

READING FOR FLUENCY

The main objective of the course is for learners to be able to achieve fluency in the English language using reading as the foundation. The course aims to apply integrated learning to reading to maximize it as a resource and equip learners with the tools necessary to achieve overall English fluency.

SETTING GOALS

Before the course goes to its learning phase, each learner should set goals within a reasonable timeframe. This depends on the individual student's needs with regards to their current English communication level based on the institution's level testing.

This course will help develop a learner's overall English communication skill through constant practice and usage of the different skill areas – listening, speaking, writing, and thinking –while using reading as the platform.

PREPARATION

Learners should be prepared to go through the steps needed to achieve fluency, as prescribed in this course. This is not an easy course but nor is it a very difficult one. It is designed to smooth the road to fluency using varying tools which are essential to gaining confidence in using the language correctly.

BENEFITS OF READING

Reading is an invaluable resource that is very essential to gaining a high level of competency in a language and the English language is no different. Developing a new perspective on the value of reading as a learning tool will help immensely in the growth of a non-native speaker. Through this reading program, a learner can expect to develop:

- 1. Reading speed and comprehension*
- 2. A strong working vocabulary*
- 3. Pronunciation and intonation*
- 4. Critical thinking and reasoning*
- 5. A greater appreciation for reading*

Part One

THE INTERNATIONAL PHONETIC ALPHABET

The International Phonetic Alphabet or IPA is the standard system used for correct pronunciation. It is a simple system of symbols that serves as accurate guides for student who want to know the correct pronunciation of a particular word.

This is the guide chart to the IPA, take note of each symbol and practice the sounds that each symbol makes. You will get a flash file for the IPA Chart with audio from your teacher.

t
teaching English


Pronunciation

<div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> p b t d </div> <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> k g m n </div> <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> ŋ f v θ </div> <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> ð s z ʃ </div> <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> ʒ h tʃ dʒ </div> <div style="display: flex; justify-content: space-around;"> r l j w </div>	<div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> iː ɪ e æ </div> <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> ɑː ʌ ɒ ɔː </div> <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> ʊ uː ɜː ə </div> <hr style="border-top: 1px dashed gray; margin: 10px 0;"/> <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> eɪ aɪ ɔɪ əʊ </div> <div style="display: flex; justify-content: space-around;"> aʊ eə ɪə ʊə </div>
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For ESL students, reading is essential to become familiar with words in the English language. Knowing the proper way to say each word you encounter will be a big help towards your goal of English fluency.

Transposing words from English to IPA format

In this part of the lesson, you will be tasked to make use of the dictionary to get the IPA equivalent of the given words. Your instructor will assist you with the proper pronunciation. You can also use the audio function of the IPA chart for your reference.

Apple	Basic
Courage	Definition
Establish	Fanatic
Guarantee	Hegemony
Intellect	Justify
Kindle	Lollipop
Minister	Newborn
Opinion	Pedestrian
Quartz	Ruffle
Systematic	Title
Unabashed	Vestment
Western	Xylophone
Yelp	Zany

Take your time with each word, noting how each sound is formed by your mouth and tongue. You may find it difficult in the beginning but you will get better with constant practice. Your instructor will guide you in this lesson. From this point onwards, always practice reading words out loud. Enunciate the words as clearly as you can. Using exaggerated lip and jaw movement is advisable at this point.

Other words:

Transposing written articles into IPA format

In this part of the lesson, you will be guided on how to transpose an entire article into its IPA equivalent.

Read this example:

Bears **yawn**. Camels yawn. Most mammals yawn. Why do we yawn? No one really knows the answer. We do know that everyone yawns in the same way. First, you open your mouth slowly. Your mouth stays open for about five seconds. Then you quickly close your mouth.

We also know that yawning is **contagious**, or catching. When you see someone yawn, you yawn, too. Many people say that they yawn because they are bored or tired. This might be true. However, we also know that people also yawn when they are **excited** or **nervous**. Olympic runners, for example, often yawn before a race. Why is that?

Now look at the same article in its transposed form:

beərs jɒn //kæm·əls jɒn // moust məm·əls jɒn// hwɑɪ du wɪ jɒn?// nou wʌn ri·ə·li nous ðə æn·sər// wɪ du nous ðæt ev·ri,wʌn jɒns ɪn ðə seɪm weɪ// fɜrst/ ju ou·pən jʊər maʊθ slou·li// jʊər maʊθ steɪs ou·pən fər ə'baʊt faɪv sek·ənds// ðen ju kwɪk·li klouz jʊər maʊθ//

wɪ ɔl·soʊ nous ðæt jɒnɪŋ ɪz kən'teɪ·dʒəs/ ɔr 'kætʃ·ɪŋ// hwən ju si 'sʌm,wʌn jɒn/ ju jɒn/ tu// men·l pi·pəl sei ðæt ðeɪ jɒn bɪ'kɔz ðeɪ ər bouɹd ɔr tɑɪərd// ðɪs maɪt bi tru// hɑʊ'ev·ər/ wɪ 'ɔl·soʊ nous ðæt pi·pəl ɔl·soʊ jɒn hwən ðeɪ ɔr ɪk'saɪ·tɪd ɔr 'nɜ·vəs// ə'lɪm·pɪk rʌn·ərs/ fər ɪg'zæm·pəl/ ɔ·fən jɒn bɪfər eɪ reɪs// hwɑɪ ɪz ðæt?//

Practice:

For this lesson, it is a good idea for you to record your first reading of the article. Read though the transposed article for two or three passes, then, record your reading of the transposed article and compare it with your initial reading. Take note of the words that you have initially mispronounced and highlight them.

Vocabulary:

CHALLENGE!

Transpose the following articles into their English equivalent. After transposing, record your reading of the article. Underline the unfamiliar words, look for their definitions, practice their pronunciation, and use them in your own sentences.

Article 1

hwæt ƿ kʌm-pə-nis duɪŋ tʊ bɪkʌm fæm-ə-li-frend-li?// mən-i kʌm-pə-nis ƿ əlɑʊɪŋ ðeə ɪmplɔɪs tʊ wɜrk flek-sə-bəl aʊərs// wɪ ð flek-sə-bəl aʊərs/ ƿ fleks tɑɪm/ pɪ-pəl kæn wɜrk fʊl tɑɪm/ bət ðeɪ du nɑt hæv tʊ wɜrk ə nɑɪn - tʊ - faɪv skedʒ-ʊl// sʌm ɪmplɔɪs tʃuz tʊ kʌm ɪn ʒr-li ænd liv ʒr-li// sʌm ɪmplɔɪs tʃuz tʊ kʌm tʊ wɜrk ten aʊərs wʌn deɪ ænd sɪks aʊərs ðə nekst// moʊst kʌm-pə-nis seɪ ðæt flek-sə-bəl aʊərs ɪnkris prəʊ-dʌktɪv-ɪ-ti// ɪn ðə ʒʊnɑɪtəd steɪts/ əbʌt wʌn-θɜrd əv fʊl tɑɪm ɪmplɔɪs hæv flek-sə-bəl wɜrk skedʒ-ʊls//

Notes:

Article 2

Scientists believe that laughter is good for you. Why? For one thing, laughter is good exercise. When you laugh, you exercise many muscles in your body. Scientists say that one hundred laughs equals ten minutes of running. When you laugh, you also breathe deeply. This helps you relax. That's good for you too.

Why do we laugh? That is a hard question to answer. We know that people laugh more often in a group. They don't laugh very often when they are alone. Many scientists believe that we use laughter to connect to other people. Laughter helps us feel part of a group.

Notes:

Diaphragmatic Exercises

Proper breathing is important if you wish to improve fluency in English. The amount of air in your lungs and how you use it is very crucial in reading and public speaking.

The diaphragm is the muscle underneath your lung cavity which draws the air into the lungs and pushes the air out of the lungs. This is where the power of your voice comes from. By learning to control your diaphragm, you would be able to change the volume and intensity of your voice as well as being able to speak faster and clearer. This series of exercises will help you have better control over your diaphragm.

In these exercises, focus on taking a breath only at the slash marks. These are pauses that represent commas while the double slash represents the period. For better practice, transpose the words into IPA format before executing the exercise.

The **owl** looked down

With his great **round** eyes/

At the **lowering** clouds

And the **darkening** skies/

'A good night for **scouting**' says he//

'With **hardly** a sound

I'll go **prowling** around/

A mouse or two may be found

On the ground/

Or a fat little bird

In a tree//

So down he flew

From the old church **tower**/

The mouse and the birdie

Crouched and **cowered**/

Back he flies in half an hour

'a very good supper,'/

Says he//

Go through this exercise every time you begin this chapter. This will focus your enunciation and will help you become accustomed to using your voice control over the articles that you will read.

Here is another exercise to practice daily. Remember to take a breath only at the end of each sentence. Take note of how far you can make it before you need to take another breath. Your instructor will demonstrate how it is supposed to be executed.

Practice:

Transpose the sentences below into their IPA equivalent and then go through the exercise again. This will help you develop speed without sacrificing clarity of speech.

The House That Jack Built

This is the house that Jack built.

This is the malt that lay in the house that Jack built.

This is the rat that ate the malt that lay in the house that Jack built.

This is the cat that ate the rat that ate the malt that lay in the house that Jack built.

This is the dog that worried the cat that ate the rat that ate the malt that lay in the house that Jack built.

This is the cow with the crumpled horn that tossed the dog that worried the cat that ate the rat that ate the malt that lay in the house that Jack built.

This is the maiden all forlorn, that milked the cow with the crumpled horn that tossed the dog that worried the cat that ate the rat that ate the malt that lay in the house that Jack built.

This is the man all tattered and torn, that kissed the maiden all forlorn, that milked the cow with the crumpled horn that tossed the dog that worried the cat that ate the rat that ate the malt that lay in the house that Jack built.

This is the priest all shaven and shorn that married the man all tattered and torn that kissed the maiden all forlorn that milked the cow with the crumpled horn that tossed the dog that worried the cat that ate the rat that ate the malt that lay in the house that Jack built.

This is the cock that crowed in the morn, that waked the priest all shaven and shorn who married the man all tattered and torn that kissed the maiden all forlorn that milked the cow with the crumpled horn that tossed the dog that worried the cat that ate the rat that ate the malt that lay in the house that Jack built.

Notes:

By this time, you should already be comfortable with using the IPA and the different sounds that you should use when you are reading a word. You may use the same technique to improve your lip and jaw movement by exaggerating the movements to enhance the sounds being produced. Exaggerating the movement of the lips and jaws provide you with the exercise to move from one sound to the next without tripping over the sounds of individual words.

You can also use this method with the common problem areas of non-native speakers: the American a, L, R, M, N, Ng, O, Sh, Ch, Sh, S, T, Th, and Z among others. You can practice using tongue twisters. Here are some tongue twisters that you may want to try out.

Twister #1

There was a fisherman named Fisher
who fished for some fish in a fissure.
Till a fish with a grin,
pulled the fisherman in.
Now they're fishing the fissure for Fisher.

Twister #2

Stupid superstition!

Twister #3

To sit in solemn silence in a dull, dark dock,
In a pestilential prison, with a life-long lock,
Awaiting the sensation of a short, sharp shock,
From a cheap and chippy chopper on a big black block!
To sit in solemn silence in a dull, dark dock,
In a pestilential prison, with a life-long lock,
Awaiting the sensation of a short, sharp shock,
From a cheap and chippy chopper on a big black block!
A dull, dark dock, a life-long lock,
A short, sharp shock, a big black block!
To sit in solemn silence in a pestilential prison,
And awaiting the sensation
From a cheap and chippy chopper on a big black block!

Twister #4

Luke Luck likes lakes.
Luke's duck likes lakes.
Luke Luck licks lakes.
Luck's duck licks lakes.
Duck takes licks in lakes Luke Luck likes.
Luke Luck takes licks in lakes duck likes.

Twister #5

How much wood could Chuck Woods' woodchuck chuck, if Chuck Woods' woodchuck could and would chuck wood? If Chuck Woods' woodchuck could and would chuck wood, how much wood could and would Chuck Woods' woodchuck chuck? Chuck Woods' woodchuck would chuck, he would, as much as he could, and chuck as much wood as any woodchuck would, if a woodchuck could and would chuck wood.

Twister #6

Through three cheese trees three free fleas flew.
While these fleas flew, freezy breeze blew.
Freezy breeze made these three trees freeze.
Freezy trees made these trees' cheese freeze.
That's what made these three free fleas sneeze.

