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Readings with Exercises for Advanced ESL Students

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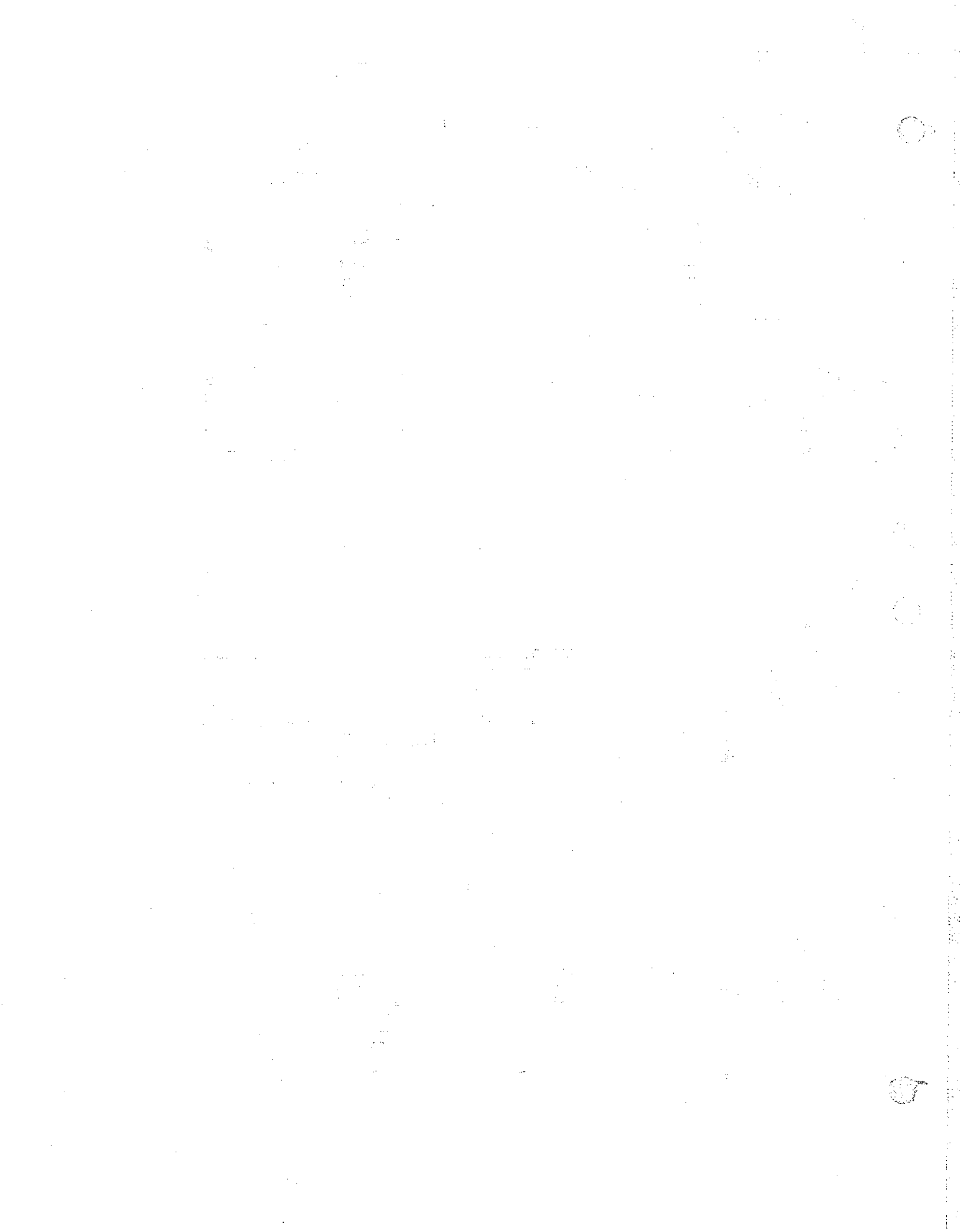
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READINGS WITH EXERCISES
FOR ADVANCED ESL STUDENTS

