable. For instance the “End With 3” trick can be rearranged to end with any number. **Q3→**

Q2→ What do you think the phrase “smoke and mirrors” means?

- A. Using one thing to distract someone's attention from another thing.
- B. Using smoke from a cigarette and a make-up mirror to get someone's attention.

Q3→ What do you think the idiom “hinges on” means here?

- A. attaches to
- B. hangs on
- C. depends on

² **variable** (n) something that can change

³ **unique** (adj) different from anything else

Verifying the facts

INSTRUCTIONS: Read each statement about the article on pages 8-10. If the statement is true, then mark it T. If the statement is false, then mark it F and rewrite the statement to be true.

Verify means to prove that something is true, or do something to discover if it is true.
In these exercises, you want to verify that the fact is true.
And if it is not true, then you will re-write it to be true.

_____ 1. If you follow the same process, you'll get a different answer every time.

_____ 2. You won't be able to actually read someone's mind with these tricks.

_____ 3. Certain parts of each trick are fog and lights.

_____ 4. The core piece of these tricks is getting your friend to eventually double their given number from the equation.

_____ 5. Every answer to these tricks depends upon the constant information in the equation.

Checking your comprehension

INSTRUCTIONS: Use information from the article on pages 8-10 to choose the best answer to each question below.

1. Which of the following statements best describes the main idea of this article?

- A. Anyone can do a magic trick if they use a little math.
- B. Math is difficult and requires the help of a friend.
- C. Magic is difficult and requires the help of a friend.
- D. Anyone can do math if they use a little magic.

2. Which sentence from the article best supports your answer to Question #1?

- A. "The core piece of these tricks is getting your friend to eventually subtract their given number from the equation."
- B. "Here are three magic tricks that aren't really magic at all because they are based on a principle of mathematics."
- C. "Ask your friend to pick a whole number between 1 and 10."
- D. "The number will always be half the even number you chose."

3. It is important to follow the same process. If you don't follow the same process, then the magic trick will not work.

- A. True
- B. False

4. According to the article, learning magic as a hobby has many benefits. Which of the following is NOT one of those benefits?

- A. Helping shy children gain self-confidence
- B. Making other people happy
- C. Promoting self-discipline
- D. Spending too much money on expensive magic equipment

5. The article says "A large part of performance magic is in distracting your audience with otherwise useless steps and information." Which of the following are good examples of this?

- A. Talking with the audience and telling jokes
- B. Showing the audience the instructions of the trick
- C. Maintaining eye contact with the audience
- D. Waving one hand in the air while the other hand completes the trick
- E. Having an assistant move things around
- F. Pointing to the hand that is doing the trick
- G. Explaining the secret of the trick to the audience

6. Which word is a synonym for a single numeral between 0 and 9?

- A. equation
- B. digit
- C. variable
- D. core

7. Look again at the words that are defined in the footnotes. What part of speech are they?

Word	Part of speech
equation	
variable	
unique	

Expanding your vocabulary

INSTRUCTIONS: Search the article on pages 8-10 for these useful vocabulary words.

1. Look in the "End with 3" trick to find an adjective that means "before":

2. Look in the description of "The Divide by Half Trick" to find a noun that means a formula like this: $5x - 3 = 27$:

3. Look in the box on top of page 9 for a plural noun that is a synonym for "advantages":

4. Look on the last page of the article for an adjective that means one of a kind:

5. Look in the last paragraph to find a verb that means to accept or admit that something exists, is true, or is real:

6. What phrase in the story means "to know what another person is thinking"?

INSTRUCTIONS: Use vocabulary words from above to complete the sentences below.

1. My favorite hobby is shopping. So I went to the mall and saw my friend. But I think she is upset with me. We didn't talk. She didn't even _____ me.
2. One of the _____ of the new cell phone is that it has a better camera so that

I can make movies, which is one of my hobbies.
3. I don't understand the _____. How can 4 cups of water equal 1 pint?
4. Because I didn't eat _____ to my pottery class, now my stomach is making noises while the teacher is demonstrating how to make a clay bowl.
5. That painting is so _____. There is no other painting like it.
6. My sister uses math tricks to make people believe that she can _____.

Reading 2

1000 Blank White Cards — A card game that is never the same twice

Adapted from Wikipedia [CC BY-SA 3.0]
Image from Nmphenix [CC BY-SA 3.0]

[1] 1000 Blank White Cards is a party game played with cards in which the deck⁴ is created as part of the game. It has been played by adults in organized groups worldwide. 1000 Blank White Cards is also described as well-suited for children in *Hoyle's Rules of Games*. It's a fun game because there are no complicated rules — unless you make them yourself. **Q1→**

[2] The game consists of whatever the players define it as by creating and playing cards. There are no rules at the beginning. Game rules are contained on the cards themselves, not in a rule book. The game can be played by any number of players and provides an opportunity for creative expression as well as a lot of fun. This is because players are allowed to create new cards and even change the rules during the game. In fact, that's what makes it so different from other card games — no player will ever play the same game twice!

[3] The game may be split into three logical parts: making the cards; playing the game; and finishing the game. **Q2→**

AS YOU READ

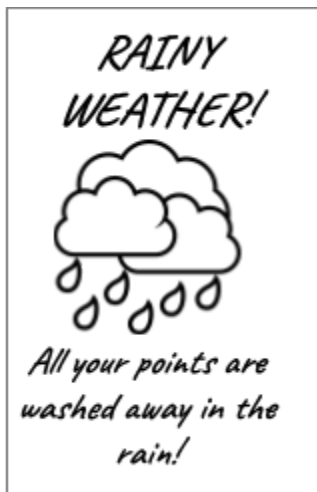
Q1→ Why does the author italicize the words *Hoyle's Rules of Games*?

- A. It is a quotation.
- B. They are words from another language.
- C. It is the title of a book.
- D. It is the address of the company that makes the game.

Q2→ Look at the beginning of this paragraph. What does [3] mean?

- A. It is the third paragraph in the story.
- B. The paragraph is worth three points.
- C. There are three logical parts to the game.
- D. Three is a magical number.

⁴ **deck** (of cards) (n) a set or collection of playing cards used to play a game



Before the game begins, players first create the cards with a title, picture, and action or rule; after the game, players often debate who made the most interesting cards

Making the cards

[4] A deck of cards consists of any number of cards. They are generally the same size and on thick paper so that they may be reused. Depending on how long you want to play, a deck of 50 to 100 cards is usual. For beginners, however, it might be better to start with a smaller number of cards. Of these, approximately half of the cards will be created before you start to play. The rest will be created during the game.

[5] Here's how to start. Give each player 8-10 blank white cards along with pens, pencils, markers, or other writing tools. Then each person decides what to put on their cards. Anything goes! However, usually a card will have these elements:

1. **title** - This should uniquely identify the card, but be creative!
2. **picture** - This can be a simple stick figure or a colorful work of art. Again, be creative!
3. **action or rule** - This can give or take points, cause a player to miss a turn, change direction of play, or

make the player do anything you can think of.

For example, you might give 10 points if the player sings a love song, or you might subtract 50 points if the player is wearing something blue. Alternatively, you could write a new rule for the rest of the game!

Q3→

[6] When the initial⁵ set of cards is ready, all of the cards (including blank ones) are shuffled together and each player is dealt five cards. The rest of the deck is placed in the center of the table.

Playing the game

[7] There are no formal rules to the game, but this is usually how it begins. The game moves clockwise beginning with the player on the dealer's left. On each player's turn, he/she draws a card from the central deck and then plays a card from his/her hand. Cards can be played to any player (so that it affects that player), or to the table (so that it affects everyone). Cards with lasting effects, such as awarding points or changing the game's rules, are kept on the table to remind players of those effects. Cards with no lasting effects are placed in a discard pile. If a player draws a blank card, he/she can make it playable at any time simply by drawing on it. Q4→ Q5→

[8] Play continues until there are no cards left in the central deck and no one can play (if they have no cards that can be played in the current situation). The “winner” is the player with the highest score of total points at the end of the game. In some games, however, players decide that points don't actually matter.

Finishing the game

Q3→ Look at the illustrations on the previous page. Find the parts of each card. Label them: *title*, *picture*, *action* or *rule*.

Q4→ Notice how the author uses the word **draws** and **drawing**. The root word is the same. However, they have different meanings. Which one means “to take a card”? And which one means “to create a picture”?

Q5→ A card that says “do nothing; skip this turn” would be an example of a card with:
A. A lasting effect
B. No lasting effect

⁵ **initial** (adj) beginning or first

[9] After someone wins the game, players discuss the cards they created. Which cards were the best? Players usually want to keep these cards. Which cards didn't work well? Players usually discard those (throw them away). Many players believe that the real winner of the game is the person whose cards are favored by other players. ♣ Q6→

Q6→ Look at the sample cards again. Which of those two cards would you want to keep for another game?

- A. Rainy Weather
- B. Knock Knock Joke (see below for examples of classic knock-knock jokes for children)

Laughing out loud

INSTRUCTIONS: *The knock-knock joke is a question-and-answer joke, typically ending with a pun. Try reading these aloud with a partner. Each person reads one line. Can you find the joke? (Hint: It's usually about words that sound alike.)*

Knock! Knock!
Who's there?
I am.
I am who?
You tell me!!

Who's there?
Scold.
Scold who?
Scold outside, let me in!

Figs.
Figs who?
Figs the doorbell, it's broken!

Knock! Knock!
Who's there?
Mikey.
Mikey who?
Mikey isn't working.

Knock! Knock!
Who's there?
Police.
Police who?
Police hurry—I'm freezing!
Knock! Knock!
Who's there?

Knock! Knock!
Who's there?
Interrupting cow
Interrupting—
Mooooo

Knock! Knock!

Checking your comprehension

INSTRUCTIONS: Use information from the article on pages 15-18 to choose the best answer to each question below.

- Which of the following statements best describes the main idea of this article?
 - Although 1000 Blank White Cards is a game without rules, it is a lot of fun.
 - 1000 Blank White Cards is a confusing game because it has no rules.
 - 1000 Blank White Cards is a good game to play because points do not matter.
 - Card games are usually difficult to learn because there are so many rules and instructions to follow.
- Which sentence from the article best supports your answer to Question #1?
 - "Many players believe that the real winner of the game is the person whose cards are favored by other players." (Paragraph 9)
 - "There are no rules at the beginning. Game rules are contained on the cards themselves, not in a rule book." (Paragraph 2)
 - "It's a fun game because there are no complicated rules — unless you make them yourself." (Paragraph 1)
 - "1000 Blank White Cards is also described as well-suited for children in *Hoyle's Rules of Games*." (Paragraph 1)
- The game is called 1000 Blank White Cards. Does the game really require 1000 cards?
 - Yes
 - No
- There are three steps to this game. Put them in the correct order:
 - _____ finishing the game
 - _____ making the cards
 - _____ playing the game
- When a player makes a new card, the card should have three parts. Which of the following things is NOT usually part of a card in this game?
 - a picture or drawing
 - suit (such as hearts, clubs, diamonds, or spades)
 - title, or a special name for the card
 - a rule or action — something the player does or makes other players do
- Who wins the game?
 - The first player with no cards
 - The player with the highest number of points
 - The player with the most interesting card
 - The player with the most cards
- Where are the two people in a knock-knock joke?
 - In a college classroom
 - In a restaurant or cafe
 - On either side of a door
 - In a car or truck

Expanding your vocabulary

INSTRUCTIONS: Match the academic word on the left with its definition on the right.

_____ approximate	A. to make or start something
_____ create	B. first or happening at the beginning
_____ debate	C. to argue or discuss
_____ affect	D. to influence something or someone; to cause them to change
_____ initial	E. a part of something
_____ unique	F. not completely accurate, but close; almost
_____ consists	G. to be formed or made from two or more things
_____ element	H. picture, graphic, or illustration
_____ image	I. special, one of a kind, not like others

INSTRUCTIONS: Use vocabulary words above to complete the sentences below.

1. When I see an _____ of a cat or dog, my heart warms because my favorite hobby is my pets.
2. My hobby is gardening, and my garden _____ of only two kinds of plants: vegetables and flowers.
3. My _____ idea was to play soccer, but later I decided rugby was more exciting.
4. My husband and I have a regular _____ about which hobby is better: swimming or jogging.
5. I do not know exactly how many different hobbies I have, but the _____ number is five.
6. I love being an artist because I love to _____ things that make people think.
7. I don't know. Does the weather _____ the kind of hobby you choose?
8. Pottery is fun to make because everything you make is _____; you cannot make an exact copy.
9. One important _____ of writing a good story is a good plot.

Vocabulary

WORD	PART OF SPEECH	DEFINITION	EXAMPLE SENTENCE
affect			
acknowledge			
benefit			
consist			
create			
element			
prior			
unique			
debate			

Practicing vocabulary

INSTRUCTIONS: Choose five words from the vocabulary list below and write original, complete sentences. Don't write the definition, but make sure that your sentence illustrates the meaning. For example:

- ~~To interrupt someone is to make them stop what they are doing or saying.~~
(This is a definition.)
- ~~Stop doing something, can't finish~~
(This is not a complete sentence.)
- ~~The state is experiencing increasing interruptions to its power supplies.~~
(This is not an original sentence; it was copied from a dictionary.)
- My team could not make a plan because several telephone calls interrupted our meeting.
(This is good because I can understand the meaning of the word **interrupted** from the context of the sentence.)

Prior	Equation	Acknowledge	Read minds
Variable	Approximate	Debate	Initial
Element	Image	Affect	Benefit
Consist	Create	Unique	

1. _____

2. _____

3. _____

4. _____

5. _____

SECTION 2: Fiction vs. Nonfiction

Fiction	Nonfiction
(Based on imaginary- made up events and characters)	(Based on true- real events and characters)
<p>Examples</p> <ul style="list-style-type: none"> ❖ Novels ❖ Mysteries ❖ Science Fiction ❖ Thrillers ❖ Romances ❖ Short Stories 	<p>Examples</p> <ul style="list-style-type: none"> ❖ Biographies ❖ Autobiographies ❖ Memoirs ❖ History Books ❖ Self-help (Personal Development Books)

Exercise 1: Below is an example of a nonfiction passage. Read the passage and answer the questions that follow.

A Brave Young Lady By Meral Muyesser

Everyone who has heard my story has said “what a brave move”. It’s been twenty-four years, and I still remember, like it was yesterday, how I was scared and tired on my very first day in a new country. What a Journey it was! I opened a new page in my life by deciding to come to the United States to learn English. It was a big adventure for me coming to the United States with very poor English and very little money in my pocket. What a brave young lady I was!

It wasn’t just a flight from Turkey to the USA; it was a very long flight to the unknown. I was very tired and scared but also very excited. When I got off the plane, I was bewildered. The English that I was hearing at the airport was so different than I heard once a week in our English class at the University in Turkey. What I heard was only humming. I was shocked!

It was a rainy day when I arrived at JFK. Because of the tough weather, my plane to Philadelphia was canceled, and with very little English it took me many attempts to learn that news. I wanted to get help and solve my problem, but I couldn’t say anything to anyone. After half an hour, without doing anything, I found a corner to myself where I could cry. I didn’t know where to go or what to do. I remember a young lady who I think tried to help me. I couldn’t even say a word to her. I didn’t know what to say and how to say it. Now I can explain what happened to me and the language barrier as Krashen’s Affective filter hypothesis. According to Krashen (1992) there is a kind of filter that can block comprehensible input from reaching the

part of the brain that processes language. **Factors** that can raise the filter and block input include boredom, nervousness, or lack of motivation. That filter worked very well that day at the airport and blocked every little thing that I knew because I was so scared and nervous.

There was one other person who also tried to help me. He was speaking differently than the others, but he was the only one who I could understand a little bit. He was my hero of the day. He was originally from Russia and worked at the airport. After he checked my airline ticket, he went away and came back after a while and took me to the bus which I needed to take to Philadelphia. I couldn't even thank him; the only thing that I did was put a gloomy smile on my face. I wanted to say thank you and give him a big hug, but I couldn't.

When I got on the bus, I was still crying. All the way to Philadelphia, I was only thinking about what I have done. The person who was sitting next to me gave me a tissue because he realized that I was crying. I thanked him and he said, "You're welcome" which I had never heard before. I was taught to say "not at all" as a response to thank you in Turkey. I even thought why he was welcoming me until I heard other people on the bus use the phrase 'you're welcome' as a response to thanks. He asked me a couple of questions to make me feel more comfortable, and I tried to communicate with him by using my Turkish-English dictionary. The bus stopped at a rest area. As a person who was feeling scared and lonely, I thought the man who was sitting next to me was the only person that I could trust and was the only connection to our bus; therefore, I didn't leave him alone during the fifteen minute stop even when he said he needed to go to the restroom. Well, this time it wasn't because I was afraid to lose the bus because I thought the restroom is a place that people go to get some rest. It was one of the words that I had never heard before. We were taught "toilet" as a restroom. Hence, when he said that he needs to go to the restroom, I asked him if I should go with him. He laughed, and he showed me the sign for the ladies and told me that I need to go to the ladies' room. I was so embarrassed! All I wanted to do was go back to my home. When we arrived in Philadelphia, I thanked him as I didn't know what else to say, and I smiled at him with my very tired and scared two little hazel eyes.

The family that I was going to live with in the USA was waiting for me at the Philadelphia airport. I was more comfortable because one of the family members knew Turkish. The very first morning when I woke up, I took a look outside from my bedroom window to my new unknown life and thought that without knowing the language and culture it is just like loneliness. However, I promised myself that I would never be lonely again.

I knew that I had to go to school; however, I didn't have enough money. First, I had to buy a car to be able to go to school and then continue to save more money to be able to take classes. I worked so hard and finally when I saved enough money, I started to take English as a Second Language courses at Burlington County College. I really worked hard to **adapt** not only to my new environment but also to a new culture and language. It wasn't easy at all, but I never gave up. I became interested in teaching English as a Second Language because I had wonderful ESL professors and advisors who believed in me and encouraged me to continue my academic career in this field. By then, I knew what I really wanted to do for my career. I wanted to teach, guide, and most of all I want to make a difference. I wanted to be a good role model for my

future students; I wanted to show them that they can do it too. Therefore, I **pursued** my Master's degree in Teaching English as a Second Language, which I earned at The College of New Jersey. Then, I earned my doctoral degree in Education, specializing in Curriculum and Teaching. Fortunately, I have been teaching at Rowan College at Burlington County since 2007 and coordinating the ESL Program since 2010.