Twister #7

How many cans can a cannibal nibble
if a cannibal can nibble cans?
As many cans as a cannibal can nibble
if a cannibal can nibble cans.

Twister #8

Very well, very well, very well ...

Twister #9

Rory the warrior and Roger the worrier were reared wrongly in a rural brewery

Twister #10

We're real rear wheels

Notes:

Part Two

INTRODUCTION TO ACCENT REDUCTION AND ACQUISITION

LIAISONS

Liaison is the natural blending of sounds in a spoken language. This is the blending of individual sounds made by the component syllables of the words that you read or speak out loud.

Here is the basic principle to understand liaisons:

M + I + L + K = MILK

In the beginning, we treat letters as individual sound units. They mean nothing until we put them together to form words. By blending the sounds of the individual letters, we come up with a new word or, "sound".

To take this idea farther, let us use individual words:

It + is + a + nice + day = It's a nice day!

What happened here? We eliminated the spaces between the words and blended the sounds to make a sentence. However, we need to take it one step further to neutralize our native, or regional, accent. So instead of saying "it's- a- nice- day", we borrow sounds from some words and say it like this:

"it-sa-nais-dei".

Think of individual words as individual sound units, that when you take away the spaces in between them, you come up with one long word: itsaniceday!

But how and when do we blend the sounds? It usually depends on whether the word begins with a vowel or consonant sound. If there is a word that begins with a vowel sound, and it is preceded by another word that ends in a consonant, the word that begins with a vowel sound takes, or "borrows" the last consonant sound of the preceding word. For example:

"You are unwise in dealing with the enemy."

Take note of the words **unwise** and **in**. They both begin with a consonant sound, therefore, they should borrow the preceding consonant sound. **R** for unwise and **S** for in, respectively. If we read it with liaisons, the sentence will come out sounding like this:

“You-a-run-wai-sin-dea-ling-wi-the-e-ne-my”

Take note of the word **THE** in the sentence. It is preceded by a word that ends with the same sound. In cases like these, you drop one of the two sounds, and then blend it with the succeeding word. In this case, instead of saying “with/ the”, you end up saying “wi-thee”.

Go back to your previous exercises in diaphragmatic exercises, especially ***the House that Jack Built***. You will notice that you were already blending the sounds unnoticed. Here, you are made to look at blending more consciously. These are all exercises and practices you need to prepare you for reading.

Liaisons are important because it makes sound connections and allows for greater speed in reading and speaking. It also uses the techniques that you have learned in diaphragmatic exercises to make it easier for you.

Practice:

Read the sentences below using diaphragmatic techniques and liaisons. Use the IPA to transpose unfamiliar words. Make use of your recorder when you are reading the sentences through. After reading, listen to your own work and assess your performance. Repeat the exercise as needed. Your instructor will guide you as you go along.

1. The best way to cook chicken is by roasting it.
2. They are on their way to Amsterdam for their dream vacation.
3. Socrates insisted on making people think about their own perceptions and challenging them.
4. I don't understand why I failed in this test!
5. How about a long drive through the mountains and out to the sea?

Notes:

Using liaisons in different ways

In this part of the lesson, you will be using liaisons in different ways. In every part of the lesson, however, you should observe the following: proper breathing, enunciation, and proper pronunciation. Each of the exercises below pertains to a part of literature of the language. Each has its own way of being delivered and becoming familiar with them will be a great help to you later on. In this part of the lesson, some exercises will be given with the help of an audio file to assist you in using liaisons and to make you aware of different accents.

SPEECH Practice:

The Gettysburg Address

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate -- we can not consecrate -- we can not hallow -- this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us -- that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion -- that we here highly resolve that these dead shall not have died in vain -- that this nation, under God, shall have a new birth of freedom -- and that government of the people, by the people, for the people, shall not perish from the earth.

**Abraham Lincoln
November 19, 1863**

Notes:

POETRY Practice:

O Captain! My Captain!

O CAPTAIN! my Captain! our fearful trip is done;
The ship has weather'd every rack, the prize we sought is won;
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring:
But O heart! heart! heart!
O the bleeding drops of red,
Where on the deck my Captain lies,
Fallen cold and dead.

O Captain! my Captain! rise up and hear the bells;
Rise up--for you the flag is flung--for you the bugle trills;
For you bouquets and ribbon'd wreaths--for you the shores a-crowding;
For you they call, the swaying mass, their eager faces turning;
Here Captain! dear father!
This arm beneath your head;
It is some dream that on the deck,
You've fallen cold and dead.

My Captain does not answer, his lips are pale and still;
My father does not feel my arm, he has no pulse nor will;
The ship is anchor'd safe and sound, its voyage closed and done;
From fearful trip, the victor ship, comes in with object won;
Exult, O shores, and ring, O bells!
But I, with mournful tread,
Walk the deck my Captain lies,
Fallen cold and dead.

Walt Whitman

Notes:

MOVIE SCRIPT Practice:

Morpheus' Speech

Zion, hear me! It is true, what many of you have heard.

The machines have gathered an army and as I speak, that army is drawing nearer to our home.

Believe me when I say we have a difficult time ahead of us. But if we are to be prepared for it, we must first shed our fear of it. I stand here, before you now, truthfully unafraid. Why? Because I believe something you do not? No, I stand here without fear because I remember.

I remember that I am here not because of the path that lies before me but because of the path that lies behind me. I remember that for 100 years we have fought these machines. I remember that for 100 years they have sent their armies to destroy us, and after a century of war I remember that which matters most... We are still here!

Tonight, let us send a message to that army. Tonight, let us shake this cave. Tonight, let us tremble these halls of earth, steel, and stone, let us be heard from red core to black sky. Tonight, let us make them remember, THIS IS ZION AND WE ARE NOT AFRAID!

Notes:

SONG Practice:

I'm With You

I'm standin' on the bridge
I'm waitin' in the dark
I thought that you'd be here by now
There's nothing but the rain
No footsteps on the ground
I'm listening but there's no sound

Isn't anyone tryin' to find me?
Won't somebody come take me home?
It's a damn cold night
I'm tryin' to figure out this life
Won't you, take me by the hand?
Take me somewhere new
I don't know who you are
But I, I'm with you
I'm with you
Hmm hmm hmm

I'm looking for a place
I'm searching for a face
Is anybody here I know?
'Cause nothing's going right
And everything's a mess
And no one likes to be alone

Isn't anyone tryin' to find me?
Won't somebody come take me home?
It's a damn cold night
I try to figure out this life
Won't you, take me by the hand?
Take me somewhere new
I don't know who you are
But I, I'm with you
I'm with you
Yea yea

Oh, why is everything so confusing?
Maybe I'm just out of my mind
Yea eee yeah, yea eee yeah
Yea yee yea, yea eee yeah,yeah

(Repeat Refrain)

Part Three

READING TECHNIQUES

SKIMMING

Skimming is the reading technique used when you are looking for the main idea and the general overview of the material you are reading. This is a very useful technique when you are pressed for time and need to go over a lot of material quickly. Skimming can be used in pre-reading, reviewing, and general reading.

In pre-reading, this gives the reader an advantage since skimming is more thorough than simple looking. By seeing and understanding the main idea or getting the overview of a reading material, the act of absorbing the entire material becomes easier since it brings the reader's mind into focus on the necessary information that can be extracted from the material.

When skimming is used for reviewing, letting the eyes move rapidly across the pages of the reading material may be enough to refresh the reader's memory of what the material was about. By seeing familiar words in the selection, the mind can be coaxed to give out information that may have been forgotten.

Skimming is also frequently used for general reading since most readers would like to know what happened or is happening in their reading material, than pay particular attention to the many details within the material itself. People usually read to finish the book quickly to get to the end and then read the material again at a later time, usually, at a more leisurely pace.

HOW TO?

There are steps we can follow to maximize skimming. These steps will allow for a more thorough look at the reading material you have.

1. Read the title – it is basically the shortest summary of what the reading material is about.
2. Read the introduction or the first two sentences of each paragraph. In a reading selection, the first two sentences of the first paragraph usually contain the main idea of the entire selection. The first sentences of succeeding paragraphs usually contain the topic of the paragraph itself. This is called the topic sentence.
3. Read the first paragraph completely. The first paragraph usually contains the general ideas that will be discussed in the reading selection.

4. Look closely at the text in the paragraph. Take particular note of clue words that would answer who, what, when, why, and how. Pay attention to proper nouns, unusual words especially if they are capitalized, enumerations, qualifying adjectives such as the best, the worst, most, etc. Also pay particular attention to typographical cues such as words in italics, underlined, in boldface, or those with quotation marks, among others.

5. Read the final paragraph completely. This usually contains a summary of the entire selection, with hints of the specific details discussed within the selection itself.

In order for a learner to master the art of skimming, he or she must use skimming as frequently as possible regardless of the reading material encountered. By constant practice, a learner can become adept at skimming, cutting down reading time drastically, while retaining more information than before. Take note that with practice, a person can skim over 1000 words per minute.

Practice:

In this part of the lesson, you will be using skimming to extract the necessary information from the article below. Extract the information you consider important and note them down in the space provided after the selection. Write down unfamiliar words as well, get their definition and IPA, and use them in your own sentences as well.

THE WATER HYACINTH

The water hyacinth grows in tropical countries. It has beautiful purple-white flowers, but everybody hates it. Why?

Millions and millions of these plants grow in rivers and lakes. Sometimes the plants become so thick that people can walk on them. People cannot travel in boats on the water, and they cannot fish in it. The plants stop the water from moving. Then the water carries diseases. Farmers cannot use the water on their land.

Now, scientists think that water hyacinths can be useful. The plants are really a free crop. No one has to take care of them. They just grow and grow and grow. What can farmers use them for?

Some fish like to eat them. Farmers can grow these fish in lakes and rivers. Workers can collect and cut the plants with machines. Then they can make fertilizer to make their crops grow better. They can also make feed for their farm animals.

Maybe it will be possible to make methane gas (CH₄) for energy. We burn gas from petroleum for energy. Methane gas can be made from plants. Then poor tropical countries will not have to buy so much expensive petroleum. Maybe in the future, people will love the water hyacinth instead of hating it.

Word count:

211

Words per minute:

Word Watch!

Look for unfamiliar words in the article and write them down in the space below. Some words are already listed for you.

Diseases crop fertilizer feed methane gas petroleum expensive

Vocabulary in Action!

Look for the definition of the words in *Word Watch!* including function and IPA equivalent. Use each word in your own sentence.

Comprehension and discussion

1. Why do people hate the water hyacinth?
2. What are the reasons why people think the water hyacinth is a problem?
3. What does the author say about the water hyacinth?
4. According to the reading, what benefits can the water hyacinth give?
5. How would you use the water hyacinth?

READING SELECTION



BLUES AND JAZZ

People from Europe and America brought Africans to America as slaves before and during the 19th century. These Africans brought their music with them. After the American Civil War, the African-American people in the United States were no longer slaves. Their African American music became famous. It started in the South, in Louisiana and Mississippi. Then it traveled to the North. The music became the blues and then, jazz.

Blues and jazz became very popular in the 20th century. A person who “sings the blues” feels sad. Usually he or she has lost something – a person, or maybe money, or a job. Blues songs express sad feelings, sometimes in a funny way. People played the blues first with only one or two instruments, for example, a guitar, a harmonica, or sometimes a piano. Sometimes they sang without any instruments. Some famous blues musicians and singers are Bessie Smith, John Lee Hooker, and B. B. King. B. B. King named his guitar “Lucille.”

Jazz came soon after the blues. Composers added more musical instruments. Jazz can be happier than the blues and is often faster. Some famous jazz musicians are Duke Ellington, Louis Armstrong, Miles Davies, and Wynston Marsalis. Musicians who play blues and jazz change the music to express their feelings. They play the music differently each time. People all over the world still like to listen to blues and jazz.

Word count:

234

Words per minute:

Word Watch!

Look for unfamiliar words in the article and write them down in the space below. Some words are already listed for you.

Slave blues composer musician express popular century

Vocabulary in Action!

Look for the definition of the words in *Word Watch!* including function and IPA equivalent. Use each word in your own sentence.

Comprehension and discussion

1. What is a slave?
2. Where did the slaves come from?
3. What was the source of the blues?
4. How did jazz begin?
5. What is the major difference between jazz and the blues?

SCANNING

It is the reading technique commonly used in tests when you are looking for a specific piece of information in vast sea of words. This technique allows the reader to rapidly cover a great deal of material to locate a specific piece of information or pertinent facts within the selection to answer specific questions. Scanning is a very useful tool when we need to find a specific name, a particular date, an important statistic, or an interesting fact within the selection without having to read through the whole material.