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Submitted in partial fulfillment of the requirements for the
Master of Arts in Teaching degree at the
School for International Training
Brattleboro, Vermont

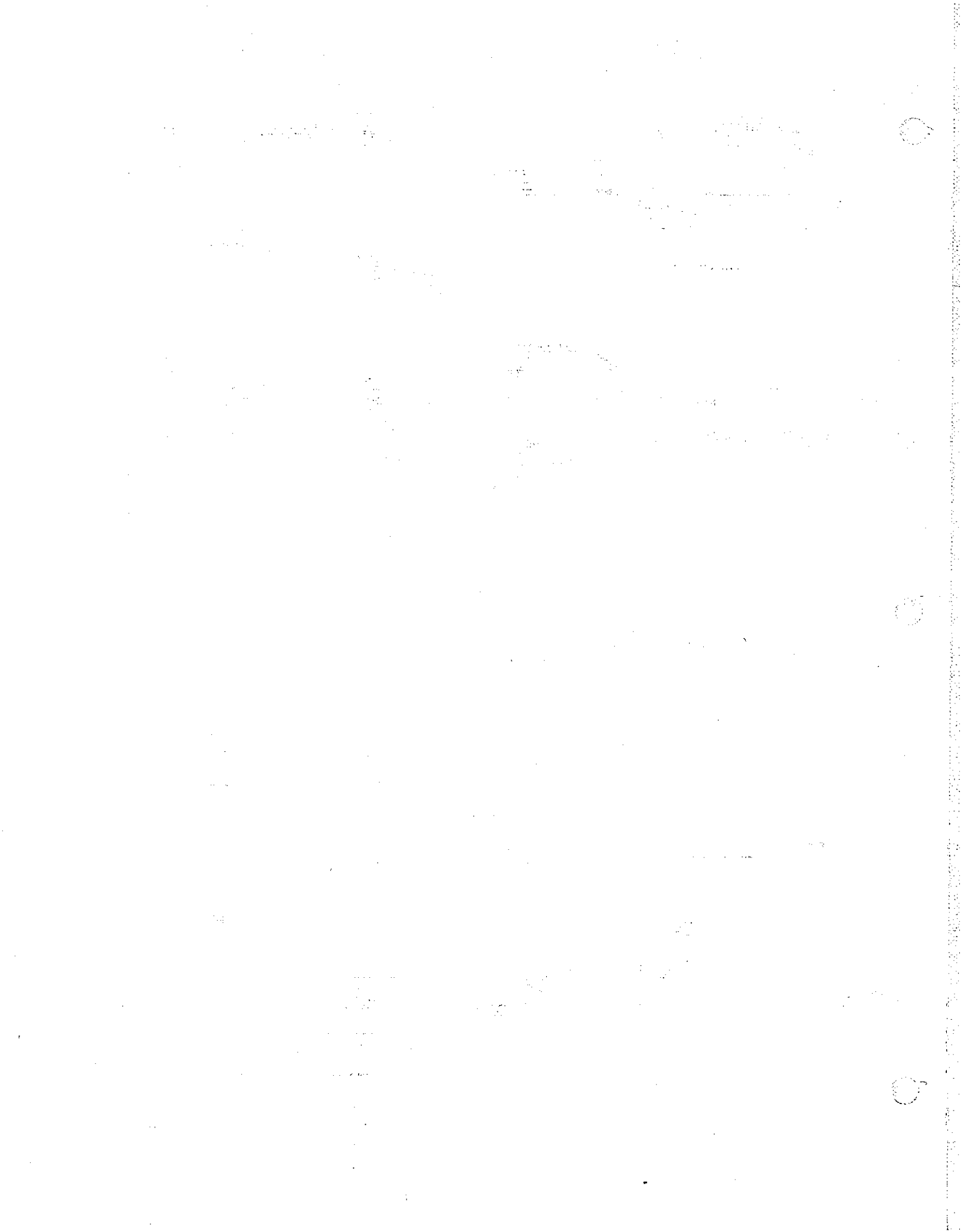
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This project by Vincent D. Antonelli is accepted in its present form.

