

Basic Reading

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BASIC READING

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PREFACE

Since English is not your native language, it may be difficult to learn it at the beginning. There are various factors that may lead to your success in the study. Among other things, your ability to understand, speak, read, and write English may pave the way to the success.

The difference between success and failure may derive from the need or desire to gain a certain goal. Motivation can result from inside of you or outside of you. Inside motivation brings about hopes and expectations. The study purposes that are caused by these are various and individual. Therefore, it is good to determine a goal and lead all study efforts toward reaching it. It will establish the direction and degree of your motivation for study. It is said that motivation can show the way to success and success can result in motivation.

Another source of motivation is from outside such as *grades*. These are in between, short-range motivation for study. However, the grades as the only ambition because they are only small, artificial steps to the eventual goal.

Pessimists say:

The more I read, the more I know

The more I know, the more I forget
The more I forget, the more I don't know
Why study?

But optimists ⁵⁴ say:

I hear, I forget

I see, I remember

I do, I understand

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CHAPTER 1

GREEN PACKAGING

Pre-Reading Questions

1. If a friend asked, “What has a environment to do with us/’ what would your answer be?
2. What can you do to be environmentally-friendly?
3. Why is it sometimes difficult to be environmentally-friendly?

Reading Passage

Now read the passage below. You can look up the meanings of the words and phrases in bold in the Vocabulary Study section that follows.

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Manufacturers are currently competing with each other to produce a form of **green** packaging. **Packaging** is an important part of marketing these days, but much of it is threat to the environment. There are two reasons for this. The production of such packaging uses up a great deal of **energy** and the **cartons**, wrappers, etc are often difficult to **dispose of** when they become **waste** material.

14

People in most countries have become aware of the damage which modern living is doing to the environment, and

many of them are concerning themselves with the **conversation** of the environment for future generations. Thus, both politicians and scientists are now looking at the issues of energy -saving and **waste disposal** with a view to making them more **environmentally-friendly**.

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As far as packaging is concerned, it is vital that it is either **recyclable** or **biodegradable**. For example, instead of throwing out newspapers and glass bottles with their household rubbish, people in several countries are being encouraged to put these in special containers to allow the material to be **recycled**. Some household waste, such as vegetable **peelings**, is naturally biodegradable and so **decomposes** gradually until it disappears.

Man-made goods are not so easily disposed of. Goods and packaging made of plastic create waste material that is particularly difficult to get rid of. ¹⁷ This means that huge **landfill sites** have to be dug out so as to bury the plastic waste underground, possibly causing problems for future generations.

Just as much of a problem is industrial waste, since the **effluent** from factories often contains chemicals which can lead to the **pollution** of water supplies. Waste from factories has to be **monitored** carefully in order to avoid this.

Technological advances using nuclear power have added to the waste problem. To disposal of **nuclear waste**

causes particular concern because it is radioactive and so possibly dangerous to life.

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The high standard of living, which the people of many countries now enjoy, has resulted in a huge increase in waste material. This could have a terrible effect on the ecology of the planet. There is no doubt that urgent action must be taken to save our environment from possible disaster.

Vocabulary Building

9
A. Match in word in Column A with its meaning in Column

B. Write the corresponding letter in the box next to the word.

Column A	Column B
1. Currently	a. Supply of power
2. Environment	b. Products
3. Energy	c. Used again
4. Dispose of	d. Surroundings
5. Recycled	e. Is not there
6. Disappears	any more
7. Goods	f. Harmful
8. Dangerous	g. Now
	h. Remove

B. Match each word in column A with its opposite meaning in Column B. Write the corresponding letter in the box next to the word.

Column A	Column B
1. Difficult	a. Solution
2. Future	b. Easy
3. Throwing out	c. Discouraged
4. Encouraged	d. Taken away from
5. Problems	e. Suffer from
6. Often	f. Past
7. Added to	g. Collecting
8. Enjoy	h. Seldom

C. Choose the most appropriate word, provided in italics, to complete each of the sentences.

<i>Packaging</i>	<i>waste material</i>	<i>pollution</i>
<i>disaster</i>		

1. Most modern cities face heavy_____
2. The _____ caused by the floods led to much suffering.
3. Most things that we buy will have a lot of _____

4. _____ is difficult and expensive to get rid of.

Read and Understand

A. Say whether each of the sentences below is True or False.

1. The environment suffers when there is heavy packaging of the things we buy.
2. Politicians and scientists are not giving any attention to the problems of the environment.
3. Newspapers and glass bottles can be recycled.
4. It is difficult to get rid of plastic goods.
5. Rich countries take care to cut down on waste.

B. Answer the questions in full sentences.

1. What are the two reasons that packaging is harmful to the environment?

2. Which groups of people are looking at the issues of the environment?

3. What are the important qualities for packaging to be green?

Pair Work

With your partner, first discuss your answers to the questions below. Then write out each of your answers in one or two sentences.

1. Would you support the use of less packaging? Give reasons for your answers.

2. What recycling efforts are carried out in your school?

3. What recycling efforts are carried out in your neighborhood?

4. What can you do to be more environmentally-friendly

Your View

Complete the sentences below by giving your view.

1. I think green packaging **should be** carried out because

OR I think green packaging **should** not be carried out because

2. I think people harm the environment by

3. I want to help the environment because

CHAPTER 2

TOO MUCH TRAFFIC

Pre-Reading Questions

1. Do you think your city has too much traffic? Give your reasons.
2. Do you support actions to control city traffic?
3. Would you own a car if you are of age to drive and can afford to? Why or why not?

Reading Passage

Now read the passage below. You can look up the meanings of the words and phrase in bold in the vocabulary study section that follows.

32 Many of problems which face governments nowadays are international ones. Take traffic, for example. All the major cities of the world are having to try to find ways of dealing with too many **vehicles** and the **congest** roads which they cause.

A large number of the vehicles which **clog** our cities are **privatecars**. **Motorists** are very reluctant to leave their precious cars behind and go to work on **public transport**, despite the constant **traffic jams**. They regard buses, trams and trains as being for other people, while they themselves like to

drive from door to door. Thus, our roads are **chock-a-block** with traffic.

Of course, parking space is not always available. Some firms provide **car parks** or garages, where at least some of their employees can leave their cars. Most people, however, have to rely on public car parks, often **multi-storey** ones, or else try to park in the street. Since this is usually highly restricted, with many **parking meters** in evidence, parking is a source a **frustration** to many motorists.

People who are otherwise quite law-abiding are apt to take a bit of a risk when it comes to traffic **offences**. Thus, they ignore both signs that say “NO PARKING” and lines painted down the edge of the road which indicate parking **restriction**. Should they be away from their cars for longer than the amount of time allowed by the parking meter, they are not worried until they see that the **traffic warden** has left a **parking ticket** on their **windscreen**, and realize that they will have to pay a **fine**.

The authorities in more and more cities are trying to keep cars out of the city centre. With this aims, they have **pedestrianized** large areas and introduced **park-and-ride** schemes so that people will leave their cars at the city boundary and complete their journey by bus.

Still, there are fears that ever-increasing traffic will cause **gridlock** in cities, particularly at **rush hours**. With so

many tailbacks and **bottle-necks** on so many roads, motoring is no longer a pleasure. Why, when, do so many of us persist in using our cars?

Vocabulary Building

- A. Match each word in column A with its meaning in column B. Write the corresponding letter in the box next to the word.

Column A	Column B
1. Congested	a. valuable
2. Motorists	b. overcrowded
3. Precious	c. depend on
4. Possible	d. the departments in charge
5. Rely on	e. continue
6. Law-abiding	f. can be done
7. Authorities	g. drives
8. Persist	h. obedient to the law

- B. Match each word in column A with its opposite meaning in column B. Write the corresponding letter in the box to the word

Column A	Column B
Large	shorter
Constant	not connected
Restricted	ended
Ignore	unlimited
Longer	small
Worried	attend to
Introduced	minor
	infrequent

- C. Choose the most appropriate words, provide in italics, to complete each of the sentences.

Vehicles *Traffic* *motorists* *fine* *journey*

- The heavy _____ caused a big jam on motorway.
- Those caught speeding will have to pay a _____ to break the long _____, we will stop overnight at a hotel.
- _____ were advised to avoid Country Street as a tree had fallen across it.

4. Each Sunday, second-hand _____ will be sold at the parking lot.

Read and Understand

A. Write T if the statement is true and F if it is false.

1. Traffic problems are the worst in western countries
2. One reason for traffic jams is that not enough people take public transport.
3. Quite often there is insufficient parking space in the city.
4. People will only park in the areas set aside for parking.
5. The authorities have no ideas about how to cut down traffic in the city centre.

B. Complete these sentences, taking information from the passage.

1. Parking space is limited, so some firms

2. Motorists, who park illegally in the city area, face the risk of

3. To cut down the number of cars in the city, the authorities

Pair Work

With your partner, first discuss your answers to the questions below. Then write out each of your answers in one or two sentences.

1. Suggest one way to cut down the number of cars entering the city area.

2. What could be a new way to solve the parking problems in the city area?

3. If you have a car, would you drive into the city on a weekday? Give your reasons.

CHAPTER 3

BULLYING

Pre-Reading questions

1. Recall a case of bullying that you know of
2. What do you think of bullies?
3. Do you agree with these statements? Give a reason for each of your answers
 - Most cases of bullying are not reported
 - Those who are bullied are usually weak or odd looking

Reading Passage

Now read the passage below. You can look up the meanings of the words and phrases in bold in the Vocabulary Study section that follows.

Education is a very important part of a child's life, and yet an increasing number of children are showing reluctance to attend school. It is not that they find the work too difficult or are afraid of the teachers. No, it is because they are being **bullied**.

School **bullies** can make other children's lives a misery and their **bullying** takes different forms. Often they will use their physical size to **intimidate** those who are smaller and weaker than themselves. They will threaten their **victims** with a

beating if they don't do as they say, often using physical force to **extort** money, and will steal possessions from them by force.

5 Bullies use **verbal abuse** as well as **physical abuse** on their victims. The **butt** of this abuse may often simply be slightly different in some way from the rest of the class. A child may have red hair, wear spectacles, not have the latest fashion in shoes, have only one parent, or be of a different race, for example. This can make them a **target** for the school bully, who will indulge in the most insulting **name-calling**.

5 Some physiologists say that the desire of the class bully to **dominate** the others is a result of an **inferiority complex** or some personal unhappiness, but this does not help those who are **on the receiving end** of the abuse. So great is the bullying problem that many schools have been forced to draw up an official **strategy** for dealing with it.

Teachers encourage the victims of bullying to report the matter to one of them, but many of them are afraid to do so, for fear of more physical **assault** or more **taunts**. The bullies will accuse them of **tellingtales** and make them suffer more. Furthermore, those who **browbeat** others, although **domineering**, can often appear to be charming to those who are in authority.

Because it is so difficult to get victims to report bullies, and often difficult to prove **coercion**, many bullies escape unpunished. We must protect our children from this **persecution**. They have a right to enjoy their school days.

Vocabulary building

- A. Match each word in column A with its meaning in column B. Write the corresponding letter in the box next to the word.

Column A	Column B
1. attend	a. words that hurt
2. afraid	b. power
3. bullied	c. control
4. verbal abuse	d. ill-treated
5. target	e. attack
6. dominate	f. to be present
7. assault	g. frightened
8. authority	h. person to aim at

- B. Match each word in column A with its opposite meaning in column B. Write the corresponding letter in the box next to the word.

Column A	Column B
1. increasing	a. discourage
2. weaker	b. same
3. different	c. joy
4. result	d. unattractive
5. unhappiness	e. decreasing
6. encourage	f. stronger
7. physical	g. cause
8. charming	h. mental

C. Choose the most appropriate words, provided in italic, to complete each of the sentences

<i>misery</i>	<i>extort</i>	<i>taunts</i>	<i>unpunished</i>
---------------	---------------	---------------	-------------------

- The police caught the man who was trying to _____ money from the stallholder.
- The overweight boy often faced the _____ of his classmates.
- The principal told the student that as it was his first wrongdoing, he would go _____.
- Her friends told her jokes to help her get over her _____.

Read and Understand

A. Circle the most suitable answer from the three possible answers provided.

1. Some children do not want to attend school because of
 - a. difficult work.
 - b. fear of bullying.
 - c. fear of teachers.
2. Often bullies pick on those who are
 - a. rich
 - b. smaller than themselves.
 - c. dress well
3. Children who are bullied often do not report it because of
 - a. fear of being teased
 - b. fear of teacher
 - c. fear of more bullying
4. Many bullies escape punishment because
 - a. they can be charming
 - b. they are well-behaved
 - c. the victim do not report them

B. Answer these questions in full sentences

1. What are the two main forms of bullying?

2. What do psychologists say could be the cause of bullying?

3. What do schools do to deal with bullying?

Pair work

With your partner, first discuss your answers to the questions below. Then write out each of your answers in one or two sentences.

41
1. If bullying is a problem in your school, what do you think are the causes of it?