HOW TO?

Scanning is a lot easier than skimming. Here are the steps to follow:

1. Always keep in mind what it is you are searching for based on the question or instruction you have received. If you hold the idea or the image of the word firmly in your mind, it is more likely that you will see the word you need more easily than the surrounding words.
2. Anticipate in what form the information you need is likely to appear – nouns, numbers, pronouns, etc.
3. Analyze the organization of the entire reading material before scanning. If the material is short or is already familiar, you may scan directly for the necessary information. However, if the material is new, or is quite lengthy, or difficult, then it is a good idea to do a preliminary skim of the article. The skimming at this point will serve as your locator to determine which part of the material you will focus your scan on.
4. Let your eyes relax and run rapidly over several lines of print at a time.
5. When you locate the sentence that contains the information that you need, read the entire sentence thoroughly.

In scanning, the reader must be willing to sacrifice large sections of the text without completely reading them or gaining a thorough understanding of large portions of the selection. However, with constant practice, scanning can be done at 1500 words per minute.

Practice:

In this part of the lesson, you need to listen carefully to your instructor. The instructor will ask you several questions that you need to answer in as short a time as possible using scanning. Your instructor may allow you a short time to skim over the selection before asking his or her series of questions. Take note of how long it took you to answer each question and how long it took you to complete the exercise. Try to finish faster in succeeding selections.

ORANGES

Everybody loves oranges. They are sweet and juicy. They are in sections, so it is easy to eat them. Some oranges do not have seeds. Some have thick skin, and some have thin skin.

The orange tree is beautiful. It has a lot of shiny green leaves. The small white flowers smell very sweet. An orange tree has flowers and fruit at the same time.

There were orange trees twenty million years ago. The oranges were very small, not like the ones today. The orange tree probably comes from China. Many different kinds of wild oranges grow there today. The Chinese started to raise orange trees around 4,400 years ago. Chinese art has lovely old pictures of oranges and orange trees.

Farmers in other parts of Asia and the Middle East learned to raise oranges from the Chinese. Then they taught Europeans. The Spanish planted orange trees in the New World (North and South America). They took them to Florida first. Oranges are a very important crop in Florida today.

In English, orange means both a fruit and a color. We use the name of the fruit for the color.

Word count: 191

Words per minute:

Word Watch!

Look for unfamiliar words in the article and write them down in the space below. Some words are already listed for you.

Juicy probably raise crop important section wild

Vocabulary in Action!

Look for the definition of the words in *Word Watch!* including function and IPA equivalent. Use each word in your own sentence.

Comprehension and discussion

1. Where did the orange come from?
2. Where does the orange grow best?
3. How did orange trees spread around the world?
4. What makes the orange special?
5. Which do you like better, apples or oranges?

READING SELECTION



THE FREMONT

The Fremont people were named by Noel Morss of Harvard's Peabody Museum after the Fremont River in Utah, where they settled between 400 and 1300 AD. Most archaeologists believe that the first people to settle this region were hunter-gatherers from the Colorado Plateau, who immigrated to the area between 2,500 and 1,500 years ago. From about 2,000 years ago, maize and other plants began to be cultivated in what is now central Utah. These early Fremont did not build settled villages

and continued their nomadic ways, spreading the knowledge of farming and pottery building all around the area, but 700 years later, less itinerant lifestyles emerged, with a number of farming communities developing, which consisted of semi-subterranean timber and mud pit houses with above ground granaries. They also developed farming techniques as sophisticated as their contemporaries, using water diversion techniques such as irrigation.

It was their construction of irrigation canals and houses, virtually indistinguishable in form and technology from the Anasazi, a well-studied group which had lived south of Utah that initially led to the belief that they were an offshoot, or had previously separated from the Anasazi. While less socially organized, with many more disparate groups than their counterparts, the Fremont was much more adaptable, with pockets occupying actually every niche and landscape in the region. As more remnants of their culture were excavated, Morss was able to prove that the Fremont was a separate group. One difficulty he encountered was trying to demonstrate that the scattered multiple small communities constituted a cohesive culture and that they had affinities that extended beyond just their location.

Despite not fitting as neatly in the archaeological schemes as other ancient civilizations, distinct actions and patterns tie the disparate groups together. The first is the Fremont one-rod and bundle basketry style that often employed cattails or bulrushes and was easily distinguishable from the coiled style of the Anasazi precursors, the Fremont also constructed moccasins from the hock of a bison or the forelegs of a deer or sheep. These had the dewclaws of animals sewn into the heels as hobnails, which gave extra traction in slippery conditions. Although leather usually does not preserve well, a few samples have been found due to the arid conditions in Utah and are easily discriminated from the yucca sandals made by those who moved in the regions later. Thin-walled gray pottery shards have been found at every site, which unfortunately, because of their fragility, are not complete specimens. Most notably, they had a distinctive artistic style, which they often carved on walls, depicting trapezoidal human figures bedecked with necklaces that can be seen in every settlement regardless of the location or the materials used in construction.

From 1250 AD., the Fremont inexplicably began to disappear in the haphazard manner in which they appeared, leaving scant details to explain the abruptness of their departure. Like the Anasazi, the exact reasons for their disappearance were unknown, but there was no single cause, but rather a group of factors, which in combination brought about their change. The most commonly cited reason is that the changes in the climate, including decreased precipitation, may have forced the Fremont to become more dependent upon wild game. Another factor may have been the migration of other peoples into the region, which may have either displaced the Fremont via competition for resources, or absorbed them into their cultures. Owing to the length of time and the paucity of relics left behind, perhaps the cause of their demise may never be known, but it is clear that these resourceful and creative people had a deep understanding of the land they inhabited.

Word count:

607

Words per minute:

Word Watch!

Look for unfamiliar words in the article and write them down in the space below. Some words are already listed for you.

Archaeologists settled immigrate plateau cultivate nomadic
itinerant subterranean irrigation remnants precipitation relic

Vocabulary in Action!

Look for the definition of the words in *Word Watch!* including function and IPA equivalent. Use each word in your own sentence.

Comprehension and discussion

1. Where did the Fremont people come from?
2. What does it mean to be a nomad?
3. According to the selection, what differentiates the Fremont from the Anasazi?
4. What are the most notable aspects of the Fremont culture?
5. According to the reading, what are the reasons why the Fremont disappeared?

CLUSTERING

This is the reading technique that combines the benefits of both skimming and scanning. Clustering enables the reader to enhance reading speed and comprehension at the same time. This is because in clustering, the reader looks at idea chunks and not individual words. Clustering means looking at groups of words that form clauses, or phrases at a single glance. However, learning to read in clusters is not normal for learners. This takes more practice but the benefits will be far greater since the same principle of clustering can also be applied to both speaking and listening.

HOW TO?

1. In the beginning, choose some light reading and read it as fast as you can.
2. Look at two or more words at a time, grouping them into phrases or clauses.
3. Reread the material at your normal speed to see what you missed the first time.
4. Try a longer reading selection. Cluster and then reread to find out what you missed in this selection.

Here is a sample of how to cluster:

At one time /in the Orient, /nearly every peasant hut /held its own loom./The family members /took turns weaving/an Oriental rug, /with nearly 300 hand-tied knots /per square inch, /took over a year /to complete. /Today /most oriental rugs /come from huge workshops /where masters give instructions /that the weavers follow. /This method /steps up production /but reduces creativity /in design./Mass production /of Oriental rugs /makes an antique, /worn-looking rug /all the more valuable.

As you may have noticed, this type of clustering will show you the division of ideas to be able to absorb them faster. However, as you attempt to read using clustering, it would sound choppy and awkward. Here is where your knowledge in liaisons will play an important part. You can modify the clustering to include two or more idea clusters to form a longer idea. You need to integrate clustering techniques with your liaison techniques to become faster with greater comprehension.

Take a look at the same paragraph but with a different style of clustering, keeping liaisons in mind:

At one time in the Orient, /nearly every peasant hut held its own loom./The family members took turns /weaving an Oriental rug, /with nearly 300 hand-tied knots per square inch/ took over a year to complete. /Today /most oriental rugs /come from huge workshops /where masters give instructions /that the weavers follow. /This method steps up production /but reduces creativity in design./Mass production of Oriental rugs /makes an antique, /worn-looking rug /all the more valuable.

Try to record your reading of both versions of the paragraph. Take note which feels more natural and sounds natural to the speaking aspect of the language.

Practice:

Read through the selection using the steps of clustering. Put slash marks on where you think ideas should form a cluster, going through the entire selection. Your instructor will help you as you go along.

THE DATE PALM

The date palm is a wonderful tree. People eat dates. They feed them to their animals. They use the leaves and wood to build houses. They use the wood to build boats. They make baskets from the leaves. They burn the other parts of the tree to cook their food.

The date palm came from the Middle East. Seven thousand years ago, people in Syria and Egypt ate dates. They made pictures of date palms on their stone buildings. Today, date palms grow in the Middle East, parts of Asia and Africa, southern Europe, and other warm parts of the world.

There are more than 2,700 kinds of palm trees. Most of them cannot grow in the Middle East because it is too dry. The date palm grows there very well.

Hundreds of years ago, people in southern Europe and some Arab countries made pictures of palm trees and palm flowers on some of their buildings. Today, we can see those pictures in art museums. People think that the palm tree is beautiful. People thought the same thing a long time ago.

Word count: 185

Words per minute:

Word Watch!

Look for unfamiliar words in the article and write them down in the space below. Some words are already listed for you.

Wonderful date palm tree baskets museum

Vocabulary in Action!

Look for the definition of the words in *Word Watch!* including function and IPA equivalent. Use each word in your own sentence.

Comprehension and discussion

1. Where did the date palm originate?
2. According to the reading, how many palm trees are there?
3. Why can't other palm trees live in the Middle East?
4. According to the reading, how did the people show much they valued the date palm?

READING SELECTION



COMETS

If you happen to gaze up in the sky at just the right time in the year 2061, you might get to see one of the most famous comets of all. It's called Halley's Comet, and people get a chance to see it every 76 years when the comet's orbit brings it close to Earth.

Comets are satellites made up of primarily of ice (both water and frozen gases) and dust. All comets orbit the Sun, but some complete a revolution of the Sun in just a few years while others need several hundred thousand years. When a comet passes close to the Sun, the ice in the comet melts and dust particles are released. These dust particles form the comet's tail, or "long hair", which can extend for more than 10 million kilometers. It should be no surprise that the word *comet* comes from the Greek word *kometes*, which means long-haired.

For much of human history, people were terrified of comets. These bizarre objects seemed to appear suddenly out of nowhere, and unlike the Sun and the stars, they seemed to have no predictable pattern. Some people thought that comets were messengers, bringing news of disasters to come. Comets were blamed for earthquakes, wars, floods, and an assortment of other catastrophes. It wasn't until late in the 17th century that Sir Isaac Newton discovered that comets orbit the Sun in predictable patterns, a discovery that helped to dispel many people's fear of the long-haired messengers of doom.

Edmond Halley, another famous astronomer, was born in London, England, in 1656. He studied astronomy at Oxford University until 1676, when he went off to study the stars and planets of the southern hemisphere. Later, he compiled his data in a book about the location of the stars in the sky; he was the first person to map them accurately. Halley also observed the Moon and studied how it affects the ocean tides. He helped find a way to measure distances in space. This measurement system was used by other scientists to learn about the size of our solar system and the distance of many stars and planets from Earth.

Edmond Halley was especially fond of studying comets. He read about comets and observed them in the sky. He learned about the way they moved around the Sun, each comet following a different path and travelling at its own speed. Over time, he calculated the orbits of 24 comets that he had either read about or seen himself.

Halley noticed that the paths of a comet seen in 1531 and of a comet seen in 1607 were identical to the path of a comet he had observed in 1682. He concluded that these three comets were, in fact, the same comet. Because Halley accurately predicted that the comet would come again in 1758, it was decided to name the comet after him. The earliest known reports of Halley's Comet were actually made over 2,000 years ago by Chinese astronomers, so we know it has been orbiting the Sun for more than 2,000 years. Halley's Comet is one of the brightest comets – bright enough for people to see without a telescope.