As a non-native English teacher who knows very well what it is like to be a second language learner, I believe I am a very valuable reference for my ESL students. I have always proudly shared my story with my ESL students to encourage them and remind them how I worked hard when they lose their motivation. I hope one day they will share their stories with others.

References

Krashen., D. Stephen, (1982). Principles and Practice in Second Language Acquisition. Oxford: Pergamon Press.

Answer the following questions.

1. What does **gloomy** mean?

2. What does **bewildered** mean?

3. What does **adapt** mean?

4. What does **factor** mean?

5. What does **pursue** mean?

6. What is the main idea of the story? What is the author trying to tell you?

***Main idea is the general point that the author makes. It is related to the topic of the passage but tells a little bit more about the point that the author is making.

7. What inferences can you make about the main character? What kind of person is she?

***Using evidence and reasoning, we make inferences and draw a conclusion about the missing information that is not stated directly.

8. What do you think makes the main character successful?

9. What does the last line (**bolded**) in the sixth paragraph mean?

“The very first morning when I woke up, I took a look outside from my bedroom window to my new unknown life and thought that without knowing the language and culture it is just like loneliness. **However, I promised myself that I would never be lonely again.** “

10. What is Krashen Affective Filter Hypothesis? How does it affect second language use?
Give an example of how it has affected you?

would unburthen my soul. My immediate purpose is to place before the world, plainly, succinctly, and without comment, a series of mere household events. In their consequences, these events have terrified—have tortured—have destroyed me. Yet I will not attempt to expound them. To me, they have presented little but horror—to many they will seem less terrible than barroques. Hereafter, perhaps, some intellect may be found which will reduce my phantasm to the common-place—some intellect more calm, more logical, and far less excitable than my own, which will perceive, in the circumstances I detail with awe, nothing more than an ordinary succession of very natural causes and effects.

From my infancy I was noted for the docility and humanity of my disposition. My tenderness of heart was even so conspicuous as to make me the jest of my companions. I was especially fond of animals, and was indulged by my parents with a great variety of pets. With these I spent most of my time, and never was so happy as when feeding and caressing them. This peculiarity of character grew with my growth, and in my manhood, I derived from it one of my principal sources of pleasure. To those who have cherished an affection for a faithful and sagacious dog, I need hardly be at the trouble of explaining the nature or the intensity of the gratification thus derivable. There is something in the unselfish and self-sacrificing love of a brute, which goes directly to the heart of him who has had frequent occasion to test the paltry friendship and gossamer fidelity of mere Man.

I married early, and was happy to find in my wife a disposition not uncongenial with my own. Observing my partiality for domestic pets, she lost no opportunity of procuring those of the most agreeable kind. We had birds, gold-fish, a fine dog, rabbits, a small monkey, and a cat.

This latter was a remarkably large and beautiful animal, entirely black, and sagacious to an astonishing degree. In speaking of his intelligence, my wife, who at heart was not a little tinctured with superstition, made frequent allusion to the ancient popular notion, which regarded all black cats as witches in disguise. Not that she was ever serious upon this point—and I mention the matter at all for no better reason than that it happens, just now, to be remembered.

Pluto—this was the cat's name—was my favorite pet and playmate. I alone fed him, and he attended me wherever I went about the house. It was even with difficulty that I could prevent him from following me through the streets.

Our friendship lasted, in this manner, for several years, during which my general temperament and character—through the instrumentality of the Fiend Intemperance—had (I blush to confess it) experienced a radical alteration for the worse. I grew, day by day, more moody, more irritable, more regardless of the feelings of others. I suffered myself to use intemperate language to my wife. At length, I even offered her personal violence. My pets, of course, were made to feel the change in my disposition. I not only neglected, but ill-used them. For Pluto, however, I still retained sufficient regard to restrain me from maltreating him, as I made no scruple of maltreating the rabbits, the monkey, or even the dog, when by accident, or through affection, they came in my way. But my disease grew upon me—for what disease is like Alcohol!—and at length even Pluto, who was now becoming old, and consequently somewhat peevish—even Pluto began to experience the effects of my ill temper.

One night, returning home, much intoxicated, from one of my haunts about town, I fancied that the cat avoided my presence. I seized him; when, in his fright at my violence, he inflicted a slight wound upon my hand with his teeth. The fury of a demon instantly possessed me. I knew myself no longer. My original soul seemed, at once, to take its flight from my body and a more than fiendish malevolence, gin-nurtured, thrilled every fibre of my frame. I took from my waistcoat-pocket a pen-knife, opened it, grasped the poor beast by the throat, and deliberately cut one of its eyes from the socket! I blush, I burn, I shudder, while I pen the damnable atrocity.

When reason returned with the morning—when I had slept off the fumes of the night's debauch—I experienced a sentiment half of horror, half of remorse, for the crime of which I had been guilty; but it was, at best, a feeble and equivocal feeling, and the soul remained untouched. I again plunged into excess, and soon drowned in wine all memory of the deed.

In the meantime the cat slowly recovered. The socket of the lost eye presented, it is true, a frightful appearance, but he no longer appeared to suffer any pain. He went about the house as usual, but, as might be expected, fled in extreme terror at my approach. I had so much of my old heart left, as to be at first grieved by this evident dislike on the part of a creature which had once so loved me. But this feeling soon gave place to irritation. And then came, as if to my final and irrevocable overthrow, the spirit of PERVERSENESS. Of this spirit philosophy takes no account. Yet I am not more sure that my soul lives, than I am that perverseness is one of the primitive impulses of the human heart—one of the indivisible primary faculties, or sentiments, which give direction to the character of Man. Who has not, a hundred times, found himself committing a vile or a silly action, for no other reason than because he knows he should not? Have we not a

perpetual inclination, in the teeth of our best judgment, to violate that which is Law, merely because we understand it to be such? This spirit of perverseness, I say, came to my final overthrow. It was this unfathomable longing of the soul to vex itself—to offer violence to its own nature—to do wrong for the wrong's sake only—that urged me to continue and finally to consummate the injury I had inflicted upon the unoffending brute. One morning, in cool blood, I slipped a noose about its neck and hung it to the limb of a tree;—hung it with the tears streaming from my eyes, and with the bitterest remorse at my heart;—hung it because I knew that it had loved me, and because I felt it had given me no reason of offence;—hung it because I knew that in so doing I was committing a sin—a deadly sin that would so jeopardize my immortal soul as to place it—if such a thing were possible—even beyond the reach of the infinite mercy of the Most Merciful and Most Terrible God.

On the night of the day on which this cruel deed was done, I was aroused from sleep by the cry of fire. The curtains of my bed were in flames. The whole house was blazing. It was with great difficulty that my wife, a servant, and myself, made our escape from the conflagration. The destruction was complete. My entire worldly wealth was swallowed up, and I resigned myself thenceforward to despair.

I am above the weakness of seeking to establish a sequence of cause and effect, between the disaster and the atrocity. But I am detailing a chain of facts—and wish not to leave even a possible link imperfect. On the day succeeding the fire, I visited the ruins. The walls, with one exception, had fallen in. This exception was found in a compartment wall, not very thick, which stood about the middle of the house, and against which had rested the head of my bed. The plastering had here, in great measure, resisted the action of the fire—a fact which I attributed to its having been recently spread. About this wall a dense crowd were collected, and many persons seemed to be examining a particular portion of it with very minute and eager attention. The words “strange!” “singular!” and other similar expressions, excited my curiosity. I approached and saw, as if graven in bas relief upon the white surface, the figure of a gigantic cat. The impression was given with an accuracy truly marvellous. There was a rope about the animal's neck.

When I first beheld this apparition—for I could scarcely regard it as less—my wonder and my terror were extreme. But at length reflection came to my aid. The cat, I remembered, had been hung in a garden adjacent to the house. Upon the alarm of fire, this garden had been immediately filled by the crowd—by some one of whom the animal must have been cut from the

tree and thrown, through an open window, into my chamber. This had probably been done with the view of arousing me from sleep. The falling of other walls had compressed the victim of my cruelty into the substance of the freshly-spread plaster; the lime of which, with the flames, and the ammonia from the carcass, had then accomplished the portraiture as I saw it.

Although I thus readily accounted to my reason, if not altogether to my conscience, for the startling fact just detailed, it did not the less fail to make a deep impression upon my fancy. For months I could not rid myself of the phantasm of the cat; and, during this period, there came back into my spirit a half-sentiment that seemed, but was not, remorse. I went so far as to regret the loss of the animal, and to look about me, among the vile haunts which I now habitually frequented, for another pet of the same species, and of somewhat similar appearance, with which to supply its place.

One night as I sat, half stupefied, in a den of more than infamy, my attention was suddenly drawn to some black object, reposing upon the head of one of the immense hogsheads of gin, or of rum, which constituted the chief furniture of the apartment. I had been looking steadily at the top of this hogshead for some minutes, and what now caused me surprise was the fact that I had not sooner perceived the object thereupon. I approached it, and touched it with my hand. It was a black cat—a very large one—fully as large as Pluto, and closely resembling him in every respect but one. Pluto had not a white hair upon any portion of his body; but this cat had a large, although indefinite splotch of white, covering nearly the whole region of the breast. Upon my touching him, he immediately arose, purred loudly, rubbed against my hand, and appeared delighted with my notice. This, then, was the very creature of which I was in search. I at once offered to purchase it of the landlord; but this person made no claim to it—knew nothing of it—had never seen it before.

I continued my caresses, and, when I prepared to go home, the animal evinced a disposition to accompany me. I permitted it to do so; occasionally stooping and patting it as I proceeded. When it reached the house it domesticated itself at once, and became immediately a great favorite with my wife.

For my own part, I soon found a dislike to it arising within me. This was just the reverse of what I had anticipated; but—I know not how or why it was—its evident fondness for myself rather disgusted and annoyed. By slow degrees, these feelings of disgust and annoyance rose into the bitterness of hatred. I avoided the creature; a certain sense of shame, and the remembrance of

my former deed of cruelty, preventing me from physically abusing it. I did not, for some weeks, strike, or otherwise violently ill use it; but gradually—very gradually—I came to look upon it with unutterable loathing, and to flee silently from its odious presence, as from the breath of a pestilence.

What added, no doubt, to my hatred of the beast, was the discovery, on the morning after I brought it home, that, like Pluto, it also had been deprived of one of its eyes. This circumstance, however, only endeared it to my wife, who, as I have already said, possessed, in a high degree, that humanity of feeling which had once been my distinguishing trait, and the source of many of my simplest and purest pleasures.

With my aversion to this cat, however, its partiality for myself seemed to increase. It followed my footsteps with a pertinacity which it would be difficult to make the reader comprehend.

Whenever I sat, it would crouch beneath my chair, or spring upon my knees, covering me with its loathsome caresses. If I arose to walk it would get between my feet and thus nearly throw me down, or, fastening its long and sharp claws in my dress, clamber, in this manner, to my breast. At such times, although I longed to destroy it with a blow, I was yet withheld from so doing, partly by a memory of my former crime, but chiefly—let me confess it at once—by absolute dread of the beast.

This dread was not exactly a dread of physical evil—and yet I should be at a loss how otherwise to define it. I am almost ashamed to own—yes, even in this felon's cell, I am almost ashamed to own—that the terror and horror with which the animal inspired me, had been heightened by one of the merest chimaeras it would be possible to conceive. My wife had called my attention, more than once, to the character of the mark of white hair, of which I have spoken, and which constituted the sole visible difference between the strange beast and the one I had destroyed. The reader will remember that this mark, although large, had been originally very indefinite; but, by slow degrees—degrees nearly imperceptible, and which for a long time my reason struggled to reject as fanciful—it had, at length, assumed a rigorous distinctness of outline. It was now the representation of an object that I shudder to name—and for this, above all, I loathed, and dreaded, and would have rid myself of the monster had I dared—it was now, I say, the image of a hideous—of a ghastly thing—of the GALLOWS!—oh, mournful and terrible engine of Horror and of Crime—of Agony and of Death!

And now was I indeed wretched beyond the wretchedness of mere Humanity. And a brute beast—whose fellow I had contemptuously destroyed—a brute beast to work out for me—for me a man, fashioned in the image of the High God—so much of insufferable woe! Alas! neither by day nor by night knew I the blessing of rest any more! During the former the creature left me no moment alone, and in the latter I started hourly from dreams of unutterable fear to find the hot breath of the thing upon my face, and its vast weight—an incarnate nightmare that I had no power to shake off—incumbent eternally upon my heart!

Beneath the pressure of torments such as these, the feeble remnant of the good within me succumbed. Evil thoughts became my sole intimates—the darkest and most evil of thoughts. The moodiness of my usual temper increased to hatred of all things and of all mankind; while, from the sudden, frequent, and ungovernable outbursts of a fury to which I now blindly abandoned myself, my uncomplaining wife, alas, was the most usual and the most patient of sufferers.

One day she accompanied me, upon some household errand, into the cellar of the old building which our poverty compelled us to inhabit. The cat followed me down the steep stairs, and, nearly throwing me headlong, exasperated me to madness. Uplifting an axe, and forgetting, in my wrath, the childish dread which had hitherto stayed my hand, I aimed a blow at the animal which, of course, would have proved instantly fatal had it descended as I wished. But this blow was arrested by the hand of my wife. Goaded, by the interference, into a rage more than demoniacal, I withdrew my arm from her grasp and buried the axe in her brain. She fell dead upon the spot, without a groan.

This hideous murder accomplished, I set myself forthwith, and with entire deliberation, to the task of concealing the body. I knew that I could not remove it from the house, either by day or by night, without the risk of being observed by the neighbors. Many projects entered my mind. At one period I thought of cutting the corpse into minute fragments, and destroying them by fire. At another, I resolved to dig a grave for it in the floor of the cellar. Again, I deliberated about casting it in the well in the yard—about packing it in a box, as if merchandise, with the usual arrangements, and so getting a porter to take it from the house. Finally I hit upon what I considered a far better expedient than either of these. I determined to wall it up in the cellar—as the monks of the middle ages are recorded to have walled up their victims.

For a purpose such as this the cellar was well **adapted**. Its walls were loosely constructed, and had lately been plastered throughout with a rough plaster, which the dampness of the atmosphere had prevented from hardening. Moreover, in one of the walls was a projection, caused by a false chimney, or fireplace, that had been filled up, and made to resemble the red of the cellar. I made no doubt that I could readily displace the bricks at this point, insert the corpse, and wall the whole up as before, so that no eye could detect anything suspicious. And in this calculation I was not deceived. By means of a crow-bar I easily dislodged the bricks, and, having carefully deposited the body against the inner wall, I propped it in that position, while, with little trouble, I re-laid the whole structure as it originally stood. Having procured mortar, sand, and hair, with every possible precaution, I prepared a plaster which could not be distinguished from the old, and with this I very carefully went over the new brickwork. When I had finished, I felt satisfied that all was right. The wall did not present the slightest appearance of having been disturbed. The rubbish on the floor was picked up with the minutest care. I looked around triumphantly, and said to myself: "Here at least, then, my labor has not been in vain."

My next step was to look for the beast which had been the cause of so much wretchedness; for I had, at length, firmly resolved to put it to death. Had I been able to meet with it, at the moment, there could have been no doubt of its fate; but it appeared that the crafty animal had been alarmed at the violence of my previous anger, and forebore to present itself in my present mood. It is impossible to describe, or to imagine, the deep, the blissful sense of relief which the absence of the detested creature occasioned in my bosom. It did not make its appearance during the night; and thus for one night at least, since its introduction into the house, I soundly and tranquilly slept; aye, slept even with the burden of murder upon my soul!

The second and the third day passed, and still my tormentor came not. Once again I breathed as a freeman. The monster, in terror, had fled the premises forever! I should behold it no more! My happiness was supreme! The guilt of my dark deed disturbed me but little. Some few inquiries had been made, but these had been readily answered. Even a search had been instituted—but of course nothing was to be discovered. I looked upon my future felicity as secured.

Upon the fourth day of the assassination, a party of the police came, very unexpectedly, into the house, and proceeded again to make rigorous investigation of the premises. Secure, however, in the inscrutability of my place of concealment, I felt no embarrassment whatever. The officers

bade me accompany them in their search. They left no nook or corner unexplored. At length, for the third or fourth time, they descended into the cellar. I quivered not in a muscle. My heart beat calmly as that of one who slumbers in innocence. I walked the cellar from end to end. I folded my arms upon my bosom, and roamed easily to and fro. The police were thoroughly satisfied and prepared to depart. The glee at my heart was too strong to be restrained. I burned to say if but one word, by way of triumph, and to render doubly sure their assurance of my guiltlessness.

“Gentlemen,” I said at last, as the party ascended the steps, “I delight to have allayed your suspicions. I wish you all health, and a little more courtesy. By the bye, gentlemen, this—this is a very well-constructed house.” (In the rabid desire to say something easily, I scarcely knew what I uttered at all.)—“I may say an excellently well-constructed house. These walls—are you going, gentlemen?—these walls are solidly put together;” and here, through the mere phrenzy of bravado, I rapped heavily, with a cane which I held in my hand, upon that very portion of the brick-work behind which stood the corpse of the wife of my bosom.

But may God shield and deliver me from the fangs of the Arch-Fiend! No sooner had the reverberation of my blows sunk into silence, than I was answered by a voice from within the tomb!—by a cry, at first muffled and broken, like the sobbing of a child, and then quickly swelling into one long, loud, and continuous scream, utterly anomalous and inhuman—a howl—a wailing shriek, half of horror and half of triumph, such as might have arisen only out of hell, conjointly from the throats of the damned in their agony and of the demons that exult in the damnation.