Date August 9 1976
Principal Advisor Raymond C. Clark

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ABSTRACT

Readings in English for non-native speakers are usually simplified and controlled so that the student will not be overwhelmed by the linguistic complexity of the reading passage. For advanced English language students however, simplification is no longer useful or necessary. The student's interest in reading real material should be met by choosing material that is of high interest value. This project contains three readings which, although edited, have not been simplified. The readings have been chosen for their potential interest value to the ESL student. Exercises accompany each reading. It is the author's contention that for advanced level students, grammar and vocabulary exercises are not as important as skill-building exercises. The types of exercises used in this project are: 1. Comprehension, 2. Word Forms, 3. Cloze passages, 4. Phrase Meaning, 5. Skimming, 6. Reading Reconstruction. An appendix contains background material which will be of interest to the teacher. Included are: SQ3R Method, Cloze Procedure and The Fourteen Master Words.

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Readings with Exercises for Advanced ESL Students

INTRODUCTION

The readings and exercises presented here are designed primarily for advanced or upper intermediate level English language students. The passages are taken from newspaper and magazine articles of current interest and have been edited, in most cases, only for length. In one selection, condensing an article required rewriting the conclusion. In no instance was there any attempt made to lower the level of comprehension. Thus, no words, sentences or complex structures have been changed. It is my belief that the advanced learner is no longer served by the use of reading material written in "special" English. Since it is not realistic to program the complexity of the language with which he will be confronted in a reading task, the student must now be directed to material written for the general English speaking population. Such an approach has two advantages: exposure to "real language" situations and a direct link to the "real world" as experienced by native speakers. This second advantage is especially important for the ESL student since skill in reading depends not only on knowledge of the language but also knowledge of the world. If the reading activity does not tie in with the students' knowledge of the world, the gap must be filled by the teacher beforehand.

This, however, is not to say that after a discussion the student should be given a text and left to fend for himself. The ESL student does have special reading problems which must be considered. But it has been my experience that these problems stem mainly from either a total lack of, or at least poor training in the skills required for efficient reading. It is the responsibility of the teacher to guide the student through the process of acquiring the necessary skills. This, I suggest, is best accomplished not by programming the text but by programming the attack.

My purpose here is to provide, in the context of readings of general interest, a concentration of skills exercises. While no one of the exercises is original, they are collected under one cover in what I believe to be a unique and useful combination.

I have intentionally avoided exercises concerned with grammar points, composition and topics for conversation. While these all have their place in context, they do not, in my opinion, contribute significantly to a program designed to improve reading skills efficiently. And finally, although other types of skills exercises could have been included, I have preferred to focus on those which I consider to be most important.

THE TEXTS

The three reading selections were chosen on the basis of broad general interest and current relevance, and can all provide material for classroom discussion. The topics include an experiment in language acquisition, the current world-wide struggle for natural resources and the plight of the elderly in North America. The first is anecdotal to the ESL student's own experience and the others are directly observable features of North American life. Although the passages contain some linguistically difficult passages, it is hoped that students will deal with them more readily than they might with relatively easy selections in which they have little or no interest.

THE EXERCISES

The exercises presented after each selection have not been arranged in any special order. Thus, while some might follow others naturally, they need not be used sequentially. Nor must they always be used only after the reading is completed. Although textbook authors traditionally put all exercises after the reading selection, students can often benefit by working with vocabulary and for comprehension activities before they begin to read. I have found it more profitable, for instance, to have students attempt to answer comprehension questions before reading the text; they will come into the passage with a broad idea of what they are about to read and can then proceed to confirm or refute their guesses. Helping students to read more critically is one of the major goals of any reading program. In this regard, I have included in the appendix a summary of an approach to reading that helps students read more actively and thus more productively. It is advisable for the teacher to study the approach (SQ3R) before beginning a reading lesson.