41
2. If bullying is not a problem in your school, why do you think your school is free from it?

3. Why do you think students are unwilling to report bullies?

4. What more can be done in your in school to stop bullying?

Your view

1. Why do you think some people bully others?

2. What more can be done by schools to stop bullying?

3. If you saw someone bullying weaker person, what would you do?

CHAPTER 4

GROWING OLD

Pre-Reading Questions

1. How do you feel towards old people?
2. Do you think that people are living longer? Why or why not?
3. How old do you want to live until? Give reason for your answer?

Reading Passage

Now read the passage below. You can look up the meanings of the words and phrases in bold in the Vocabulary Study section that follows. **It happens to us all, however hard we may try to delay the process. We grow old. Cosmetic Surgery may remove the wrinkles, skin which has sagged may be tightened by means of a facelift, and hairdressers may dye grey hair a more youthful color, but we cannot remain young forever.**

Advanced **in medicine** have made it possible for more people to stay alive longer. **However, what is important is the quality of life** and people age differently. Some people remain quite well and able to look after themselves when they get old, but others of the same age are not so lucky. They have to go

into **sheltered housing** or even into **a residential home** or **nursing home** in order to receive adequate care.

8 The worst aspect of **ageing** is that often the mind becomes less alert. As people grow older, they often experience loss of **short-term memory**, although they may be able to recall quite easily events that happened long ago. Later they may suffer from **dementia**, often in the form of **Alzheimer's disease**, a disease which gets gradually worse.

21 By no means all elderly people are in this category. Many **senior citizens** are in possession of all their **faculties** and see **retirement** as a time of freedom. Not only that, if they have generous retirement **pension**, they are likely to be quite well off, with money to spend on holidays and other luxuries. Because of this, both businesses and government have a new respect for what is known as **grey power**.

8 By no means, however, does everyone treat **OAPs** with respect. There are some **cultures** which are noted for the great respect with which they treat their old people, but many people regard the old as having as a very low **status** in society and treat them accordingly.

38 People in these later cultures are often guilty of **ageism** and regard old people as **geriatrics** who **have one foot in the grave**. Someone should remind them that they, too, will be old one day.

Vocabulary Building

A. Match each word in column A with its meaning in column B by joining the dots correctly.

Column A	Column B
1. remove	a. bit by bit
2. important	b. take away
3. adequate	c. of great concern
4. recall	d. admiration
5. gradually	e. sufficient
6. generous	f. position
7. respect	g. remember
8. status	h. large

B. Match each word in column A with its opposite meaning in column B by joining the dots correctly.

Column A	Column B
1. delay	a. loosened
2. tightened	b. restriction
3. young	c. former
4. worse	d. old
5. freedom	e. innocent
6. luxuries	f. better

7. latter guilty

g. necessities quicken

C. For the following sentences, circle either True or False to indicate whether the word(s) in italics have been used properly.

1. As this is a *major* problem, we do not need to be concerned.

2. As population *age*, more health care services will have to be provided.

3. *Cosmetic surgery* is a treatment to improve a person's looks.

4. At 35, he resigned and was given a *pension*.

5. To try and stay *youthful*, most people stop exercising and dieting.

Read and Understand

A. Circle the most suitable answer from the four possible answers provided.

1. People try to look younger than their age by
 - a. dressing smartly.
 - b. mixing with young people.
 - c. getting a facelift.
 - d. working hard.
2. Elderly people who cannot look after themselves go to
 - a. nursing homes.
 - b. hospitals.
 - c. community centers.
 - d. homes of relatives.
3. What is the reason that businesses respect the elderly?
 - a. The elderly are wise.
 - b. The elderly have knowledge.
 - c. The elderly are mentally alert.
 - d. The elderly have spending power.
4. The writer said that people treat the elderly according to
 - a. their moods.
 - b. cultural attitudes.
 - c. their amount of education.
 - d. their amount of time.

B. Answer these questions in full sentences.

8

1. What has made it possible for people to stay young longer?

2. What does the writer think is the worst aspect of ageing?

3. Name one advantage that elderly people have.

Pair Work

With your partner, first discuss your answers to the question below. Then write out each of your answers in one or two sentences.

1. Name one way in which the elderly can be useful.

2. How can the elderly be helped to remain useful?

3. What is your society's attitude to the elderly?

4. What is your own attitude to the elderly?

Your View

You are free to decide for yourself whether you agree or disagree with each of the statements below. Write each of your

answers in one sentence that begins with either “I agree because” Or “I disagree because....”

1. The elderly have a great deal of knowledge and experience to contribute to society.

2. The state should look after the elderly sick.

3. My country is doing enough to deal with an ageing population.

CHAPTER 5

PARENTAL ASPIRATION

Pre-Reading Question

1. What do you think your parents would like your future to be?
2. To what extent are the hopes of your parents the same as yours?
3. If you and your parents have different ambitions for your future, how do you feel about it?

Reading Passage

Now read the passage below. You can look up the meanings of the words and phrases in bold in the Vocabulary Study section that follows.

Educational qualifications are considered to be very important in the modern world. They are essential for people who want to find reasonably well-paid employment in the **professions**. For this reason, most parents try to get their children to work hard at school and achieve **academic** success by doing well exams. Many parental **aspirations** also include their children going to university and **graduating** with a good degree.

Not all children, however, are capable of achieving academic success. This does not matter as long as parents are willing to accept this, but it is quite common for parents to think that all their children have to do is to study hard and they will pass their exams. All too often, they just succeed in causing too much **stress** in their **offspring**, with the result that the children either get ill or fail exams that they might otherwise have passed.

There are some children who are quite bright, but who are simply not interested in formal learning. Some might be of an artistic bent and wish to become an artist or designer while some might have a **talent** for acting. Others may show an **aptitude** for working with their hands, or want to start their own businesses and become **entrepreneurs**.

It is perfectly possible for children to achieve such **ambitions**. However, their parents may well have other ideas, which can lead to family **conflict**. Strangely enough, many parents are often reluctant to allow children to **follow in their footsteps**. For example, actor may not wish their children to have a career in the theatre, because of the uncertainty of the profession. Business people may feel that their children will have more **status** in an academic profession than in the world of **commerce**.

The opposite situation also arises. Parents who have worked hard to establish a business may want their children to become part of it, only to find that their sons and daughters prefer to look for completely different **occupations**.

Each generation has different ideas, making communication between the two extremely difficult. Thus, has arisen the aptly named **generation gap**.

Vocabulary Building

A. Match each word in Column A with its meaning in Column B. Write the corresponding letter in the box next to the word.

Column A	Column B
1. degree	a. outcome
2. stress	b. goals
3. offspring	c. business or trade
4. result	d. university
5. aptitude	qualification
6. ambition	e. worry
7. commerce	f. jobs or professions
8. occupation	g. ability
	h. children

B. Match each word in Column A with its opposite meaning in Column B. Write the corresponding letter in the box next to the word.

Column A	Column B
1. modern	a. dull
2. success	b. failure
3. accept	c. ancient
4. common	d. willing
5. bright	e. slightly
6. conflict	f. unusual
7. reluctant	g. harmony
8. extremely	h. reject

C. Choose *four* out of the eight words below and make a simple sentence with each of the four words you picked.

<i>important</i>	<i>employment</i>	<i>parents</i>	<i>interested</i>
<i>artist</i>	<i>possible</i>	<i>ideas</i>	<i>difficult</i>

1. _____

2. _____

3. _____

4. _____

Read and Understand

A. Using information in the passage, say whether these sentences are true or false.

1. People with good educational qualifications are likely to get well-paid jobs.
2. Not every child can do well in school.
3. Most children are good in art and acting, as well as business.
4. Many parents are happy to have their children do the same work as their parents.
5. The generation gap happens when parents and children find it difficult to communicate with one another.

B. Answer these questions in full sentences.

1. In modern world, what do many parents want for their children?

2. What can happen to children if they say face too much stress in their studies?

3. Other than doing well in examinations, name one other ability children could have.

Pair Work

With your partner, first discuss your answers to the questions below. Then write out each of your answers in one or two sentences.

1. Do you think that educational qualifications are important?
Give your reasons.

2. Give one advantage if children take up the careers that their parents want for them.

3. Give one disadvantages if children take up the careers that their parents want for them.

4. Give an example when parents and children are not able to understand one another.

Your View

The questions below ask for your opinion. Answer each question in *one sentence*.

1. Are you for or against allowing children to excel in art or sports if it means they have less time for their studies?

Give a reason.

2. What would you say to a parent who pushes his child in his studies?

3. What do you think of children who choose a career to please their parents?

CHAPTER 6

FOOTBALL HOOLIGANS

Pre-Reading Questions

1. What have you heard of football hooligans?
2. Why do hooligans usually belong to a group?
3. What punishment do you think should be given to football hooligans?

Reading Passage

Now read the passage below. You can look up the meaning of the words and phrase in bold in the Vocabulary Study section that follows.

It is football time again. Currently, the **qualifying** rounds are being played to decide which countries will send teams to Japan and Korea for the 2002 World Cup. **Soccer** is becoming more and more popular on a worldwide scale and these qualifying **legs** are causing much excitement.

The game is popular at club level as well. Many fans go every week to support their team, whether the **fixture** is **home** or **away** one, hoping to **get a result**. They all hope for an attacking game, with a lot of goals being scored. Obviously, they do not want to see a boring, defensive match

where the players are aimlessly passing the ball to each other.

Sadly, not all the action always takes place on the **pitch**. All too frequently, there is action in the **stands**, too. Football supporters, most of whom declare their loyalty by sporting their team's **colours**, in the form of scarves or shirts, are not known for their quiet behavior. They are often very noisy, shouting noisy encouragement to their team and singing rowdy, **partisan** songs.

There is much rivalry between supporters. Mostly, this is good-natured, but trouble can easily flare up. Fans get angry if they feel that a **referee** has made a wrong decision, perhaps giving one of their team a **red** or **yellow card** unfairly, or perhaps failing to notice a **foul** committed by a member of the other team when **tackling**.

When trouble breaks out in a football crowd, it can be difficult to control. Stadium officials often seat the opposing fans in separate parts of the **ground** as a precaution against fighting. However, preventing trouble is more difficult outside the ground. In the worst cases, **riot police** have to be called in.

Unfortunately, there are some fans who enjoy this violent aspect of football. These football **hooligans** really enjoy a **running battle** with the police, and incite other people to throw stones and bottles at them. They regard football not as

a sport, but as an excuse for troublemaking. Inevitably, their behaviour spoils the reputation of the game.

Vocabulary Building

A. Match each word in Column A with its meaning in Column B by joining the dots correctly.

Column A	Column B
1. excitement	a. supporters
2. fans	b. eagerness
3. scored	c. cause
4. aimlessly	d. dot a goal
5. frequently	e. without purpose
6. tackling	f. apart from
7. separate	g. getting the ball
8. incite	h. often

B. Match each word in Column A with its opposite meaning in Column B by joining the dots correctly.

Column A	Column B
1. attacking	a. right
2. boring	b. defensive

3. quiet	c. exciting
4. encouragement	d. best
5. wrong	e. noisy
6. preventing	f. peaceful
7. worst	g. discouragement
8. violent	h. allowing

C. For the following sentences, circle either True or False to indicate whether the word(s) in italics have been used properly.

1. Mr. Oji was *currently* finishing a project and was not busy.
2. It is worth paying for expensive tickets as we expect to watch an exciting *an match*.
3. Being *good-natured*, he loses his temper often.
4. As the crowd was well-behaved, it gave the police *trouble*.
5. The film star was greeted by his *fans* when he arrived.

Read and Understand

A. Circle the most suitable answer from the four possible answer provided.

1. The qualifying rounds are played to
 - a. please the supporters.

- b. pick the best team for the World Cup.
 - c. raise funds for the organizers.
 - d. decide which players are the best.
2. What do the football fans to see ?
- a. an aimless game.
 - b. a defensive game.
 - c. an evenly matched game.
 - d. an exciting game.
3. Spectators show their support by
- a. stay till late.
 - b. waving shirts.
 - c. wearing their team's colours.
 - d. arriving early.
4. Fans get angry when they think
- a. the referee is unfair.
 - b. their team is losing.
 - c. their team is not playing well.
 - d. there is a foul.

B. Answer these questions in full sentences.

1. Give one example of a wrong decision made by referee.

2. What do football hooligans do to start trouble?

3. What do stadium official do to prevent opposing fans fighting with one another?

Pair Work

With your partner, first discuss your answer to the questions below. Then write out each of your answer in one or two sentences.

1. Give one reason why you enjoy or do not enjoy watching football.

2. What do you think of football hooligans?

3. Why are there football hooligans but you do not hear of basketball hooligans?

Your View

You are free to decide for yourself whether you agree or disagree with each of the statements below. Write each of your answer in one sentence that begins with either 'I agree because..... or 'I disagree because

1. Football hooligans are trouble-makers who should be firmly dealt with.

2. Football hooligans spoil the reputation of the game.

3. There is no solution to the problem of football hooliganism.

6. Discrimination against Disability

Pre-Reading Questions

1. Do you think the disabled are treated unfairly? Give an example to support your answer.

2. Suggest one change that would lead to a fairer treatment of the disabled.

3. Ask one question that you would like answered after reading the passage.

Reading Passage

Now read the passage below. You can look up the meanings of the words and phrases in bold in the Vocabulary.Study section that follows.