Of my own thoughts it is folly to speak. Swooning, I staggered to the opposite wall. For one instant the party upon the stairs remained motionless, through extremity of terror and of awe. In the next, a dozen stout arms were toiling at the wall. It fell bodily. The corpse, already greatly decayed and clotted with gore, stood erect before the eyes of the spectators. Upon its head, with red extended mouth and solitary eye of fire, sat the hideous beast whose craft had seduced me into murder, and whose informing voice had consigned me to the hangman. I had walled the monster up within the tomb!

“The Black Cat” by Edgar Allan Poe was originally published in August of 1843 in the Saturday Evening Post. It is in the public domain and was accessed from Project Gutenberg at this url: <https://www.gutenberg.org/files/2148/2148-h/2148-h.htm#chap2.7>.

Answer the following questions based on the passage:

1. Why did people make fun of the **narrator** (the person telling the story) when he was younger?

2. Who is the narrator? What was the narrator's name?

3. What is the first black cat's name?

4. What does the narrator first do to the black cat after he comes home drunk?

5. What happens the night that the narrator kills Pluto?

6. What is on the wall that did not burn?

7. What do Pluto and the new cat have in common?

8. How does the new black cat act with the narrator? What does he do?

9. What happens to the wife?

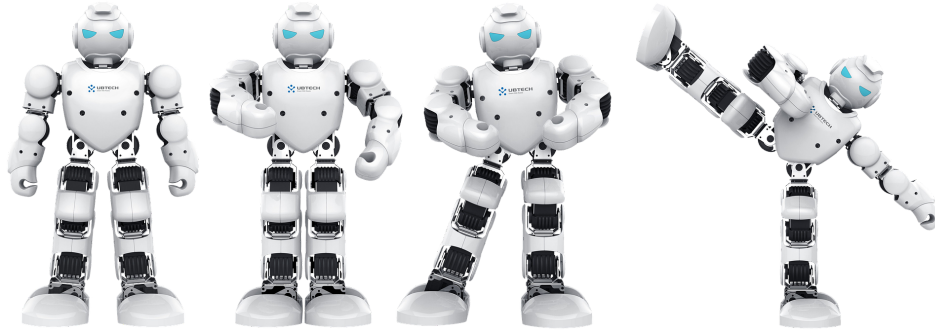
10. How does the narrator get caught in his crime?

SECTION 3: Building Vocabulary

Adapted from:

Read Up: Strategies for Raising Reading Skills by Timothy Krause is licensed under a Creative Commons Attribution NonCommercial ShareAlike 4.0 International License.

WARM-UP: Complete the survey below about robots. Then compare your answers with others.



SURVEY QUESTIONS	Very disinterested	Somewhat disinterested	Somewhat interested	Very interested
1. How interested are you in having a robot that helps clean your home?				
2. How interested are you in having a robot that provides security for your home?				
3. How interested are you in having a robot that helps care for a child or aging relative?				

Put your answers together with your classmates. Find this information:

- What percent of the class is disinterested in each idea?
- What percent of the class is interested in each idea?

Then compare the class with the results of a Brookings survey in 2018 of 2,021 adult internet users across the United States:

SURVEY RESULTS	Disinterested	Interested
Clean home	National: 68% Class: _____%	National: 20% Class: _____%
Provide security	National: 67% Class: _____%	National: 17% Class: _____%
Care for child or aging relative	National: 84% Class: _____%	National: 9% Class: _____%

Meeting the challenge

INSTRUCTIONS: Read the article below. Then ask yourself: How do you know the meaning of the highlighted words?

Robot rules

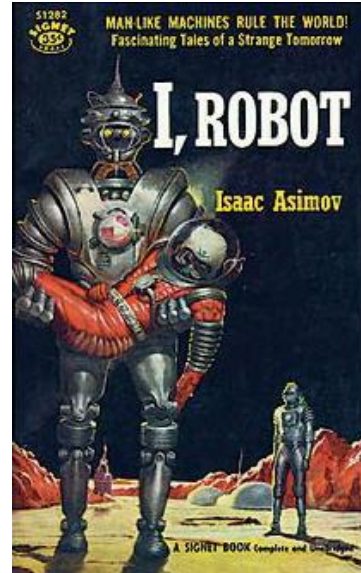
Isaac Asimov was a famous author of science fiction. He imagined many worlds with robots. He thought these robots would be human-type machines. They would be able to walk and do things. And he imagined they would have three basic rules — the **Three Laws of Robotics** — which were first mentioned in his short story “Runaround” in 1942:

- **First Law** - A robot may not **injure** a human being or allow a human being to come to harm.
- **Second Law** - A robot must **obey** orders given to it by humans, except where following those orders would break the First Law.
- **Third Law** - A robot must protect itself, as long as the things it does to protect itself do not break the First or Second Law.

According to the *Oxford English Dictionary*, Asimov had also been the first author to **coin** the word *robotics*. Asimov did not know this at the time. He thought the word already existed. In fact, the term *robot*, however, came from a Czech word, *robota*, meaning “forced labor.”

Over time, other authors started using the Three Laws of Robotics. The word *robotics* and the Three Laws of Robotics have appeared not only in science fiction, but also other **genres** of books, movies, and television. Furthermore, scientists continue to **speculate** how The Three Laws of Robotics might affect future technology.

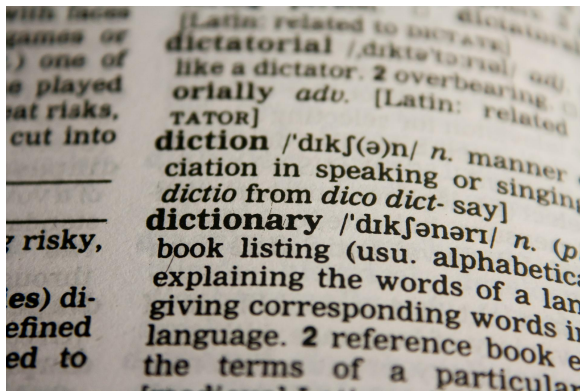
— Adapted from *Simple English Wikipedia* [CC BY-SA 3.0]



WORD	I already knew it.	I guessed it.	I used a dictionary.	Other
robots	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
injure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
obey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
“coin the word”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
genres	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
speculate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Using (online) dictionaries

Adapted from Eastern Washington University Writers' Center



Looking up words you don't know can take a lot of time. Understanding when to look up a word, how an English dictionary is organized, and which definition to choose will help you effectively use the dictionary to improve your understanding of academic texts.

First, decide when to use the dictionary: Before looking up a word, see if you can guess the meaning based on context. You will learn specific strategies for this later in this unit. For now, read the whole sentence, and continue to read the whole paragraph to see if you can guess the meaning of the word based on the information that surrounds it. Identify the word's part of speech, if you can, to help you guess the meaning. Look for prefixes and suffixes or root words that point to the meaning. If you are still confused or think you are missing important information, now is the time to go to the dictionary.

Second, decide which type of dictionary to use: Online dictionaries have the advantage of being free, portable, and easily accessible. However, there are several different types of dictionaries available.

- *Learner Dictionaries* use simple vocabulary in their definitions to help you understand what words mean; they also limit the number of definitions they present, so they may not be the best choice for more advanced English students.
- *Bilingual Dictionaries* allow you to see the English definitions and a translation of the word into another language; however, using this type of dictionary can make it more difficult to remember the word later, since you are already familiar with the word in the other language. This is also true for using a simple translator, such as Google Translate. That can give you a quick word, but it's not always the right one — and you probably won't remember it.
- *Native English Dictionaries* will give the most definitions of a word, but not all are created equal. Choose a dictionary based on your variety of English (American or British, for example) that includes links to other forms of the word, example sentences of word use, and synonyms and antonyms.

Third, understand how a dictionary is organized: Online dictionaries allow you to type the word into a search bar to find an entry. Within each entry, you will see the word, its part of speech, its pronunciation, and one or more definitions. Each definition will also usually include a sample sentence to help you determine how the word is used and whether that definition matches how the word is used in the text you are reading.

Last, determine which definition is the correct definition: If a word has several

definitions, first identify which part of speech is appropriate for the word based on the context. Then look for word combinations that may appear in your text.

Example

In the sentence *"The static electricity caused Jenny's hair to stand on end,"* you can see that "static" is functioning as an adjective. The adjective definition of static electricity from *Cambridge Learner's Dictionary* reads:

not moving or changing

That doesn't seem to make much sense. However, if you search "static electricity," then you get this result:

electricity that you get when two surfaces rub together

Let's try another popular online dictionary, *Macmillan American Dictionary*. If you type only "static," it takes you to the noun form of the word. However, you can see that there is also an entry for "static electricity." It says:

electricity that does not flow in a current but is found in some objects when they rub together and can give an electric shock

So it is important to look at the different options before choosing the one that fits best. Starting with the correct part of speech is helpful. It is also useful to look for collocations (combinations of words) to make the best choice. Finally, if you are still confused, try another dictionary. Here are two excellent choices for English language learners:

- *Cambridge Learner's Dictionary* dictionary.cambridge.org/dictionary/learner-english/
- *Macmillan American Dictionary* www.macmillandictionary.com/us/

Putting it into practice

INSTRUCTIONS Each sentence below has a pair of homographs (two words that are spelled the same, but have different meanings). Use a dictionary to find the correct definitions. Write the different meanings below. **HINT:** Pay close attention to the part of speech.

1. She did not object to the object in question.
A B
1. A. _____
B. _____
2. The vegetable farm was asked to produce
A
organic produce for the local community.
B
2. A. _____
B. _____
3. Unfortunately the insurance policy was invalid
A
for the invalid.
B
3. A. _____
B. _____
4. She shed a tear upon seeing the tear in the
A B C
painting that was stored in the old shed.
D
4. A. _____
B. _____
C. _____
D. _____
5. The soldier had to desert his platoon in the
A
desert.
B
5. A. _____
B. _____
6. The dump was so full it had to refuse more
A
refuse.
B
6. A. _____
B. _____
7. It took the farmer a minute to locate the minute
A B
hole in the fence.
7. A. _____
B. _____
8. After months of procrastination, Helen decided to
resume writing her resume.
A B
8. A. _____
B. _____

Using context clues

Adapted from Douglas College Learning Centre [CC BY-SA 4.0]

When English is your second language, you will probably find *many* words you don't understand. So it's not really a good idea to look up *every* new word in the dictionary. If you look up every word, your reading is interrupted. You lose track of the ideas. Also, you do not remember the new words. When you read them again, you often just have to look them up again later.

Another way to read is to guess what most of the new words mean. This is a natural way to learn language. You may not guess the exact meaning the first time you see a new word, but you can get a general meaning. When you see the word again in other situations (**contexts**), you can improve your understanding of the word. When you guess, you think actively. This helps you to remember the word.

This section gives you some strategies for guessing the meaning of words from their contexts. When you guess the meanings of words, you are like a detective. In other words, you need to look for clues to help you solve the mystery. This handout shows you how to use the following kinds of clues:

1. Your knowledge of the world
2. Punctuation clues
3. Definition clues
4. Example clues
5. Comparison and contrast clues
6. Referent clues

As you work through the exercises in this handout, do not use a dictionary. Guess the meanings from the context.

1. Using your knowledge of the world

Often you can guess the meaning of a word just by using your own knowledge of the world and how things work. For example, look at this sentence:

I didn't sleep well because my neighbor's dog was yapping all night.

You can guess the meaning of **yapping** by thinking about your knowledge of dogs and your knowledge of sleep. How can dogs wake you up? They can jump on you or make a noise. Because this is the neighbor's dog, not yours, it must make a noise. So, you can guess that **yapping** is some kind of noise, probably like barking. In most situations, this is enough information for you to continue reading. It doesn't matter if you know exactly what kind of noise it is.

Exercise 1: Using your knowledge of the world

1. Some vegetarians believe that killing animals is wrong. Others are vegetarian because they think meat is bad for people.

A vegetarian is probably _____

2. The driver swerved to miss the little boy who stepped out into the road.

To swerve is probably _____

3. The podiatrist told the woman to take the medicine for 5 days and call him if she didn't feel better.

A podiatrist is probably _____

4. She picked the irises and arranged them in a vase to put on the coffee table.

An iris is probably _____

5. Her tea was tepid, so she put it in the microwave.

Tepid probably means _____

2. Using punctuation clues

With punctuation clues, the meaning of a word is explained immediately after the word between parentheses, commas or dashes. This type of clue is very common, especially in college textbooks. Look at the examples below. Notice that the punctuation is around an explanation of the word:

Parentheses: A tornado (a violent storm of twisting wind) struck Edmonton and caused a lot of damage.

Commas: A tornado, a violent storm of twisting wind, struck Edmonton and caused a lot of damage.

Dashes: A tornado – a violent storm of twisting wind – struck Edmonton and caused a lot of damage.

Exercise 2: Using punctuation clues

1. The deluge, a flood of rain, threatened to drown the little town.

A deluge is _____

2. Sleet (half rain and half snow) can be very difficult to drive in due to poor visibility.

Sleet is _____

3. Freezing rain – rain which freezes when it hits the earth – also causes many accidents.

Freezing rain is _____

4. People have gotten lost 10 meters from their homes in blizzards – snowfalls that come down very thickly.

A blizzard is _____

5. Another dangerous form of weather is hail (falling balls of ice) which has been known to get so big that it can break a car windshield.

Hail is _____

3. Using definition clues

A word's meaning is often given by including its definition in the sentence. The definition is linked to the word with a linking word, usually a verb. Here are some examples of linking words: *is, was, are, means, i.e. (that is), involves, is called, that is* and *resembles*. This type of clue is also very common in college textbooks.

Look at the following examples:

A cane resembles a walking stick.

Giggling involves laughing in a silly way.

Portland is a city in the state of Oregon.

Exercise 3: Using definition clues

1. Breaking even involves making enough money to pay for business costs but no more.

Breaking even is _____

2. Many new businesses go bankrupt, which means they lose everything.

To go bankrupt is _____

3. It takes a special kind of person to give up a regular job's security, i.e. the safety of a weekly paycheck to go into business on her own.

Security is _____

4. Small enterprises are usually defined as businesses with fewer than 50 employees and less than \$2 million in annual (yearly) income.

An enterprise is _____

6. Entrepreneurs are people who start their own businesses.

An entrepreneur is _____

4. Using example clues

Example clues give you examples of the unknown word. You must figure out what the examples have in common in order to figure out the meaning of the word. Examples are usually introduced by expressions like these: *such as*, *for instance*, *including*, *for example*, and *like*. Look at this one:

Large corporations like Walmart, Toyota, Alibaba, and Microsoft are often less innovative than smaller ones.

This sentence gives you four examples of large **corporations**. Think about the examples. What do they have in common? They are all large companies. So, a **corporation** must be a company.

Exercise 4: Using example clues

1. A great part of Canada's economy is based on its natural resources, for instance coal, oil and wood.

A natural resource is _____

2. Despite the risks, new businesses are expanding everywhere, from natural resources, manufacturing, construction, real estate, retail trade and – especially – service industries such as consulting and tourism.

A service industry is _____

3. The reporter talked to many auto-industry executives, e.g. company presidents and vice-presidents.

An executive is _____

4. The research company said that less-established car makers such as Subaru and Volkswagen could be forced out of North America.

Less-established is _____

5. Car companies are designing radical new cars including vehicles that use radar and advanced computers.

Radical is _____

5. Using comparison and contrast clues

Comparison clues show that two or more things are alike. Words like *similar*, *as well as*, *both* and *likewise* show this.

Washing windows is a tedious job. Similarly, cleaning the oven is very boring.

The word **similarly** shows that there is something the same in the two sentences. Washing windows and cleaning the oven are different, so the similarity must be in the description. We can guess that **tedious** and **boring** must have similar meanings.

With contrast clues, you use the opposite of known information to figure out the meaning. Connecting words like *however, yet, on the other hand, instead of, but, while* and *although* are often used. For example:

Although some old people abhor change, most of them enjoy new things.

In this sentence the word **although** shows some opposite meaning in the two parts of the sentence. Both parts are about old people and their attitudes to change. The opposite meaning must be between **abhor** and **enjoy**. So, **abhor** probably means dislike.

Exercise 5: Using comparison and contrast clues

1. A soft cloth will soak up a lot of water. Likewise, a sponge is very absorbent.

Absorbent means _____

2. A large family seems to have an infinite amount of laundry to do. Similarly, there are always an endless number of dishes to wash.

Infinite means _____

3. Many old people stay home in inclement weather, yet they go out walking on nice days.

Inclement weather is _____

4. Instead of vegetating at home, lots of old people are very active in the community.

To vegetate is _____

6. Using referent clues

Referent clues is when an unknown word is referred to (mentioned) again using a synonym or explanation of the word. Synonyms often follow words like *this, that, these, those, or the*. Sometimes, however, there is no obvious clue word. The reader just sees that the meanings are probably similar from the ideas in the sentence. Look at this example:

She yelled out the window at her neighbor's dog. Then she said to her husband, "That hound is always waking me up at night with its barking. Tomorrow I'm going to complain."

In this example, **that** comes before the unknown word. This suggests that a **hound** has already been mentioned. We can guess that that **hound** refers to the dog. So, a **hound** is probably a dog.

Exercise 6: Using referent clues

1. Yesterday some shysters came to my door. Those dishonest men pretended they were doing a survey and then tried to convince me to buy a magazine.

A *shyster* is _____

2. My neighbors have a beautifully landscaped yard. It is well planned with beautiful shrubs and bright flowers.

Landscaped means _____

3. Junk mail is a huge cause of pollution. These advertising flyers are put in mailboxes and usually not even looked at before they are thrown in the garbage.

Junk mail is _____

4. Cathy gave a shower for her friend Jill. Everyone gave presents to Jill for her baby at the party.

A *shower* is _____

Putting it into practice

INSTRUCTIONS: Read the article below. Then ask yourself: How do you know the meaning of the words in bold?

Look at the words **obey** and **designed**. What do they mean? What referent clues help you to understand the meaning of these words?

Look at the word **preschooler**. What context clues help you to know what this word means?

Why robots need to be able to say 'no'

Should you always do what other people tell you to do? Clearly not. Everyone knows that. So should future robots always **obey** our commands? At first glance, you might think they should, simply because they are machines and that's what they are **designed** to do. But then think of all the times you would not mindlessly carry out others' instructions – and put robots into those situations.