The orbits of more than 850 comets have now been calculated. Of these, at least 184 are called periodic comets because they orbit the Sun in less than 200 years. Studying comets may give us information about the origins and formation of the solar system. In 2004, the *Stardust* space craft flew within 236 kilometers of a comet called Wild 2. From this distance, the *Stardust* was able to take extraordinarily detailed photographs of the comet. Then, in a 12- minute pass through Wild 2's dust and gas cloud, the *Stardust* mission was able to collect a spoonful of comet dust to bring back to Earth for further study. Another spacecraft called *Rosetta* is expected to actually land on a comet named Chuyumov – Gerasimenko in the year 2014.

With satellites providing more and more information, comets will continue to captivate professional and amateur astronomers, as well as the general public. And, if we are fortunate, comets may soon answer some fundamental questions about the origins of the solar system.

Word count:

698

Words per minute:

Word Watch!

Look for unfamiliar words in the article and write them down in the space below. Some words are already listed for you.

Gaze	orbit	famous	satellite	revolution	particles	bizarre
predictable	catastrophe	astronomy	compiled	accurate	periodic	origins

Vocabulary in Action!

Look for the definition of the words in *Word Watch!* including function and IPA equivalent. Use each word in your own sentence.

Comprehension and discussion

1. Where did the word *comet* come from?
2. How did people from long ago react when they saw a comet?
3. According to the reading, what is a comet?
4. What was Edmond Halley's contribution to modern astronomy?
5. Why is Halley's Comet a very popular example of a comet?

Part Four

MAKING USE OF READING TECHNIQUES

ANALYZING THE SELECTION – THE IMPORTANCE OF NOTE TAKING

THE PARAGRAPH

For a learner to better understand the reading selection, knowing the parts of a paragraph is the first step.

1. Topic sentence – this is where the main idea of the paragraph can be found. It is usually indicated in the first two sentences of the paragraph, or the last two sentences. A complete topic sentence has a main topic and a controlling idea.

2. Detailed explanation – this gives a more complete picture of the topic, based on the controlling idea. This provides the information to support the topic sentence, including examples, statistics, facts and figures.

Taking down notes, or jotting down important information, is a very valuable practice for learners. While some people can retain information fairly quickly, others still have to struggle through their reading selections. Also, there are some people who, while quick in picking up information easily, are not very good in piecing together the information they have to form a whole picture.

Note taking is a necessary skill, not just in learning a language, but also in studying and learning as a whole. However, taking down notes is not just writing down information you think is needed or necessary. A student must learn to sift through the material to distinguish which pieces of information are important and which ones are not. A good note taker follows a system to maximize learning, not just randomly picking out data.

Having a system to use when taking down notes is a must. In this part of the lesson, we will establish a system for a learner to use in the beginning. It is up to the learner if he or she wishes to expand on the system or refine the technique.

FILLING IN THE OUTLINE

Outlining the information or putting the information in the proper category is essential in understanding the reading selection. To understand better, you need to ask the essential questions to fill in your outline. This reduces time between reading the selection and understanding the selection. This can be done by breaking down a paragraph into its components:

1. Main Idea – usually the topic sentence of the paragraph
2. Major supporting ideas – these are the ideas that serve as explanations for the main idea. These are usually general information and non-specific.
3. Specific examples – these are the details that reinforce what the major supporting ideas are stating.

Categorizing the information and placing them accordingly is a challenge that can be made easier using guide questions:

- Is the information essential?
- Is the information general or specific?
- Is the information an explanation or is it just a detail?
- How important is the information?

Let us try out note taking in the following selections:

Guided Practice:

Write the needed information in the spaces provided below.

AMNESTY INTERNATIONAL

In 1960, two students in Portugal were sentenced to seven years in prison. The reason? They had made critical remarks about their government. In England, a lawyer by the name of Peter Beneson read about this incident and decided he had to do something. Beneson wrote a newspaper article called “The Forgotten Prisoners.” In it, he told about six people in six different countries who were in prison because of their beliefs. In the newspaper article, Beneson asked readers to join him in a year-long campaign against the imprisonment of people for their political or religious beliefs. It was Beneson’s hope that people would write letters to government officials calling for the release of these prisoners. In the first months of the campaign, people sent thousands of letters demanding the release of the prisoners. By the end of 1961, the campaign had developed into a permanent international organization called Amnesty International, and it was already working on the cases of 210 prisoners.

Amnesty International’s primary goal is the release of “prisoners of conscience.” These are people who have been imprisoned for their beliefs; they have neither used violence themselves nor encouraged anyone else to use violence. Toni Ambatielos, one of the six prisoners of conscience that Beneson wrote about in 1961, was put in prison for his trade union activities. Another one of the prisoners, Dr. Agostino Neto, was jailed for trying to improve health care in his country.

In the 1960s, many Amnesty International members formed small groups to “adopt” a prisoner of conscience. When a group adopted a prisoner of conscience, it concentrated in helping that specific

prisoner. Members of the group would regularly write letters to officials in the prisoner's government, and when possible, they would try to help the prisoner's family. Today, there are more than 2,000 adoption groups, each focusing its efforts on two or more prisoners.

As Amnesty International grew, it expanded its mission to include other victims of human rights abuse. Today, the organization is working to make sure all prisoners get a fair trial and to end all types of torture. It is also involved in a major campaign to end the death penalty.

Amnesty International has become an effective organization in large part because of its impartiality and reliability. To maintain its impartiality, Amnesty is careful to remain independent of all national governments. It gets its money from individual contributions and special events. To maintain its reliability, Amnesty puts much time, effort, and money into getting accurate information about prisoners. Research teams carefully check the facts about human rights abuses. Fact-finding teams interview prisoners, family members, witnesses, and government officials. This information is used to create a profile with the facts about each person's imprisonment.

Amnesty International works to help individual prisoners; it does not try to change governments that are holding the prisoners of conscience. After some negative publicity in the late 1960s, Amnesty International adopted a rule that members of the organization could not work on cases inside their own country. The organization worried that members working in their own country would not be able to stay impartial.

In 1977, Amnesty International was awarded the Nobel Peace Prize. In the same year, Steve Biko, an African anti-apartheid activist, was imprisoned for his political activities. While Biko was in prison, he was tortured and eventually murdered for his beliefs. A popular musician named Peter Gabriel wrote a song called "Biko" to protest his murder and to support the work of Amnesty International. Over 25 years later, when audiences hear the song "Biko", they often stand and join in the singing. In the mid-1980s, Amnesty International was helped by a number of well-known musicians. To help the organization, the musicians gave concerts and contributed the profits to Amnesty International. The concerts gave the organization valuable publicity as well as financial support, and it was able to increase its staff and the number of offices worldwide. In 2004, the United States chapter of Amnesty International released the *Music for Human Rights* CD with some of the hottest musicians of the year and offered it for free to new members. The support of popular musicians helped to inform young people and interest them in Amnesty International.

Amnesty International now has 1.5 million members in 162 countries. It continues to petition for improvements in prisons, the end of torture, and the release of prisoners of conscience. Amnesty members continue to tirelessly write letters and hold benefits, vigils, and fundraisers for prisoners of conscience around the world. And what happened to the six prisoners of conscience whom Beneson wrote about in 1961? All of them eventually gained their freedom.

Now take down notes per paragraph:

Paragraph1

Main idea: _____

Major support: _____

Examples/Details:

Paragraph2

Main idea: _____

Major support: _____

Examples/Details:

Paragraph3

Main idea: _____

Major support: _____

Examples/Details:

Paragraph4

Main idea: _____

Major support: _____

Examples/Details:

Paragraph5

Main idea: _____

Major support: _____

Examples/Details:

Paragraph6

Main idea: _____

Major support: _____

Examples/Details:

Paragraph7

Main idea: _____

Major support: _____

Examples/Details:

Word count: 776

Words per minute:

Word Watch!

Look for unfamiliar words in the article and write them down in the space below. Some words are already listed for you.

Sentenced critical campaign conscience adopt abuse human rights
impartiality profile apartheid publicity chapter benefits

Vocabulary in Action!

Look for the definition of the words in *Word Watch!* including function and IPA equivalent. Use each word in your own sentence.

Comprehension and discussion

1. Based on the reading, what is the main function, or goal, of Amnesty International?
2. What is a “prisoner of conscience”?
3. How did Amnesty International begin?
4. According to the reading, how does Amnesty International maintain its impartiality?
5. How can people help Amnesty International?

READING SELECTION



THE CRISIS OF THE THIRD CENTURY

The Crisis of the Third Century, also known as the “Military Anarchy” or the “Imperial Crisis”, is the term conventionally applied to the years following the murder of the emperor Alexander Severus in 243 AD by a group of anarchistic soldiers and the consequential near collapse of the Roman Empire between 235 and 284 AD. During this roughly half-century period, the mismanagement of armies in combination with two subsequent crises encroached on Rome’s hegemony and, ultimately, the viability of the empire and its ability to maintain control over its vast territory came into serious question.

The strength of the Roman Empire rested almost entirely on the ruling government to manage the legions of armies and navies necessary to conquer new territory and protect the regions already under control. For this reason, military service had traditionally been mandatory for citizens, the period of enlistment ranging anywhere from two years to twenty-five years, depending on external war activity. However, as the military entered more and more foreign regions, patrol of the immense border became a difficult task that stretched human resources and prompted emperors to hire freelancers, usually from Germany, who would be paid a reasonable salary and offered land in return for their sworn allegiance to Rome. The freelancers, who were satisfied with the situation in the beginning, quickly became restless when the frequency of raids by violent invaders escalated and demanded higher wages and more

benefits for their loyalty. Their salaries were initially doubled, but after the assassination of Severus, who had dramatically enlarged the forces, successive rulers were often unable to meet both the demands of the hired military and civilian legions. When payments became delinquent, thousands of guards deserted their posts and at times, orchestrated mutinies that left areas along the border vulnerable to attacks from the west by Carpians, Goths, Vandals, and Alamanni, as well as invasions from the east.

Persistent battles continued to plague the fringes of the empire, forcing the legions to retreat to the Italian center in Rome, which, due to ongoing squabbles over leadership between competing candidates, was faced with its own internal trauma. Civil war erupted and because clearly defined laws of ascension were never established, competing factions in the military, the Senate, and other parties, all vying for the right to succeed the fallen Emperor Severus, put forward their own candidate for Emperor. Fierce clambering triggered a high turnover within the political hierarchy; a ruler would emerge, usually a prominent general, but would fail to achieve long-term leadership, losing his position within two to three years through a coup d'état or by assassination. During the crisis period, as many as 25 different emperors sat in Rome, each attempting to restore control over territories while managing the precarious balance between civilian and governmental groups.

Some emperors hoped that by pledging better conditions and bonuses to soldiers, allegiance would be assured, but with finances dwindling, many chose to simply devalue the currency by minting more coins with less valuable metal instead of withdrawing support. The consequences of this poor planning were felt immediately in the trade network as hyperinflation almost broke down the Roman economy. The currency in its new manifestation was no longer valuable, forcing merchants to resort to a system of bartering. In the absence of a dependable monetary exchange system, the empire was no longer able to supply the civilian military with food and shelter without compromising its ability to send rations out to the salaried armies at the borders, causing many to leave their posts and seek more profitable work. In turn, the roads, which connected Rome with essential Mediterranean ports, were left unguarded and historically safe routes between Italy and outlying territories were now threatened by uncontrolled raids by rogue bands and other inhabitants in desperate need of goods. The disappearance of the trade network compelled landowners, traditionally the suppliers of agricultural products, to cease harvesting for export and turn to harvesting for subsistence and local markets. By the middle of the third century, the demographics of the empire was forever changed by the waning of the middle class as many citizens moved out into smaller walled communities looking for food and protection, setting up the early model for the medieval feudal states.

Now take down notes per paragraph:

Paragraph1

Main idea: _____

Major support: _____

Examples/Details:

Paragraph2

Main idea: _____

Major support: _____

Examples/Details:

Paragraph3

Main idea: _____

Major support: _____

Examples/Details:

Paragraph4

Main idea: _____

Major support: _____

Examples/Details:

Word count:

711

Words per minute:

Word Watch!

Look for unfamiliar words in the article and write them down in the space below. Some words are already listed for you.

Anarchistic	mismanagement	viability	subsequent	territory	mandatory
enlistment	escalate	assassination	allegiance	delinquent	mutiny
Fringe	compromise	subsistence	demographic		

Vocabulary in Action!

Look for the definition of the words in *Word Watch!* including function and IPA equivalent. Use each word in your own sentence.

Comprehension and discussion

1. Who was the Roman emperor who was assassinated which led to the crisis?
2. How large was the Roman territory at that time?
3. Why did Rome reach the point of near collapse?
4. According to the selection, what were the factors that made the Roman Empire weak?
5. How was the problem solved?