Many of use are guilty of **discriminating** against **disabled** people. Whether intentionally or not. **People with disabilities** are often treated extremely **patronizingly** by **abled** people, as though they were very young children. For example, a person in a wheelchair may be completely ignored and questions such as ‘Does he want black or white coffee?’ are put to a **companion** rather than directly to the person.

If people in wheelchairs can get around by themselves and so are able to travel alone, they are frequently treated as though they are **invisible**. Other people simply push rudely past them without paying any attention to them.

Obviously, people with disabilities will want to do the same things as **able-bodied** people. Thus, they will wish to visit museums, art galleries, restaurants and other public places. However, gaining **access** to such places can be far from easy. Often, the entrance to public buildings is at the top of some steps, which can prove to be an **obstacle** to someone who is in a wheelchair. Admittedly, some buildings now provide **ramps**, which makes life mush easier.

Since **doorways** are often rather narrow, wheelchair-users have difficulty in **negotiating** them. Having succeeded in entering a building, disabled people might well meet another obstacle. The only means of getting from one **floor** to another, especially if it is an old building, might well be by a flight of stairs. Even if there is a lift as an alternative to the stairs, it may not be big enough to hold a wheelchair. One good thing about modern buildings is that they are usually **equipped with** reasonably **roomy** lifts, as well as **escalators**. This makes life easier for disabled people.

Nowadays, many disabled people are able to manage perfectly well at home by themselves. They might have a special lift to get to another floor, and a range of especially adapted **appliances** to help them **fend for themselves**.

It is when they attempt to go outside that obstacles to ordinary living begin. Society must do all in its power to remove these. Some **provision** is now being made for people with disabilities, but they need many more **facilities**. Otherwise society can be accused of **ableism**.

Vocabulary Building

- A. Match each word in column A with its meaning in Column B.
- B. Write the corresponding letter in the box next to the word.

Column A	Column B
1. Intentionally	a. Another way
2. Ignored	b. Entry
3. Companion	c. Overlooked
4. Access	d. With purpose
5. Alternative	e. Provided with
6. equipped with	f. Barriers
7. obstacles	g. Services or equipment
8. facilities	h. Someone who spends a lot of time with you

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C. Match each word in column A with its opposite meaning in column B. Write the corresponding letter in the box next to the word.

Column A	Column B
1. Disabled	a. extraordinary
2. Frequently	b. provide
3. Invisible	c. exit
4. Rudely	d. visible
5. Entrance	e. harder
6. Easier	f. able-bodied

7. Ordinary	g. politely
8. remove	h. seldom

D. for the following sentences, circle either True or False to indicate whether the word(s) in italics have been used properly.

1. he Paid full *attention* in class and that is why he passed the test well. T/F
2. the businessman overcame the *obstacles* by working very hard. T/F
3. we are worrid as there is *enough* food to last the trip. T/F
4. as he does not enjoy company, he is *perfectly* happy to share a dormitory with others. T/F
5. these *adaped* novels from the west can now be enjoyed by Asians. T/F

Read and Understand

A. After reading the passage, say whether each of the sentences below is True or False.

1. Many people treat disabled people with respect. T/F
2. People in wheelchair are often treated as if they are not there. T/F

3. Buildings that have ramps enable the disabled to enter more easily. T/F
4. After entering the building, wheelchair users find it easy to move around. T/F
5. Many disabled people can take care of themselves when they are at home. T/F

B. Answer these questions in full sentences.

1. Name one difficulty that wheelchair users may have when they go out

2. Name one way that building can be made more friendly for wheelchair users.

3. Pick out one sentence in paragraph six that shows that not enough is done for disabled.

Pair Work

With your partner, first discuss your answers to the questions below. Then write out each of your answers in one or two sentences.

1. How is your school building friendly for disabled?

2. Do you think enough is done in your school to allow the disabled to move around? Give a reason.

3. How are the buildings near your home friendly for disabled?

4. Do you think enough is done in the buildings near your home to allow the disabled to move around? Give a reason.

CHAPTER 7

BUTTERFLIES AND CATERPILLARS

A. Reading Text

Butterflies start their lives as caterpillars. Once they emerge from their cocoons, they display brilliantly colored wings composed of thousands of tiny scales. As caterpillars, they primarily feed on leaves. As butterflies, they live only on liquid nectar from flowering plants. When not in flight, butterflies rest their wings upright. Their antennae are often smooth and club-shaped.

Moths also start their lives as caterpillars, but unlike butterflies, when they emerge from their cocoons their wings are often drab. Yet, their wings often display unique designs and patterns that help them blend into their environment. For example, carpenter moths have wings that look like tree bark. Moths generally hold their wings flat when at rest and many also have feathered antennae.

Source: Saddleback Education Team, Reading Comprehension: Skills and Strategies, Saddleback Educational Publishing, 2002.

B. Comprehension Questions

Direction: After reading the text above, answer the following questions.

1. **Who**, when not in flight, rest their wings upright?
A. moths B. butterflies
2. **What** do carpenter moth wings resemble?
A. tree bark B. green leaves
3. **Why** are many moths' wings drab?
A. so they can fly at night B. to blend into their environment
4. **When** do moths hold their wings flat?
A. when they are at rest B. when they are in flight
5. **Where** do both butterflies and moths emerge from?
A. the bark of trees B. Cocoons
6. **What** other traits do butterflies and moths have in common?
A. they both have antenna B. they both have colorful wings

C. Vocabulary Building

Direction: ⁹ Match the words in column A to the antonyms in column B.

A	B
start	tiny

liquid	unique
specifically	end
huge	solid
common	generally

Direction: Match the words in column A which are related to the ones in column B.

A	B
display	caterpillar
butterfly	different
begin	start
unlike	primarily
mainly	show

D. Discussion

To comprehend the text quite easily, we need to make comparisons between two things or more in the text. The steps to compare things in a reading text are: first, we need to recognize the two things to be compared. Second, we recognize each feature of each thing. Then, we categorize each feature into similar or different. ³⁴ To generate interesting analysis, when you reflect on those similarities and differences, you gain a deeper understanding of the items you are comparing, their

relationship to each other, and what is most important about them.

To practice making comparison, read the whole text below, try to make comparison between a fantasy and a reality. Then, answer the question below.

E. Exercises

I. Fantasy and Reality

A fairy tale is a make-believe story that usually includes imaginary beings such as fairies, giants, or creatures. These folklore beings are seen by and talk to humans but often do things that involve magic. Some fairy tale beings are good, and some are bad, but a fairy tale often has a happy ending. Some examples are the stories of Cinderella, Rumpelstiltskin, and Tom Thumb. One of my favorites is Jack and the Beanstalk.

A legend is a form of folklore that teaches lessons about life and may contain fanciful actions, but is based in reality. In fact, some of the characters or events may be rooted in truth, but exaggerated. A well-known example is the legend of King Arthur and his knights. Some of the things referred to in these tales are borne out in English history. My favorite legendary character is Robin Hood.

Source: Saddleback Education Team, *Reading Comprehension: Skills and Strategies*, Saddleback Educational Publishing, 2002.

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a. **Direction:** Write *T* for *TRUE* or *F* for *FALSE* to answer each *question* below.

- _____ 1. Fairy tales are based on real events.
- _____ 2. To state a favorite story is an opinion.
- _____ 3. Legends and fairy tales are forms of folklore.
- _____ 4. Robin Hood is a legend.
- _____ 5. The King Arthur stories take place in England.
- _____ 6. Legends are historical fact.
- _____ 7. All fairy tales have happy endings.
- _____ 8. Fairy tales and legends are fiction stories.

b. **Direction:** Answer the following questions based on what you comprehend.

1. What is a fairy tale?

2. What may it involve?

3. Give examples of fairy tales?

4. What is a legend?

5. Give examples of legends.

II. Apples and Oranges

People have been eating the fruit of the apple tree since ancient times. Apples remain one of the most popular fruits for eating raw and cooking. More than 2,500 different varieties are grown in the United States alone. Their colors range from deep red, to gold, to green and their tastes, from tart to sweet. They are enjoyed whole, cut up in pies and pastries, mashed into applesauce, or liquefied into juice. Their main nutritive value is as an aid to digestion. Yet apples are so highly regarded as a healthful food that many people believe that “an apple a day keeps the doctor away.”

An orange is a special type of berry which grows only on citrus trees. It is the most widely consumed of the citrus fruits and is highly valued as a rich source of vitamin C. Oranges are generally peeled and eaten raw or squeezed into juice. Rather than a skin to protect the flesh of the fruit inside, oranges have a thick, spongy rind. Though this rind is occasionally grated to add flavor to a dish, the rind has a bitter flavor and is not generally eaten. Most varieties of oranges have a sweet, juicy flavor.

Direction: Compare apples to oranges by reading about them in the text above. Then, in front of each statement below, write which applies: apples, oranges, both, or neither.

- _____ 1. Are often enjoyed as juice
- _____ 2. Edible portion is enclosed in a thick rind
- _____ 3. Grow on vines
- _____ 4. Are a type of citrus fruit
- _____ 5. Are eaten raw
- _____ 6. Are frequently served cooked
- _____ 7. Keep the doctor away
- _____ 8. Are often eaten whole

CHAPTER 8

BATS

A. Reading Text

About 1,000 varieties of bats exist. Although they make up nearly one quarter of all mammal species, few people have ever seen a bat because they are nocturnal, meaning they are most active during the night. During the day, bats often sleep upside down in roosts they create in caves and other structures.

Bats have furry bodies, sharp claws, sharp teeth, and wings. They are the only mammals capable of flight. Their leather like wings allow them to swoop through the darkness in search of insects and moths.

Although many bats are insectivores, or insect eaters, many also dine on fruit, pollen, reptiles, fish, and small animals.

Bats find their way through the darkness by making high pitched squeaks and clicks. The sounds they make bounce off nearby objects enabling them to sense the size, distance, and direction of the object based on the return of echoes. This is called ultrasonic echolocation. Because of this ability, it is said that bats have the most acute hearing of any terrestrial animal.

B. Comprehension Questions

1. How many varieties do bats exist?

2. Why do few people see them?

3. How do they sleep?

4. What do they eat?

5. Do many of them herbivores?

6. How do they find their way through the darkness?

7. What make them enable to to sense the size, distance, and direction of the object?

8. What is the ability called?

Direction:Read the article. Then, categorize the information by listing it in the correct box below.

Diet	Body Parts
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	Special Characteristics
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

C. Vocabulary Building

Direction: Match the words in column A to the antonyms in column B.

A	B
light	subject
herbivore	passive
active	dark
object	search
find	insectivore

Direction: Match the words in column A which are related to the ones in column B.

A	B
eater	distant
ability	dine
far	sound
eat	predator
noise	capability

D. Discussion

Categorizing is one skill of reading. It will help us focus on the information we find in the text. Try to make categorization based on the clues you find in the text. Categories provide a helpful way to group related clues together, and quickly find out the clues. The clues make it easier for people to find out the clues. These categories make it

easy to focus on features that are important to you and read the features of the same type all at once.

In the following exercise you are trained to categorize.

E. Exercises

I. Balloon Fest

I got a postcard from my friend while she was on a trip to New Mexico. She said she was having lots of fun but the best thing was the balloon festival in Albuquerque. On the front was a picture of a floating balloon made to look like the face of a giant pig. Except for the tiny people hanging in the basket below, you'd never realize how big the balloon was. When she returned, Jeannie told me more about the festival.

“We got up really early—before sunrise—and headed to a large open area. There, hundreds of people were getting set for takeoff just after sunrise. The air was cold. Little fires dotted the fields, ready to inflate the balloons. I knew from science class that as air is heated it expands. The hot air inside the balloon is lighter than the outside air, causing it to rise. While riding in the balloon, the ascent or descent is controlled by adding or turning down the heat. Slowly the balloons grew from flat to fat. The balloonists were lined up in rows. At the signal, each row turned up their fires and began to rise. Row after row took to the sky in waves until there were hundreds of

colorful balloons floating and bobbing above us all at once. It was the most spectacular sight I've ever seen.”

Direction: After reading the text above, try to categorize.

Festival	Balloon Parts
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	Special Characteristics
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

CHAPTER 9

WOODPECKERS

A. Reading Text

Woodpeckers are known for the unmistakable sound of their mating call—the hammering of their bill against a tree or other surface.

Woodpeckers use their strong, chisel-like bills to bore holes in the trunks of trees. It is here that they find the juicy insects that compose the mainstay of their diet. A woodpecker's body is designed to help it cling to the tree's trunk. Its feet have four toes—two pointing forward, and two backward—giving it a good grip. Also its tail has stiff feathers that help balance and support its body as it climbs or hangs on to the tree. Woodpeckers' tongues are long, usually have thorny barbed tips, and are coated with a sticky saliva. The bird thrusts its tongue into the hole, spears the insect, then pulls it out. The sticky saliva also helps them gather smaller insects such as ants.