Just consider:

- An elder-care robot tasked by a forgetful owner to wash the "dirty clothes," even though the clothes had just come out of the washer
- A **preschooler** who orders the daycare robot to throw a ball out the window
- A student commanding her robot tutor to do all the homework instead of doing it herself
- A household robot instructed by its busy and distracted owner to run the garbage disposal even though spoons and

*Look at the words **benign** and **innocuous**. They seem to be synonyms, but there are no clues to their meaning yet. You might think this is a good time to stop and use your dictionary. However, keep reading the next paragraph and see what clues are there to help you.*

*Look at the word **detect**. What does it mean? What referent clues help you to understand the meaning of these words?*

This paragraph has many academic words. Why would this be a good time to stop and use a dictionary?

knives are stuck in it.

There are plenty of **benign** cases where robots receive commands that ideally should not be carried out because they lead to unwanted **outcomes**. But not all cases will be that **innocuous**, even if their commands initially appear to be.

Consider a robot car instructed to back up while the dog is sleeping in the driveway behind it, or a kitchen aid robot instructed to lift a knife and walk forward when positioned behind a human chef. The commands are simple, but the **outcomes** are significantly worse.

How can we humans avoid such harmful results of robot obedience? If driving around the dog were not possible, the car would have to refuse to drive at all. And similarly, if avoiding stabbing the chef were not possible, the robot would have to either stop walking forward or not pick up the knife in the first place.

In either case, it is essential for both autonomous machines to **detect** the potential harm their actions could cause and to react to it by either attempting to avoid it, or if harm cannot be avoided, by refusing to carry out the human instruction. How do we teach robots when it's OK to say no?



How can robots know what will happen next?

In our lab, we have started to develop robotic controls that make simple **inferences** based on human commands. These will determine whether the robot should carry them out as instructed or reject them because they violate an **ethical principle** the robot is

programmed to obey.

A robot that can reject unsafe orders

Telling robots how and when – and why – to disobey is far easier said than done. Figuring out what harm or problems might result from an action is not simply a matter of looking at direct **outcomes**. A ball thrown out a window could end up in the yard, with no harm done. But the ball could end up on a busy street, never to be seen again, or even causing a driver to swerve and crash. Context makes all the difference.

It is difficult for today's robots to determine when it is OK to throw a ball – such as to a child **playing catch** – and when it's not – such as out the window or in the garbage. Even harder is if the child is trying to trick the robot, pretending to play a ball game but then ducking, letting the ball disappear through the open window.

Explaining morality and law to robots

Understanding those dangers **involves** a significant amount of background knowledge (including the prospect that playing ball in front of an open window could send the ball through the window). It requires the robot not only to consider action **outcomes** by themselves, but also to **contemplate** the intentions of the humans giving the instructions.

To handle these **complications** of human instructions – benevolent or not – robots need to be able to explicitly reason through consequences of actions and compare **outcomes** to established social and moral principles that prescribe what is and is not desirable or legal. As seen above, our robot has a general rule that says, "If you are instructed to perform an action and it is possible that performing the action could cause harm, then you are allowed to not perform it." Making the relationship between obligations and permissions **explicit** allows the robot to reason through the possible consequences of an instruction and whether they are acceptable.

In general, robots should never perform illegal actions, nor should they perform legal actions that are not desirable. Hence, they will need representations of laws, moral norms and even etiquette in order to be able to determine whether the **outcomes** of an instructed action, or even the action itself, might be in violation of those principles.

*Do you already know what **playing catch** means? If not, how can you guess from the context clues in this paragraph?.*

*Look at the word **contemplate**. Can you identify a synonym of this word earlier in this paragraph?*

*Look at the word **complications**. Do you already know the word **complicated**? How do you think they are related? Does it help you to understand the sentence here?*

*Look at the word **explicit**. Can you guess its meaning just from the general topic of the paragraph?*

While our programs are still a long way from what we will need to allow robots to handle the examples above, our current system already proves an essential point: robots must be able to disobey in order to obey.

— *Matthias Scheutz, Professor of Cognitive and Computer Science, Tufts University*

Vocabulary

WORD	PART OF SPEECH	DEFINITION	EXAMPLE SENTENCE
adapt			
pursue			
context			
design			
detect			
narrator			
factor			

involve			
outcome			

Practicing vocabulary

INSTRUCTIONS: Choose five words from the vocabulary list below and write original, complete sentences. Don't write the definition, but make sure that your sentence illustrates the meaning. For example:

- ~~To interrupt someone is to make them stop what they are doing or saying.~~
(This is a definition.)
- ~~Stop doing something, can't finish~~
(This is not a complete sentence.)
- ~~The state is experiencing increasing interruptions to its power supplies.~~
(This is not an original sentence; it was copied from a dictionary.)
- My team could not make a plan because several telephone calls interrupted our meeting.
(This is good because I can understand the meaning of the word **interrupted** from the context of the sentence.)

adapt
pursue
context

design
detect
narrator

factor
involve
outcome

1. _____
2. _____
3. _____
4. _____
5. _____

Unit 2: Sports

Upon completion of the course, students will be able to:

- Summarize readings.
- Discuss and write about the topics addressed in the class readings.
- Define and use vocabulary related to daily and academic topics.

SECTION 1: Extensive Reading

Adapted from: [Extensive Reading](#) by Thomas Bieri is licensed under a Creative Commons Attribution Share-Alike 3.0 United States License

Extensive Reading - What is it?

- The reading is EASY
 - This means choosing books that have words you know and easy sentences.
 - This means you don't need a dictionary!
 - Maybe there are a lot of pictures to help you understand.
- Learners CHOOSE the reading
 - This means you decide what you want to read.
 - Find things that look interesting!
 - Find things that look easy for you!
 - Stop and CHANGE a book any time
- Learners read A LOT
 - You should read as much as you can!
 - Read when you are waiting!
 - Read when you are between classes!
 - Keep a book with you and read it!
 - Read **every day!**
- Read for FUN
 - Choose things you like to read.
 - STOP reading if it is BORING.
 - STOP reading if it is DIFFICULT.
 - Ask your friends for good books!
- Read for UNDERSTANDING
 - Understand the story.
 - Get new information.
 - Learn more about something you already know.
 - Don't worry about small details.
- Read QUICKLY
 - Try to read fast.
 - Don't stop for words you don't know.
 - Don't use a dictionary.
- Read SILENTLY
 - Read by yourself and don't speak.
 - Speaking the words makes you read more slowly, so don't say them.
- Your teacher is a GUIDE
 - Your teacher can tell you about what kind of books might be easy for you.
 - Your teacher might know some interesting books for you.

Exercise 1: Which of the following statements are true? For each false statement. Make it correct.

1. You should read books and check your dictionary a lot.
2. You have to read a book to the end even when you don't like the story.
3. You should only read at home or in class.
4. You should read every day.

5. You should choose books that you like to read.
6. You have to understand even small details.
7. You should read slowly so you understand everything.
8. You shouldn't speak when you are reading.
9. Your teacher can help you know what books to choose.
10. You can talk about your books with your teacher and friends.

Intensive vs. Extensive Reading

- You may already be used to studying with Intensive Reading (IR) instead of Extensive Reading (ER).
- Your teacher may ask you to do both kinds of reading.

Intensive (IR)	Extensive (ER)
The teacher chooses.	The learner chooses.
May be difficult.	Easy.
One reading may be short.	Lots of pages.
Try to understand all details.	Understand general meaning.
Difficult and new words.	Easy words you know.
Slow.	Fast.

Exercise 2: Which one is it, IR or ER?

1. I read really fast and understand.
2. I choose things I am interested in.
3. I study lots of new words.
4. My teacher asks me lots of questions about it and sometimes they are difficult to answer.
5. I read lots of easy, fun books.

Benefits of Extensive Reading

- It is fun and interesting.
- You can learn more about the world.
- It lets you “meet” a lot of English you can understand.
- It helps your vocabulary grow.
- It helps your writing skills.
- It helps your English generally.

Exercise 3: Which ones are true?

1. Extensive Reading helps you learn words better.
2. Extensive Reading lets you learn about many things.
3. Extensive Reading is interesting.
4. Extensive Reading can help your writing skills.
5. Extensive Reading is an easy way to get better at English.

Finding materials - For a list of recommended reading please see Appendix A

SECTION 2: Summarizing

Adapted from:

Read Up: [Strategies for Raising Reading Skills](#) by Timothy Krause is licensed under a Creative Commons Attribution NonCommercial ShareAlike 4.0 International License.

Meeting the challenge

INSTRUCTIONS: Below are 12 popular idioms in English that come from the world of sports. Match the idiom on the left with its meaning on the right.

_____ 1. When Cristina is here, she **calls the shots**. We do what she says.

_____ 2. It's late, but let's keep working. We are **in the home stretch**.

_____ 3. Many people applied for the job, but Sara is **the front runner** because she has more experience.

_____ 4. Max started early and has **a head start**.

_____ 5. I've told you what I think we should do, but **the ball is in your court**.

_____ 6. My brother was nervous about dating Beyonce because he thinks she is **out of his league**.

_____ 7. I was working with my boss on a project, but they **dropped the ball** and now we will lose our best customer.

_____ 8. Hurry up! We're getting **down to the wire** on this homework.

_____ 9. Don't worry about the exam; just **give it your best shot**.

_____ 10. It's only the first day of class, and you've got your book, paper, and pencil. You're really **on the ball!**

_____ 11. Let's take a **time out** and get some coffee before we continue.

_____ 12. That presentation was great! You really **hit a home run** with that one!

- A. Try your hardest
- B. You're prepared and ready
- C. You are in control
- D. You did something very successfully
- E. She is ahead of others
- F. He started before others
- G. She makes the decisions
- H. She is better than him
- I. They made a mistake
- J. We are in the last part (usually positive)
- K. We are at the very last moment (usually negative)
- L. Let's take a break



Summarizing

Adapted from *A Guide to Rhetoric, Genre, and Success in First-Year Writing* by Melanie Gagich [CC BY-NC-SA] and other resources

According to the *Cambridge Learner's Dictionary*, a summary is:

“a short description that gives the main facts or ideas about something.”

This is a skill you already use a lot. At home, friends might ask you, “What was the movie about?” They don’t want the whole story; they only want enough information in order to make a decision about going or not going. At school, a teacher might ask you, “What was that book about?” The teacher probably wants to know if you understand what you read. At work, you might give a summary of information at a meeting.

You’re summarizing well when you:

- use your own words
- significantly condense (shorten) the original text
- provide accurate representations of the main points of the text
- avoid personal opinion

EXAMPLE SUMMARY

In the article “Does Practice Make an Olympian?”, the author, Brooke Macnamara, argues that there are other, perhaps more important factors to athletic success than training alone. She begins by acknowledging the “10,000 hours rule,” which is a popular misconception of how much time it takes for a person to become an expert at something. Macnamara reports, however, that a meta-analysis of several research studies shows that “deliberate practice” accounts for only 18% of difference among athletes. Skill level, she says, is equally or perhaps more important, as well as other factors that relate more to physical condition than practice time. In her conclusion, she advises parents to allow their children to explore different options to find the best fit rather than focusing on only one too early.

How to write a summary

1. Read and annotate the text. Be sure you understand it well.
2. Use your annotations to create an outline or mind map of the text.
3. Use the outline or mind map to write a first draft of the summary without looking at the article. Start by identifying the original article title, author, and thesis (main idea) in the present tense. Then write one or two sentences for each major point.
4. Always paraphrase when writing a summary. If there is something that you cannot explain in your own words, then put the original text in “quotation marks.” (As before, this does not apply to things like names that cannot be paraphrased.)
5. Review your work to make sure that you have included all of the major points. Remember to keep it neutral. Report only the information from the original text; do not add your own information or opinion.

III. Conclusion

A. Humans still needed for “complex emotional and social tasks”

B. If you’re in the hospital that uses robots, don’t worry; talk to the doctor about options — including price.

Reading 1

Wearable technologies help Olympians achieve top performance

Written by Jaci VanHeest, Associate Professor of Education, University of Connecticut

[1] As Fitbits and other wearable activity monitors change how regular people exercise and track their activity, they’re having similar effects on how Olympians train and **recover** between workouts. It’s long been common for coaches to use video cameras to show athletes what their form and movements look like, to track progress, and to fine-tune⁶ exactly the right technique for, say, taking off for a jump or landing after a particular trick. But those only show what’s going on from the outside. Now, wearables, biometrics, and apps analyzing their data are becoming much more common for athletes at all levels, giving indications of what’s going on inside an athlete’s body. I have worked as a sport physiologist⁷ with **elite** athletes for two decades,

AS YOU READ

⁶ **fine-tune** (v) to make small changes to something in order to make it as good or as effective as possible

⁷ **physiologist** (n) a person who studies the way living bodies work

including with USA Swimming and U.S. Figure Skating; there's not yet much research about the results in figure skating, but wearables have helped coaches, athletes and sport scientists in other sports like swimming, cycling, soccer, and volleyball. **Q1** →



Wearable monitors can measure activity level and heart rate, among other vital signs. Image from DReifGalaxyM31 [CC BY]

Beating how fast?

[2] The most basic measurement of how hard an athlete's body is working is how fast her heart is beating; many wearable devices track their user's heart rate in real time. Trainers can measure how fast an athlete's heart beats during maximum exertion in a test on a treadmill or skating increasingly fast across the rink. Then, during workouts, a coach can determine how hard the athlete is working by comparing his real-time heart rate to his maximum. When a person's heart is beating almost as fast as it can, that's pushing nearly as hard as a person's body can. When an athlete's heart rate is closer to half its maximum, the body is working at an **intensity** that allows the skater to recover from more **demanding** efforts. By tuning the workout to keep the

- Q1** → Look back at the word **biometric**. Can you guess the meaning of this word based on its parts (bio+metric) and the context of the paragraph?
- A. mechanical versions of human organs
 - B. scientific experiments to protect the environment
 - C. clothing with computer chips
 - D. body measurements, such as blood pressure

athlete's heart rate in certain ranges for certain periods, a coach or sport scientist can optimize both exertion and recovery time. That way, the body's muscles and cardiovascular system are well trained and in top form for competition. **Q2** →

How many landings?

[3] Figure skaters and many snowboarders and skiers are among those whose competitive performances include jumps – which means they have to practice intensively for each one. Those leaps, and their landings, exert enormous amounts of stress on athletes' bodies – ranging from 8 to 14 times the person's body weight for a brief moment. A 100-pound skater who jumps 50 times in a typical daily workout for five training days is loading 160 tons of cumulative weight on her bones during that training week. The forces are **absorbed** by muscles and bones in the feet and legs, as well as the torso.

[4] That's a lot of stress, and a lot of **potential** for injury. In figure skating, for example, 70 percent of injuries are from overuse – primarily from the **accumulated** effects of those **impacts**. Wearable monitors can track how many jumps a person takes and measure the rotational, gravitational, and other forces involved in the jumps and landings. These readings can help coaches **ensure** athletes develop strength and **endurance** while warning of potential for injury. More sophisticated biosensors embedded in clothing keep track of an athlete's body temperature, movement and breathing rate and other data, also helping coaches fine-tune workouts to optimize performance. **Q3** →

Q2 → Which of the following sentences best summarizes this paragraph?

- A. Measuring an athlete's heart rate can help make their workouts more efficient and effective.
- B. Wearable devices can accurately measure an athlete's heart rate during their workout.
- C. Athletes must keep their heart rate within a specific range for a certain length of time in order to strengthen their cardiovascular system.
- D. "When an athlete's heart rate is closer to half its maximum, the body is working at an intensity that allows the skater to recover from more demanding efforts."

Q3 → Which of the following sentences best summarizes this paragraph?

- A. Athletes who must jump a lot also have a lot of injuries, so coaches must help them find ways to

Getting enough rest?

[5] **Crucial** elements of Olympians' top performance come while away from practice sessions – including when they're eating and sleeping. Athletes can use smartphone apps to record what they eat and when, tracking how many calories they take in, as well as amounts of nutrients like proteins, carbohydrates and fats. Similarly, sleep-tracking devices use accelerometers to track a person's movements – and sometimes heart and breathing rates – while they're asleep. The data can reveal **indicators** of how well the person rested, such as how much a person moved around in bed at night. That can help coaches choose appropriate workouts depending on how tired an athlete is. Wearables make available all these data – about nutrition, exertion, stress forces, rest and recovery – that coaches and athletes alike can use to improve training, boost performance and, ideally, make it to the top of a medal podium. ▾

improve their workout routines.

B. Wearable technologies, some of which can be integrated in clothing, can also help to prevent injuries by monitoring an athlete's movements.

C. Athletes must develop strength and endurance in order to avoid injuries from rotational, gravitational, and other forces.

D. "Wearable monitors can track how many jumps a person takes and measure the rotational, gravitational, and other forces involved in the jumps and landings."

Practicing summarizing

INSTRUCTIONS: Summarize the story. Try to write about 5-7 sentences. Remember to include the title of the story and the author's name.

2. Which sentence from the article best supports your answer to Question #1?

- A. "Wearables, biometrics, and apps analyzing their data are becoming much more common for athletes at all levels, giving indications of what's going on inside an athlete's body." (paragraph 1)
- B. "The most basic measurement of how hard an athlete's body is working is how fast her heart is beating; many wearable devices track their user's heart rate in real time." (paragraph 2)
- C. "The forces are absorbed by muscles and bones in the feet and legs, as well as the torso." (paragraph 3)
- D. "Crucial elements of Olympians' top performance come while away from practice sessions – including when they're eating and sleeping." (paragraph 5)

5. In figure skating, _____ percent of injuries are a result of overuse, that is, repeated attempts to do things that require a lot of effort, such as jumps?

- A. 50
- B. 70
- C. 100
- D. 160

6. According to the article, wearables can track data about many things. Which two types of data are NOT mentioned in the article?

