



READING 1

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Chapter 1

Applying dictionary and vocabulary skills (part 1)

Learning objectives

Following this meeting, you should be able to

- a. Using a dictionary
- b. Finding the meaning of difficult words; and
- c. Recognizing word, grammar and context clues effectively in order to comprehend and answer the activities.

Dictionary

Dictionary is a book that lists the words of a language in alphabetical order and gives their meaning, or that gives the equivalent words in a different language. This meeting describes how to find and construe of meaning contained in dictionary.

Activity 1: Finding the correct meanings

Instructions: Answer the following questions, or determine the meaning of word in bold by referring to the dictionary entries listed below. Write the numbers of the correct definition that relate to the bold words in the left spaces.

1.	1. The spooky buildings were abandoned
2.	2. We were attracted by the magnetism of the speaker's personality
3.	3. The pianist's eminent suitability for recording studio work
4.	4. The victim recognized her bag in that truck.
5.	5. They will waive all rights to the money

Mini dictionary

a.ban.don | ə'bandən | verb [trans.] 1. Give up completely (a course of action, a practice, or a way of thinking) • discontinue (a scheduled event) before completion: *against the background of perceived threats, the tour was abandoned.* 2. Cease to support or look after (someone); desert: *her natural mother had abandoned her at an early age.* • leave (a place, typically a building) empty or uninhabited, without intending to return: *derelict houses were abandoned.*

mag•net•ism | 'magnə-tizəm | 1. The class of phenomena exhibited by the field of force produced by a magnet or by an electric current. 2. The study of magnets and

their effects. 3. The force exerted by a magnetic field. 4. Loosely, magnetic flux. 5. Unusual power to attract, fascinate, or influence: the magnetism of money. 6. Animal magnetism.

em•i•nent | 'emənənt | adjective 1. (of a person) famous and respected within a particular sphere or profession : *one of the world's most eminent statisticians*. • [attrib.] used to emphasize the presence of a positive quality. 2. Towering above others; projecting; prominent: the Empire State Building, eminent among the skyscrapers. 3. a. Outstanding in performance or character; distinguished: an eminent historian. b. Of high rank or station. 4. Possessed or shown to a remarkable degree; noteworthy: a man esteemed for his eminent achievements. [Middle English, from Old French, from Latin *ēminiēre*, to stand out : ex-. out + -minere, to stand, project]. em'i•nent-ly adv.

rec'og'nize | 'rekig-niz; 'rekge-niz | verb [trans.] 1. Identify (someone or something) from having encountered them before; know again : *I recognized her wig fell off*. • identify from knowledge of appearance or character: *Pat is very good at recognizing wildflowers*. • (of a computer or other machine) automatically identify and respond correctly to (a sound, printed character, etc.). 2. Acknowledge the existence, validity, or legality of : *defense is recognized in Mexican law* | he was recognized as an international authority.

waive | wāv | verb [trans.] refrain from insisting on or using (a right or claim) • refrain from applying or enforcing (a rule, restriction, or fee) : *her tuition fees would be waived*. USAGE **Waive** and **waiver** should not be confused with **wave** and **waver**. **Waive** is a transitive verb that means 'surrender (a right or claim)', and **waiver** is its related noun, meaning 'an instance of waiving' or 'a document recording such waiving'

Thesaurus

A thesaurus is a book that lists synonyms. Synonyms are words that have the same, or nearly the same meaning; *big* and *large* are synonyms, as are *love* and *affection*. Antonyms are words that have opposite meanings, such as *happy* and *sad*.

Activity 2: Describing Antonyms and Contrasts

Instructions

1. Describe the meaning of antonyms that are written in italic.
2. Discuss your answer with your friends.

1. Ben is fearless, but his brother Jim is *timorous*.

Clue:

You may infer the meaning of *timorous* by answering the question “If Ben is fearless and Jim is very different from Ben with regard to fear, then what word describes Jim?”

Write your answer in the following line.