Many varieties of woodpeckers exist. Some are common and others are rare. Their colors and features differ. For example, some woodpeckers have smooth feathers; others have a more downy look. Some have crests; some do not.

B. Comprehension Questions

Direction: Is the information Given or Not Given in the story? Write G or NG.

- _____ 1. Woodpeckers are a type of bird.
- _____ 2. A woodpecker's diet may include berries, fruits, and nuts.
- _____ 3. Woodpeckers make an unmistakable sound.
- _____ 4. A woodpecker can bore a hole in a tree.
- _____ 5. Some woodpeckers have crests.
- _____ 6. A cartoon character was based on the redheaded woodpecker.
- _____ 7. Woodpeckers live on all continents except Australia and Antarctica.
- _____ 8. Some insects live inside tree trunks.
- _____ 9. Young woodpeckers hatch without any feathers.

Direction: Answer the following questions based on what you read in the text above.

1. What is a woodpecker?

2. What does a woodpecker use its bill for?

3. What is its body designed for?

4. Which part of its body has stiff feather?

5. How many toes do its feet have?

6. Explain the characteristics of its tounge

7. What helps them gather smaller insects such as ants?

8. Explain the characteristics of different woodpeckers.

9. What kind of sound a woodpecker produce?

10. What does a woodpecker eat?

C. Vocabulary Building

Direction: Use the clues in each statement to draw the conclusion of what it probably is.

a. It has numbered push-buttons and an antenna. *It is probably.....*

A. a calculator.

B. a cellular phone.

- C. a portable TV.
- b. It is fluffy, white, hot, and comes in a bag. *It is probably.....*
- A. clouds.
 - B. cotton.
 - C. popcorn.
- c. It is soft, furry, and purrs when you feed it. *It is probably.....*
- A. a rabbit.
 - B. a cat.
 - C. a stuffed animal.
4. It is smooth, sweet, creamy, and delicious hot or cold. *It is probably.....*
- A. ice cream.
 - B. cheese.
 - C. pudding.
5. It is made of hard enamel encasing pulp and dentin. *It is probably.....*
- A. a cup.
 - B. nail polish.
 - C. a tooth.
6. It can be long or short, and straight, wavy, or curly. *It is probably.....*
- A. hair.

- B. a road.
C. a river.
7. It has four legs and a soft body inside a hard shell. *It is probably.....*
A. an octopus.
B. a snail.
C. a turtle.
8. It is a few inches long, flat, and has many teeth for untangling. *It is probably.....*
A. a piranha.
B. a comb.
C. a saw.
9. It is orange, pointy, hard, and crunchy. *It is probably.....*
A. a pencil.
B. a carrot.
C. a marker.

D. Discussion

46 Good readers make inferences, or conclusions, as they 46 read. Making inferences is one important skill in reading as authors often imply themes and ideas, without stating them outright. There are some steps you can do in making inferences. First, you need to find the main idea. Second, you need determine the autor's purpose. Then, you need to

understand vocabulary in context. Finally, you need to try to figure out the author's tone and the topic at hand before making the inference.

Direction: Read each quote. Decide who would most likely be saying it.

- librarian
- grocery buyer
- computer technician
- horse trainer
- science teacher
- book salesperson
- English teacher
- police officer
- farmer
- mechanic
- book illustrator
- bank teller
- dog trainer
- firefighter
- accountant
- chemist

1. "I'd better get this field plowed before the rains come."

2. "Sir, you were going 10 mph over the limit. May I see your license?"

3. "Would you like to deposit this into your checking or savings account?"

4. "There will be a quiz on Friday covering the chapter on."

5. "The problem is that the power cord from the monitor is not working."

6. "We're having a sale on mysteries. May I help you for title or author?"

7. "This breed is especially good with young children in the house."

E. Exercises

- I. Direction:** Read the story below. Then write TRUE, FALSE, or DOESN'T SAY under each statement.

A Wolf's "Tail"

When we are relaxed, fearful, upset or angry, we let others know our feelings by simply saying them in words. Wolves use their tails to convey these feelings.

If the tail is relaxed and hanging loosely, the wolf is relaxed and "hanging loose." If he is holding his tail down with the fur flattened and the tip upturned, he is letting others know that he is not a threat. When the wolf is afraid, however, the tail will curve down under his body with the tip toward his stomach.

What signals indicate anger or aggression? If the tail is held high and straight, with fur fluffed, the wolf is indicating "back off." If the tail is held straight out behind him, however, he is signaling that he is ready to attack.

You may have observed dogs' tails in these positions. Dogs, closerelatives of the wolf, often use the same signals.

1. Wolves and dogs use their tails to convey feelings.

2. Cats also convey feelings with the position of their tails.

3. A wolf is most dangerous when his tail is held up high.

4. Wolves also communicate through howls and barks.

5. If a wolf was afraid, his tail would be curved under him.
-

II. Direction: *Read the questions below. Keep them in mind as you read the tale. Then go back and answer them.*

It is natural for us, as humans, to think about things from a “human” point of view. Take time, for example. Although time passes at the same rate for all living things, the lifespan of any particular species varies greatly. To us, a year is perhaps $1/70$ of a lifetime. To an animal that lives about 2 years, it is $1/2$ of its life.

In general, large animals have longer life spans than small ones. Does this mean that small animals live “faster” than large ones? The rate of living, or metabolism, can be measured by counting the number of times the heart beats and number of breaths that are taken in a minute. A small shrew’s heart may beat 800 times a minute, and it may take about 200 breaths. During the same minute, an elephant’s heart ticks 25 times, and it takes just 6 breaths. The shrew’s metabolism is going about 30 times faster than the elephant’s—thirty “shrew” days is equivalent to one “elephant” day.

We cannot know if our mammal friends perceive the passage of time differently than we do, but some scientists say that all mammals have about 200 million breaths and 1000 million heartbeats in them. What about us? According to that formula, for our size, we should last about 30 years. In fact, before modern medicine and other developments that have lengthened our lifespan, we did little better than that.

1. Does an elephant live about 30 times longer than a small shrew?

2. Does time pass more quickly for small mammals than large ones?

3. From whose point of view do you learn this information?

4. What factor, other than metabolism, may affect the actual length of life of any animal?

5. Why might today's humans generally outlive their projected metabolic lifespan?

6. After reading this article what is your perspective on the passage of time?

CHAPTER 10

THE STORY OF SILK

A. Reading Text

Silk cloth has been an expensive and prized material for thousands of years. At first, only the Chinese knew how to make silk, and they kept their secret for a very long time. Other nations sought the remarkable material, and China carried on a profitable trade for well over a millennium.

So what was the secret? Where did the Chinese get this treasured fiber that is stronger, lighter, and warmer than cotton, and which can be dyed to the richest of colors? The “thread” used to make silk cloth is actually made by worms! Silkworms spin the shiny fiber to form their cocoons. The silk is “harvested” by unravelling the cocoon. It is then treated to increase its strength and make it suitable for weaving.

Like other natural fibers used for making cloth, silk is produced on farms. Silkworms are raised in controlled environments. They are given fresh mulberry leaves every couple of hours. After 4-5 weeks of almost constant consumption, the worm has grown up to 70 times its original size. It then stops eating and spins its cocoon. This takes about three days. The silk farmers can then harvest the fibers and

begin to process them for use. The silk farm, therefore, is not very different in concept from a cotton farm.

Though today many items that were once made mainly of silk are made of nylon or other synthetics, silk is still a prized and treasured material.

B. Comprehension Questions

Direction: *After reading the text above, answer the questions below.*

1. What is the topic sentence?

2. What are the supporting sentences?

3. What secret did the Chinese keep?

4. What do silk farmers grow?

5. What word means a period of 1,000 years?

6. Did the Chinese make much money in the silk trade?

7. What do silkworms consume?

8. What word is the opposite of synthetic?

C. Vocabulary Building

Using your dictionary, find out the definitions of the following words. Remember, meaning depends on context.

1. prized

2. Remarkable

3. Millennium

4. cocoon

5. unravelling

6. weaven

7. synthetic

8. constant

D. Discussion

A paragraph consists of a topic sentence, which gives its main idea, called a topic sentence and several other sentences, which give details about the main idea, called supporting sentences. The topic sentence usually comes near the beginning of the paragraph. The idea expressed in the topic sentence is more general than those in the other sentences. Finding topic sentence and supporting sentences is needed in comprehending a text comprehensively.

Try to find out the topic sentences and the supporting sentences in text below. Then, try to answer the following questions.

E. Exercises

The lost Doll

Before the boxes were even unpacked Sam went all over the house exploring. He found little hidden closets, cubby holes, and to his delight, an attic! It was a bit dusty and nearly empty, but over in the corner was a box. Sam went right to it and looked inside. At first he frowned—a crummy old doll—but wait, under it was a pack of letters tied in red ribbon. He looked at the envelopes. They were addressed to an Ellie Rivers at this house.

Later, he asked his parents if they could find out if an Ellie Rivers lived at this house before they did, and he told them about the doll. Mrs. Larson said that perhaps the real estate agent would know.

Sure enough, the Rivers family, who had lived in the house before, did have a young girl. The agent gave Sam the new address and he immediately wrote to them asking if Ellie would write him back.

About a week later a letter came for Sam. It was from Kathy Rivers. She wondered how Sam had known her Grandma Ellie, who used to live with them, but was now in a retirement community about five miles from the Larsons. “Ah ha” thought Sam, and he showed Mom the letter and told her his plan.

On Saturday, the Larsons drove to the retirement community. Ellie Rivers looked puzzled when they came into her room, but soon her face lit up. “Oh my goodness!” she beamed, “It’s Molly! I thought I had lost her years ago.”

Direction: *In the story above you meet Sam, and it won’t take long to figure out what kind of a guy he is. Read about Sam and his family. Then answer the questions below.*

1. Which of the following terms best describes Sam's character: thoughtful, self-absorbed, disinterested, solitary, or hesitant?

2. Why didn't Ellie Rivers write back to Sam?

3. How did Sam's parents react to his strange request?

4. What action did Sam take that showed he was curious?

5. Why do you think Sam went to all the trouble he did to find Ellie Rivers?

6. At the end of the story, what do you think Ellie thought about Sam as a person?

CHAPTER 11

“ARE SOCIAL NETWORKING SITES GOOD FOR OUR SOCIETY”

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The popularity of social networking sites such as Facebook, MySpace, Twitter, LinkedIn, and Classmates.com more than quadrupled from 2005 to 2009. Many users say the sites are good for our society, but others contend that the dangers of social media outweigh the benefits. Proponents of social networking sites argue that these online communities promote increased communication with friends and family, familiarize people with valuable computer skills, and allow contact with people from around the world. Social networking sites allow people to create new relationships and reconnect with friends and family. Increased communication, even online, strengthens relationships. Social networking sites allow for creative expression in a new medium. They provide free messaging, blogging, photo storage, games, event invitations, and many other services to anyone with access to a computer and the Internet.

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Social networking sites bring people with common interest together, offer exposure to new ideas from around the world, and lower inhibitions to overcome social anxiety. People who have a difficulty communicating in person are

more comfortable interacting via the Internet. Meanwhile the opponents argue that social networking sites expose children to predators, increase vulnerability to computer viruses, lower worker productivity, and promote narcissism and short attention spans. Social networking sites entice people to spend more time online and less time interacting face-to-face. The sites offer many time wasting activities that supplant more productive activities. Teens spend an average of nine hours per week on social networking sites. Teens growing up with these sites may not be aware that the information they post is public and that photos and text can be retrieved even after deletion. Consequences from over-sharing personal information include vulnerability to sexual or financial predators and lost job opportunities from employers finding embarrassing photos or comments.

Social networking sites have no way to verify that people are who they claim to be, leaving people vulnerable to solicitations from online predators who are able to mask their true identities. In Feb. 2009, MySpace identified 90,000 registered sex offenders with profiles on the site, while Facebook declined to reveal how many were present on its site. Even if the sites agree to remove sex offenders, they cannot identify all of them or stop them from creating new accounts. As social networking sites become more integrated in our

modern culture, some people think that the benefits outweigh any downsides, while others believe the dangers are more pressing than any upsides.

VOCABULARY

- a. Contend /kan'tend/ = Say that something is true
- b. Argue /'argyuw/ = Express this agreement
- c. Entice /en'tais, in'-/ = Persuade somebody to go somewhere
- d. Reconnect /rika'nekt/ = Bring to things together again
- e. Opponents /a'pownant/ = Person who is against on another

FILLING THE GAPS: Fill the blank spaces with a suitable word(s) in the following sentences!

- a. ⁴⁸ Others contend that the _____ of social media outweigh the benefits.
- b. Online communities promote _____ communication with friends ³⁷ and family.
- c. Social networking sites _____ people to create new relationship.
- d. ²⁸ Social networking sites allow for creative expression in a new _____.
- e. ²⁸ Many other services to anyone with _____ to a computer and the internet.