- A. nutrition
- B. blood type
- C. exertion
- D. stress forces
- E. rest
- F. recover
- G. eyesight
- H. heart rate

Expanding your vocabulary

INSTRUCTIONS: Each of the academic words below has several definitions in the Macmillan American Dictionary. Look for the words in the text and choose the definition that best fits its use in this article.

1. **elite** (paragraph 1)

- A. a small group of people who have a lot of advantages and keep the most power and influence
- B. the best or most skillful people in a group

2. **intensity** (paragraph 2)

- A. strength
- B. the degree to which something makes you concentrate a lot or use a lot of emotion

3. **absorbed** (paragraph 3)

- A. to take in a gas, liquid, or other substance
- B. to make a small group, organization, etc. become part of a larger one
- C. to allow ideas, methods, etc. to become part of your own way of thinking or culture
- D. to learn and understand new facts, so they become part of your knowledge
- E. to reduce the harmful effects of a physical force

- F. if something absorbs you, it is so interesting or entertaining that it takes all of your attention
- G. to use or need a lot of something, especially money

4. **impacts** (paragraph 4)

- A. an effect, or an influence
- B. an occasion when one object hits another

5. **indicators** (paragraph 5)

- A. something that shows you what condition something is in
- B. a piece of equipment that shows information
- C. a turn signal on a car (British English)

INSTRUCTIONS: Now use the five academic words from the previous page to complete this paragraph. Here, these words may use an alternate meaning.

Nowadays, it's not only the _____ professional sports teams that use advanced technology. Amateur athletes — and even high school and community teams — have started to embed technology of all kinds on the field in equipment such as uniforms, helmets, and balls as well as from the sidelines with the use of cameras and computers. The _____ of this technology cannot be underestimated. It can really help athletes to focus on the areas they need to improve and not waste time, energy or money. Technology helps athletes to have workouts with greater _____. But what happens if an amateur athlete is so _____ by monitoring all of the blinking _____ on some new gadget? Perhaps they have had more wins, but have they lost some passion for their sport in the process? After all, are sports about working or playing?

INSTRUCTIONS: Use a dictionary to identify other forms of each word. If a form does not exist, then write an X in the space. The first one has been done for you as an example.

	elite	intensity	absorbed	impacts	indicators
noun	<i>elite</i>				
verb	X				
adjective	<i>elite</i>				
adverb	X				

Vocabulary

WORD	PART OF SPEECH	DEFINITION	EXAMPLE SENTENCE
accumulated			
crucial			
endurance			
demanding			

potential			
ensure			
optimize			
embedded			
recover			

Practicing vocabulary

INSTRUCTIONS: Choose five words from the vocabulary list below and write original, complete sentences. Don't write the definition, but make sure that your sentence illustrates the meaning. For example:

- ~~To interrupt someone is to make them stop what they are doing or saying.~~
(This is a definition.)
- ~~Stop doing something, can't finish~~
(This is not a complete sentence.)
- ~~The state is experiencing increasing interruptions to its power supplies.~~
(This is not an original sentence; it was copied from a dictionary.)
- My team could not make a plan because several telephone calls interrupted our meeting.
(This is good because I can understand the meaning of the word **interrupted** from the context of the sentence.)

Demanding
Potential
Accumulated

Ensure
Endurance
Crucial

Optimize
Embedded
Recover

1. _____

2. _____

3. _____

4. _____

5. _____

SECTION 3: Book Reports

Reading is at the very heart of education and extensive reading, reading outside of class, is beneficial for everyone, especially for language learners.

As it discussed in the previous section, it is crucial that you choose to read what is of interest to you and build your reading and vocabulary skills.

The number one rule when writing a book report is that you follow your instructor's guidelines and not to copy from the book or from the internet; you need to **write your book report in your own words**. You should summarize what you read and focus on the main ideas or events and write in a way that is clear and will make other people curious and interested in reading the book.

Generally, the following should be included in a book report:

1. Introduction- the name of the book and the author; fiction or a non-fiction book; who is telling the story; setting (where does it take place?)
2. Main characters – describe each character /Describe the plot
3. The end of the story if it is a fiction book- If not, write about the main points.

However, it is important to always follow your teacher's instructions. For this class, there is a book report form in Appendix B at the end of the book.

Unit 3: Sleep

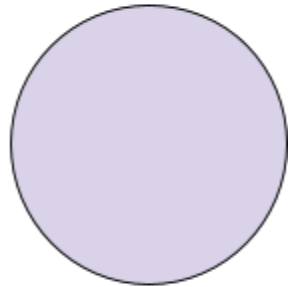
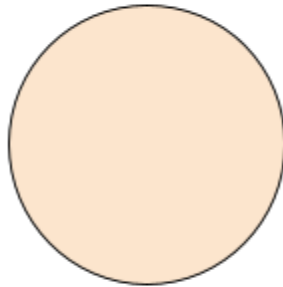
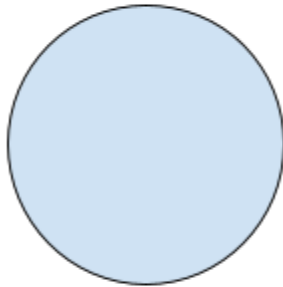
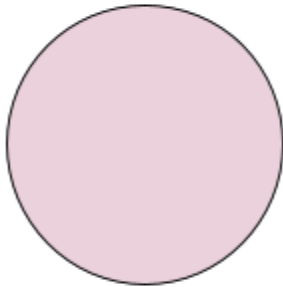
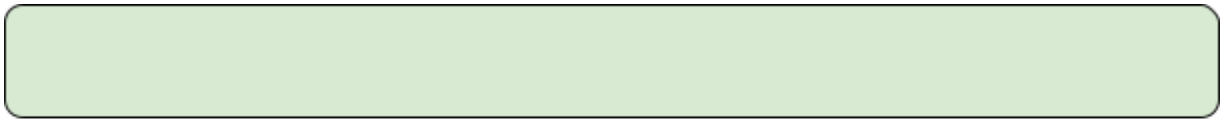
Upon completion of the course, students will be able to:

- Identify the topic and main ideas.
- Identify transition words that signal supporting details.
- Discuss and write about the topics addressed in the class readings.
- Define and use vocabulary related to daily and academic topics.

SECTION 1: Topic and Main Ideas

Adapted from:
Read Up: Strategies for Raising Reading Skills by Timothy Krause is licensed under a Creative Commons Attribution NonCommercial ShareAlike 4.0 International License.

WARM-UP: Use the graphic organizer below to sort the idioms about sleep that follow.



- to sleep like a log
- to sleep like a baby
- GOING TO SLEEP
- to toss and turn
- shut-eye
- to not sleep a wink
- TO NOT SLEEP WELL

- to turn in
- SLANG WORDS FOR SLEEP
- to get up on the wrong side of the bed
- to hit the hay/to hit the sack

- nap or catnap
- to nod off
- snooze
- to sleep tight
- TO SLEEP WELL
- *English has a funny way of talking about sleep*

Meeting the challenge



This is a painting by a famous Dutch artist, Vincent van Gogh, titled *Noon – Rest from Work*.

What is happening in the picture? Write one idea.

What else do you see in the picture?

List three things.	How does this help you understand what is happening in the picture?

Identifying the main idea

What is the main idea?

The main idea is the author's primary message. It has two parts. The main idea includes both:

- **topic** (general subject of the text)
- **claim** (what the author wants to say about the topic)

Example

You may read an article about sleep. That's the topic. But what does the author want to say about sleep?

- *Short naps may help you stay alert, but they do not help you study.*

- *Everyone needs 8 hours of sleep for good physical health.*
- *Sleep is important to be able to think more clearly.*

All three of these examples share one topic: sleep. But they make very different claims.

How do you identify the main idea?

Authors often state the main idea plainly in a thesis statement near the beginning of the text — but not always. It depends on the type of text that you are reading. Some authors might save their main idea for a dramatic conclusion. Others might only imply the main idea (in other words, they do not state it directly).

1. Identify the topic. **Who or what is the focus of the text?** Look for repeated words. Look for general ideas, not specific details.

2. Identify the claim. **What is the most important thing the author wants to say about the “who” or “what” from question #1?** Look at these parts of the text:
 - a. title of the text
 - b. first paragraph of the text
 - c. last paragraph of the text
 - d. last paragraph of the introduction section

Remember that sometimes the author does not state the claim directly. In this case, you have to think of a single statement that connects all parts of the text.

3. Test your work. **Do all (or most) parts of the text explain or support the main idea (topic+claim)?** Make sure that none of the text contradicts what you think is the main idea. If not everything works well together, then you may need to try again.

Putting it into practice

Adapted from "What is it about yawning?" by Christine Calder



“Women Ironing” by French artist Edgar Degas

INSTRUCTIONS: Read the article at left. Make sure that you understand it. Define any unfamiliar words. Then answer the questions below.

If I do it, will you?

[1] Everybody yawns. Sometimes it is impossible to resist the feeling. It's a reflex⁸ that involves opening the mouth wide and often a very deep breath. Humans and animals both do it. No one really knows its actual purpose. What we do know is this: Yawning is contagious.⁹

[2] Yawning is commonly associated with tiredness, stress, overwork, and boredom. In humans, however, yawning is often a reaction to others yawning. Even reading about yawning — or looking at a picture of someone yawning— can cause a person to yawn. In fact, some research studies say that 42%-55% of human adults will yawn during, or after, watching a video of another person repeatedly yawning.

[3] Psychologist Gordon Gallup best describes contagious yawning as an empathic¹⁰ action in our minds. Seeing someone yawning activates the imitation, empathy, and social behavior parts of the brain. Special nerve cells in the brain called neurons activate causing you to feel what that person is experiencing and commanding you to perform the action even if you do not actually feel the need. In other words, contagious yawning is our way to tell others, "Hey, I understand what you're feeling."

[4] Everybody yawns — even animals. While we don't know the specific purpose of yawning, we do know that there's a good chance that you are yawning right now.

1. What topic do you see repeated throughout the article?

2. What does the author want to say about that topic?

3. Where does the author give the main idea? Underline it.

4. Review the topic of each paragraph. Do they explain or support the main idea?

- A. Everybody yawns.
YES NO
- B. We often yawn when we see others yawn. **YES NO**
- C. Contagious yawning helps us connect with others.
YES NO
- D. The purpose may be unknown, but contagious yawning happens even after reading about yawning.
YES NO

⁸ **reflex** (n) movement by your muscles without you thinking about it (such as when your eyes blink)

⁹ **contagious** (adj) easily spread from one person to another (usually a disease)

¹⁰ **empathic** (adj) understanding someone's feelings because you can imagine what it is like to be them

SECTION 2: Supporting Details

Adapted from:

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Identifying supporting details

Adapted from Palm Beach State

What are supporting details?

Supporting details explain the main idea. They help you to understand the author's claim about the topic. Supporting details can include:

- reasons
- examples
- definitions
- descriptions
- steps
- facts
- statistics

There are two types of supporting details:

- **major details** explain the main idea
- **minor details** explain a major detail

How do you identify supporting details?

Look for specific individual ideas, not general ideas or ideas that are repeated. Often you will notice keywords like these that signal supporting details:

- for example, for instance
- in addition
- another
- furthermore
- in fact
- moreover
- first, second, third, next, then, last, finally

Example

Dreams are what a person sees and hears in their mind when they are sleeping. They are often similar to real life in some ways, but can also be very strange. Two special types of dreams are interesting to study. First, a lucid dream is when a person realizes during a dream that they are dreaming, but keeps having the dream. Although these types of dreams are not very common, most people have experienced a lucid dream at some time in their lives, and between 19% and 37% of the population report lucid dreaming more than once a month. Another type of dream is nightmares, which are very common. In fact, as many as 85% of adults say they have an occasional nightmare, though they become less frequent with age. They are usually caused by anxiety and stress. Another reason for nightmares might be unresolved conflict with others when they are awake.

Topic: *Dreams*

Main idea: *Two special types of dreams are interesting to study.*

Major detail: *lucid dreams*

Minor detail: *you think you are awake*

Minor detail: *19-37% >1 per month*

Major detail: *nightmares*

Minor detail: *85% occasionally*

Minor detail: *less frequent with age*

Minor detail: *caused by anxiety, stress, & conflict in life*

Putting it into practice

Text adapted from *Lucid Dreaming*. [CC BY-SA]

The Four Stages of Sleep

Each night, you spend about 1.5 to 2 hours dreaming. You dream about once every 90 minutes of sleep. The time you spend in dreams becomes longer throughout the night, from about 10 minutes to around 45 minutes or slightly longer. But what else happens when you sleep?

Sleep cycles last about 90 minutes. In each sleep cycle, there are four stages of sleep: one stage of REM (Rapid Eye Movement) sleep and three stages of NREM (Non-REM) sleep. The clearest and most remembered dreams occur during REM sleep. Research has shown that a person being woken from REM sleep will report having just been in a dream roughly 80% of the time.

The first three parts of the sleep cycle are non-REM stages. As you get into bed and relax, hypnagogic imagery occurs. Hypnagogia refers to the images, sounds and strange bodily feelings that you feel as you fall asleep. This usually lasts only minutes. Then, during stages 1 and 2, your body gradually shuts down and brain waves become longer. Stage 3 is often called "deep sleep." Your heart beats the slowest, and there is the least brain activity.

After stage 3, the NREM stages reverse and move back to stage 1, and then into REM sleep. During REM sleep, some parts of the brain are nearly as active as while awake. In this stage, your eyes move rapidly. Most of your body, however, is paralyzed, preventing you from acting out your dreams. After the REM state, you sometimes wake briefly. This is usually forgotten by the time you wake up in the morning. If you don't wake up, you go back to stage 2.

INSTRUCTIONS: Find the supporting details to complete the outline below.

Topic: Sleep

Main idea: Dreaming is one of several stages of sleep.

I. Background Information

- _____ hours dreaming every night
- One dream every _____ minutes of sleep
- Dreams last _____ to _____ minutes

II. Sleep cycles

- _____ stages of sleep
- _____ stage of _____
(_____)
- _____ stages of _____
(_____)
- Dreams usually happen in _____ sleep
 - _____% of people say

III. Non-REM sleep

- Stages _____ to _____
 - Body gradually _____
 - Heart beats _____
 - Brainwaves become _____

IV. REM sleep

- Stage _____
 - Brain nearly as _____ as while _____
 - Eyes move _____
 - Body is _____
- Afterward, you sometimes wake up, but it is usually _____ by morning

Reading 1

How much sleep do we need?

Written by Gemma Pasch, Research Associate, Centre for Sleep Research, University of South Australia.

[1] The amount of sleep adults need has once again come under the spotlight,¹¹ with a recent *Wall Street Journal* article suggesting seven hours sleep is better than eight hours and the American Academy of Sleep Medicine drawing up guidelines surrounding sleep need. So, what should the guidelines say? Unfortunately, when it comes to the amount of sleep adults require there is not really a “one size fits all.” Sleep need can vary substantially between individuals.

Q1 →

[2] Sleep is regulated by circadian and homeostatic processes, which interact to determine the timing and duration of sleep. The circadian process represents the change in sleep propensity over 24 hours, or our internal “body clock.” The homeostatic process represents the accumulation of sleep pressure during wakefulness and the dissipation¹² of sleep pressure during sleep. **Q2** →

[3] Both the circadian and homeostatic processes are influenced by internal factors, such as genes, and external factors, such as prior sleep history, exercise and illness. Individual variations in sleep timing and duration can be largely explained by these internal and external factors.

AS YOU READ

Q1 → Read the title again. Then look back in the first paragraph for the answer to the question. Underline it. As you read, consider if this is the main idea of the whole article.

Q2 → Use context clues to better understand the scientific terms **circadian** and **homeostatic**.

Which one is related to the body’s natural daily cycle?

Which one is related to how the body maintains a steady balance?

¹¹ **under the spotlight** - if something is under or in the spotlight, more attention is paid to it; it is more carefully or thoroughly examined.

¹² **dissipation** (n) - when something gradually disappears

Individual sleep need

[4] Genes are important in determining diurnal¹³preference: whether we are “night owls” who prefer to stay up late at night, or “early birds” who prefer to get up early in the morning. Genes may also contribute to whether we are “short” or “long” sleepers. But although genes form the foundation for sleep timing and duration, many external factors also affect sleep need. **Q3 →**

[5] Perhaps one of the more common causes affecting sleep duration relates to sleep history. Many adults, whether they know it or not, experience sleep restriction, often on a daily or weekly basis. Restricting sleep or going without sleep (pulling an “all-nighter”) increases sleep pressure. This sleep pressure dissipates within sleep, so higher sleep pressure requires longer sleep duration. As such, following sleep loss, sleep need increases.

[6] Health, exercise, heavy labor, and even mental workload can affect sleep duration. During times of illness, following exercise, or even following periods of mental stress (such as exams), the amount of sleep needed to recover or restore back to normal can increase. Likewise, individuals who suffer from disease or who have poor health may need more sleep than their healthier counterparts.

[7] Sleep need also varies with age, with elderly people generally sleeping less than younger individuals. Age-related changes associated with sleep duration are thought to be due to changes in the interaction between the circadian and homeostatic processes. **Q4 →**

Q3 → This paragraph introduces this section of the article. Read the paragraph again. What do you think is the main idea of this section of the article?

- A. How genes determine how much sleep a person needs
- B. How genes determine if a person prefers to sleep at night or during the day
- C. External factors that affect the amount of sleep a person needs
- D. The difference between “night owls” and “early birds”

Q4 → Use context clues to define the word **elderly**:

- A. babies
- B. old people
- C. sick people
- D. healthy people

¹³ **diurnal** (adj) related to daytime

[8] The individual variations in sleep need make it difficult to provide a specific recommendation as to how much sleep adults need. However, most sleep researchers generally agree that 7 to 9 hours is what the majority of adults require to function at their best.

Why 8 hours sleep?

[9] Sleep restricted to 7 hours or less results in impairments¹⁴ to reaction time, decision making, concentration, memory and mood, as well increased sleepiness and fatigue and some physiological functions. On the other hand, 8 hours or 9 hours sleep has little impact, either negatively or positively, on performance. Based on these findings, it would seem that for most of the adult population, somewhere between 7 and 9 hours of sleep is the “right amount.”