THE IMPORTANCE OF CRITICAL THINKING IN ACHIEVING FLUENCY

Feeding Your Curiosity

CRITICAL THINKING AND THE SOCRATIC METHOD

Critical thinking is the application of the mental faculties of an individual to come up with the best solution to a problem or come up with the strongest opinion to an issue. To better understand critical thinking, it is the precursor to modern philosophical debate strategies and is the foundation of modern scientific method of research.

To be able to use critical thinking in a debate or in a discussion is to be able to communicate well in any level or in any topic or issue presented. It is a powerful tool to add to a person's skill set, since it encourages higher thinking and love of new challenges and learning opportunities.

The Socratic Method (The Art of Asking Questions)

WHAT IS THE SOCRATIC METHOD?

The Socratic Method is the kind of questioning that the Greek philosopher Socrates applied in his everyday dealings with people. Perhaps his most well-known disciple is Plato, who in turn taught Archimedes, who in turn inspired and taught Alexander the Great.

THE TWO TYPES OF THE CLASSIC SOCRATIC METHOD

The Socratic Method is applicable in both discussion groups and as a preparatory tool for debate and argumentation. Being able to see the larger picture is an asset that would benefit not just the questioner but also the presenter of the solution or position as well.

The first type of the classic Socratic Method is:

The Deconstructive Phase

The deconstructive phase aims to prepare people how to think logically. This phase deconstructs a person's previous understanding and belief in his concepts, using their own words and making them less sure of what they used to believe in with great certainty. The goal of deconstructing is to free the individual from the pretense of being knowledgeable and to take the subordinate role of a seeker of understanding.

The deconstructive phase tests an idea, opinion, or solution to destruction through questioning, leaving the seeds of the previous idea. From the questions, the person then picks through the information and knowledge gained from the answers to the question. Taking note of them and then moving on to the next phase.

The Constructive Phase

The constructive phase is wherein the person is now free to come up with new ideas to support a previously weak position. This will be where the person will deliver better ideas by thinking “outside the box” The Socratic Method clears away the weak supporting ideas, using them as a springboard to higher level of thinking.

The Socratic Method makes use of specific lines of questioning to further investigate the depth and breadth of an issue or problem. This philosophy aims to foster an open and curious mind, one that is not entirely corrupted by personal bias. It is an effective way of finding out the best side of an argument and uncovering the best solution by testing each and every idea, scrutinizing assumptions to the very source, and destroying opinions with the ultimate goal of afterwards rebuilding the same opinion but making it better. There are six types of Socratic Questions:

1. **Probing Underlying Concepts** – the aim is to get the other person to think about what they are exactly asking or thinking about. This forces the other person to prove the concepts behind the arguments. These are basic questions that make them go deeper than what they previously thought about their arguments.

Examples of these questions are:

Why are you saying that?

What exactly do you mean by....?

What do we already know about this?

Can you give me an example?

Are you saying or?

2. **Probing Assumptions** – this line of questioning aims to make the other person think about existing presuppositions and their unquestioning belief on which they are basing their arguments on. Focus on asking questions that probe deeper into the reasoning behind the belief instead of the belief itself. Do not assume that the reason is already a given or a solid fact. Most people use weakly understood supports or ideas that are not thoroughly thought out.

Examples of these questions are:

What else can we assume?

You seem to be assuming that ..

How did you choose these assumptions?

Please explain how/why...?

How can you verify or disprove that assumption?

What do you think would happen if...?

Do you agree or disagree with...?

3. Probing the Evidence – in this phase, one should focus on the evidence behind the argument, probing whether the information is pure fact or fiction. Facts are solid things that don't go away no matter how you try to bring it down. Many people use weak information, easily refutable, and often use second or third-hand resources as the basis for their "evidence".

Examples of these are:

Why is that happening?

How do you know this?

Can you give me an example of that?

What do you think causes..?

How can I be sure of what you are saying?

What evidence is there to support what you are saying?

On what authority are you basing your argument?

4. Question the Underlying Position – this is helpful when there are already arguments given from a particular position. This line of questioning focuses more on the foundation of the argument rather than the argument itself. Attacking the basis or the foundation of the position itself is better than attacking the argument since it also weakens the person's belief in the position forcing the person to re-think his position. It is important to find out that there might be other viewpoints pertaining to the same position, all of which are similarly valid.

Here are some examples:

Is this approach viable or even justifiable?

What alternative ways of looking at this are there?

Who benefits from this?

Why is it better than...?

What are the strengths and weaknesses of ...?

What are the similarities and differences between and ...?

How could you look in another way?

5. Probe Implications and Consequences – this line of questioning is based on the presented argument that has logical implications or consequences that can be predicted. One should ask if there results or the consequences make sense or ultimately desirable, basing on the personal values of the presenter or the recipient of the said argument or opinion.

Here are some examples that can be used:

Then what would happen?

What are the consequences of that assumption?

How does fit with what we have learned before?

Why is ... important?

Why is this approach considered to be the best...?

6. Ask Questions about the Question – there are also times when turning the question in on itself makes favorable outcomes leading to a deeper understanding of the principle behind the question.

For example:

Why do you think I asked this question?

What does that mean?

What was the point in asking that question?

To sum it up, the questions are those that seek **clarification, probe assumptions, probe reasons and evidence**, questions about **viewpoints or perspectives**, those that **probe implications and consequences**, and **questions about questions**.

Ultimately, the Socratic Method aims to develop the critical thinking faculties of the individual, to contribute to the development of an idea, and to strengthen a position while at the same time, seeking the knowledge to be gained during the processes of discussion and debate, to arriving at the endpoint of the debate or discussion

Let us apply the principles of the Socratic Method to the following selections:

READING SELECTION



NEW PLANTS

As the population of the world increases, countries need to produce more and more food. At the same time however, deserts are expanding, and millions of people are building houses on land that used to be farmland. How can we solve a problem that seems to have no solution?

One way to increase the planet's food supply is for people to start eating different plants. There are more than 350,000 kinds of plants in the world. Of these, approximately 20,000 are suitable for humans to eat. But today, over 50 percent of our food supply comes from just three kinds of plants: corn, wheat, and rice. In fact, it is common in developing countries for people to depend on only one or two plants for their food. A disease or bad weather can destroy these crops, leaving people with nothing to eat.

All people, especially children, need protein to grow and stay healthy. Many kinds of food contain protein, but some foods are better sources of protein than others. For example, corn, wheat, and rice are only 8 to 14 percent protein. Meat and fish are 20 to 30 percent protein. Soybeans, which are an important food in China and Japan, are almost 40 percent protein. Other beans eaten widely in Latin America have about the same amount of protein as meat.

However, there are other plants that are rich in protein. People in parts of Papua New Guinea and in Southeast Asia eat winged beans, which are over 30 percent protein. The marama bean, as rich in protein as the soybean, grows wild in the Kalahari Desert in southern Africa.

The potato, an important food in Europe and in North America, will not grow in a hot climate. But the cocoyam, which is similar to the potato, is eaten in Latin America and West Africa. This versatile plant can grow in a hot climate, and it does not matter whether the climate is wet or dry.

Scientists are now experimenting with crops of buffalo gourds in Mexico and Lebanon. This plant grows wild in Arizona's Sonora Desert, and it can grow in other dry areas as well. The seeds of this plant are up to 35 percent protein. A few years ago, a new kind of teosinte plant was discovered in the mountains of Mexico. It is a relative of corn, but it can grow in a wetter climate than corn can. Even more important, teosinte plants can produce crops every year. They do not have to be replanted from seeds as corn does.

Nevertheless, there may be a problem with "new" plants. Will people be willing to eat them? Food is an important part of our lives, and it is often difficult to change to a new and different kind of food. However, scientists are optimistic. They know that 500 years ago Europeans thought they were eating the best food in the world. Then, in the 16th century, a wide assortment of new foods, such as potatoes, tomatoes, pineapple, and chocolate, started arriving by boat from Central and South America. At first, most Europeans wouldn't touch these bizarre foods. In fact, many people thought these foods were poisonous. Over time, however, people accepted these foods, and now it's hard to imagine Italian foods without tomatoes or a British meal without potatoes. In the 1920s, George Washington Carver started experimenting with the peanut, which is as rich in protein as meat. He developed many ways to use the peanut as food, and today it is eaten all over the world. Perhaps, in a few years, teosinte and the marama bean will be as widely used as the peanut. And consider the soybean, which is now the most important plant in the United States. Eighty years ago, the soybean wasn't even grown as an industrial crop!

Some people feel strongly that genetically engineered food could solve the world's food crisis. Humans have been using selective breeding for millennia to improve food crops, but genetic engineering provides a way to greatly accelerate the process and to introduce traits from unrelated species. Today, many crops have been genetically modified to be resistant to some types of pests, while others have been engineered to make them taste better or last longer. Available also are plants that have been genetically altered to make them more nutritious. Biotechnology companies call them "prescription" foods because they are supposed to solve health problems. Examples of prescription foods are Vitamin A boosted golden rice and protein enhanced potatoes. Other crops have been modified to make them drought or salt water – resistant, which makes it possible for them to grow in poor soil.

The production of genetically modified (GM) food is highly controversial. Environmentalists worry that these crops could eventually become uncontrollable weeds or that they may breed with wild plants or other crops. Some scientists claim that genetic engineering will actually have a negative impact

on crop yields and soil quality and in the end will just deprive more farmers of land on which they could grow their own food.

In addition to concerns about how GM crops might affect the environment, there is the question of whether these crops would actually have a positive effect on the global food shortage. Some people have suggested that biotech companies have started promoting GM foods as a solution to the world's food problem in order to change the negative impression that many people have of these foods. There are also many people who believe that prescription foods won't help the situation because they do not address the real cause of malnutrition, which is poverty. According to Daycha Siripatra, who works for the Alternative Agricultural Network in Thailand, "If the poor had land, they would have better diets. The poor don't need vitamin A. They need vitamin L; that's vitamin Land. And they need vitamin M; that's vitamin Money. Malnutrition is because of poverty, not a lack of technology."

Word count: 990

Words per minute:

Word Watch!

Look for unfamiliar words in the article and write them down in the space below. Some words are already listed for you.

Supply	protein	expanding	versatile	poisonous	genetic
negative	modified	resistant	deprive	enhance	malnutrition

Vocabulary in Action!

Look for the definition of the words in *Word Watch!* including function and IPA equivalent. Use each word in your own sentence.

Comprehension and discussion

1. What is the main idea of the selection?
2. According to the reading, what are possible solutions to the growing need for food?
3. What is the main problem when introducing “new” plants?
4. Why are many people against genetically modified food?
5. According to the reading, what is the real cause of malnutrition?

Think on This...Critically!

1. Do you think that genetically modified foods are safe for humans? Why or why not?
2. If you were I government, what would you do to make sure that your citizens have enough food?
3. Do you think that poverty is the main cause for malnutrition?

Part Five

THE IMPORTANCE OF PREPARATION

The Need for Brainstorms (The Advantage of Pre-writing Activities)

BRAINSTORMING

Brainstorming is the first step in developing the essay. It is valuable because this is where you set down all the information that you can come up with that are related to the topic or issue. However, brainstorming needs to be properly planned out to eliminate unnecessary information and to keep the reasoning on the right track.

OUTLINING

Outlining is the second step in the development of the essay. This is where the information from the brainstorm is properly placed to allow a logical progression of delivering the information to answer the topic or issue

The basic brainstorming outline is this:

MAIN IDEA
REASONS WHY / WHY NOT
SYNTHESIS
QUESTIONS AND FOLLOW UP QUESTIONS
THESIS STATEMENT

And the basic writing outline is this:

THESIS STATEMENT
SIGNPOSTS
BODY PARAGRAPH
DETAILED EXPLANATION
SPECIFIC EXAMPLES

TRANSITIONS

CONCLUDING PARAGRAPH

And the basic parts of an essay are these:

INTRODUCTORY PARAGRAPH

The first paragraph of a written article. The introductory paragraph contains the following:

1. **Background** – provides initial information or history of the issue that is being read
2. **Topic** – this is where the issue is stated; it informs the reader of the actual issue at hand. This can be considered as the main idea of the entire selection
3. **Thesis statement** – provides the author's opinion about the topic or issue. In some cases, the thesis statement can also be considered as the main idea.
4. **Signposts** – provides the major supporting ideas; these ideas provide the explanation to strengthen the thesis statement. The number of supporting ideas dictate the number of signposts to be discussed.