2. Dad gave *credence* to my story, but Mom's reaction was one of total disbelief.

Clue:

You may infer the meaning of *credence* by answering the question "if Mom's reaction was disbelief and Dad's reaction was very different from Mom's, what was Dad's reaction?" Write your answer on the following line.

Activity 3: Matching Synonyms

Instructions

1. Match the words in the left column with their synonyms in the right column by writing the letters *a* through *j* on the correct lines.
2. Discuss your answer with your friends.

	1. repulsive	a. sympathetic
	2. belligerent	b. depressed
	3. melancholy	c. infamous
	4. compassionate	d. stormy
	5. valiant	e. insightful
	6. perceptive	f. reckless
	7. rash	g. warlike
	8. pompous	h. courageous
	9. notorious	i. disgusting
	10. tempestuous	j. self-important

Activity 4: Referencing

Instructions:

1. Read the following essay about the dumping of hazardous waste.
2. Fill in the table below by writing the referent for each word or phrase in the preceding column.
3. Check your work with another student.

The Effect of Dumping Hazardous Waste

By Elizabeth A Mikulecky

(1) In recent years, concern about the environment has been growing. (2) The public has become aware of many common, dangerous dumping practices. (3) These practices, some of which have been going on for years, have increased as the population has grown. (4) Recent publicity has drawn public attention to one form of environmental pollution – the dumping of hazardous chemical waste.

(5) This waste includes heavy metals (such as mercury) and other by-products of technology. (6) Such chemicals cause cancer, brain damage, and high infant mortality rates.

(7) Dumping of the waste is difficult to supervise. (8) And, in fact, even careful dumping has resulted in the destruction of whole areas.

(9) When waste is first put into the dump, it is usually sealed in large metal drums. (10) As time passes, the metal rusts, and the waste materials begin to leak out into the surrounding soil. (11) This has two effects on the environment. (12) First, the local soil is often permanently destroyed and it must be removed. (13) It becomes additional hazardous waste needing to be stored somewhere else. (14) Second, the chemical waste can sink lower and lower into the soil and reach the water tables deep below the earth's surface. (15) The latter effect produces pollution of the water sources for many miles around. (16) Sometimes the waste spreads into a river bed. (17) From there, it is likely to be carried to one of the oceans, spreading the pollution around the world.

Sentence	Word or phrase	Referent
9	It	
11	This	
12	It	
13	It	
17	There	
17	it	

Activity 5: Matching game – Word pair race

Instructions: this is a matching task. In five minutes, write as many correct pairs of verb+noun phrase as possible. Example: *do* → **verb** + *research* → **noun**

References

Mikulecky, B. & Jeffries, L. (1996). *More reading power*. New York: Wesley Addison Longman.

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Thornbury, S. (2002). *How to teach vocabulary*. Essex: Longman.

Chapter 2

Applying dictionary and vocabulary skills (part 2)

Learning objectives
Following this meeting, you should be able to a. Guess meaning from context in sentences; b. Use grammar to guess word meaning

Guessing meaning from context in sentences

When you try to guess the meaning of an unknown word, you use the text surrounding the word-the context. One sentence may be enough to give you the meaning, or you need to use a longer passage.

Example : Do you know what “misogynist” means? If not, try to guess:

A misogynist is? _____

Now read these sentences. Try to guess what *misogynist* means.

- a. She realized that her boss was a misogynist soon after she started working for him.
- b. It is difficult for a woman to work for a misogynist. She is never sure of the reasons for his criticism.
- c. She knew that no woman would ever get a top-level job in a company owned by a misogynist.

We know from sentence *a*, *b* and *c* hat a misogynist is a man.

This exercise will help you develop the skill of guessing vocabulary in context if you:

- Do not use a dictionary!
- Do not try to translate the unknown words into your own language. Instead, you should try to describe them or give words with similar meanings in English!

Activity 1: Guessing meaning (1)

Instruction

1. Guess the meaning of the word from the context of the sentences. 2. Then compare your work with another student.

1. What does “ravenous” mean?

Could I have a piece of bread? I missed breakfast and I’m simply ravenous.