- f. Social networking sites bring people with common _____ together.
- g. People who have a difficulty communicating in person are more _____ interacting via internet.
- h. The opponents argue that social networking _____ children to predators.
- i. Social networking sites _____ people to spend more time online.
- j. The sites offer many time _____ activities.

SENTENCE BUILDING: Arrange the following words into a good sentence

- a. allow – with – world – communities – contact – online – people – the – around
- b. networking – social – family – and – friend – sites – allow – people – reconnect – to – with
- c. networking – relationship – strengthens – social
- d. provide – messaging – with – access – the – to – internet – they – free
- e. they – offer – the – world – around – ideas – new – exposure – to
- f. argue – the – opponents – vulnerability – networking – that – social – sites – increase

- g. average – teens – an – sites – hours – of – week – social – networking – on – nine – per – spend
- h. growing – be – aware – teens – with – sites – may – these – not
- i. include – vulnerability – predators – or – financial – consequences – social – to
- j. people – social – sites – networking – no – have – to – verify – the – way

TRUE OR FALSE: Identify each sentence below and choose TRUE (T) or FALSE (F) based on the text

- a. ¹⁰ People who have a difficulty communicating in person are more comfortable interacting via the internet. [T/F]
- b. ⁶² The opponents argue that social networking sites are very good. [T/F]
- c. Social networking sites increase vulnerability to computer viruses. [T/F]
- d. Social networking sites promote long attentions spans. [T/F]
- e. ²⁸ Social networking sites entice people to spend less time online. [T/F]
- f. The sites offer a little amount of time wasting activities. [T/F]

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- g. Teens spend an average of nine hours per week in social networking sites. [T/F]
- h. Teens may not be aware about the information in the internet. [T/F]
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- i. MySpace identified 90.000 registered sex offenders with profiles. [T/F]
- j. Almost all people think that the dangers of internet are more pressings. [T/F]

CHAPTER 12

1 PIPELINE

The Alaska pipeline starts at the frozen edge of the Arctic Ocean. It stretches southward across the largest and northernmost state in the United States, ending at a remote ice-free seaport village nearly 800 miles from where it begins. It is massive in size and extremely complicated to operate.

The steel pipe crosses windswept plains and endless miles of delicate tundra that tops the frozen ground. It weaves through crooked canyons, climbs sheer mountains, plunges over rocky crags, makes its way through thick forests, and passes over or under hundreds of rivers and streams. The pipe is 4 feet in diameter, and up to 2 million barrels (or 84 million gallons) of crude oil can be pumped through it daily.

Resting on H-shaped steel racks called "bents," long sections of the pipeline follow a zigzag course high above the earth. Other long sections drop out of sight beneath spongy or rocky ground and return to the surface later on. The pattern of the pipeline's up-and-down route is determined by the often harsh demands of the arctic and subarctic climate, the tortuous lay of the land, and the varied compositions of soil, rock, or permafrost (permanently frozen ground). A little more than half of the pipeline is elevated above the ground. The

remainder is buried anywhere from 3 to 12 feet, depending largely upon the type of terrain and the properties of the soil.

A. List of difficult words

1. Stretches	{/stretʃ /}(v)	: bidang
2. Terrain	{/tə'reɪn/} (n)	: wilayah
3. Frozen	{frozɪn} (n)	: membekukan
4. Bents	{/bent/} (adj)	: cenderung
5. Sponge	{spʌndʒ} (n)	: saluran
6. Harsh	{hɑ:s} (adj)	: kasar
7. Elevate	{'elɪveɪt/} (v)	: memperbaiki
8. Massive	{'mæsɪv} (adj)	: secara besar besaran
9. Edge	{/edʒ} (n)	: ujung
10. Sheer	{/ʃɪə(r)} (adj)	: ukuran

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B. Choose the correct answer a, b, c, or d

1. The passage primarily discusses the pipeline's

- a. operating costs
- b. employees
- c. consumers
- d. construction

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2. The word "it" in line 4 refers to

- a. Pipeline

- b. Ocean
 - c. State
 - d. Village
3. According to the passage, ⁶³ 84 million gallons of oil can travel through the pipeline each
- a. Day
 - b. Week
 - c. Month
 - d. Year
4. The phrase "Resting on" in line 13 ³⁰ is closest in meaning to
- a. Consisting of
 - b. Supported by
 - c. Passing under
5. The ¹¹ author mentions all of the following as important in determining the pipeline's route EXCEPT the
- a. Climate
 - b. lay of the land itself
 - c. local vegetation
 - d. kind of soil and rock
6. The word "bents" in line 11 ³⁰ is closest in meaning to
- a. Removed
 - b. Selected
 - c. Transported
 - d. Attempted

7. How many companies shared the costs of constructing the pipeline?
- a. 3
 - b. 4
 - c. 8
 - d. 12
8. The word "particular" in line 15 is closest in ³¹ meaning to
- a. Peculiar
 - b. Specific
 - c. Exceptional
 - d. Equal
9. ¹ Which of the following determined what percentage of the construction costs each member of the consortium would pay?
- a. How much oil field land each company owned
 - b. How long each company had owned land in the oil fields
 - c. How many people worked for each company
 - d. How many oil wells were located on the company's land
10. The remainder is buried anywhere from
- a. 3 to 12 feet
 - b. 2 to 10 feet
 - c. 13 to 14 feet
 - d. 11 to 15 feet

CHAPTER 13

THE AMERICAN PEPPER

Completed the story and answer the questions

Stew the whole Dipping Fascinated
Impatiently Cautiously Illness Cremation
Thoughtfully Sneezed

Reading Text

"Mummy! Mummy!" shouted little Murna racing from the front door through to the kitchen. "There's a parcel. The postman's brought a parcel!" Her mother, Savni, looked at her in surprise. She had no idea who could have sent them a parcel. Maybe it was a mistake. She hurried to the door to find out. Sure enough, the postman was there, holding a parcel about the size of a small brick. "From America, madam," he said. "See! American stamps." It was true. In the top right-hand corner of the brown paper parcel were three strange-looking stamps, showing a man's head. The package was addressed to Savni, in big, clear black letters. "Well, I suppose it must be from Great-Aunt Pasni," said Savni to herself, as the postman went on his way down the street, whistling. "Although it must be twenty years since we heard anything from her. I thought she would have been dead by now." Savni's husband Jornas and her son

Arinas were just coming in from the garden, where Murna had run to tell them about the parcel. "Well, open it then!" said Arinas **1**. (.....). "Let's see what's inside!" Setting the parcel down in the middle of the table, Savni carefully began to tear open the paper.

Inside, there was a large silver container with a hinged lid, which was taped shut. There was also a letter. "What is it? What is it?" demanded Murna impatiently. "Is it a present?" "I have no idea," said Savni in confusion. "I think it must be from Great-Aunt Pasni. She went to America almost thirty years ago now. But we haven't heard from her in twenty years. Perhaps the letter will tell us." She opened the folded page cautiously, then looked up in dismay. "Well, this is no help!" she said in annoyance. "It's written in English! How does she expect us to read English? We're poor people, we have no education. Maybe Pasni has forgotten her native language, after thirty years in America." "Well, open the pot, anyway," said Jornas. "Let's see what's inside." **2**. (.....), Savni pulled the tape from the neck of the silver pot, and opened the lid. Four heads touched over the top of the container, as their owners stared down inside. "Strange," said Arinas. "All I see is powder." The pot was about one-third full of a kind of light-grey powder. "What is it?" asked Murna, mystified. "We don't know, darling," said Savni, stroking her daughter's hair. "What do you

think?" Murna stared again into the pot "I think it's coffee," she announced, finally. "American coffee." "It's the wrong colour for coffee, darling," said Jornas **3.** (.....). "But maybe she's on the right track. It must be some kind of food." Murna, by now, had her nose right down into the pot. Suddenly, she lifted her head and **4.** (.....) loudly.

"Id god ub by doze," she explained. "That's it!" said Arinas. "It must be pepper! Let me try some." **5.** (.....) a finger into the powder, he licked it. "Yes," he said, "it's pepper all right. Mild, but quite tasty. It's American pepper." "All right," said Savni, "we'll try it on the stew tonight. We'll have American-style stew!" That evening, **6.**(.....) family agreed that the American pepper had added a special extra taste to their usual evening **7.** (.....). They were delighted with it. By the end of the week, there was only a teaspoonful of the grey powder left in the silver container. Then Savni called a halt. "We're saving the last bit for Sunday. Dr. Haret is coming to dinner, and we'll let him have some as a special treat. Then it will be finished." The following Sunday, the whole family put on their best clothes, ready for dinner with Dr. Haret. He was the local doctor, and he had become a friend of the family many years before, when he had saved Arinas's life after an accident. Once every couple of months, Savni invited the doctor for dinner, and they all looked forward to his

entertaining stories of his youth at the university in the capital. During dinner, Savni explained to the doctor about the mysterious American pepper, the last of which she had put in the stew they were eating, and the letter they could not read. "Well, give it to me, give it to me!" said the doctor briskly. "I speak English! I can translate it for you." Savni brought the letter, and the family waited, **8.** (.....) , as the doctor began to translate. "Dear Savni: you don't know me, but I am the son of your old Great-Aunt Pasni. She never talked much to us about the old country, but in her final **9.** (.....) earlier this year, she told us that after her death, she wanted her ashes to be sent back home to you, so that you could scatter them on the hills of the country where she was born. My mother died two weeks ago, and her funeral and cremation took place last week. I am sending her ashes to you in a silver casket. Please do as she asked, and spread them over the ground near where she was born. Your cousin, George Leary."

1. Where does this story take place?
 - A. America
 - B. Arinas
 - C. India
 - D. The text doesn't say
2. How was the parcel wrapped?

- A. in brown paper
 - B. in silver paper
 - C. in grey paper
 - D. in tape
3. Who was Savni?
- A. a little girl
 - B. the Great-Aunt
 - C. the mother of the family
 - D. the son of the family
4. Why don't the family read the letter?
- A. They are too impatient to look in the container.
 - B. It is addressed to the doctor.
 - C. It is in English.
 - D. It is missing.
5. What does Murna think is in the pot?
- A. dust
 - B. ashes
 - C. coffee
 - D. pepper
6. Why does Arinas think that the powder is pepper?
- A. It tastes very hot.
 - B. It makes Murna sneeze.
 - C. It is written on the pot.
 - D. The letter says so.

7. What does the family do with the powder?
- A. They keep it to give to the doctor.
 - B. They send it back to America.
 - C. They make drinks with it.
 - D. They put it on their food.
8. Why does Savni save the last bit of the powder?
- A. as a souvenir
 - B. for Dr. Haret
 - C. to analyse it
 - D. to spread it on the hills
9. How does Dr. Haret solve the mystery?
- A. He analyses the powder.
 - B. He recognizes the powder.
 - C. He is a friend of Pasni.
 - D. He translates the letter.
10. What was really in the pot?
- A. coffee
 - B. Great-Aunt Pasni
 - C. dust
 - D. special American pepper

CHAPTER 14

20

VACATION TO LONDON

Mr. Richard's family was on vacation. They are Mr. and Mrs. Richard with two sons. They went to London. They saw their travel agent and booked their tickets. They went to the British Embassy to get visas to enter Britain. They had booked fourteen days tour. This includes travel and accommodation. They also included tours around London.

Mr. Richard and his family boarded a large Boeing flight. The flight was nearly fourteen hours. On the plane the cabin crews were very friendly. They gave them newspaper and magazine to read. They gave them food and drink. There was a film for their entertainment. They had a very pleasant flight. They slept part of the way. On arrival at Heathrow Airport, they had to go to Customs and Immigration. The officers were pleasant. They checked the document carefully but their manners were very polite. Mr. Richard and his family collected their bags and went to London Welcome Desk. They arranged the transfer to a hotel. The hotel was a well-known four-star hotel. The room had perfect view of the park. The room had its own bathroom and toilet. Instead of keys for the room, they inserted a key-card to open the door. On the third

floor, there was a restaurant serving Asian and European food. They had variety of food.

The two week in London went by fast. At the end of the 14-day, they were quite tired but they felt very happy.

Exercises 1:

Choose **A, B, C, or D** for the correct answer!

1. What is the main idea of paragraph 1?
 - a. Mr. Richard's family was on vacation
 - b. Mr. Richards was on vacation
 - c. Mrs. Richard's family was on vacation
 - d. Richard was on vacation
2. What is the main idea of paragraph 2?
 - a. They boarded a large Boeing flight
 - b. He boarded a large Boeing flight
 - c. The flight was nearly fourteen hours
 - d. The flight was nearly forty hours
3. "Mr. Richard's family was on vacation." (in the first paragraph line 1)
The underlined word means...
 - a. Travelling
 - b. Holiday
 - c. Visit
 - d. Camping

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4. “They boarded a large Boeing flight.” (in the second paragraph line 6)

The underlined word means...