BODY PARAGRAPH

This is where the main idea is discussed using the major supporting ideas. The number of body paragraphs depend on the number of signposts stated. The body paragraph contains the following:

1. **Topic sentence** – provides the introduction to the paragraph itself; usually gives the main idea of the paragraph itself. The topic sentence usually begins with an appropriate transition word or phrase.
2. **Detailed Explanation** – this makes up the majority of the body paragraph. This is where the reader can see the whos, the whys, and the hows of the major supporting ideas.
3. **Specific Details** – this provides more definite examples of the supporting ideas; this is where you can see the facts and figures, statistics, and other specific and relevant information to support the signposts.

CONCLUDING PARAGRAPH

The concluding paragraph contains the ending of the article or essay. Ending a written piece varies from author to author, depending on the issue and the message they want to send to their reader. The learner should be flexible enough to accept different endings as well as their approach. The concluding paragraph, however, usually contains some, if not most, of the following:

1. **Restatement of the Topic or Issue** – this is the part where the author reminds the reader of what the issue is, especially if the issue or story has multiple levels, is very intricate, or is very detailed. This provides the reader with a synopsis of the issue or story.

2. **Restatement of the Main idea or Thesis statement** – the concluding paragraph also contains the writer’s opinion, paraphrased enough to encapsulate the entire idea including the signposts with enough explanations to remind the reader of what the supporting ideas are conveying.

3. **Resolution** - this states the final outcome of the discussion. In opinion pieces, the resolution is the outcome of the debated issue after a thorough analysis of the topic in the body paragraph. In stories, the resolution is the ending or the final events that lead to the closing of the story, usually the winding down of a good story.

Here are the six question types and the brainstorming and outlining techniques to come up with an effective essay:

A. AGREE OR DISAGREE

Brainstorm

Parents are the best teachers (topic/ issue)

WHY?	WHY NOT? (primary choices)
REASONS BOX	REASONS BOX
SYNTHESIS	SYNTHESIS
Primary Question	Primary Question
Answer 1	Answer1
Follow up Question	Follow-up Question
Answer 2	Answer2
Critical Thinking Statement	Critical Thinking Statement
Thesis	<=> Thesis

Final Thesis Statement

Primary Choice – the first level of ideas that are most directly related to the topic/ issue

Reasons box – the list of reasons (and explanations) under each primary choice

Synthesis – the combined reasons found in the reasons box; can differentiate major and minor

supporting details

Primary Question – the first level of questions that would attack/ test the synthesis

Answer – the next level of reasoning statements

Follow – up Question – the second level of questions that would further test the synthesis

Critical Thinking Statement – the unified statement which includes the synthesis and the answers to both questions

Thesis Statement – the main idea

Outline

INTRODUCTORY PARAGRAPH

Thesis statement

Signposts

BODY PARAGRAPH

Topic Sentence

Detailed Explanation

Specific Examples

Transition statements

CONCLUDING PARAGRAPH

Paraphrase of thesis statement

Paraphrase of signposts

Thesis statement – the final answer to the question, topic, or issue

Signposts – the major supporting details; this is the synthesis of the brainstorm

Topic sentence – the leading sentence that introduces the specific reason/ support

Detailed explanation –explains the main supports; derived from the reasons box of the brainstorm

Specific examples – details to strengthen the supports

Transition statements – cue sentences that make the ideas flow from one to the next in a coherent

manner

Note that the brainstorming outline serves as the framework for the outline itself. The brainstorming process moves from one step to the next. However, in the outline process, the brainstorming framework moves from the bottom – the thesis statement - to the top – the main topic or issue.

READING SELECTION



OBESITY: THE NEW EPIDEMIC

The most serious health problem in the world used to be infectious diseases such as typhoid fever, influenza, and the bubonic plague. In the 14th century, for example, an epidemic of bubonic plague killed roughly one-third of the population of Europe. A flu epidemic in 1918 killed millions of people around the world. Today, however, vaccines and antibiotics have prevented the spread of many serious diseases. In fact, in many parts of the world today, infectious diseases are no longer considered to be the most serious health problem. According to Dr. Julie Gerberding, director of the Centers for Disease Control and Prevention (CDC) in the United States, the number one health problem in the United States is the new epidemic of obesity.

What does it mean to be obese? Most doctors and researchers use the body mass index, or BMI, to determine whether someone is overweight or obese. The BMI equals a person's weight in kilograms divided by the square of the person's height in meters. A normal BMI is between 18.5 and 24.9. A person with a body mass index of 25.0 to 29.9 is considered to be overweight, while a person with a BMI of 30 or above is said to be obese. It is estimated that roughly 51 percent of adults in the United States and Canada are either overweight or obese. Worldwide, an estimated 22 million children under the age of five are believed to be overweight.

What is causing the epidemic of obesity? One obvious contributing factor is the sedentary lifestyle that many in the 21st century are leading. Getting around by car and working at a desk don't demand much physical activity. "Physical activity used to be what people had to do to survive," says Dr. David Katz, associate clinical professor of public health at Yale University. "Now, we speak of it as something we have to work into our day."

A second cause of the obesity epidemic is an increase in the availability and consumption of junk food. The Centers for Disease Control and Prevention defines junk foods as "foods which provide calories primarily through fats and added sugars and have minimal amounts of vitamins and minerals." Studies have shown that people are consuming substantially more calories daily than they used to, and they are consuming many of those calories outside regular meals. In other words, people are snacking, or eating between meals, a lot more than they used to, and those snacks often consist of junk food.

The skyrocketing popularity of fast-food restaurants over the past 30 years has also contributed to the obesity epidemic. The goal of most fast-food restaurants is to make high profits by producing meals cheaply and efficiently, with little concern for the nutritional content of the food. Consequently, much of the food served in fast-food restaurants is high in saturated fats, sodium, and sugar. The "great taste" of the food comes from artificial flavorings created in science laboratories. For example, roughly 50 artificial ingredients are used to make the strawberry milkshake sold in one popular fast-food restaurant. High-quality meat has been replaced by lower quality meat that is full of preservatives to make it taste good. While the nutritional content of much fast-food is declining, the serving sizes have been getting larger, encouraging people to consume more calories.

A study in 2004 provided the first scientific evidence of a link between eating fast-food regularly and obesity and obesity-related diseases. The study followed 3,000 young people between the ages of 18 and 30 for 15 years. Researchers found that people who ate a fast-food meal at least twice a week were 10 pounds or more heavier than those who ate fast food less than once a week. According to Mark Pereira, who worked on the study, "People really should be taking a hard look at their diet. One simple change that people could make is reducing their frequency of going to fast-food restaurants and eating more at home."

The fast food industry spends over 33 billion dollars a year to attract customers to its restaurants. Restaurants lure children by offering toys, playgrounds, entertainment, and a party atmosphere. Adults are attracted by the fast service and the predictability of both the food and the

environment. Agencies created to educate people about healthy eating have only a fraction of that amount of money with which to get their message across.

In 2001, the US Surgeon General reported that obesity can be linked to roughly 300,000 deaths and \$117 billion in health-care costs a year. Among the health problems caused by obesity are respiratory difficulties, deterioration of bones and muscles, high blood pressure, and skin problems. The more life-threatening problems include heart disease, type 2 diabetes, and certain types of cancer. Clearly, something must be done to stop this new epidemic.

Word count: 804

Words per minute:

Word Watch!

Look for unfamiliar words in the article and write them down in the space below. Some words are already listed for you.

Infectious plague epidemic roughly sedentary skyrocketing
Saturated link lure deteriorate

Vocabulary in Action!

Look for the definition of the words in *Word Watch!* including function and IPA equivalent. Use each word in your own sentence.

Comprehension and discussion

1. What are the reasons why obesity has become widespread?
2. What are the health risks that come with obesity?
3. According to the reading, how many children worldwide are obese?
4. Why are junk foods and fast food restaurants very popular?
5. What are the diseases most often related to obesity?

Think on This...Critically!

1. How can obesity be prevented?
2. Do you agree with the idea that advertising or the media, is a major contributor to the problem of obesity?
3. Can you think of ways how to prevent obesity from happening in your family? Or can you think of ways on how to help people who are already obese?

B. PREFERENCE

Brainstorm

Some people prefer to eat at food stops while some prefer to eat at restaurants

(topic/ issue)

FOOD STOPS

RESTAURANTS

REASONS BOX

Personal experience

REASONS BOX

SYNTHESIS

SYNTHESIS

Primary Question

Primary Question

Answer1

Answer 1

Follow up Question

Follow up Question

Answer 2

Answer 2

CTS

CTS

(Thesis)

(Thesis)

FINAL THESIS STATEMENT

- From the brainstorm, the writer can compare and contrast the main ideas or use one main idea to stand alone.

Outline

INTRODUCTORY PARAGRAPH

Thesis statement

Signposts

BODY PARAGRAPH

Topic Sentence

Detailed Explanation

Specific Examples

Transition statements

CONCLUDING PARAGRAPH

Paraphrase of thesis statement

Paraphrase of signposts

READING SELECTION



CERAMICS

The most ancient artifacts in our possession today were made out of clay thousands of years ago. In fact, much of what we know about cultures of the past we learned by studying pieces of their clay dishes and clay figures. Very few things made from other materials have survived to tell us about the cultures that produced them.

Objects made from clay came to be called ceramics from the Greek word *keramos*, which means “potter’s clay”. Ceramics are divided into many different kinds based on the type of clay used and how the clay is fired. The most common types of pottery are pottery, stoneware, and porcelain. To make pottery, for example, clay is fired at about 500 degrees Celsius. Clay fired at about 1200 degrees Celsius

becomes stoneware. When white clay is fired at an even higher temperature, it becomes porcelain. Baking the clay at such high temperatures actually changes the structure of the clay so that it becomes permanently hard and almost indestructible.

The art of making pottery developed in many places around the world. Some of the earliest pieces of pottery were probably made when people tried to strengthen baskets woven of grass and sticks. Some archaeologists think that early potters in China may have covered the inside of woven baskets with clay so that the baskets would hold water. When the baskets were either placed on a fire or left there by mistake, the fire burned the grass away and turned the baskets into hard, durable pots.

Early potters in different parts of the world found interesting ways to decorate their work to make it more attractive. They scratched the surface of the soft clay to make decorative lines and designs. They also used glazes, which are a special kind of paint, to make objects smooth, shiny, and colorful. The Egyptians were already decorating their pottery with colors and designs about 5,000 years ago. Similar styles began to spread throughout the Mediterranean region. By 3,500 years ago, the people of the Greek island of Crete were producing their own pottery decorated with designs and images of animals. These designs survived thousands of years and can still be seen as examples of Greek art.

The pottery makers of China were the first to learn to make porcelain, which is the finest and most fragile type of pottery. If you hold a piece of porcelain up in the air, light will shine through it. The Chinese exported porcelain to Europe, where it became highly valued. For many years, European potters tried to copy Chinese porcelain, but it was not until 1710 that a German scientist finally learned how to make it. By the end of the 18th century, other European countries were also producing porcelain, and today France and England produce some of the finest porcelain in the world.

There are different ways to form a clay dish or bowl. The easiest method is to simply hollow out a clay ball, using your hands. Another simple method is to roll the clay into a long "rope" and then wind it into a shape. A third is to spread the clay around something. The invention of the potter's wheel more than 5,000 years ago introduced an entirely new way to form a clay object. With this method, the potter places some clay in the center of a round, flat wheel that can turn very fast. As the wheel turns, the potter uses his or her hands to shape the clay. Using the potter's wheel makes it possible to form clay objects that are smoother and more uniformly round.

A clay object is usually decorated first and then baked. Baking the clay in very high temperatures makes it hard and strong. Firing also makes the glaze stick to the pottery. When the firing is completed, the potter must carefully remove the pottery from the oven and let it cool slowly. If it cools too quickly, it could crack and break.

Over the years, clay objects have served many purposes. Obviously, one of the most common pottery is for household dishes. Because pottery is strong and waterproof, it makes an excellent dish for carrying, storing, cooking, and serving food. Fired clay has also been used to make bricks for building houses and to make tiles for covering floors. Ceramics are also incredibly heat resistant, so they can be used where metal would melt or become weak. Today, ceramics are important in industry and engineering.

One rarely discussed use of ceramics is for burial ceremonies. In some cultures, special ceramic objects were buried along with the dead person. Archaeologists think these ceramic objects were made especially for burial ceremonies because their decoration is elaborate. In some cultures, parts of a dead person's body were removed, placed in ceramic vases, and then buried with the body. Ceramic objects showing a dead person's title and offices held have also been found at burial sites.