The poor horse was ravenous and it ate the leaves and bark off the trees.

2. What does “flippers” mean?

We were all surprised to see how fast Johnny was swimming. Then we saw that he was wearing flippers.

With my flippers on my feet, I felt like a fish. I had never swum so fast and so far!

3. What does “mold” mean?

The liquid plastic was poured into a mold and left there until it was hard.

The dentist first makes a mold of his patient’s teeth. From that he makes a model of the teeth to decide how to correct any problems.

4. What does “porch” mean?

On nice days, old Mrs. Willows always sat out on her porch and watched the people pass by.

From the second floor porch, there was a wonderful view of the ocean.

5. What does “stoop” mean?

The old man walked slowly along, all stooped over and leaning on a stick.

When I stooped down to get a better look, I realized that it was a dead rabbit. It must have been hit by a car.

6. What does “eaves” mean?

Some birds had built a nest high up on the eaves of our house.

Houses in the mountains have wide eaves so the snow will not pile up against the windows.

7. What does “pressing” mean?

Mr. Brewster had some very pressing business, so he had to leave before the meeting was over.

The state of environment is one of the most pressing problems of our time.

8. What does “gaudy” mean?

She was wearing such a gaudy clothes that it was easy to find her in the crowd.

My mother always said that old ladies shouldn't wear bright colors. She thought that they would look gaudy and foolish.

9. What does “dike” mean?

After so much rain, the river flowed over the dike and into the fields.

People in this area began building dikes many centuries ago. It was the only way to keep the sea out of their villages.

10. What does “shred” mean?

He read the letter carefully and then tore it to shreds.

Sammy was a real mess when he came home: his clothes were in shreds and he was covered with mud.

(taken from Mikulecky, 1996: 49-52)

Using Context Clues

Context clues are hints in the sentence that help good readers figure out the meanings of unfamiliar words. When we look at the “context” of a word, we look at how it is being used. Based on how these words are used, and on our knowledge of the other words in the sentence, we make an educated prediction as to what the challenging vocabulary word may mean. For example:

Examine this line from Lewis Carroll’s poem, “Jabberwocky”:

The frumious Bandersnatch!

Though neither “fumious” nor “Bandersnatch” were words before Carroll coined them, readers are able to get meaning out of the construction based on how the words are used. A reading of the whole poem is a helpful way to introduce context clues to your students.

Activity 2: Defining Context Clues

Instructions

1. Read each sentence and determine the meaning of the word using cross sentence clues or your prior knowledge.
2. Then, explain what clues in the sentence helped you determine the word meaning.

1. **Dignity:** Even when the police officers put the handcuffs on my mother, she maintained her **dignity**, holding her head up high as she was marched off the protest site.

Definition: _____

What clues in the sentence lead you to your definition?

2. **Splendid:** The rays from the rising sun shined **splendidly** through our kitchen window.

Definition: _____

What clues in the sentence lead you to your definition?

3. **Particle:** John was so hungry that he didn't leave a single **particle** of the muffin on the plate.

Definition: _____

What clues in the sentence lead you to your definition?

4. **Elegant:** Cassie took her time when she wrote in cursive, slowly making each word out of an **elegant** series of arcs and loops.

Definition: _____

What clues in the sentence lead you to your definition?

5. **Injustice:** Kevin thought that it was a great **injustice** that girls could wear earrings in the school while the boys could not.

Definition: _____

What clues in the sentence lead you to your definition?

6. **Decline:** After *Gears of Pain 6* came out, the amount of people playing *Gears of Pain 5* **declined**.

Definition: _____

What clues in the sentence lead you to your definition?

7. **Paradise:** When Rex had a bone, a warm spot to lie, and someone petting him, he was in **paradise**.

Definition: _____

What clues in the sentence lead you to your definition?

8. **Fascinate:** Alvin went to the museum every Saturday because he was so **fascinated** by art.

Definition: _____

What clues in the sentence lead you to your definition?

9. **Yearn:** Even though John had a good job and a nice family, he **yearned** for more.