Q5 →

[10] This is not to say that more than 9 hours sleep is not good. Rather, extending sleep duration may help to “protect” waking function during subsequent periods of sleep loss. While we may not need 10 hours sleep all the time, there are some clear benefits from getting more sleep.

But I am fine with 6 hours sleep ...

[11] The first question you need to ask yourself is, are you really? You may be one of the lucky few with the “right” genetics. However, it’s more likely that you are simply unaware of how sleep loss is impairing your waking functions.

[12] How we feel does not always reflect how badly we may be functioning, which may result in

Q5 → What type of supporting details does the author use in this paragraph?

- A. reasons
- B. examples
- C. definitions
- D. descriptions
- E. steps
- F. statistics

¹⁴ **impairment** (n) something preventing your body from doing something

delusion¹⁵ about how much sleep we really need. Needing an alarm clock to wake up and the desire to sleep-in on weekends/holidays suggests that sleep need is not being met. Critically though, if you have difficulty sleeping for a continuous 8 hours, try not to worry too much, as this may make things worse.

Finding your optimal sleep duration

[13] The amount of sleep need can vary significantly and can depend on multiple different factors, making it difficult to work out optimal sleep need. Below is a guide that might help to determine sleep need.

1. Keep a diary of your sleep. Include the times you went to bed and woke up, how you slept and how you felt during the daytime.
2. Go to bed when you feel sleepy/tired.
3. If you can, don't use an alarm clock; rather, let your body naturally wake up.
4. Try to get natural sunlight exposure during the day.
5. Keep to a regular sleep schedule all days of the week.

[14] After a while, you should be able to work out the best timing and duration for your sleep. If you are still unsure or concerned, see your general practitioner. Remember, though — sleep need can change with circumstances, so always listen to your body. ▀ **Q6** →

Q6 → Can you explain the difference between **timing** and **duration**?

Which word means “how long?” _____

Which word means “when?” _____

¹⁵ **delusion** (n) a belief that is not actually true

Verifying the facts

INSTRUCTIONS: Reach each statement. If the statement is true, then mark it T. If the statement is false, then mark it F and rewrite the statement to be true.

_____ 1. The need for sleep varies only a tiny bit between individuals.

_____ 2. Sleep is regulated by circadian and homeostatic processes, which interact to determine the timing and duration of sleep.

_____ 3. "Night owls" like to stay up late at night while "early birds" prefer to get up early in the morning.

_____ 4. Restricting sleep or going without sleep decreases sleep pressure.

_____ 5. Most sleep researchers generally agree that 7 to 9 hours of sleep is what the majority of adults require to function at their best.

_____ 6. Needing an alarm clock to wake up and the desire to sleep-in on the weekends/holidays suggest that sleep need is not being met.

_____ 7. Try to get natural sunlight during the day.

Checking your comprehension

INSTRUCTIONS: Use information from the article to choose the best answer to each question below.

1. Which of the following statements best describes the main idea of this article?

- A. Although most adults need 7-9 hours of sleep, this number can change a lot for a number of physical and environmental reasons.
- B. Many factors affect the need for sleep, so researchers cannot suggest how many hours anyone needs.
- C. The number of hours of sleep that you need depends only on your individual body.
- D. The number of hours of sleep that you need depends on what you do during the day.

2. Which sentence from the article best supports your answer to Question #1?

- A. "Sleep need can vary substantially between individuals ... Individual variations in sleep timing and duration can be largely explained by these internal and external factors." (paragraphs 1 and 3)
- B. "The individual variations in sleep need make it difficult to provide a specific recommendation as to how much sleep adults need." (paragraph 8)
- C. "You may be one of the lucky few with the 'right' genetics." (paragraph 11)
- D. "Remember, though — sleep needs can change with circumstances, so always listen to your body." (paragraph 14)

3. Read the following sentences from paragraph 2. Label the main idea of the paragraph **MI** and the supporting details **SD**.

_____ The homeostatic process represents the accumulation of sleep pressure during wakefulness and the dissipation of sleep pressure during sleep.

_____ Sleep is regulated by circadian and homeostatic processes, which interact to determine the timing and duration of sleep.

_____ The circadian process represents the change in sleep propensity over 24 hours, or our internal "body clock".

4. According to the article, which age group requires more sleep?

- A. older people
- B. younger people

5. According to the article, sleep duration is affected by a number of factors. Which are internal factors? Which are external?

Internal	External

Expanding your vocabulary

INSTRUCTIONS: Search the text for these useful vocabulary words.

1. Look in paragraph 3 for a plural noun that means one the things that have an effect on a particular situation, decision, etc.:

2. Look in paragraph 3 for a pair of antonyms that describe the answer to question #1:

_____ means inside

_____ means outside

3. Look in paragraph 9 for a synonym of the noun *effect*:

4. Look in paragraph 4 for the verb form of *effect*:

5. Look in paragraph 9 for a plural noun that can also be a verb that means to work or operate:

6. Look in paragraph 1 for a verb that means to change:

7. Look in paragraph 3 for the plural noun form of the answer to question #6:

INSTRUCTIONS: Use some of the vocabulary words above to complete the sentences below.

1. The winter weather in Portland does not _____ much; it rains all the time.

2. Research has shown that sleep can _____ the way our body _____.

3. I needed extra storage for my computer files, so I purchased an _____ hard drive that sits outside of my computer.

4. There are so many _____ to consider. I cannot make the decision!

5. Every winter, the lack of sunshine seems to have a big _____ on my mood.

6. Research has shown wide _____ in the amount of sleep that adults need.

Expanding your vocabulary

Adapted from *Writing for Success* by University of Minnesota [CC BY-NC] and English Language Centres.

- A **prefix** is a word part added to the beginning of a word that changes the word's meaning.
- A **suffix** is a word part added to the end of a word that changes the part of speech.

COMMON PREFIXES

Prefix	Meaning	Example
dis-	not, opposite of	dissatisfied
mis-	wrongly	misidentified
un-	not	unacceptable
re-	again	reelected
inter-	between	interaction
pre-	before	prepay
non-	not	nonsense
super-	above	superscript
sub-	under	submerge
anti-	against, opposing	antibacterial

COMMON SUFFIXES

Suffix	Changes Root To	Example
-ity	noun	clarity
-ment	noun	improvement
-ness	noun	happiness
-ship	noun	internship
-tion	noun	motivation
-ize	verb	authorize
-able, -ible	adjective	reliable, sensible
-ful	adjective	careful
-ous	adjective	dangerous
-ly, -ally	adverb	slowly, practically

INSTRUCTIONS: Use prefixes and/or suffixes from the charts above to modify some of the words below.

Do you know what your dreams mean? Many people believe their dreams are irrelevant and ___ related to their lives, but that is a ___ interpretation. If you ___ play your dreams carefully and thought _____ in your mind, you might _____ cover how they are connected with your life. For example, dreams about money might signal a prosper _____ life ahead, while dreams about doors closing might mean that a relation _____ is in trouble because of a

_____agree_____. Most of our dreams actual_____ come from our _____conscious mind, not from our real_____. Therefore, it is not ___imaginable that they are often _____linear — that is, the events in the dream do not always happen in a logical sequence from beginning to end. But are your dreams a _____view of what will happen? Perhaps we should just be thank_____ for the entertain_____ that they give us.

INSTRUCTIONS: Write new sentences. In each sentence, use one of the prefixes and one of the suffixes from the previous page.

1. _____
2. _____
3. _____
4. _____
5. _____

Vocabulary

WORD	PART OF SPEECH	DEFINITION	EXAMPLE SENTENCE
cycle			
duration			

external			
function			
internal			
interact			
major			
restrict			
theory			

Practicing vocabulary

INSTRUCTIONS: Choose five words from the vocabulary list below and write original, complete sentences. Don't write the definition, but make sure that your sentence illustrates the meaning. For example:

- ~~To interrupt someone is to make them stop what they are doing or saying.~~
(This is a definition.)
- ~~Stop doing something, can't finish~~
(This is not a complete sentence.)
- ~~The state is experiencing increasing interruptions to its power supplies.~~
(This is not an original sentence; it was copied from a dictionary.)
- My team could not make a plan because several telephone calls interrupted our meeting.
(This is good because I can understand the meaning of the word **interrupted** from the

context of the sentence.)

cycle
duration
external

function
internal
interact

major
restrict
theory

1. _____

2. _____

3. _____

4. _____

5. _____

Unit 4: Fashion

Upon completion of the course, students will be able to:

- Recognize the pattern of organization.
- Discuss and write about the topics addressed in the class readings.
- Define and use vocabulary related to daily and academic topics.

SECTION 1: Patterns of Organization

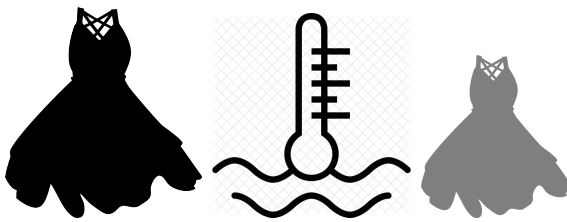
Adapted from:

Read Up: Strategies for Raising Reading Skills by Timothy Krause is licensed under a Creative Commons Attribution NonCommercial ShareAlike 4.0 International License.

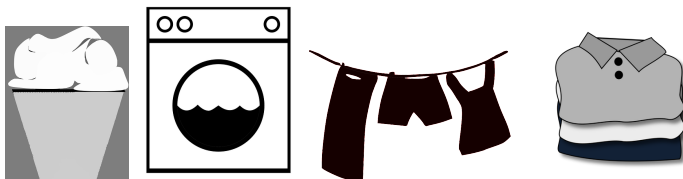
WARM-UP: Look at the symbols below. Write a sentence summarizing each group. Then decide on the main idea of all four groups. Discuss your answers with a partner.



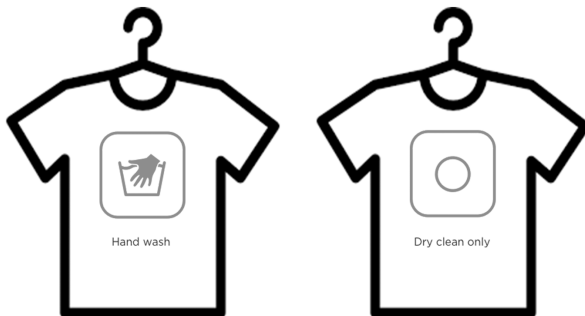
1.



2.



3.



4.

Patterns of organization

Adapted from ereadingworksheets.com

Writers often organize information in predictable ways. These patterns of organization are the structure of a text. Recognizing these patterns can help you in several ways:

- You understand information better because you see connections among supporting details and their relationship to the main idea.
- You remember information more easily because your brain completes them like puzzles.
- You read faster because you can predict what is coming and later find it again quickly.

However, identifying a pattern is not your only goal. You want to be able to use the pattern to help you to read faster and understand more. Here are four common patterns of organization:

<p>Cause and Effect</p> <p>The writer describes an event and the reasons (causes) for that event, or the writer describes an action and the results (effects) of that action.</p> <ul style="list-style-type: none">• <i>Example:</i> The dodo bird used to roam in large flocks across America. Interestingly, the dodo was not startled by gunshots. Because of this, men sometimes killed entire flocks at a time. As a result, the dodo was hunted to extinction and none are alive today. <p><i>Signal words:</i> consequently, therefore, as a result, thereby, leads to, therefore, because of, in order to, for these reasons, due to ...</p>	<p>Compare and Contrast</p> <p>The writer describes how two or more things are the same (compare) or different (contrast).</p> <ul style="list-style-type: none">• <i>Example:</i> Linux and Windows are both operating systems. Computers use them to run programs. Linux is totally free and open source, so users can improve or modify the source code. However, Windows is proprietary, so it costs money to use and users are prohibited from altering the code. <p><i>Signal words:</i> however, unlike, like, by contrast, yet, in comparison, although, similar to, different from, whereas, while, although, nonetheless</p>
<p>Problem and Solution</p> <p>The writer describes a situation that is a problem and then explains how the problem is fixed. Often the writer also describes the pros and cons of different solutions.</p> <ul style="list-style-type: none">• <i>Example:</i> Thousands of people die each year in car accidents involving drugs or alcohol. Lives could be saved if our town adopts a free public taxi service. If we provided such a service, then we could prevent intoxicated drivers from endangering themselves or others. <p><i>Signal words:</i> problem, difficulty, challenge, it is possible to, if-then, therefore ...</p>	<p>Time or Sequence</p> <p>The writer describes what happens in order of time or steps in a process.</p> <ul style="list-style-type: none">• <i>Example:</i> Registering for classes involves several steps. First, students must apply to the college and receive a student identification number. Then students choose a class and complete an online form. Finally, the student must pay the tuition and purchase their books and materials. <p><i>Signal words:</i> first, next, then, before, after, later, eventually ...</p>

Meeting the challenge

INSTRUCTIONS: Read each paragraph. Match the paragraph with a graphic organizer. Then use details from the paragraph to complete the graphic organizer.

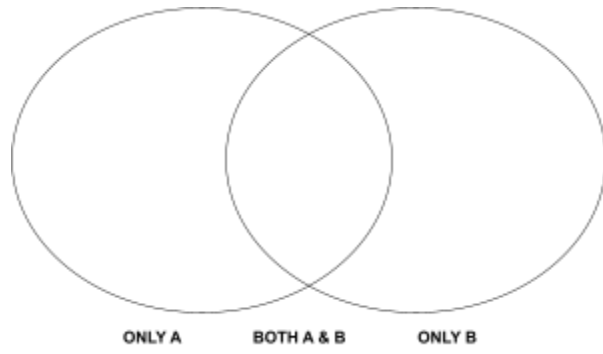
A. Fashion brands often use symbols from other cultures to sell their products. This "cultural appropriation" is a problem when those symbols are unacknowledged or used inappropriately. As one writer in *Forbes* magazine said, "Fashion bumbles blindly around issues of race and cultural sensitivity in a way that is awkwardly out of step with the times. It feels especially unacceptable as fashion has exploded so far beyond its European and New York City roots into a truly global industry with a truly global consumer." One solution is to use social media to raise awareness. Negative publicity and even product boycotts have led some fashion brands to make positive changes.

C. I want to recommend two kinds of shoes for playing soccer on soft ground. One is the adiPure shoe, and the other is the World Cups shoe. Both are made by Adidas. They are black and made from kangaroo leather. Each kind of shoe has six studs. The adiPure shoe weighs 11.2 ounces. That is a little more than the World Cups shoe, which weighs only 10.1 ounces. Frank Lampard wears the adiPure; Oliver Kahn wears the World Cups. Both kinds of shoes are very durable, but the World Cups type has a higher rating. It received five stars, while the adiPure received only four.

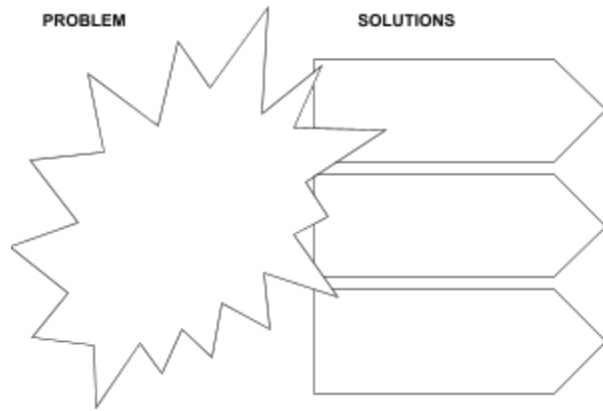
B. It's interesting to learn about the evolution of fashion. For example, the oldest pair of pants were made of wool. They were discovered in a cemetery in China. They are from a period of time between the 13th and 10th centuries BC (in other words, they are between 3,000 and 4,000 years old). The first pair of socks, on the other hand, seem only as old as the 8th century BC. They were often animal skins that were gathered and tied around the ankles. Jeans are a more recent development. They were first made in 1873, and only men wore them at first. And what about the famous bikini? That tiny swimsuit first appeared in Paris in 1946.

D. The internet has had significant effects on how I shop for clothes. First, it's changed when and where I shop. For example, now I can sit on my couch in Portland and look at shirts by a new designer in Singapore. Second, I don't need to bother a clerk for help; with just a few questions, the artificial intelligence shows me styles I like. Then I can use its virtual reality feature to see how I look in the shirt without having to find a dressing room with a mirror. Technology has also changed how I pay for things. I no longer use cash or write a check. I don't even need a credit card if I choose to pay with my Paypal account. Finally, all this technology does have one downside: I have to wait for the clothes to arrive by mail before I can wear them.

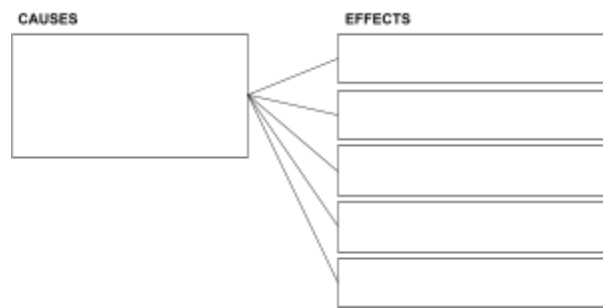
PARAGRAPH _____



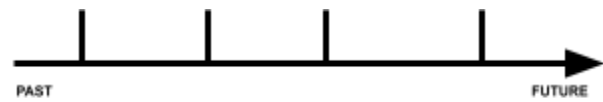
PARAGRAPH _____



PARAGRAPH _____



PARAGRAPH _____



Putting it into practice

INSTRUCTIONS: Read each passage. Circle signal words. Identify its pattern of organization.

1. My older sister and my mother seem to have the same style in clothing. In fact, sometimes they even share each other's clothes! Their favorite color is red, and their favorite fabric is cotton. However, there is one weird thing. They don't like the same fasteners! My older sister wants everything to have zippers, Velcro, or elastic. My mother, on the other hand, loves fancy buttons and snaps — anything that looks old and traditional. I guess that's a generational difference!