Some people refuse to consider the making of ceramic an art form because the objects created are so often useful things. At the same time, however, many of those useful ceramic things are extremely valuable. Some are even kept in museums. In the country of Iran, ancient pottery is considered to be so valuable to the culture that there are harsh punishments for anyone who tries to take ceramic artifacts out of the country. The punishments range from paying money to time in jail. That is certainly a clear indication that ceramics are valued by many people.

Word count: 920

Words per minute:

Word Watch!

Look for unfamiliar words in the article and write them down in the space below. Some words are already listed for you.

Artifact fire indestructible durable decorative glaze waterproof

Elaborate harsh

Vocabulary in Action!

Look for the definition of the words in *Word Watch!* including function and IPA equivalent. Use each word in your own sentence.

Comprehension and discussion

1. How are ceramics formed?
2. What are the three kinds of ceramics?
3. What invention made ceramic making easier?
4. In what ways are ceramics used in ancient times?
5. How valuable are ceramics now?

Think on This...Critically!

1. Which do you prefer, porcelain, stoneware, or pottery? Why?
2. Why do you think Chinese porcelain was sought after in the past?
3. Does your country have its own distinctive forms of ceramics? If so, can you describe them?
4. How important is art, especially sculpture and clay art, in your country? Why?

C. COMPARE AND CONTRAST

In preparing for compare and contrast essay, the writer must look for the BEST option and explain WHY in the essay. This is more fact based and less personal.

Brainstorm

Should we enjoy the money we have earned or should we save it for the future?

(topic/ issue)

ENJOY MONEY EARNED (main idea 1)		SAVE FOR FUTURE (main idea 2)		
Advantages	Disadvantages	Advantages	Disadvantages	
REASONS BOX	REASONS BOX	REASONS BOX	REASONS BOX	
SYNTHESIS	SYNTHESIS	SYNTHESIS	SYNTHESIS	
CTS	↔	CTS	↔	CTS
1 st Thesis (1 ST CHOICE)	↔	2 nd Thesis (2 ND CHOICE)		

FINAL THESIS STATEMENT

Outline

INTRODUCTORY PARAGRAPH

Thesis statement

Signposts

BODY PARAGRAPH

Topic Sentence

Detailed Explanation

Specific Examples

Transition statements

CONCLUDING PARAGRAPH

Paraphrase of thesis statement

Paraphrase of signposts

* In the body paragraph, the writer must compare the two main ideas point by point for clarity.

READING SELECTION



SMOKING

Five hundred years ago, you wouldn't have seen anyone growing or smoking tobacco in Europe, the Middle East, Africa, or Asia. Today, however, tobacco is grown in roughly 120 countries, and more than 1 billion people around the world smoke tobacco.

Five hundred years ago, the tobacco plant grew only in the Americas. It was used for a variety of purposes, and it was highly valued. Many Native Americans believed that the tobacco plant had medicinal properties. They smoked and chewed tobacco and rubbed tobacco leaves on their bodies. Some people believed that the leaves of the tobacco plant helped reduce pain and heal wounds and burns. Others thought tobacco leaves can cure toothaches. In many parts of the Americas, smoking is also an important part of religious rites and ceremonies. People believed that tobacco made it possible to communicate with the spirits.

When the first Spanish explorers arrived in the Americas late in the 15th century, they saw Native Americans “smoke drinking”, as they called smoking, and they eagerly tried it. When the first Portuguese explorers arrived in the Americas, they encountered Native Americans who used tobacco as snuff rather than smoking it. Snuff is basically finely ground tobacco, which is inhaled through the nose. The Portuguese explorers picked up the snuff habit and exported it to Portugal and much of the rest of the world. The Portuguese were also the first to cultivate the tobacco plant outside of the Americas. The French ambassador to Portugal, Jean Nicot de Villemain, called the tobacco a cure-all for many illnesses, and in 1560 he sent samples of the tobacco plant to France, where it was given the name *Nicotiana* in his honor.

Tobacco was probably taken to England by Spanish and English explorers, who had learned to smoke it in pipes rather than use it as snuff. People in England were at first frightened by the sight of smoke coming out of a person’s mouth. The first smokers there were followed and stared at. Before long, however, pipe smoking was a popular activity.

Not everyone in Europe and Asia welcomed the arrival of tobacco and the smoking habit. In Russia, possession of tobacco was forbidden. In Turkey and India, smokers faced the death penalty. The Catholic Pope banned its use in the early 1600s. Both the use and cultivation of tobacco were banned in Japan in 1609 and in China in 1612. Despite this, smoking gained in popularity. The failure of the bans was due in large part to the fact that governments could make money from the sale of tobacco. For example, King James I of England strongly opposed the use of tobacco, but he often needed money, and taxing imported tobacco was an easy way for him to get it.

The use of tobacco in cigarettes didn’t become popular until late in the 19th century. Thanks to an effective advertising campaign in the 1880s, cigarette smoking became widespread. Back then, most people thought cigarettes helped to relieve tension; they didn’t believe that cigarettes were harmful to a person’s health. In the 20th century, however, doctors began seeing an increasing number of cases of lung cancer, and in 1950 researchers in England reported the first evidence showing a link between smoking and lung cancer. Fourteen years later, in 1964, the US Surgeon General announced that smoking causes lung cancer. Soon after that, the first warning labels appeared in cigarette packages, and cigarette advertisements were banned from radio and television in England and the United States. The tobacco industry responded by paying filmmakers so show actors and actresses smoking in their movies. Fearing that the health warnings would encourage people to stop smoking, cigarette makers also increased the amount of nicotine in cigarettes to make them more addictive.

Today, we know that there are about 4,000 different chemicals in the smoke of an average cigarette. Some of these chemicals are toxic, and at least 60 of them cause cancer. Nicotine, for example, is highly addictive and poisonous. We know that smoking is the leading cause of lung diseases, and it has also been linked to heart disease and other kinds of cancer. There is evidence that smokers have more trouble healing after surgery, and they are at greater risk for post-op complications.

In addition to harming smokers, cigarette smoke can have a negative effect on the health of nonsmokers occupying the same environment. Researchers think that each year, second hand smoke

may be responsible for about 3,000 lung cancer deaths and 35,000 cases of heart disease among nonsmoking adults. And not only adults are affected by inhaling secondhand smoke. The children of parents who smoke are more likely to develop respiratory problems than are children who grow up in a smoke-free environment.

While people have been opposed to smoking as far back as the 1600s, there is now an increasing amount of pressure on smokers to kick the habit. In 1993, the state of Vermont in the United States banned smoking in indoor places; it was the first state to do so. Since then, many countries have banned smoking in public places. And in 2004, the country of Bhutan became the first country to ban the sale of all tobacco products. The effectiveness of the bans varies from country to country. In some places, the bans are virtually ignored, while others, such as the United States, the bans are taken very seriously.

Why do people smoke when they know it is bad for them? According to many researchers, smoking is one of the most difficult habits to break. Mark Twain, the American writer, once said, "To quit smoking is the easiest thing I ever did; I ought to know because I've done it hundreds of times."

Word count: 956

Words per minute:

Word Watch!

Look for unfamiliar words in the article and write them down in the space below. Some words are already listed for you.

Purpose	variety	religious rite	cultivate	ambassador	ban	import
nicotine	addictive	chemicals	toxic	leading	complications	

Vocabulary in Action!

Look for the definition of the words in *Word Watch!* including function and IPA equivalent. Use each word in your own sentence.

Comprehension and discussion

1. What is the main idea of the selection?
2. Where did smoking come from and how?
3. What are the differences between smoking before and smoking now?
4. According to the reading, what were the health benefits of smoking?
5. What are the health risks posed by smoking nowadays?

Think on This...Critically!

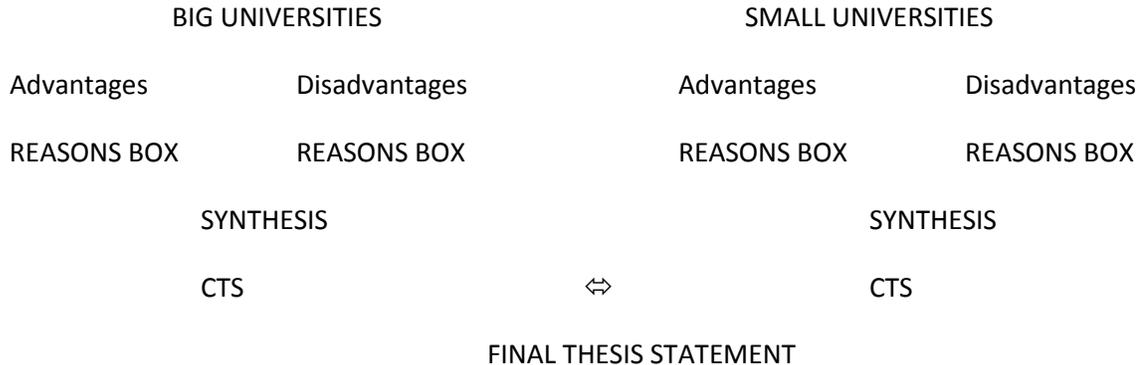
1. Who do you think is directly responsible for spreading the smoking habit?
2. Which would you prefer, a total smoking ban in public places or restricting smoking to designated places only? Provide reasons and examples to support your opinion.
3. What is the reason behind smoking's popularity despite the health risks it poses?

D. ADVANTAGE AND DISADVANTAGE

Brainstorming

Some students prefer big universities to small or mid-level universities

(topic/ issue)



Outline

INTRODUCTORY PARAGRAPH

Thesis statement

Signposts

BODY PARAGRAPH

Topic Sentence

Detailed Explanation

Specific Examples

Transition statements

CONCLUDING PARAGRAPH

Paraphrase of thesis statement

Paraphrase of signposts

* In the body paragraph, the writer should compare the two main ideas point by point to highlight the final thesis statement.

READING SELECTION



THE AUTOMOBILE BOOM

During the early 1900s, companies rushed to implement large-volume output technology, including a rapid changeover to a new manufacturing process designed to produce massive quantities of identical high-quality goods at a low cost per unit. As such, the stages of assembly were standardized, utilizing precision –made, interchangeable parts and factories carefully reorganized to allow the flow of raw materials through a set of sequential steps. These innovations caused great advancement in the American automobile industry in particular, most notably by carmaker Henry Ford. His business strategies with underlying mass production philosophy prompted an automobile boom, elevating the entire country into an economic upswing.

Originally, Ford's company was staffed with professional engineers who were trained in every aspect of building internal combustion engines and designing the framework for the vehicles, and thus, the office was based on stationary production points wherein assistants would carry necessary parts for each car. Ford's implementation of an assembly line, however, broke the manufacturing up into a lot of small steps; employees stood side by side, concentrating on their individual task, as the materials rolled along a conveyor belt. The amount of training needed to carry out only one job, as opposed to many, was minimal, and the company was able to replace highly skilled employees with men who were

unskilled or semi-skilled and therefore inexpensive to employ. In addition to saving him money on payroll, the transition also reduced the manufacturing time by assigning easily perfected repetitive chores. Together, these two changes resulted in a startling increase in productivity without compromising quality.

On the whole, the new manufacturing methods dramatically modified the organization of the workplace, altering the concept of the American factory environment. Whereas the previous industrial model ensured that engineers had interesting whole projects to work on as well as continued education, an assembly line demanded a minute division of labor, each person performing a single tedious task. Laborers quickly became bored of their jobs and lost interest, threatening to bring down the value of their end products. Ford, realizing that his new factory necessitated a strict monitoring of employee output to assure quality and quantity were maintained, established a hierarchical system of supervisors to maintain productivity at peak output levels, and encouraged many professionals who had initially lost their engineering jobs to join the higher ranks of the now rigid and controlled company structure.

The triumph of the Ford plant had a revolutionary effect on the collective industry as well as inspiring newer peripheral industries to develop in order to accommodate increased automobile production. After all, assembly lines required raw materials for input, so steel mills, glass factories, and metal foundries sprang up in clusters close to huge manufacturing plants. At the same time, machine tool and die makers who provided all precision parts and mechanical devices for the factory infrastructure flourished as technology continued to improve, the offshoots of which reared a range of new and exciting careers, particularly of interest to the large groups of young men returning from military duty around this time, and kept unemployment rates down while boosting overall spending. In the end, this booming economy together with better automation allowed Ford to drop his selling price from \$850 in 1908 to less than \$300 in 1925, at which time sales figures skyrocketed as average customers could now afford to purchase a vehicle, feeding back into the overall health of companies that were involved with car making.