Definition: _____

What clues in the sentence lead you to your definition?

10. **Seldom:** Since professional athletes have to stay in peak physical shape, most athletes **seldom** eat junk food.

Definition: _____

What clues in the sentence lead you to your definition?

11. **Delicate:** Tracy held the flower as gently as she could, fearing that the **delicate** stem would break.

Definition: _____

What clues in the sentence lead you to your definition?

12. **Remark:** Jennie didn't like the jacket her mother bought her until several strangers made **remarks** about how much they liked it.

Definition: _____

What clues in the sentence lead you to your definition?

Taken from <http://www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/context-clues-worksheets/>

Using grammar to guess word meaning

Another way context can help you guess meaning is by giving you information about the grammar. When you find a word you do not know, look at the grammatical structure of the sentence. It will tell you about the function of the word-as a noun, verb, pronoun, adjective, or adverb, etc. Then you have a much narrower range of choices for guessing the meaning.

In each of the following sentences, there is one word that you probably do not know. Look at the grammatical structure of the sentence and decide whether the word is a noun, verb, adjective, or adverb. Then guess the meaning. Compare your answers with another student. For example : The news that John was resigning from his job surprised us all. We simply couldn't fathom why he wanted to leave now that the company was finally doing so well.

What is the grammatical function of fathom in this sentence?

If you wrote “verb” you were correct. Only a verb makes sense here after “couldn't.”

Now can you guess what fathom means?

If you answered “understand” or something similar, you were correct.

Activity 3 : Guessing the meaning

Instructions:

1. Look at the grammatical structure and decide what the grammatical function of the word is. Then try to guess the meaning.

2. Compare your work with another student.

1. Her father looked askance at the idea of a civil marriage in the city hall. He wanted his daughter to be married in a religious ceremony.

Grammatical function of askance:

Approximate meaning:

2. After the war, Gunter went back to his hometown to look at the pile of rubble where his house had been.

Grammatical function of rubble:

Approximate meaning:

3. “What a slipshod job this is!” Mr. Jenkins shouted. “Go back and do it again more carefully”

Grammatical function of slipshod:

Approximate meaning:

4. The only person in the room was doddering old man who didn't seem to understand our question.

Grammatical function of doddering:

Approximate meaning:

5. His breath reeked of whiskey, and from the way he walked, we guessed he had been drinking for some time.

Grammatical function of reeked:

Approximate meaning:

(Adapted from Mikulecky, B. & Jeffries, L.,1996 : 53-55)

References

Mikulecky, B. & Jeffries, L. (1996). *More reading power*. New York: Wesley Addison Longman.

Shepherd, J. F. (1987). *College vocabulary skills*. Boston: Houghton Mifflin.

<http://www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/context-clues-worksheets/>

Chapter 3

Reading for main idea

Learning objectives
Following this meeting, you should be able to c. Determine the key ideas of sentences; d. Determine the main ideas from paragraphs

Main idea

The main idea of a passage or reading is the central thought or message. In contrast to the term *topic*, which refers to the subject under discussion, the term *main idea* refers to the point or thought being expressed. The difference between a topic and a main idea will become clearer to you if you imagine yourself overhearing a conversation in which your name is repeatedly mentioned. When you ask your friends what they were discussing, they say they were talking about you. At that point, you have the topic but not the main idea. Undoubtedly, you would not be satisfied until you learned what your friends were saying about this particular topic. You would probably pester them until you knew the main idea, until you knew, that is, exactly what they were saying about your personality, appearance, or behaviour. The same principle applies to reading. The topic is seldom enough. You also need to discover the main idea.

Key idea in sentences

A paragraph, an essay or a book consists of sentences. To get the main idea from those reading material, you must start learning from sentence.

Wiener & Bazerman (1988) stated that although a sentence may give a great deal of information, it usually offers one key idea. Readers must be able to find key ideas in order to understand sentence meanings clearly.

The key idea of a sentence usually tells:

- Who a person or what an object is
- What a person or an object is doing

Look at the following sentence:

A tall girl in a white dress rushed away into the trees just beyond the gate to Stevens Park.