- a. Ship
 - b. Airplane
 - c. Necessary
 - d. Fly
5. They gave them food and drink.”(in the second paragraph line 8)

The underlined refers to...

- a. Cabin crews
 - b. Officer
 - c. Mr. Richard’s family
 - d. Mrs. Richard’s family
6. “They gave them newspaper..”(in the second paragraph line 8)

The underlined refers to...

- a. Officer
 - b. Mr. Richard’s family
 - c. Mrs. Richard’s family
 - d. Children
7. “were quite tired but they felt very happy..”(in the third paragraph line 19)

The antonym of “happy” is...

- a. Sad
 - b. Glad
 - c. Cry
 - d. Love
8. “They saw their travel agent and booked..” (in the first paragraph line 2)
The synonym of “booked” is...
- a. Sell
 - b. Buy
 - c. Order
 - d. Give
9. What is the conclusion of the fifth paragraph?
- a. They felt very happy.
 - b. They felt very sad
 - c. He felt very happy
 - d. He felt very afraid
10. What is the conclusion of the second paragraph is...
- a. They boarded a large Boeing flight
 - b. They had to go to Customs
 - c. Mr. Richard and his family collected their bags
 - d. They felt very happy.

Vocabulary

1. Vacation /və'keɪʃ(ə)/ (n) : period when universities are closed
2. Accommodation /əkəmə'deɪʃ(ə)/ (n) : room(s), esp living in
3. Cabin /'kæbɪn / (n) : small room or compartment in a ship or an aircraft.
4. Entertainment /entə'teɪnm(ə)nt/ (n) : films, music, etc. used to entertain people
5. Pleasant /'plez(ə)nt / (adj) : enjoyable, pleasing or attractive
6. Customs /'kʌstəmz/ (n) : place at an airport, etc where your bags are checked as you come into a country
7. Immigration /ɪmɪ'grɛɪʃn/ (n) : moving of people from one country to come to live in another country
8. Manners /'mænə(r)/ (n) : way in which something is done or happens
9. Instead /ɪn'sted/ (adv) : in the place of somebody / something
10. Variety /və'rɪəti/ (n) : several different sorts of the same thing.

Recount Text

Recounttext is text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader.

Generic Structure of Recount Text:

1. Orientation tells who was involved, what happened, where the events took place, and when it happened.
2. Events tell what happened and in what sequence.
3. Reorientation consists of optional-closure of events/ending.

The characteristics of Recount Text:

1. Using conjunction and time connectives to sort events. For examples, and, but, then, after that, etc.
2. Using adverbs and adverbial phrase to express the place, time and manner. For examples, yesterday, at my house, slowly, etc.
3. Using actions verbs. For examples went, slept, run, brought, etc.
4. Using past tense. For examples, they went to London, they was on vacation, etc.

The above text using the Simple Past Tense

Simple past tense is a simple form of the verb to indicate that an event occurred in the past. The main function is to declare the events in the past which specific. That is why, simple past tense often use adverb of time, such as yesterday, ago, last week, etc. The object of writing recount text is experience. Experience certainly contains events. Because it is experiences and events has occurred, so use the simple past tense.

CHAPTER 15

MY HOLIDAY

Holiday come on again. We had a long for the spend holidays. ²² On Sunday, my parents, my best friend Novi, and I, visited a cave at called Gua putri. It was my first time to visit the cave yet, my best friend came to visit it me.

The cave was famous for its primitive cave wall painting which were same hand Prints and wild board ¹⁸ paintings. My parents took a rest in a small hut for visitors of the park, while Novi and I adventured around the cave with a guide. We had to climb some metal stairs to get to the cave, because the cave was embedded into a small mountain. Next stop was a place where some seashells littered the ground and some where actually piled into a big mount .

Next day my parents asked me and my family went to house my uncle. We went to a water fall by a car. we are looked very happy and started to sing. We got out of the fery and took a rest for a while. We enjoying with the beautiful scenery.

When we arrived at the waterfall. Night had fallen by the time we stepped ashore and everything was completely black. Unknown to us, the village lay at the end of a long, steep winding path. Other travellers, who were better informed

than us, eagerly hired donkeys to carry themselves and their luggage to the top. Having little money and being unaware of the climb ahead of us, we decided to walk.

When we arrived at the village, all the cheap hotels were full up. There was now here to camp either. After much walking, we finally came across a little park so we took out our sleeping bags and made ourselves as comfortable as we could on a couple of benches we found. During the night, bothered by mosquitoes, I got up to stretch my legs and stood on a low wall admiring the stars. I returned to my bench and had a few hours sleep.

Most of the villagers are farmers. They grow rice in the fields. When the grains start to be ripened, they put up some scarecrows to chase birds away from their fields. When the grain becomes yellow, the farmers begin to harvest. The villagers always help each other in working. The women cut the grains and the men take them to their houses. They feel very happy at the harvest time.

And the day tomorrow it, We woke up to discover that we had asleep in a garden in a small cemetery. Over the wall on which I had casually stood a cliff dropped into the sea several hundred feet below. We really had the time of our lives.

Difficult word and the meaning

1. Embedded () = menempelkan
2. Littered () = mengotori
3. Eagerly () = sangat ingin
4. Scarecrows () = orang-orangan sawah
5. Cliff () = jurang

List of question:

1. What is the main idea of paragraph 1?
 - a. Adventure at gua putri
 - b. Trip at primitive cave wall
 - c. Went to houses uncle
 - d. The famous cave
2. What does the main idea of paragraph 2?
 - a. My parents took a rest
 - b. Trip at primitive cave wall
 - c. Went to houses uncle
 - d. The famous cave
3. 22 The humans who live herethe shells and dumped the left overs in their kitchen(paragraph 3).
What does the underline word refer to
 - a. Walk
 - b. run
 - c. play

- d. ate.
31
4. The synonym of the word “surrounding” is
- a. Environment
 - b. boundary
 - c. eaerie
 - d. nature
20
5. Which statement is not true according to the text?
- a. Adventure at GuaPutri
 - b. Trip at primitive cave wall
 - c. Went to houses uncle
 - d. We went use by plane
18
6. The humans who lived here ate the shells and dumped the left overs in their ‘kitchen’. The underline word refer to
- a. Cave
 - b. Maros
 - c. National park
 - d. Kitchen trash
7. We really had the time of our lives. (the last paragraph)
31
What does the underline word refer to.....
- a. I and my friend
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 - b. I and my family
 - c. I and my uncle
 - d. I, my friend, and my family

- 22
8. The cave was embedded into a small mountain. (paragraph 2)
The underline word is similar to
- a. Patch
 - b. Help
 - c. Call
9. We woke up to discover that we had asleep in ain a small cemetery. (the last paragraph).
- a. Golden
 - b. Garden
 - c. yard
 - d. village
- 31
10. What the purpose of the text?
- a. To explain how something occurs
 - b. To describe a particular place
 - c. To talk about an unforgettable
 - d. To entertain the readers

CHAPTER 16

EUTHANASIA

Direction: Read the ³ passage.

The word *euthanasia* is of Greek origin and literally means “a good death.” The American Heritage Dictionary defines it as “the act of killing a person painlessly for reasons of mercy.” Such killing can be done through active means, such as administering a lethal injection, or by passive means, such as withholding medical care or food and water.

In recent years in the United States, there have been numerous cases of active euthanasia in the news. They usually involve the deliberate killing of ill or incapacitated persons by relatives or friends who plead that they can no longer bear to see their loved ones suffer. Although such killings are a crime, the perpetrators are often dealt with leniently by our legal system, and the media usually portrays them as compassionate heroes who take personal risks to save another from unbearable suffering.

The seeming acceptance of active forms of euthanasia is alarming, but we face a bigger, more insidious threat from passive forms of euthanasia. Every year, in hospitals and nursing homes around the country, there are growing numbers of documented deaths caused by caregivers withholding life-

sustaining care, including food and water, from vulnerable patients who cannot speak for themselves.

While it is illegal to kill someone directly, for example with a gun or knife, in many cases the law has put its stamp of approval on causing death by omitting needed care. Further, many states have “living will” laws designed to protect those who withhold treatment, and there have been numerous court rulings which have approved of patients being denied care and even starved and dehydrated to death.

Because such deaths occur quietly within the confines of hospitals and nursing homes, they can be kept hidden from the public. Most euthanasia victims are old or very ill, so their deaths might be attributed to a cause other than the denial of care that really killed them. Further, it is often relatives of the patient who request that care be withheld. In one court case, the court held that decisions to withhold life-sustaining care may be made not only by close family members but also by a number of third parties, and that such decisions need not be reviewed by the judicial system if there is no disagreement between decision makers and medical staff. The court went so far as to rule that a nursing home may not refuse to participate in the fatal withdrawal of food and water from an incompetent patient!

“Extraordinary” or “heroic” treatment need not be used when the chance for recovery is poor and medical intervention would serve only to prolong the dying process. But to deny customary and reasonable care or to deliberately starve or dehydrate someone because he or she is very old or very ill should not be permitted. Most of the cases coming before the courts do not involve withholding heroic measures from imminently dying people, but rather they seek approval for denying basic care, such as administration of food and water, to people who are not elderly or terminally ill, but who are permanently incapacitated. These people could be expected to live indefinitely, though in an impaired state, if they were given food and water and minimal treatment.

19

No one has the right to judge that another’s life is not worth living. The basic right to life should not be abridged because someone decides that someone else’s quality of life is too low. If we base the right to life on quality of life standards, there is no logical place to draw the line.

To protect vulnerable patients, we must foster more positive attitudes towards people with serious and incapacitating illnesses and conditions. Despite the ravages of their diseases, they are still our fellow human beings and deserve our care and respect. We must also enact positive legislation that will protect vulnerable people from those who

consider their lives meaningless or too costly to maintain and who would cause their deaths by withholding life-sustaining care such as food and water.

I. COMPREHENSION

Answer the following questions based the above text!

- 11
- 1) The tone of the author can best be described as
- A. pleading
 - B. argumentative
 - C. compassionate
 - D. emphatic
 - E. empathetic
- 2) In paragraph 3, the author finds starvation and dehydration induced euthanasia is to be "more insidious" because
- A. euthanasia is legally considered to be a criminal act
 - B. the public's attitude toward euthanasia is becoming more positive
 - C. it often involves those who cannot protest
 - D. the patient has asked to die with dignity
 - E. its perpetrators are viewed as kindly caregivers
- 26
- 3) As used in paragraph 3, what is the best synonym for **insidious**?
- A. mischievous
 - B. treacherous

- C. seductive
- D. apparent
- E. cumulative

4) The author maintains that death by withholding care is

- A. largely confined to hospitals
- B. largely confined to the terminally ill
- C. often requested by family members
- D. approved by living wills
- E. difficult to prove if prosecuted

25
5) As used in paragraph 7, which is the best definition of **abridged**?

- A. trimmed
- B. curtailed
- C. lengthened
- D. extended
- E. compressed

15
6) Using the passage as a guide, it can be inferred that the author would find euthanasia less objectionable in cases in which

- I. the patient's death is imminent
- II. the patient has left instructions in a living will not to provide care
- III. the patient refuses to accept nourishment

11
A. I only

B. II only

C. I and II only

D. II and III only

E. I, II and III

7) The main idea of paragraph 7 is that

A. lawyers will be unable to prosecute or defend caregivers

B. no comprehensive right or wrong definition of euthanasia will exist

C. using a subjective standard will make the decision to end an individual's life arbitrary

D. no boundary will exist between euthanasia and care omission

E. 'quality of life' will no longer be able to be rigidly defined

8) In the final paragraph the author writes, "Despite the ravages of their diseases, they are still our fellow human beings and deserve our care and respect." The ²⁶ main purpose of this statement is to ...

A. prove a previous argument

B. illustrate an example

C. gainsay a later statement

D. object to a larger idea

E. justify an earlier statement

II. TRUE OR FALSE

Deduce the following statements whether they are true or false!

1. (T/F) ³ The word *euthanasia* is of Greek origin and literally doesn't mean "a good death."
2. (T/F) Most euthanasia victims are old or very ill, so their deaths might be attributed to a cause other than the denial of care that really killed them.
3. (T/F) ¹⁹ The basic right to life should be abridged because someone decides that someone else's quality of life is too low.
4. (T/F) To protect vulnerable patients, we must foster more positive attitudes towards people with serious and incapacitating illnesses and conditions. The word "we" refers to 'government and society'.

III. VOCABULARY

Match the appropriate meaning in the next column!

1. perpetrator	a. <u>kindness</u> that makes you <u>forgive</u>
2. mercy	someone and not <u>punish</u> them;
3. caregiver	b. able to kill someone;
4. lethal	c. to <u>refuse</u> to give something or to
5. imminent	<u>keep</u> back something;
6. leniently	d. to make someone <u>unable</u> to <u>work</u>

7. incapacitate	or do things <u>normally</u> , or <u>unable</u>
8. withhold	to do what they <u>intended</u> to do;
	e. someone who has <u>committed</u> a <u>crime</u> or a <u>violent</u> or <u>harmful</u> act:
	f. not as <u>severe</u> or <u>strong</u> in <u>punishment</u> or <u>judgment</u> as would be <u>expected</u> ;
	g. someone who <u>takes care</u> of a <u>person</u> who is <u>young</u> , <u>old</u> , or <u>sick</u> ;
	h. coming or <u>likely</u> to <u>happen</u> very <u>soon</u> :

CHAPTER 17

CONCUSSIONS

Directions: Read the passage.