The mounting popularity of personal transportation ultimately had repercussions on the cities and countryside as they rapidly changed to make room for the astounding increase in cars. Dirt roads were replaced with paved streets and freeways while urban developers hurried to design gutters, curbs, traffic signs, and other infrastructure that was previously unnecessary. Leisure time now circled around car ownership, bringing forth entertainment venues such as the drive-in theater or touring on newly constructed highways with accompanying gas stations, rest stops, billboards, and even motels to lodge weary travelers along the way. The entire cultural landscape was altered to focus on driving and the needs of the automobile consumer, the impact of which has had major reverberations on the economic survival of the country.

Word count: 697

Words per minute:

Word Watch!

Look for unfamiliar words in the article and write them down in the space below. Some words are already listed for you.

Implement output standardize assembly sequential mass production
Combustion repetitive necessitate offshoot automation reverberation

Vocabulary in Action!

Look for the definition of the words in *Word Watch!* including function and IPA equivalent. Use each word in your own sentence.

Comprehension and discussion

1. What is the reading mainly about?
2. How did the automobile boom change the course of car-making?
3. What are the problems that arose when the assembly line system was introduced?
4. What was the impact of so many vehicles available to the public? How did it change the lifestyle of the people?

Think on This...Critically!

1. How important are automobiles and industries to your country?
2. What are the advantages and disadvantages in being an industrialized country?
3. Do you think that the automobile boom was good for the economy?
4. What do you think are the adverse effects of the automobile boom?

E. IF-IMAGINARY

Brainstorming

If you could study a lesson you have never studied before, what would it be?

(topic / issue)

DIRECT ANSWER

REASONS WHY

SYNTHESIS

CTS

Outline

INTRODUCTORY PARAGRAPH

Thesis statement (DIRECT ANSWER + CTS)

Signposts

BODY PARAGRAPH

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CONCLUDING PARAGRAPH

Paraphrase of thesis statement

Paraphrase of signposts

*In the introductory paragraph, the thesis statement is made up of the given answer to the question plus the CTS (critical thinking statement).

READING SELECTION



Mountain With a Death Wish

1 First I must tell you that I count it no small wonder to be alive. Looking back on the fateful events preceding Mount St. Helens' terrible eruption last May 18, I recognize that I—and others—had been drawn into a strange kind of Russian roulette with that volcano in the Cascades. For many weeks the mountain had masked its potential for tragedy with minor eruptions, then seemed to doze. In our efforts to get a close-range account of a significant geologic event, we moved in with the innocence of the uninitiated—until sudden holocaust shadowed us with peril and changed our lives forever.

2 The very beauty of the mountain helped deceive us. It was a mountain in praise of mountains, towering over lesser peaks, its near-perfect cone glistening white in all seasons. Thousands through the years had given it their hearts—climbers, artists, photographers, lovers of beauty's ultimate expression. Some were among the 61 people drawn into its deadly embrace on that shining Sunday morning last May.

3 For all its splendor, Mount St. Helens was a time bomb, ticking away toward a trigger labeled "self-destruct." Seven weeks before, the world received notice of the mountain's brooding when it first

vented plumes of steam and ash. Its immediate domain in southwestern Washington, a favored land of deep forests, rushing streams, rich farmlands, and flourishing cities, waited anxiously as successive eruptions and earthquakes dirtied its crown and fractured its sides. Then anxieties eased as days and weeks passed without disaster. Though the volcano seethed and trembled, and its bruised north flank bulged morbidly, there were even some who voiced impatience for bigger eruptions. To many, the mountain appeared to be calibrating down toward unreadable calm.

4 “Vancouver! Vancouver! This is it. . . .” With those words—tinged with excitement rather than panic, hearers said—David Johnston, geologist for the United States Geological Survey, announced the end of calm and the start of cataclysm. Thirty-year-old blond-bearded David was stationed at a USGS camp called Coldwater II, six miles from the mountaintop, to monitor eruptions.

5 Those words were his last. The eruption he reported was powerful and unexpectedly lateral. Much of the initial blast was nozzled horizontally, fanning out northwest and northeast, its hurricane wave of scalding gases and fire-hot debris traveling at 200 miles an hour. Its force catapulted the geologist and the house trailer that sheltered him off a high ridge and into space above Coldwater Creek. His body has yet to be found.

6 The start of the eruption has been fixed at 8:32 a.m. Inevitably, the atomic bomb is cited for comparison of magnitude, and the energy computed is that of 500 Hiroshimas. In a quadrant extending roughly west to north, but including a shallower fan to the northeast, 150-foot Douglas firs were uprooted or broken like brittle straws for distances as far as 17 miles from the mountain. An earthquake registering 5.0 on the Richter scale triggered the collapse of the fractured north side of the volcano, which was perhaps a factor in the devastating horizontal venting that followed. Tobogganing on a cushion of hot gases, the disintegrating north rock swept down over the North Fork of the Toutle River, burying it under as much as 200 feet of new fill, which spread downstream in a 15-mile-long debris flow. The lateral blast hurled a thick blanket of ash over collapsing trees, tumbled bulldozers and logging trucks, crumpled pickups and station wagons, adding to the hopelessness of rescue efforts.

7 Soon the nozzling of the eruption turned entirely upward, and a roiling pillar of ash thrust some 12 miles into the Sunday morning sky, flanked by nervous jabs of orange lightning. The pillar plumed eastward into a widening dark cloud that would give Yakima, 85 miles distant, midnight blackness at 9:30 a.m. and would last the day. Much of eastern Washington, northern Idaho, and western Montana would be brought to a halt by the ashfall. Within days the silt from the mountain

would reach the Pacific, after causing destructive floods on the Toutle and Cowlitz Rivers and closing the busy Columbia to deep-draft ships. By Wednesday the cloud would reach the Atlantic.

8 I refer to no notes in setting down these events, because they have cut a deep track in my mind. In fact, my memory unbidden replays sequences unendingly, perhaps because of their awesome magnitude and perhaps because they involve a deep sense of personal loss. I have only to close my eyes and ears to the present, and I see the faces and hear familiar names. ...

9 ...Harry Truman. He was a man who rejected margins of safety. For more than half a century he had lived at the foot of Mount St. Helens on the shores of Spirit Lake. When sheriff's deputies ordered all residents to leave for safety, Harry said no.

10 Harry and his wife, Edna, had built a lodge and cabins by the lake, and their resort became a favored retreat for two generations of vacationers. Three years ago Edna died, and Harry closed the lodge, renting only a few cabins and boats each summer. When a steel gate was placed across the highway, barring outsiders but locking Harry in, he still did not change his mind. Harry said that he had provisioned an old mine shaft with ample drink and victuals, and many of his friends hope he might yet dig out of such a retreat. But the lack of warning preceding the May 18 eruption makes it all but certain that Harry was caught in or near his beloved lodge, which now lies crushed under thick debris and the raised level of Spirit Lake.

11 The mountain he elected never to leave rewarded him with an eternal embrace, a cataclysmic burial of a magnitude befitting deity more than man, an extravaganza befitting even Harry's gift for vocal brimstone.

- Excerpt from : "Mount St. Helens – Mountain with a Death Wish" by **Rowe Findley**

Word count: 973

Words per minute:

Word Watch!

Look for unfamiliar words in the article and write them down in the space below. Some words are already listed for you.

Potential uninitiated geologic domain seethe
Cataclysm debris magnitude provision victuals

Vocabulary in Action!

Look for the definition of the words in *Word Watch!* including function and IPA equivalent. Use each word in your own sentence.

Comprehension and discussion

1. Why was Mount St. Helens a popular place for tourists before the 1980 eruption?
2. What was the main reason why many people were affected by the eruption?
3. In paragraph 3, what did the author mean when he said *“the mountain appeared to be calibrating down toward unreadable calm.”*?
4. In paragraph 8, what do you think was the tone that the author used? Why do you think he used that particular tone?
5. What is another way of saying this line from paragraph 10 *“many of his friends hope he might yet dig out of such a retreat”*.?

Think on This...Critically!

1. If you were a member of the geologists monitoring the mountain, what safeguards would you place to ensure the safety of the people?
2. If you were Harry Truman, would you have left the mountain? Why or Why not?
3. Imagine that you were one of the scientists in the area. How would you ensure your own survival in that situation?
4. If you were tasked to convince people to leave the mountain, especially Harry Truman, what would you say?

F. DESCRIPTION

Brainstorming

What is a very important skill that a person needs to succeed in life?

(topic / issue)

DIRECT ANSWER

BENEFITS

LEVEL OF IMPORTANCE

REASONS BOX

REASONS BOX

SYNTHESIS

+

SYNTHESIS

CTS

Outline

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Thesis statement (DIRECT ANSWER + CTS)

Signposts

BODY PARAGRAPH

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Specific Examples

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CONCLUDING PARAGRAPH

Paraphrase of thesis statement

Paraphrase of signposts

*In the introductory paragraph, the writer must use the direct answer and the CTS (critical thinking statement) to make the thesis statement.

READING SELECTION



BAROQUE ARCHITECTURE

1The word Baroque literally means a "misshapen pearl". This period of architecture was called Baroque because some considered the style very odd. Baroque architecture evolved out of Renaissance architecture in Italy. The two main architects of the Baroque era were Bernini and Borromini. Bernini's first medium was sculpture. He liked to incorporate a lot of sculpture into his buildings. A sculptor and mason, Francesco Borromini went to Rome in 1614, and trained under Bernini.

2Late Roman buildings, particularly St. Peter's Basilica, may be considered precursors to Baroque architecture, as the design achieves a colossal unity that was previously unknown. In the 1600's, the Renaissance architects began to get bored with the symmetry and same old forms they had been using for the past 200 years. They started to make bold, curving, unsymmetrical buildings, with ornate decorations.

3The facades consisted of many curves, often using the double curve (in at the sides, out in the middle). Baroque pediments (triangular area between the rooftop and the end of the roofs) were often

highly decorated. The tips were sometimes turned into scrolls and gilded. In these two examples, St. Moise in Venice has a more ornate facade than does St. Ignatius in Mainz, Germany; however the interior of St. Ignatius is almost Rococo.

4The most distinct shape of the Baroque style is the oval. The baroque architects used marble, gilt, and bronze in abundance on the interior. One often finds the interiors surrounded by numerous gilded puttos (little angels) as well as some life sized ones.

5The ceilings and domes often contained large frescos, or murals, using what is known as "Trompe l'oeil" painting, which is an art technique involving extremely realistic imagery in order to create the optical illusion that the depicted objects appear in three dimensions, instead of actually being a two-dimensional painting. The walls are often highly painted.

6The Baroque played into the demand for an architecture that as on the one hand more accessible to the emotions and, on the other hand, a visible statement of the wealth and power of the Church. By the middle of the 17th century, the Baroque style had found its secular expression in the form of grand palaces, first in France and then throughout Europe.

7The Baroque style became more restrained in France. While lavish details were used, French buildings were usually symmetrical and orderly. The Palace of Versailles is an outstanding example. Baroque architecture emerged in England after the Great Fire of London in 1666. Architect Christopher Wren used restrained Baroque styling when he helped rebuild the city. His most famous accomplishment was St. Paul's Cathedral.

8Builders in Spain, Mexico, and South America combined Baroque ideas with exuberant sculptures, Moorish details, and extreme contrasts between light and dark. Spanish Baroque architecture was used through the mid-1700s, and continued to be imitated much later. In Germany, Austria, Eastern Europe, and Russia, Baroque ideas were often applied with a lighter touch. Pale colors and curving shell shapes gave buildings the delicate appearance of a frosted cake. The term Rococo was used to describe these softer versions of the Baroque style.

Word count:

519

Words per minute:

Word Watch!

Look for unfamiliar words in the article and write them down in the space below. Some words are already listed for you.

Misshapen period incorporate mason precursor colossal
Symmetry ornate façade exuberant delicate

Vocabulary in Action!

Look for the definition of the words in *Word Watch!* including function and IPA equivalent. Use each word in your own sentence.

Comprehension and discussion

1. According to the reading, who were the two foremost designers who used the Baroque style of architecture?
2. What characterized Baroque architecture?
3. Which buildings used the Baroque style the most?
4. What elements differentiated the Baroque from the Rococo design?

Think on This...Critically!

1. Do you think that the Baroque style would be appreciated in your country? Why or why not?
2. Does your country have its own architectural equivalent to the Baroque? What is the most important historical structure in your country and why?
3. If you were tasked to design a building, any building, what would it be, and what would you put in as design elements to make your building unique?