This sentence tells about a girl. We know that the girl rushed away. All the information about her appearance, about where she ran, and about the name of the park adds details. These are helpful in completing the scene for the reader, and very often we need to rely on details to make the main text clearer. But the key idea, the main thought, in the sentence is simply *a girl rushed away*.

Activity 1: Getting key idea from sentence

In each of the following sentences, underline the words that give the key idea.

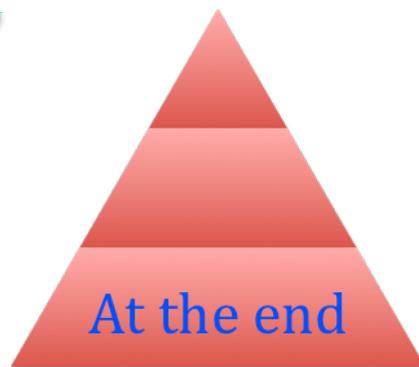
Example: Children who live in a ghetto find fun in the street even when they have no toys.

1. Even teenagers with good driving records pay higher insurance rates than adults.
2. While the prices have steadily declined, personal computers are still too expensive for the average consumer.
3. Neighborhood action groups make a major difference in the quality of life in most cities.
4. The mayor's aides canceled a scheduled meeting with an active community group that supported the mayor's reelection.

(Adapted from Wiener & Bazerman, 1988, pp. 81)

Main idea in the paragraph.

How is paragraph Organized?



Example 1

The family heard the siren warning them that the tornado was coming. They hurried to the cellar. The roar of the wind was deafening. The children started crying. Suddenly it was silent. They went outside to survey the damage. (Gear and Gear, 1996: 290)

Example 2

In Greek Roman times, the cavalry was comprised of members of noble families. This distinction continued up to the Middle Ages. After the invention of gunpowder, this branch of the military service underwent great changes. With the development of heavy artillery and air forces, this service has almost disappeared. The cavalry is then the part of an army consisting of troops that serve on horseback. (Gear and Gear, 1996: 292)

Example 3

In the 1960s and 1970s, many students in Europe and North America demonstrated against the government. They hope to make big changes in society. Since then, students are not paying attention to politics; instead, they are interested only in their future jobs. They are majoring in more practical job subjects. They prefer business administration to humanities. They are more interested in computer science than in sociology or anthropology. (Kim and Hartman, 1990: 9).

Activity 2. Getting main idea from paragraph

Read each passage. Write the main idea in the blank space.

Example : In several states across the nation, there has been successful drive to end “social promotion.” In other words, children who do not achieve the required score on a standardized test will no longer be promoted to the next grade. Instead, they will have to repeat the grade they have finished. Yet despite the calls for ending social promotion--many of them from politicians looking for a crowd-pleasing issue--there is little evidence that making children repeat a grade has a positive effect. If anything, research suggests that forcing children to repeat a grade hurts rather than helps their academic performance. In 1989, University of Georgia Professor Thomas Holms surveyed sixty-three studies that compared the performance of kids who had repeated a grade with those who had received a social promotion. Holms found that most of the children who had repeated a grade had a poorer record of academic performance than the children who had been promoted despite poor test scores. A similar study of New York City children in the 1980s revealed that the children who repeated a grade were more likely to drop out upon reaching high school. The call to end social promotion may have a nice ring to it in

political speeches. Yet there is little indication that it does students any real good.

Main Idea: Across the country, many states have abolished the policy of “social promotion”

Source: <http://dhp.com/~laflemm/reso/mainIdea.htm>

1. Functional organization is efficient, but there are two standard criticisms. Firstly, people are usually more concerned with the success of their department than that of the company, so there are permanent battles between, for example, finance and marketing, or marketing and production, which have incompatible goal. Secondly, separating functions is unlikely to encourage innovation.