- Cause and Effect**
- Compare and Contrast**
- Problem and Solution**
- Time or Sequence**

2. One of the most interesting evolutions in fashion is swimwear. This depends, of course, on culture and climate. If we look only at the United States, we can see how swimwear for women in the 19th century were like full dresses. By the early 1900s, the hemline (the bottom of the skirt) had risen, and men, too, were wearing smaller pieces of clothing to go swimming. In the 1930s, women could buy swimsuits in two pieces and, by the 1960s, the bikini was seen on the beaches.

- Cause and Effect**
- Compare and Contrast**
- Problem and Solution**
- Time or Sequence**

3. Look around you. Is everybody wearing the same style of clothing? Look at the colors. Is one color more popular nowadays than others? How about the type of clothing? For example, are most students in the classroom wearing jeans and T-shirts? There are several reasons we might see similar clothing. Peer pressure can lead to people dressing the same.

- Cause and Effect**
- Compare and Contrast**
- Problem and Solution**
- Time or Sequence**

4. When people grow old, they sometimes lose strength and dexterity (the ability to use their hands and fingers easily). Sometimes it is also difficult to bend over or reach things that are far away. Therefore senior citizens can struggle with simple daily tasks, such as getting dressed. One answer has been to use Velcro shoes instead of shoes with laces. Another solution is to use slip-on shoes that have no fasteners at all. Simple changes like this can help senior citizens stay active and healthy.

- Cause and Effect**
- Compare and Contrast**
- Problem and Solution**
- Time or Sequence**

Reading 1

Why you should stop buying new clothes

Written by Iana James, Senior Lecturer in Fashion,
Northumbria University, Newcastle, England

[1] The fashion industry is one of the most polluting industries in the world, producing 20% of global wastewater and 10% of global carbon emissions¹⁶ – and it's estimated that by 2050 this will have increased to 25%. A staggering 300,000 tonnes¹⁷ of clothes are sent to British landfills each year.

[2] The fast fashion business model, first developed in the early 2000s, is responsible for the increase in consumer demand for high quantities of low-quality clothing. Many fashion products are now being designed and made specifically for short-term ownership and premature disposal. Clothing quality is decreasing along with costs, and the increased consumption levels of mass-manufactured fashion products are pushing up the consumption of natural resources. **Q1 →**

[3] The pressure to facilitate consumer hunger imposes¹⁸ significant social and environmental pressures on the manufacturing supply chain. The UK's consumption levels of fashion are the highest in Europe, at 26.7kg per capita¹⁹. This compares to a consumption rate of 16.7kg in Germany, 16kg in Denmark, 14.5kg in Italy, 14kg in the Netherlands and 12.6kg in Sweden.

AS YOU READ

Q1 → Based on the context of the paragraph and the prefix *pre-*, can you guess the meaning of **premature disposal**?

- A. using something for a very long time before throwing it away
- B. things that are thrown away by children before they are adults
- C. throwing something away when it is still useful
- D. spending a lot of money on recycling of clothing

¹⁶ **emissions** (n) a substance, especially a gas, that goes into the air, such as exhaust from a car

¹⁷ **tonne** (n) metric ton (a metric ton is 1.102 U.S. tons, or 2,204.6 pounds)

¹⁸ **impose** (v) to force

¹⁹ **per capita** means per person

[4] The need for change is tentatively being acknowledged by fashion brands and manufacturers. Many different market sectors in fashion, from high street to high end, are increasingly taking action. But it's very conservative. For example, high street retailer H&M are boycotting the use of Brazilian leather over concerns that the country's cattle industry has contributed to the deforestation of the Amazon rainforest. Meanwhile, other brands, such as Adidas, Stella McCartney and Patagonia, are focusing their action on the use of waste products in the development of textile²⁰ materials for new collections. **Q2 →**

[5] Of course, such policies can only be positive. But are fashion brands really doing enough to change? Recent United Nations reports state that we have 11 years to prevent irreversible damage from climate changes. It's doubtful that the small, incremental changes made by brands will do enough to significantly contribute towards the fight on climate change, so more pressure from consumers and campaign groups is needed.

[6] Fashion brands are not the only ones who have the power to create change. Consumers also have leverage – and it's key that they use it. As London Fashion Week opened earlier this month, large protests and demonstrations highlighting fashion's contribution to climate change reinforced the impact that consumers can have on raising public awareness of environmental issues. Consumer-driven behavior change can encourage brands to adapt their practices

Q2 → The author says that fashion companies are responding **tentatively** and **conservatively**. What does this mean?

- A. They are doing a lot of things, and they are doing them quickly.
- B. They are doing only a few things, and they are doing them slowly.
- C. They are thinking carefully about plans for the future, but they haven't started to do anything yet.
- D. They have moved slowly, but they have done a lot.

²⁰ **textile** (n) fabric or cloth

towards a more sustainable future for the fashion industry. **Q3** →

[7] If real change is to happen, more people must begin to take a proactive approach and act in reflection of their moral values. Small lifestyle changes can create a big sustainable impact. So here are four things for you to consider before you buy any new clothes:

1. Think before you buy

[8] Before we just buy more new clothes and contribute to escalating pollution, we need to think about the alternative options. This might not only save us money, but is also certainly better for the environment. These options include using what we have, borrowing, swapping, thrifting and making. Buying new items should be seen as the final choice, once all other options have been considered. This approach goes very much against the principles of fast fashion, with slow and considered consumption being the priority.

2. Shop by your values

[9] We need to think about where we shop, as each purchase effectively acts as a vote towards the practices of a brand. By doing a small amount of research into a company's responsible values, we can begin to make informed decisions about our shopping behavior. This will ensure that your chosen store reflects your personal beliefs.

[10] For example, if you want to know where your fashion comes from then you need to choose a brand that is transparent and open about their supply chain. Brands like Community Clothing, owned by

Q3 → Which phrase in this paragraph helps you to understand the meaning of **leverage**?

- A. "the power to create change"
- B. "key that they use it"
- C. "raising public awareness"
- D. "a more sustainable future"

Sewing Bee judge Patrick Grant, tell shoppers exactly where the raw materials were sourced from, where the yarn was produced and even where the final garment was made. Likewise, if you specifically want to take action against ocean plastic waste, then a brand like Ecoalf might be for you.

3. Buy a pre-loved item

[11] The secondhand market is having a revival. Once seen as an edgy, individual and cost-effective method of shopping, it soon fell out of favor, to be replaced by cheap, mass-market product from fast-fashion retailers. But with Oxfam opening their charity superstore and Asda launching a pre-loved fashion pop-up shop²¹, buying second-hand clothing can give fashion products a new life and prevent the purchasing of new fashion garments. **Q4 →**

4. Dispose responsibly

[12] As well as considering where we buy our clothes, we too must consider the end-of-life options for our fashion items. It is estimated that £140m²² worth of clothing goes to landfill each year. Many of these items will be made from synthetic²³ fibers, meaning they can take anywhere between 20-200 years to decompose. Again, people should explore a range of options available here, such as donating clothing to charity, recycling, reuse, repair and passing on items to friends and family. Why not hold a clothes swap at your house one weekend?

[13] Responsible procurement²⁴, ownership and disposal are all vital considerations when exercising

Q4 → What does **to fall out of favor** mean?

- A. It became too popular that fashion companies could not make enough clothing.
- B. Fashion companies didn't sell enough so they went out of business.
- C. It was not popular in the past, so they stopped making it.
- D. It was popular in the past, but it is not popular now.

²¹ **pop-up shop** (n) a store that is open for only a short time and often in a surprising location

²² almost \$180,000,000 (US) in 2019

²³ **synthetic** (adj) manmade; not found in nature

²⁴ **procurement** (n) purchasing, buying

your power to create sustainable change for the future of the fashion industry. Today, shoppers have more influence and ability to create change than ever before, with social media platforms allowing easier voicing of complaints and concerns. Meanwhile, the emergence of a circular economy business model is again pushing consumers to take a more active role in creating change.

[14] We can no longer sit back and wait for brands to take action. Individual drive and willingness to change everyday behavior will be crucial in changing the future environmental impact of fashion. ♣



Now that you read this article, will you change your clothing shopping habits?

Verifying the facts

INSTRUCTIONS: Read each statement. If the statement is true, then mark it T. If the statement is false, then mark it F and rewrite the statement to be true.

_____ 1. The fashion industry is one of the most polluting industries in the world.

_____ 2. Germany's consumption levels of fashion are the highest in Europe, at 26.7kg per capita.

_____ 3. H&M is not using Brazilian leather because that country's cattle industry contributes to the problem of deforestation in the Amazon rainforest.

_____ 4. The UN estimates that the world has only 11 years to prevent irreversible damage from climate change.

_____ 5. Fashion brands like Adidas and Patagonia are the only ones who have the power to make change.

_____ 6. "Think before you buy" means you should think about borrowing, swapping, thrifting, and making clothing before purchasing a new garment.

_____ 7. The secondhand market for clothing is becoming popular again.

Checking your comprehension

INSTRUCTIONS: Use information from the article to choose the best answer to each question below.

1. Which of the following statements best describes the main idea of this article?

- A. Personal choices, such as how and when to shop for clothing, can help to prevent climate change.
- B. New clothing is one of the major causes of climate change in the world today.
- C. Major fashion brands are making significant changes in order to protect the environment.
- D. Changing the way we shop for clothing will have no real impact on the environment.

2. Which sentence from the article best supports your answer to Question #1?

- A. "Individual drive and willingness to change everyday behavior will be crucial in changing the future environmental impact of fashion." (paragraph 14)
- B. "The fashion industry is one of the most polluting industries in the world ... " (paragraph 1)
- C. "The need for change is tentatively being acknowledged by fashion brands and manufacturers." (paragraph 4)
- D. "Recent United Nations reports state that we have 11 years to prevent irreversible damage from climate change." (paragraph 5)

3. Paragraph 2 describes the fast-fashion cycle of events. Number the events in the correct order from 1 to 5.

- _____ clothes have lower prices
- _____ consumers buy more clothes more often
- _____ clothes are designed for short use
- _____ consumers dispose of more clothes more often
- _____ clothes are lower quality

4. What is the overall pattern of organization in the whole article?

- A. Compare and contrast
- B. Problem and solution
- C. Time or sequence
- D. Cause and effect

5. Complete the following graphic organizer with information from the article.

The graphic organizer consists of a large empty box on the left and a vertical stack of four smaller empty boxes on the right. A large curly brace on the right side of the stack indicates that the four boxes are related to each other.

6. Summarize the article in your own words.

Expanding your vocabulary

INSTRUCTIONS: Search the text for these useful vocabulary words.

1. Look in paragraph 1 for the name of a place where trash is taken:

2. Look in paragraph 2 for a synonym for the noun *customer*.

3. Look in paragraph 3 for a two-word noun that refers to a series of steps in getting a product from manufacturer to customer:

4. Look in paragraph 4 for a verb that means to not take part in an event, or to not buy something as a protest; write your answer in the base form of the verb, as in to ____:

5. Look in paragraph 5 for a plural noun that refers to official ideas or plans:

6. Look in paragraph 7 for a synonym for the noun *effect*.

7. Look in paragraph 8 for a noun that means choices or decisions:

8. Look at the section headings for a verb that means to throw away or get rid of:

INSTRUCTIONS: Use the words above to complete the following paragraph.

The U.S. has many _____ controlling what can be sent to _____ . As a result, these rules can have a significant _____ on how we _____ of trash as well as the different _____ that we have for recycling. Recycling, after all, has its own _____: it collects raw material (old paper, cans, and bottles) and sells it to manufacturers to make new products for _____ . However, when this raw material has too much contamination (unwanted things, such as glass in the paper), then the manufacturers may _____ a city's recycling program altogether, forcing the waste to a landfill anyway.

Vocabulary

WORD	PART OF SPEECH	DEFINITION	EXAMPLE SENTENCE
dispose			
environment			
estimate			
global			
consumers			

boycott			
policies			
sequence			
significant			

Practicing vocabulary

INSTRUCTIONS: Choose five words from the vocabulary list below and write original, complete sentences. Don't write the definition, but make sure that your sentence illustrates the meaning. For example:

- ~~To interrupt someone is to make them stop what they are doing or saying.~~
(This is a definition.)
- ~~Stop doing something, can't finish~~
(This is not a complete sentence.)
- ~~The state is experiencing increasing interruptions to its power supplies.~~
(This is not an original sentence; it was copied from a dictionary.)
- My team could not make a plan because several telephone calls interrupted our meeting.
(This is good because I can understand the meaning of the word **interrupted** from the context of the sentence.)

dispose
environment
estimate

sequence
significant
boycott

dispose
policies
global

1. _____

2. _____

3. _____

4. _____

5. _____

Unit 5: Diversity, Equity, and Inclusion

Upon completion of the course, students will be able to:

- Make inferences.
- Discuss and write about the topics addressed in the class readings.
- Define and use vocabulary related to daily and academic topics.

SECTION 1: Making Inferences

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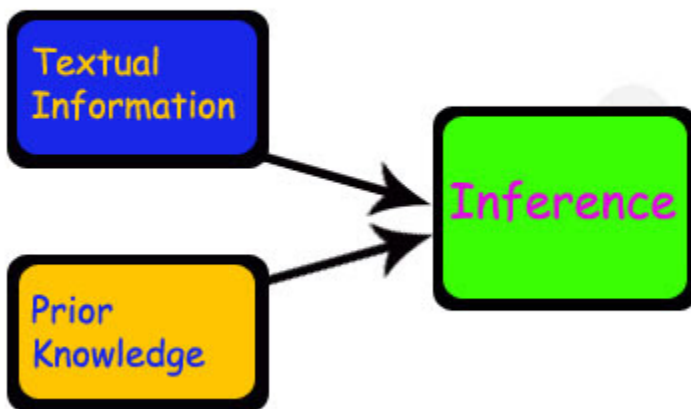
Inferences

Inferences are ideas that are not stated directly. Sometimes we call this skill drawing conclusions or reading between the lines. In other words, an inference is an educated guess because we use evidence and reasoning to come to a logical conclusion.

THREE REASONS WHY THIS IS AN IMPORTANT SKILL EXAMPLES:

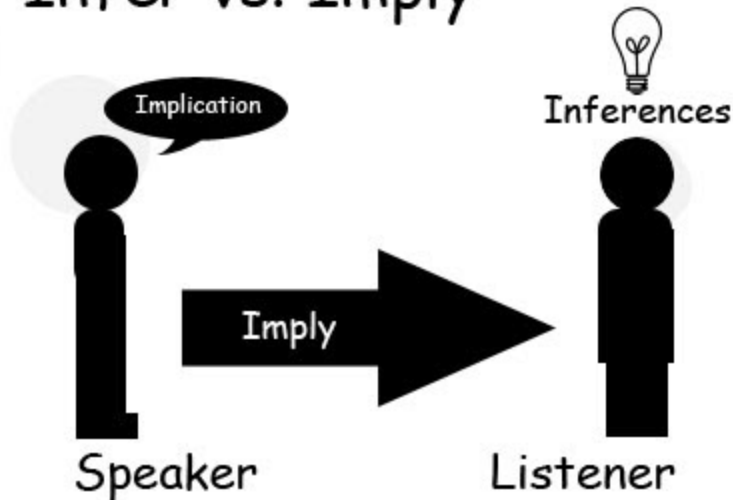
1. First, authors don't always explain everything. They expect you to use logic.
The waves wrapped around his legs, and he could feel the coarse sand under his feet.
Where is he?
2. Second, sometimes authors expect readers will have a shared cultural understanding.
When I arrived, all of the tables were occupied. But the aroma of freshly roasted beans convinced me to wait in line at the counter. I needed the caffeine! Then I saw the white cup with the green logo with my name misspelled -- again! Where is she?
3. Third, sometimes authors -- especially in creative writing -- will say one thing and mean another, such as when they use similes, metaphors, and symbolism.
The exam was so painful! Was the test easy or difficult?

Inferences



To make an inference, a reader or listener takes information provided by the writer or speaker, combines it with background knowledge and prior information relevant to the situation, and extracts an unstated or implied idea from the communication.

Infer vs. Imply



Inferences are related to implications; in fact, they are the same thing. The difference is relative to the position of the agent. Speakers or writers may imply an idea, either consciously or subconsciously. When an idea is implied, it is expressed without being explicitly stated. If the listener or reader understands this unstated idea, he or she makes an inference or infers the idea.

For example, Chloe might ask John for a ride home. If John does not feel like transporting Chloe, John might respond with the following statement, "My car is pretty crowded." Though John never clearly says, "No, I won't give you a ride, Chloe," this is the implied message. If Chloe does not make this inference, Chloe might insist that she can fit in the trunk or sit on someone's lap, whereas John will have to be more explicit. When a communication barrier cannot be crossed, there is said to be a gap in understanding.

The area between what is clearly stated and what is understood is not always the same. Whether in courts of law, classrooms, or casual conversations, implied messages are not always understood and inferred messages are often unintended or faulty. Inferences are not always objective: they are subject to the reader's or listener's beliefs and preconceptions, but they must be based on evidence or else they are assumptions, not inferences. Often multiple conclusions can be drawn, particularly if the writer or speaker is being intentionally vague or ambiguous (not clear). But in such cases where multiple inferences can be supported, and the reader is expected to determine a correct response, the reader must identify the best or most likely explanation. Such as in the following example:

Kevin nervously went to the locker room after practice. Today was the last day of try-outs and he wasn't sure where he stood. Kevin always tried his best, but he wasn't the fastest, or the best hitter, or capable of catching a fly ball. Still though, he wanted to be on the team because his dad loved baseball and Kevin wanted to make him proud. A crowd of guys was huddled around the team list and most were celebrating. After they

thinned out a bit, Kevin looked for his name. Jimmy Swanson, Kevin's neighbor, was standing next to him. Jimmy yelled, "Yes! Shortstop," and danced away. Kevin lowered his head and walked away from the list. Water filled his eyes. It would be a long walk home.