13
Concussions are brain injuries that occur when a person receives a blow to the head, face, or neck. Although most people who suffer a concussion experience initial bouts of dizziness, nausea, and drowsiness, these symptoms often disappear after a few days. The long-term effects of concussions, however, are less understood and far more severe. Recent studies suggest that people who suffer multiple concussions are at significant risk for developing chronic traumatic encephalopathy (CTE), a degenerative brain disorder that causes a variety of dangerous mental and emotional problems to arise weeks, months, or even years after the initial injury. These psychological problems can include depression, anxiety, memory loss, inability to concentrate, and aggression. 13
13
In extreme cases, people suffering from CTE have even committed suicide or homicide. The majority of people who develop these issues are athletes who participate in popular high-impact sports, especially football. Although new sports regulations and improvements in helmet technology can help protect players, amateur leagues, the sports media, and fans all

bear some of the responsibility for reducing the incidence of these devastating injuries.

Improvements in diagnostic technology have provided substantial evidence to link severe—and often fatal—psychological disorders to the head injuries that players receive while on the field. Recent autopsies performed on the brains of football players who have committed suicide have shown advanced cases of CTE in every single victim.

In response to the growing understanding of this danger, the National Football League (NFL) has revised its safety regulations. Players who have suffered a head injury on the field must undergo a “concussion sideline assessment”—a series of mental and physical fitness tests—before being allowed back in the game. In an effort to diminish the amount of head and neck injuries on the field, NFL officials began enforcing stricter penalty calls for helmet-to-helmet contact, leading with the head, and hitting a defenseless player. Furthermore, as of 2010, if a player’s helmet is accidentally wrenched from his head during play, the ball is immediately whistled dead. It is hoped that these new regulations, coupled with advances in helmet design, will reduce the number of concussions, and thus curb further cases of CTE.

Efforts by the NFL and other professional sports leagues are certainly laudable; we should commend every

attempt to protect the mental and physical health of players. However, new regulations at the professional level cannot protect amateur players, especially young people. Fatal cases of CTE have been reported in victims as young as 21. Proper tackling form—using the arms and shoulders to aim for a player’s midsection—should be taught at an early age. Youth, high school, and college leagues should also adopt safety rules even more stringent than those of the NFL. Furthermore, young athletes should be educated about the serious dangers of head injuries at an early age.

Perhaps the most important factor in reducing the number of traumatic brain injuries, however, lies not with the players, the coaches, or the administrators, but with the media and fans. Sports media producers have become accustomed to showcasing the most aggressive tackles and the most intense plays. NFL broadcasts often replay especially violent collisions while the commentators marvel at the players’ physical prowess. Some sports highlights television programs even feature weekly countdowns of the “hardest hits.” When the media exalts such dangerous behavior, professionals are rewarded for injuring each other on the field and amateurs become more likely to try to imitate their favorite NFL athletes. Announcers, commentators, television producers, and sportswriters should engage in a collective effort to cease

glorifying brutal plays. In turn, fans should stop expecting their favorite players to put their lives on the line for the purposes of entertainment. Players must not be encouraged to trade their careers, their health, their happiness, and even their lives for the sake of a game.

I. COMPREHENSION

Answer the following questions based the above text!

- 11
- 1) Based on information in the passage, it can be inferred that all of the following statements are true except
- A. tackling is not always dangerous; however, players who use improper tackling form may injure others
 - B. scientists have established a definitive link between players who die untimely deaths and the onset of CTE
 - C. NFL officials have done little to address the problem of CTE
 - D. athletes who are praised for exceptionally brutal hits are likely to continue engaging in such dangerous behavior
 - E. the NFL has done more to mitigate future cases of CTE than youth, high school, or college leagues have done
- 11
- 2) According to the passage, which of the following factors contribute(s) to the incidence of CTE in amateur players?

- I. inconsistent application of safety regulations for all levels
 - II. lack of education about the dangers of head injuries
 - III. amateur players' desire to emulate professionals
- 39
- A. I only
 - B. II only
 - C. I and II only
 - D. II and III only
 - E. I, II, and III
- 3) As used in paragraph 3, which is the best synonym for **laudable**?
- A. praiseworthy
 - B. ineffectual
 - C. memorable
 - D. audacious
 - E. satisfactory
- 11
- 4) The author's tone in the final paragraph can best be described as
- A. remorseful
 - B. hopeless
 - C. perplexed
 - D. insistent
 - E. arrogant

- 25
- 5) As used in the final paragraph, which is the best antonym for **exalts**?
- A. mitigates
 - B. venerates
 - C. mollifies
 - D. expedites
 - E. castigates
- 6) In describing the sports media, the author emphasizes its
- A. responsibility
 - B. entertainment value
 - C. senselessness
 - D. danger
 - E. sensationalism
- 26
- 7) In the final paragraph, the author mentions “sports highlights television programs” as an example of how
- I. the media glorifies violence
 - II. amateurs learn to mimic professional athletes
 - III. professional athletes gain approval
- 11
- A. I only
 - B. II only
 - C. I and II only
 - D. II and III only
 - E. I, II, and III

8) In the last sentence of this passage, the author writes, "Players must not be encouraged to trade their careers, their health, their happiness, and even their lives for the sake of a game." Which of the following literary devices is used in this quotation?

15
A. *Irony*, characterized by the use of words to convey a meaning that is the opposite of its literal meaning. In irony, the deeper, real layer of significance is revealed by the situation and the context in which they are placed and not by the words themselves.

B. *Climax*, characterized by the arrangement of words, phrases, or causes in an order of ascending power that culminates into the highest or most intense point. This works to deliver the main action or integral message to the reader in a powerful way.

25
C. *Authorial intrusion*, characterized by a point at which the author speaks out directly to the reader. This establishes a one to one relationship between the writer and the reader where the latter is no longer a secondary player or an indirect audience to the progress of the story but is the main subject of the author's attention.

24
D. *Hyperbole*, characterized by the use of specific words and phrases that exaggerate and overemphasize the core of the statement in order to produce a grander, more

noticeable effect. This usually works to convey an action or sentiment that is generally not realistically possible or plausible but helps to emphasize an emotion

²
E. *Anastrophe*, in which the order of the noun and the adjective in the sentence is exchanged. In standard parlance and writing the adjective comes before the noun but when one is employing an anastrophe the noun is followed by the adjective. This reversed order creates a dramatic impact and lends weight to the description offered by the adjective.

II. TRUE OR FALSE

Deduce the following statements whether they are true or false!

¹³

1. Concussions are brain injuries that occur when a person receives a blow to the head, face, or neck. (T/F)
2. Chronic Traumatic Encephalopathy (CTE) is a degenerative brain disorder that causes a variety of dangerous mental and emotional problems to arise weeks, months, or even years after the initial injury. (T/F)
3. The majority of people who develop these issues are sport media producers who participate in popular high-impact injuries. (T/F)

4. Sports media producers have become accustomed to showcasing the most aggressive tackles and the most intense plays. (T/F)
5. Recent autopsies performed on the brains of football players who have committed suicide have shown advanced cases of CTE in every single victim. (T/F)

III. VOCABULARY

Match the appropriate meaning in the next column!

1. Concussion	a. <u>temporaryinjury</u> to the <u>brain</u> caused by a <u>fall</u> or <u>hit</u> on the <u>head</u> or by <u>violentshaking</u> ;
2. devastate	b. A degenerative <u>illness</u> is one in which the <u>body</u> or a <u>part</u> of the <u>bodygraduallystopsworking</u> ;
3. amateur	c. a <u>shortperiod</u> of <u>illness</u> or <u>involvement</u> in an <u>activity</u> ;
4. glorify	d. to <u>destroy</u> or <u>damage</u> something very <u>badly</u> , to make someone <u>feel</u> very <u>shocked</u> and <u>upset</u> ;
5. bout	e. to <u>reduce</u> or be <u>reduced</u> in <u>size</u> or <u>importance</u> ;
6. countdown	f. taking <u>part</u> in an <u>activity</u> for
7. diminish	
8. degenerative	

pleasure, not as a job:

g. the act of countingbackwards to zero

h. to praise and honourGod or a person:

CHAPTER 18

GUINNESS BOOK OF RECORDS

Directions: Read the passage.

The biggest house of cards, the longest tongue, and of course, the tallest man: these are among the thousands of records logged in the famous *Guinness Book of Records*. Created in 1955 after a debate concerning Europe's fastest game bird, what began as a marketing tool sold to pub landlords to promote Guinness, an Irish drink, became the bestselling copyright title of all time (a category that excludes books such as the Bible and the Koran). In time, the book would sell 120 million copies in over 100 countries— quite a leap from its humble beginnings.

In its early years, the book set its sights on satisfying man's innate curiosity about the natural world around him. Its two principal fact finders, twins Norris and Ross McWhirter, scoured the globe to collect empirical facts. It was their task to find and document aspects of life that can be sensed or observed, things that can be quantified or measured. But not just any things. They were only interested in superlatives: the biggest and the best. It was during this period that some of the hallmark Guinness Records were documented, answering such

questions as "What is the brightest star?" and "What is the biggest spider?"

Once aware of the public's thirst for such knowledge, the book's authors began to branch out to cover increasingly obscure, little-known facts. They started documenting human achievements as well. A forerunner for reality television, the Guinness Book gave people a chance to become famous for accomplishing eccentric, often pointless tasks. Records were set in 1955 for consuming 24 raw eggs in 14 minutes and in 1981 for the fastest solving of a Rubik's Cube (which took a mere 38 seconds). In 1979 a man yodeled non-stop for ten and a quarter hours.

In its latest incarnation, the book has found a new home on the internet. No longer restricted to the confines of physical paper, the *Guinness World Records* website contains seemingly innumerable facts concerning such topics as the most powerful combustion engine, or the world's longest train. What is striking, however, is that such facts are found sharing a page with the record of the heaviest train to be pulled with a beard. While there is no denying that each of these facts has its own, individual allure, the latter represents a significant deviation from the education-oriented facts of earlier editions. Perhaps there is useful knowledge to be gleaned regarding the tensile strength of a beard, but this seems to cater to an

audience more interested in seeking entertainment than education.

Originating as a simple bar book, the *Guinness Book of Records* has evolved over decades to provide insight into the full spectrum of modern life. And although one may be more likely now to learn about the widest human mouth than the highest number of casualties in a single battle of the Civil War, the *Guinness World Records* website offers a telling glimpse into the future of fact-finding and record-recording.

I. COMPREHENSION:

Answer the following questions based the above text!

11

- 1) Which of the following statements would best serve as the headline for this passage?
 - A. The encyclopedia of the extremes reflects the changing interests of modern society.
 - B. A book of simple origins makes it to the top as sales total a staggering 120 million copies.
 - C. Facts are often displayed in a boring, uninteresting manner, but not in the *Guinness Book of Records*.
 - D. The *Guinness World Records* website proves itself a valuable resource for insight into the full spectrum of modern life.

E. Where other books fall short, the index of superlative sciences never ceases to amaze.

2) According to the author, the most significant difference between older editions of the *Guinness Book of Records* and the new *Guinness World Records* website involves.

A. an end to the use of facts as a means to promote Guinness

B. an overall increase in the total number of facts presented

C. a move from fact-finding to the recording of achievements

D. a shift in focus from educational to entertaining material

E. a departure from book sales being limited to local pubs and bars

16 3) As used in paragraph 2, which is the best definition for **empirical**?

A. natural

B. derived from experience

C. recordable

D. excellent or unmatched

E. convenient or handy

26 4) Based on its use in paragraph 2, which of the following best describes something that is **superlative**?

- A. Students give presentations about their favorite subjects for a grade. Amy Newhouse receives an 87% for her presentation, while Dustin Lincoln receives a 92%.
- B. Although sharks are significantly bigger and have razor-sharp teeth, dolphins are smarter and can therefore successfully evade attack.
- C. The lake holds a contest to see who can catch the biggest fish. Tommy wins, having caught a 6 lb. 5 oz. smallmouth bass.
- D. A man built an enormous house of cards. It took him 44 days and 218,792 individual playing cards to complete.
- E. Ichiro likes tennis and practices every day. In his last tournament, he placed 3rd of over 350 competitors, winning the bronze trophy.

15
5) Using the passage as a guide, it can be inferred that the author most likely believes reality television to be

- A. corrupt
- B. absurd
- C. idiotic
- D. invaluable
- E. shallow

15
6) In the final paragraph, the author writes, "And although one may be more likely now to learn about the widest human mouth than the highest number of casualties in a

single battle of the Civil War, the *Guinness World Records* website offers a telling glimpse into the future of fact-finding and record-recording." Which of the following literary devices is used in this quotation?