(Adapted from MacKenzie , 1997, p.18)

2. In discussing people’s relationships with their boss and their colleagues and friends, Trompenaars distinguishes between universalists and particularists. The former believe that rules extremely important; the latter believe that personal relationships and friendships should take precedence. Consequently, each group thinks that other is corrupt. Universalists say that particularists’ cannot be trusted because they will always help their friends’, while the second group says the first ‘you cannot trust them; they would not even help a friend’. According to Trompenaars’

(Adapted from MacKenzie, 1997, p.31)

3. Marketers are consequently always looking for market opportunities – profitable possibilities of filling unsatisfied needs or creating new ones in areas in which the company likely to enjoy a differential advantage, due to its distinctive competencies (the things it does particularly well). Market opportunities are generally isolated by market segmentation. Once a target market has been identified, a company has to decide what goods or service to offer. This means that much of the work of marketing has been done before the final product or service come into existence. It also means that the marketing concept has to be understood throughout the company, e.g. in the production department of a manufacturing company such as much as in the marketing department itself. The company must also take monitored and defeated in the search of loyal customers.

(Adapted from MacKenzie ,1997, p.52)

References

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- MacKanzie, I. (1997). *English for business studies*. Cambridge: Cambridge University Press.
- Stolberg, S. G. (2009, January 29). White house unbutton formal dress code. *The New York Times*. Retrieved from <http://www.nytimes.com/2009/01/29/us/politics/29whitehouse.html?hp>
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Chapter 4

Main idea in reading materials

Learning objectives
Following this meeting, you should be able to determine the main ideas of reading materials

Main idea in reading materials

As students of English Education Department, you will be assigned to comprehend messages from any given reading materials from journals, articles, books, etc. It is important to know how get the main idea in reading materials. Here are some tips for you:

- Most main ideas are stated or suggested early on in a reading; pay special attention to the first third of any passage, article, or chapter. That's where you are likely to get the best statement or clearest expression of the main idea.
- Pay attention to any idea that is repeated in different ways. If an author returns to the same thought in several different sentences or paragraphs, that idea is the main or central thought under discussion.
- If there are some pictures in the text, try to get some clues in order to help you comprehend the messages.

Activity 1 : Inference

Instructions:

1. Look at this picture. What can be inferred from the picture?
2. Discussed your answer with your partner



Taken from story-of-kisah.blogspot.com

Activity 2 : Getting main idea from reading materials

Instructions

1. Read the following article and find the main idea of each paragraph; and
2. The main idea of this article then answer the questions

The Myth of Malin Kundang

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother.

Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village.

The villagers recognized him. The news ran fast in the town; “Malin Kundang has become rich and now he is here”.

An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang’s mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and anger.

Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail. In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

Questions:

1. What is the main idea of the above paragraph?
2. Do you have difficulties getting main idea of the above paragraph? Explain!

Activity 3 : Fill in the blank below

The Myth of Malin Kundang

The characters of the story, where and when the story takes place:

The problems:

How the problems are solved:

How the story ends:

What are the messages that you can get from the story?:

_____What did you learn from the actors?

Activity 4 : Independent study

Instruction

1. Read the article on page 34-35: The new blonde bombshell below and find the main idea.
2. It will be discussed in the next meeting.

References

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Chapter 5

Inferring Information

Learning objectives

Following this meeting, you should be able to:
Predict messages from cartoon and pictures
Use clues to infer important messages

Inferring information

Information is not always stated in exact terms, we must supply our own information from details or ideas that are only suggested by the writer. We cannot always be certain that what we supply is absolutely right. But if we follow hunches that are based on evidence, we can be fairly sure about some things, even if they are only hinted at.