So, did Kevin make the team? Well, the answer isn't clearly stated in the text. While it is possible to support both conclusions, one is much more likely than the other. Although one could argue that Kevin cried because he was so happy that he made the team, this ignores the text that explicitly states that Kevin can't catch the ball. Also, based on prior knowledge one might deduce that time seems to move slower when things are not going well; therefore, since time is moving slower for Kevin, he did not make the team. Although it is never clearly stated, based on the information in the passage, it is more likely that Kevin did not make the team or at least that his name was not on the list.

While most information in academic texts is stated directly, it is also important to be able to identify and understand inferences.

In order to make inferences, it is essential to actively ask questions. This way we can more deeply understand what we read. The following questions can be used when inferring:

- What does this sentence imply about...?
- How does the writer feel about...?
- What does this mean?
- Why did the author write that?
- What could be the reasons behind the author's statement?
- Is this inference logical or illogical?

Putting it into practice

Read each passage and then respond to the questions. Each question will ask you to make a logical inference based on textual details. Explain your answer by referencing the text.

"Men are more likely than women to show aggression (Wilson & Daly, 1985). From the perspective of evolutionary psychology, human male aggression, like that in nonhuman primates, likely serves to display dominance over other males, both to protect a mate and to perpetuate the male's genes. Sexual jealousy is part of male aggression; males endeavor to make sure their mates are not copulating with other males, thus ensuring their own paternity of the female's offspring."

2. What do these sentences imply about human males?
3. Do you agree with this?

“Boys tend to engage in direct, physical aggression such as physically harming others. Girls tend to engage in indirect, social forms of aggression such as spreading rumors, ignoring, or socially isolating others...In cyberbullying, it is more common for girls to be the bullies and victims because cyberbullying is nonphysical and is a less direct form of bullying (Hoff & Mitchell, 2009).”

1. What could be the reasons for the author suggesting that boys and girls tend to bully in different ways?
2. Do you think this is true?

Mr. Johnson looked up at the sky. It was clear as far as the eye could see, except for the cruel sun. The insatiable sun drained the land of all moisture. He cursed the sun. Mr. Johnson ran his fingers through one of the rows of dirt and grabbed a handful. It was bone dry, almost powdery. He let the dirt sift through his fingers and it turned to dust in the wind. Mr. Johnson put his hands on his hips and surveyed the field. It was well seeded, that he knew. He had seeded it himself, yet nothing sprang from the dirt. "Well, there's only one thing left to do," he said to himself. Mr. Johnson headed to church.

1. What does Mr. Johnson do for a living?

How do you know this?

2. Why is Mr. Johnson cursing the sun?

How do you know this?

3. Why does Mr. Johnson go to church at the end of the passage?

How do you know this?

Pam clutched the steering wheel awkwardly. The man in the passenger seat looked at her from behind wireframe glasses and then looked back at his clipboard and made some checks. Pam attempted to pull out from the parking spot slowly, but her foot slipped and she pressed on the gas too hard. The car jerked back suddenly and she almost crashed into a parked van. The man scowled at her and made another check on his clipboard. He said dryly, "Turn right here." Sweat beads gathered on Pam's brow. She timidly exited the parking lot. Now she was on a thoroughfare and was traveling 15 MPH below the speed limit. Traffic accumulated behind her. The man made a few more checks on his clipboard and wrote a comment. "Turn left at this stop sign," he said. Pam slowly turned left, but she did not stop. Several cars honked, and then she ran over a curb and bumped into a newspaper vending machine. The man hurriedly made several more checks on his clipboard and said, "OK, we're done here. Please get in the passenger seat. I will drive back to the facility."

4. What is Pam doing?

How do you know this?

5. Who is the man with Pam?

How do you know this?

6. What information is the man putting on his clipboard?

How do you know this?

Meeting the challenge

Discuss the following questions.

- Why do you think aggression exists in society? What are the reasons?
- How do you think bullying negatively impacts adolescents?
- Have you ever witnessed bullying or cyberbullying? Did you help the person who was being bullied or cyberbullied?

Reading 1

Aggression

People can work together to achieve great things, such as helping each other in emergencies: recall the heroism displayed during the 9/11 terrorist attacks. People can also do great harm to one another, such as conforming to group norms that are immoral and obeying authority to the point of murder: consider the mass conformity of Nazis during WWII. In this section we will discuss a negative side of human behavior—aggression.

Aggression

Humans engage in **aggression** when they seek to cause harm or pain to another person. Aggression takes two forms, depending on one's motives: hostile or instrumental.

Hostile aggression is motivated by feelings of anger with intent to cause pain; a fight in a bar

with a stranger is an example of hostile aggression. In contrast, **instrumental aggression** is motivated by achieving a goal and does not necessarily involve intent to cause pain (Berkowitz, 1993); a contract killer who murders for hire displays instrumental aggression.

There are many different theories as to why aggression exists. Some researchers argue that aggression serves an evolutionary function (Buss, 2004). Men are more likely than women to show aggression (Wilson & Daly, 1985). From the perspective of evolutionary psychology, human male aggression, like that in nonhuman primates, likely serves to display **dominance** over other males, both to protect a mate and to perpetuate the male's genes (Figure 11). Sexual jealousy is part of male aggression; males endeavor to make sure their mates are not copulating with other males, thus ensuring their own paternity of the female's offspring. Although aggression provides an obvious evolutionary advantage for men, women also engage in aggression. Women typically display instrumental forms of aggression, with their aggression serving as a means to an end (Dodge & Schwartz, 1997). For example, women may express their aggression covertly, for example, by communication that impairs the social standing of another person. Another theory that explains one of the functions of human aggression is frustration aggression theory (Dollard, Doob, Miller, Mowrer, & Sears, 1939). This theory states that when humans are prevented from achieving an important goal, they become frustrated and aggressive.



(Figure 11) Human males and nonhuman male primates endeavor to gain and display dominance over other males, as demonstrated in the behavior of these monkeys. (credit: "Arcadius"/Flickr)

Bullying

A modern form of aggression is bullying. Socializing and playing with other children is beneficial for children's psychological development. However, as you may have experienced as

a child, not all play behavior has positive outcomes. Some children are aggressive and want to play roughly. Other children are selfish and do not want to share toys. One form of negative social interactions among children that has become a national concern is bullying. **Bullying** is repeated negative treatment of another person, often an adolescent, over time (Olweus, 1993). A one-time incident in which one child hits another child on the playground would not be considered bullying: Bullying is repeated behavior. The negative treatment typical in bullying is the attempt to inflict harm, injury, or humiliation, and bullying can include physical or verbal attacks. However, bullying doesn't have to be physical or verbal, it can be psychological. Research finds gender differences in how girls and boys bully others (American Psychological Association, 2010; Olweus, 1993). Boys tend to engage in direct, physical aggression such as physically harming others. Girls tend to engage in indirect, social forms of aggression such as spreading rumors, ignoring, or socially isolating others. Based on what you have learned about child development and social roles, why do you think boys and girls display different types of bullying behavior?

Bullying involves three parties: the bully, the victim, and witnesses or bystanders. The act of bullying involves an imbalance of power with the bully holding more power—physically, emotionally, and/or socially over the victim. The experience of bullying can be positive for the bully, who may enjoy a boost to self-esteem. However, there are several negative consequences of bullying for the victim, and also for the bystanders. How do you think bullying negatively impacts adolescents? Being the victim of bullying is associated with decreased mental health, including experiencing anxiety and depression (APA, 2010). Victims of bullying may underperform in schoolwork (Bowen, 2011). Bullying also can result in the victim committing suicide (APA, 2010). How might bullying negatively affect witnesses? Although there is not one single personality profile for who becomes a bully and who becomes a victim of bullying (APA, 2010), researchers have identified some patterns in children who are at a greater risk of being bullied (Olweus, 1993):

- Children who are emotionally reactive are at a greater risk for being bullied. Bullies may be attracted to children who get upset easily because the bully can quickly get an emotional reaction from them.
- Children who are different from others are likely to be targeted for bullying. Children who are overweight, **cognitively** impaired, or racially or ethnically different from their peer group may be at higher risk.
- Gay, lesbian, bisexual, and transgender teens are at very high risk of being bullied and hurt due to their sexual orientation.

Cyberbullying

With the rapid growth of technology, and widely available mobile technology and social networking media, a new form of bullying has emerged: cyberbullying (Hoff & Mitchell, 2009). Cyberbullying, like bullying, is repeated behavior that is intended to cause psychological or emotional harm to another person. What is unique about cyberbullying is that it is typically **covert** (concealed or done in private) and the bully can remain anonymous. This anonymity gives the bully power, and the victim may feel helpless, unable to escape the harassment, and unable to retaliate (Spears, Slee, Owens, & Johnson, 2009).

Cyberbullying can take many forms, including harassing a victim by spreading rumors, creating a website stating lies about the victim, and ignoring, insulting, laughing at, or teasing the victim (Spears et al., 2009). In cyberbullying, it is more common for girls to be the bullies and victims because cyberbullying is nonphysical and is a less direct form of bullying (Figure 12) (Hoff & Mitchell, 2009). Interestingly, girls who become cyberbullies often have been the victims of cyberbullying at one time (Vandebosch & Van Cleemput, 2009). The effects of cyberbullying are just as harmful as traditional bullying and include the victim feeling frustration, anger, sadness, helplessness, powerlessness, and fear. Victims will also experience lower self-esteem (Hoff & Mitchell, 2009; Spears et al., 2009). Furthermore, recent research suggests that both cyberbullying victims and perpetrators are more likely to think about suicide, and to attempt suicide than individuals who have no experience with cyberbullying (Hinduja & Patchin, 2010). What features of technology make cyberbullying easier and perhaps more **accessible** to young adults? What can parents, teachers, and social networking websites, like Facebook, do to prevent cyberbullying?



(Figure 12) Because cyberbullying is not physical in nature, cyberbullies and their victims are most often female; however, there is much evidence that male homosexuals are frequently victims of cyberbullying as well (Hinduja & Patchin, 2011). (credit: Steven Depolo)

The Bystander Effect

The discussion of bullying highlights the problem of witnesses not intervening to help a victim. This is a common occurrence, as the following well-publicized event demonstrates. In 1964, in Queens, New York, a 19-year-old woman named Kitty Genovese was attacked by a person with a knife near the back entrance to her apartment building and again in the hallway inside her apartment building. When the attack occurred, she screamed for help numerous times and eventually died from her stab wounds. This story became famous because reportedly numerous residents in the apartment building heard her cries for help and did nothing—neither helping her nor summoning the police—though these facts have been disputed.

Based on this case, researchers Latané and Darley (1968) described a phenomenon called the **bystander effect**. The bystander effect is a phenomenon in which a witness or bystander does not volunteer to help a victim or person in distress. Instead, they just watch what is happening. Social psychologists hold that we make these decisions based on the social situation, not our own personality variables. Why do you think the bystanders didn't help Genovese? What are the benefits to helping her? What are the risks? It is very likely you listed more costs than benefits to helping. In this situation, bystanders likely feared for their own lives—if they went to her aid the attacker might harm them. However, how difficult would it have been to make a phone call to the police from the safety of their apartments? Why do you think no one helped in any way?



(Figure 13) The size of the crowd affects bystanders' behaviors. (credit: Mauro Maro)

Social psychologists claim that **diffusion of responsibility** is the likely explanation. Diffusion of responsibility is the tendency for no one in a group to help because the responsibility to help is spread throughout the group (Bandura, 1999). Because there were many witnesses to the attack on Genovese, as evidenced by the number of lit apartment

windows in the building, individuals assumed someone else must have already called the police. The responsibility to call the police was diffused across the number of witnesses to the crime. Have you ever passed an accident on the freeway and assumed that a victim or certainly another motorist has already reported the accident? In general, the greater the number of bystanders, the less likely any one person will help.

Checking your comprehension

INSTRUCTIONS: Use information from the article to choose the best keywords and concepts from the reading.

Aggression is seeking to cause another person harm or pain. (1)_____ aggression is motivated by feelings of anger with intent to cause pain, and (2)_____ aggression is motivated by achieving a goal and does not necessarily involve intent to cause pain. Bullying is an international public health concern that largely affects the (3)_____ population. Bullying is repeated behaviors that are intended to inflict harm on the victim and can take the form of physical, psychological, emotional, or social abuse. Bullying has negative mental health consequences for youth including suicide. (4)_____ is a newer form of bullying that takes place in an online environment where bullies can remain anonymous and victims are helpless to address the harassment. Despite the social norm of helping others in need, when there are many bystanders witnessing an emergency, diffusion of responsibility will lead to a (5)_____ likelihood of any one person helping.

INSTRUCTIONS: Use information from the article to choose the best answer to each question below.

6. Typically, bullying from boys causes _____ while bullying from girls causes _____.
1. emotional harm; physical harm
 2. physical harm; emotional harm
 3. psychological harm; physical harm
 4. social exclusion; verbal taunting

7. Which of the following adolescents is least likely to be targeted for bullying?
1. a child with a physical disability
 2. a transgender adolescent
 3. an emotionally sensitive boy
 4. the captain of the football team
8. The bystander effect likely occurs due to _____.
1. desensitization to violence
 2. people not noticing the emergency
 3. diffusion of responsibility
 4. emotional insensitivity
9. What theory does the author give for the existence of aggression?
10. How does aggression usually vary by gender? Why might that be?
11. Why do you think bullies are attracted to emotionally reactive victims?
12. Why might the perpetrators of cyberbullying be more likely to think about suicide compared to someone with no experience of cyberbullying?

Expanding your vocabulary

INSTRUCTIONS: Read the paragraph below and match the bold words with their definitions.

Bullying is an international public health concern that largely affects the **adolescent** population. It is especially common in schools where children **inflict** harm on the victim by repeatedly subjecting them to physical, psychological, emotional, or social abuse. The **consequences** of such bullying can be severe, including suicide. Cyberbullying is a newer form of online bullying where bullies can remain **anonymous**, and victims are helpless to address the **harassment**. School **authorities** are trying to reduce the **incidence** of bullying in schools. They

have begun a number of **interventions**. For example, they have started to do **bystander** training. This training helps students learn to intervene when they witness bullying; it actively tries to prevent the **diffusion** of responsibility people feel when they witness aggression in public.

1. _____ (v) to cause someone to suffer
2. _____ (n) effect, usually negative
3. _____ (n) person who is not involved by witnesses something
4. _____ (adj) unnamed or unidentified
5. _____ (n) rate or number of occurrences
6. _____ (n) physical or verbal attack
7. _____ (n) spreading of something to a larger area or group
8. _____ (n) person or group with power
9. _____ (n) teenager
10. _____ (n) action done to prevent or influence another event

Vocabulary

WORD	PART OF SPEECH	DEFINITION	EXAMPLE SENTENCE
aggression			
dominance			
accessible			

bullying			
cyberbullying			
cognitive			
retaliate			
covert			
remain			

Practicing vocabulary

INSTRUCTIONS: Choose five words from the vocabulary list below and write original, complete sentences. Don't write the definition, but make sure that your sentence illustrates the meaning. For example:

- ~~To interrupt someone is to make them stop what they are doing or saying.~~
(This is a definition.)
- ~~Stop doing something, can't finish~~
(This is not a complete sentence.)
- ~~The state is experiencing increasing interruptions to its power supplies.~~
(This is not an original sentence; it was copied from a dictionary.)
- My team could not make a plan because several telephone calls interrupted our meeting.
(This is good because I can understand the meaning of the word **interrupted** from the context of the sentence.)

remain
cognitive
covert

retaliate
accessible
cyberbullying

bullying
dominance
aggression

1. _____

2. _____

3. _____

4. _____

5. _____

Appendix A

Book Recommendations for Extensive Reading

Fiction List:

1. Five People You Meet in Heaven *by Mitch Albom*
2. For One More Day *by Mitch Albom*
3. The Little Liar *by Mitch Albom*
4. Esperanza Rising *by Pam Munoz Ryan*
5. The Little Prince *by Antoine de Saint-Exupery*
6. Night *by Elie Wiesel*
7. Refugee Boy *by Benjamin Zephaniah*
8. Of Mice and Men *by John Steinbeck*
9. The Giver *by Lois Lowry*
10. The House on the Mango Street *by Sandra Cisneros*

Nonfiction List:

1. Almost American Girl: An Illustrated Memoir *By Robin Ha*
2. Tuesdays with Morrie *By Mitch Albom*
3. I am Nujood: Aged 10 and Divorced *By Nujood Ali*
4. The Diary of Anne Frank *by Anne Frank*
5. The Story Of My Life - The Classic Autobiography of Helen Keller
6. Scary Smart *by Mo Gawdat*
7. The Ship Beneath the Ice *by Mensun Bound*
8. The Book of Minds *by Philip Ball*
9. Steve Jobs *by Walter Isaacson*
10. The Autobiography of Malcolm X: As Told to Alex Haley *by Malcolm X.*

Appendix B

(Book Report Form)

Name: _____

ESL Reading III

BOOK REPORT No: _____

Book Title: _____

Author: _____

Number of pages: _____

Genre (type of book): Circle one:

- **Fiction Novel:**

mystery

science fiction

romance

short stories

thriller

historical fiction

novels

other: _____

- **Non-Fiction:**

biography

autobiography

memoir

history

Self help/personal development

other: _____

Questionnaire about Book:

1. Why did you decide to read this book?

2. Were you glad that you decided to read it? Why or why not?

3. Would you recommend this book to a friend? Explain.

4. On a scale from 1-10, how difficult was this book for you? (1 = easy, 10 = difficult) Why?

*After reading the book, choose the most interesting of the following tasks and apply it to the book. Please choose **ONLY ONE** of the following tasks:*

*****You may write your book report OR type it!*****

FICTION:

1. **ENDING of the BOOK:** Give a summary of the book. Then, either explain what you thought of the ending OR provide a different ending. (Please point out when you start changing the ending).
2. **CHARACTERIZATION:** Write a summary and then choose 2 characters: 1 that you liked best and 1 that you liked least. Explain why you like the character and why you dislike the other character.

Non Fiction:

3. **THEMES/LESSONS/ACCOMPLISHMENTS:** Write about at least 2 general main ideas, themes, lessons, or accomplishments in the book. Provide specific examples from the book that shows you that these were the main ideas, themes, lessons, or accomplishments. What did you learn and how will you apply them to your life?