- A. *Aphorism*, characterized by the use of a concise statement that is made in a matter of fact tone to state a principle or an opinion that is generally understood to be a universal truth. Aphorisms are often adages, wise sayings and maxims aimed at imparting sense and wisdom.
- B. *Alliteration*, characterized by the use of adjacent words that begin with the same sound or letter, creating a repetition of similar sounds in the sentence. This is used to add character to the writing and often adds an element of playfulness.
- C. *Amplification*, characterized by the embellishment or extension of a statement in order to give it greater worth or meaning. This is often used for rhetorical purposes.
- D. *Anagram*, characterized by the jumbling of the syllables of a phrase or the individual letters of a word to create a new word. Anagram is a form of wordplay that allows the writer to infuse mystery and a fun into the writing so that the reader can decipher the actual word on his or her own and discover enhanced depth of meaning.

E. *Anthropomorphism* in which a human quality, emotion or ambition is attributed to a non-human object or being. This is often used in order to relate the object to the reader on a familiar level and also to increase the level of relativity between the humans and objects while lending character to the subject.

11

7) Which of the following best summarizes the organization of this passage?

- A. introduction, history, conclusion
- B. history, examples, explanations, conclusion
- C. exposition, history, conclusion
- D. introduction, thesis, supporting paragraphs, conclusion
- E. introduction, history, exposition, conclusion

II. TRUE OR FALSE:

Deduce the following statements whether they are true or false!

1. The biggest house of cards, the longest tongue, and of course, the tallest man: these are among the thousands of records logged in the famous *Guinness Book of Records* was published in 1955. (T/F)
2. Norris and Ross McWhirter are fact finders to find and document aspects of life that can be sensed or observed, things that can be quantified or measured. (T/F)

3. A forerunner for reality television, the Guinness Book gave people a chance to become famous for accomplishing eccentric, often pointless tasks. (T/F)
4. The book's authors not only cover increasingly obscure, little-known facts but also the human's activities on television. (T/F)
5. The book edition latter represents a significant deviation from the education-oriented facts of earlier editions. (T/F)

III. VOCABULARY

Match the appropriate meaning in the next coloumn!

1. yodel	a. to <u>suddenly move somewhere</u> :
2. glimpse	b. an innate <u>quality</u> or <u>ability</u> is one that you were <u>born</u> with, not one you have <u>learned</u> :
3. innumerable	c. <u>main</u> , or most <u>important</u> :
4. leap	d. to <u>sing</u> by making a <u>series</u> of very <u>fast changes</u> between the <u>natural voice</u> and a much <u>higher voice</u>
5. principal	e. too many to be <u>counted</u> :
6. innate	f. a <u>look</u> at something or someone for a very <u>short time</u> :

CHAPTER 19

AUTISM SPECTRUM DISORDERS (ASD)

Directions: Read the passage.

Autism spectrum disorders (ASD) are a range of psychological conditions characterized by abnormalities in social interaction, behavior, interests, and communication. The five forms of ASD include classical autism, Asperger syndrome, Pervasive Developmental Disorder, Rett syndrome, and Childhood Disintegrative Disorder. Although the number of reported cases of ASD has experienced a dramatic increase in the past 25 years, the majority of doctors agree that this increase is due to changes in diagnostic practices and advances in the understanding of psychiatric health. While there is no general consensus among medical professionals about the underlying causes of ASD, theories range from genetic inheritance to environmental factors. One of the most controversial theories to have emerged in recent times is the hypothesis that ASD could be caused by the MMR vaccine, which is an immunization against measles, mumps, and rubella that was first developed in the 1960's. The vaccine is a mixture of three live viruses and is administered via injection to children when they are one year old. By the late 1990's, this vaccination had led to the near-eradication of measles in

countries that employed widespread inoculation. However, a combination of spurious scientific data and alarmist media attention led to an entirely preventable resurgence in measles cases in the early 21st century.

The first ⁴⁷ claims of a connection between the MMR vaccine and autism were made in 1998, when an article in *The Lancet*, a respected British medical journal, reported on eight cases of autism that could possibly be traced back to the administration of an MMR vaccine. The parents of the children in this study contended that the symptoms of autism in their children developed within days of vaccination. During a press conference, Andrew Wakefield, one of the authors of the article, called on British doctors to stop giving combined MMR vaccines, instead advocating for individual inoculations ⁵² against measles, mumps, and rubella.

Following the publication of this article, Wakefield ⁵² published several follow-up papers that further questioned the safety of the MMR vaccine. An onslaught of media coverage then began. Parents appeared on television sharing anecdotal evidence linking their child's inoculation to the onset of ASD. The popular press quickly seized upon this story; in 2002, over 1200 articles were written about the link between MMR vaccines and ASD. Less than 30% of these articles mentioned

that an overwhelming amount of scientific evidence suggested that these vaccinations were completely safe.

Since the initial panic, fears that MMR vaccines cause ASD have generally subsided. A survey completed in 2004 showed that only 2% of people in the United Kingdom thought that there was a legitimate link between MMR vaccines and ASD. Fears were most likely allayed when, in 2004, an investigative reporter discovered that Andrew Wakefield had received a large sum of money from lawyers seeking evidence to use in cases against vaccine manufacturers. It was then discovered that Wakefield had applied for patents on an alternate MMR vaccine. These severe conflicts of interest damaged the credibility of Wakefield's study beyond repair. In 2010, Wakefield was tried by Britain's General Medical Council under allegations that he had falsified data and manipulated test results. The Council found that Wakefield had acted "dishonestly and irresponsibly," and consequently *The Lancet* officially retracted Wakefield's 1998 article.

The anti-MMR vaccine panic that arose immediately after Wakefield's article was published had a significant negative effect on the health of thousands of children. Once the controversy began, the number of parents in the United Kingdom who inoculated their children with the MMR vaccine experienced a sharp decline. Not surprisingly, the number of

reported cases of measles increased; while there were only 56 confirmed cases of measles in the UK in 1998; in 2008 there were over 1300. Between 2002 and 2008, there were outbreaks of measles throughout Europe and North America. These outbreaks cost millions of dollars in health care and resulted in the deaths of dozens of children and adults with compromised immune systems.

Who is to blame for these deaths? It is easy to hold Andrew Wakefield accountable, but the media must also bear some of the responsibility. The media's appetite for a sensational medical story overshadowed the fact that there was very little scientific evidence behind Wakefield's claim. Although Wakefield is certainly not the first person to publish fraudulent scientific findings in a respected medical journal, the magnitude of this event was anomalous, as most medical hoaxes are discredited before they can reach the popular media. While *The Lancet* should not have published Wakefield's article without checking it thoroughly, the popular media should not have blown the study out of proportion without fully considering the consequences.

COMPREHENSION

Answer the following questions based the above text!

11

1) The primary purpose of the passage is to

- A. warn parents about the dangers of not vaccinating their children against measles
- B. criticize *The Lancet* for publishing Wakefield's article without vetting it more thoroughly
- C. provide an overview of the MMR vaccine controversy, including its consequences and responsible parties
- D. inform readers about the history of the MMR vaccine, especially in the U.S. and the UK
- E. blame parents who believed alarmist media reports for the measles outbreaks

16
2) As used in paragraph 1, which is the best antonym for **spurious**?

- A. reassuring
- B. safe
- C. clear
- D. necessary
- E. legitimate

11
3) Which of the following statements most accurately summarizes the author's explanation for the increase in reported cases of ASD over the past 25 years?

- A. Over the past 25 years, parents have been more likely to have their young children inoculated against MMR.

- B. Since the results of Wakefield's study were published, parents have been less likely to have their young children inoculated against MMR.
- C. In the past 25 years, doctors have developed a better understanding of genetics, which is thought to be the leading factor in whether or not a child will develop ASD.
- D. The drastic changes in our environment that have occurred over the past 25 years have most significantly contributed to an increase in cases of ASD.
- E. The increase in reported cases of ASD is mainly the result of an increased understanding of how to recognize ASD.
- 4) Which of the following pieces of evidence from paragraphs 2 and 3 support(s) the author's claim that popular media is partially responsible for creating unnecessary panic?
- I. "An article published in *The Lancet*, a respected British medical journal, reported on eight cases of autism that could possibly be traced back to the administration of an MMR vaccine."
- II. "In 2002, over 1200 articles were written about the link between MMR vaccines and ASD. Less than 30% of these articles mentioned that an overwhelming

amount of scientific evidence suggested that these vaccinations were completely safe.”

III. “Parents appeared on television sharing anecdotal evidence regarding the links between their child’s inoculation and the onset of ASD.”

16

A. I only

B. II only

C. I and II only

D. II and III only

E. I, II, and III

5) In paragraph 4, the author cites all of the following as ways that Wakefield’s study was discredited except

A. investigators discovered that the parents of children in Wakefield’s study were litigants in a lawsuit against the pharmaceutical company that made the MMR vaccine

B. *The Lancet* eventually retracted Wakefield’s original article

C. it was discovered that Wakefield accepted money from lawyers who were filing a suit against the pharmaceutical companies responsible for making the MMR vaccine

D. an investigation into Wakefield’s research found that he had falsified data in his initial study

E. Wakefield himself had apparently been working on an alternate vaccine to compete with MMR

- 15
- 6) Based on its use in paragraph 4, it can be inferred that the phrase “conflicts of interest” means situations in which people
- A. unethically accept large sums of money
 - B. have interests that fail to accord with those of the mainstream media
 - C. falsify data and manipulate test results
 - D. have personal interests that threaten their official objectivity
 - E. stand to gain financially through illegal means
- 25
- 7) As used in paragraph 6, which is the best synonym for **anomalous**?
- A. timely
 - B. calamitous
 - C. abnormal
 - D. unacceptable
 - E. coincidental
- 16
- 8) Which of the following pieces of evidence, if true, would best strengthen the author’s argument in paragraph 6?
- A. An estimated 1.4 million measles deaths are averted each year due to MMR immunization.

- B. 90% of parents in the UK who decided not to immunize their children against measles reported that they did so against their doctors' wishes.
- C. Measles outbreaks in Japan can be traced back to Japanese exchange students who were studying in the UK.
- D. In the United States, over 60% of children who are not immunized against MMR never exhibit any symptoms of the measles.
- E. Andrew Wakefield sued the investigative reporter who accused him of fraud.

I. TRUE OR FALSE

Deduce the following statements whether they are true or false!

1. The five forms of ASD include classical ⁴²autism, Asperger syndrome, Pervasive Developmental Disorder, and Childhood Disintegrative Disorder.
2. There is no general consensus among medical professionals about the underlying causes of ASD, theories range from genetic inheritance to environmental factors.
3. The ⁴³vaccine is a mixture of numerous live viruses and is administered via injection to children when they are one year old.

4. Wakefield is the first person to publish fraudulent scientific findings in a respected medical journal, the magnitude of this event was anomalous, as most medical hoaxes are discredited before they can reach the popular media.
5. There were only 65 confirmed cases of measles in the UK in 1998; in 2008 there were over 1300.

II. VOCABULARY

Match the appropriate meaning in the next column!

1. measles	a. a <u>failure</u> to <u>develop social abilities, language, and other communications skills</u> to the <u>usual level</u> :
2. rubella	b. to get <u>money</u> or things from someone after they <u>die</u> :
3. inheritance	c. an <u>infectious disease</u> that <u>produces small, red spots</u> all over the <u>body</u>
4. autism	d. an <u>illness</u> that <u>children</u> get that makes the <u>neck swell</u> ;
5. overwhelm	e. German measles
6. mumps	
7. manufacturer	
8. inoculation	

	<p>f. to give a <u>weakform</u> of a <u>disease</u> to a <u>person</u> or <u>animal</u>, usually by <u>injection</u>, as a <u>protection</u> against that <u>disease</u>:</p> <p>g. to <u>defeat</u> someone or something by using a lot of <u>force</u>:</p> <p>h. a <u>company</u> that makes something:</p>
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BIO PROFILE:

Lenny Marzulina adalah dosen dan ketua Program Studi Pendidikan Bahasa Inggris (PBI), Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Raden Fatah, Palembang, Sumatra Selatan. Lenny Marzulina mendapatkan gelar Sarjana (S1) Pendidikan Bahasa Inggris dan S2 Pendidikan Bahasa Inggris dari Universitas Sriwijaya. Lenny Marzulina juga merupakan *Editor-in-Chief* jurnal Edukasi: Jurnal Pendidikan dan Pengajaran terindeks DOAJ dan *Managing Editor* Jurnal Ta'dib: Islamic Education terindeks DOAJ. Lenny Marzulina telah mempublikasikan tulisannya pada jurnal baik nasional maupun internasional seperti the Qualitative Report (USA-Scopus-Clarivart Analytics), Turkish Online Journal of Educational Technology (Turki), dan Indonesian Research Journal in Education (IRJE). Lenny Marzulina memfokuskan riset pada bidang pendidikan dan pengajaran dan pendidikan Bahasa Inggris.

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