Activity 1 : Making inferences from cartoon and picture

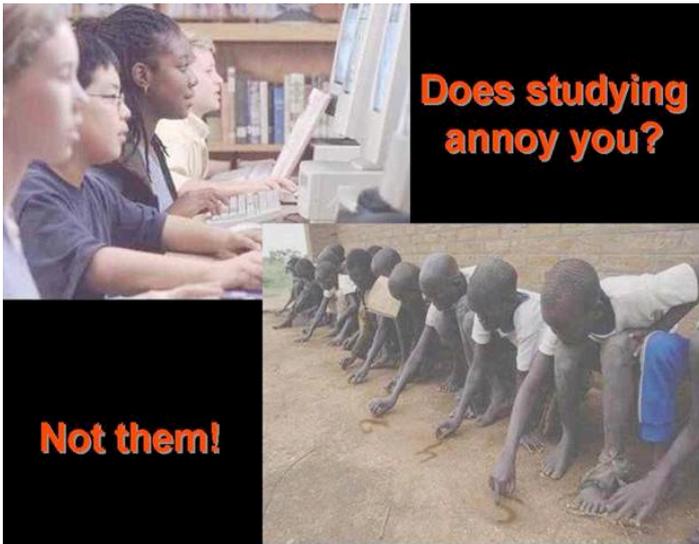
Instructions

1. Look at the picture A and B the lecturer shows you.
2. In a sentence explain the point of the picture – that is, what you think the picture is about.
3. Answer the questions the lecturer gives you

Picture A



Picture B



Making inferences from written text.

Example: Samuel Morse

In the following paragraph, write *yes* before each statement that can be inferred and *no* before each statement that cannot be inferred from what the author has implied. Underline the main idea.

During his lifetime, Samuel Morse (1791 - 1872) was more famous for his painting than for his invention of the telegraph and Morse code. He was known first for his ivory carving, which he studied at Yale University. He was later known for his portrait painting. By 1822, at the age of 31, he was internationally recognized. It was another ten years before he became interested in telegraphic communication.

- _____ 1. Today, Morse is better known for his invention of the telegraph
- _____ 2. Morse died young
- _____ 3. Morse was famous as scientist during his lifetime
- _____ 4. Morse's art was seen in different countries
- _____ 5. Morse studied to be an artist
- _____ 6. Morse was an unusually talented man

Explanation:

Statement 1, 4, 5, and 6 can be inferred from the paragraph. It can be inferred that statement 1 is true from the first sentences in the paragraph. Statement 4 can be inferred

from phrase “internationally recognized.” Statement 5 can be inferred from the reference to Yale University. Statement 6 can be inferred from all the things Morse was able to do. Statement 2 is not a valid inference, because Morse was able to 1872. Statement 3 cannot be inferred, Morse started working on the telegraph in 1832, but he didn’t die until 1872. The main idea is in the first sentence, and it supported by facts.

(Taken from Minnette Lenier, p 34)

Activity 2 : Pet

Write yes before the sentences that can be inferred and write no before the ones that cannot be inferred. Than underline the main idea and fill in the type of supporting details used.

Pet over population has become a major problem in the United States. No one wants to kill dogs and cats, and people don’t want to keep their pets from breeding, so there is an epidemic of unwanted pets. Every hour 12,500 puppies are born in United States. Most will never have a permanent home. In New York City, there are at least one million stray dogs and five hundred thousand stray cats.

- _____ 1. There are more cat born than dogs
- _____ 2. People don't want to take responsibility for their pets
- _____ 3. People will begin killing more animals in the next century.
- _____ 4. Many dogs and cats are abandoned by their owners.
- _____ 5. New York City has a worse problem than any other city.
- _____ 6. Cats and dogs are the only pets that have a problem with overpopulation.

(Taken from Minnette Lenier, p 35)

Activity 3 : Making inferences from story

Instructions

The following is one of Aesop’s Fables, but it is presented without the ending, which you will have to figure out by using inference.

1. Read the story and then answer the questions below.

An old lion, which was too weak to hunt or fight for his food, decided that he must get it by his wits. He lay down in a cave, pretending to be ill. Whenever any animals came to visit him, he seized them and ate them. When many had died in this way, a fox happened along. He stood at some distance from the entrance to the lion's den and inquired how the lion was feeling. "Bad", the lion answered, and asked the fox why he would not come inside the cave.

- A. How does the fox know that the cave is a dangerous place?

- B. Why is the fox sure that the lion will not come out and eat him?

- C. What is a suitable moral for this story?

D. How do you suppose this story ends?

(Adapted from Wiener & Bazerman, 1988, pp. 164-165)

References

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Mikulecky, B. S. & Jeffries, L. (1996). *More reading power.* Boston: Longman.

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Chapter 6

Review

Exercise 1.

Fill in the blank by choosing the correct words in the below

A trip to London

Last week I drove to London by car. As there was an accident on the M25 I had to take a I stopped in front of a to ask for directions. A young man told me to turn right at the..... and ask again at the There a friendly..... told me to take the second exit of the After I had passed a I saw a and a large I parked my car there and walked to the of London.

theater	traffic circle
intersection	pedestrian crossing
gas station	bookstore
sales clerk	parking lot
detour	center

(Taken from http://www.englisch-hilfen.de/en/exercises/languages/american_english.htm)

Exercise 2

Fill in the blank by choosing the words in the table below.

A busy day

Mrs Fisher was very busy today. She drove to a _____ for some ham. Then she went to the supermarket to get some _____ and _____. She needed _____ for her baby and some _____. Then her daughter Sally saw the _____ and Mrs Fisher bought her some _____. At home she put everything into the _____. Then she opened the _____, filled water into a pot and put it on the _____.

butchers' shop	powdered sugar
candy store	diapers
mashed potatoes	clothespins
cotton candy	closet

faucet	stove
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(Taken from http://www.englisch-hilfen.de/en/exercises/languages/american_english.htm)

Exercise 3

Finding the Main Idea

The Storm.

The rain began early in the morning. It fell as hard drops, one after another. The sky was full of dark purple clouds. Thunder began as a soft rumble and became louder and louder. Lightning crashed every few minutes, making the sky a brilliant white.

What is the main idea?

Circle the correct answer.

- a. The farms needed the rain.
- b. The thunder hurt the people's ears.
- c. Lightning made the sky bright.
- d. The storm was very strong.

Exercise 4

Finding the main idea

The Louisiana Purchase

In 1803, President Thomas Jefferson completed a treaty with the French government to purchase a large section of land in North America. This land is now known as the Louisiana Purchase. The purchase was important to the future of the U.S. It was the first major expansion of the U.S. since it had won its independence from Great Britain 20 years earlier. The territory gained in the Louisiana Purchase was the largest in U.S. history, totaling 828,000 square miles, about 23% of the current U.S. land area. The Louisiana Purchase also secured the U.S. right to passage along the Mississippi River and allowed access to important port of New Orleans.

1. Write the main idea of the paragraph in your own words.

2. Find 6 difficult words and define the meanings.

1. _____ meaning _____

2. _____ meaning _____

3. _____ meaning _____

4. _____ meaning _____

5. _____ meaning _____

6. _____ meaning _____

Exercise 5.

Inference Practice:

Where Am I

Read the passages below. Write where you think the passage is happening.

1. As I walked in the door, I was amazed at the beautiful colors and smells. I knew it would be hard to decide what I would buy with my \$3. The chocolate truffles looked delicious, but they were expensive. The jelly beans were not only cheaper, but so colorful! With so much to choose from, I knew I would be here a long time.

2. The water felt so good on such a hot day. I heard the other children laughing and yelling across the way. The concrete was wet from a group of teenagers splashing each other in the corner. The lifeguard watched closely to keep children from running.

3. I was allowed to push the cart. The front left wheel was broken, so the cart wobbled down each aisle. Mother put various packages and boxes in the cart, but I didn't notice. I was trying to keep the cart going straight as it got heavier and heavier.

4. As we entered, a large blast of water hit the windshield. Huge flopping sponges began to slap at the hood as we slowly moved forward. Soon, there were suds spilling over the sides. I was glad the windows were rolled up!

5. It felt wonderful to be outside, even if only for a little while! All the swings were already taken, and a group was playing softball on the diamond. Casey and I decided use the monkey bars until the teacher called us.

(Taken from http://www.k12reader.com/inference/gr45%20%20inference_practice_where_am_i.pdf)