The following section will explain the rationale for each of the exercises prepared for the readings.

COMPREHENSION QUESTIONS

These give a general framework around which students can read the articles. As mentioned above, they can be used as a pre-reading guide - where students attempt to answer the questions beforehand - or as a comprehension check of main ideas and supporting details after the reading.

WORD FORMS

The word form exercises can be used as part of a vocabulary development program. The words used in these exercises have been underlined in the passage for easy reference. That these comprise the majority of exercises is a reflection of the importance I place on a sound knowledge of the function of words in any sentence.

Knowing how a word works, what it does, is often more productive than knowing its meaning. A native English speaker who reads The Jabberwocky will quickly see the truth of this. It is all the more important for ESL students, who typically slow down to a snail's pace as they labor over each new word they encounter, afraid to guess at its meaning, wanting always to be right. If they could recognize and identify the various forms of words and how a particular form acts in its environment, they might more easily find the key to the overall meaning of a sentence or paragraph without necessarily knowing the precise meanings of new words.

Knowing word forms is of course not a panacea for a deficient vocabulary. A study of word forms must be done in conjunction with other "word attack" work. A good working knowledge of roots, suffixes and prefixes is also important. I have included in the appendix a chart which I have used in vocabulary development programs in my own reading classes.

Word Form Chart 1 (Completed)

This is to be used as a reference for the exercises which follow it. The vocabulary items were selected not only on the basis of difficulty but also on common usage. While each word might have several dictionary meanings, I have chosen to limit their meanings to one - that which is used in the context of the reading selection. Therefore the forms have been limited also. For example, the word "succeed" means "to achieve a goal". When used in the participle form "succeeding", it then takes on a different meaning, "to follow or come after". So I have marked the participle space with x x x to indicate that that word does not take that form when it is used to mean "to achieve a goal".

Word Form Examples

These provide students with some idea of how the words can be used in a context other than the reading selection. The order of the words has purposely been mixed to allow students to choose between different forms, thereby encouraging them to become more aware of how various word forms are used in context.

Word Form Exercises

Only one form of the correct word is given here. The student must determine which form of that word is appropriate to the context of the sentence and provide that form to fill in the blank.

Word Form Chart 2 (Incomplete)

This gives the student a chance to test his knowledge of what he has learned in the preceding exercises.

CLOZE EXERCISES

The cloze exercises provide practice in an area that is neglected in ESL reading programs: the ability to predict what words or phrases will follow others in a sentence. As native speakers, we are not usually aware of this predictability in our language; not until we are presented with an incomplete phrase do we realize the facility with which we are able to either fill in the missing word or simply read over the blank space without loss of comprehension. We read telegrams and newspaper headlines without any difficulty. As readers, we use the predictability of our language to free us from word-by-word reading so we can read faster and more efficiently. The ESL student however does not share this facility. For him, English is not yet a predictable language so he is afraid to guess what comes next and is thus bound to the slow and inefficient process of reading word by word.

It seems to me that some kind of guided exercises to help the ESL reader become more aware of the predictability of English would be a valuable addition to a reading program. While no one type of exercise will solve the problem, I believe that work in the cloze procedure might at least be a step in the right direction. The procedure has been used successfully for placement testing and as a device for vocabulary and syntax review. I present it here, experimentally, as a device for skill building.

The exercises consist of two or more paragraphs taken from the reading selection. The first and last sentences are given complete as a reference guide, but in all remaining sentences every fifth word has been omitted. The student must fill in the blank space, first deciding which form of any word will fit, then choosing a word that will make sense in the context of the rest of the sentence. In some cases there will be several possible answers that would be correct in context, while in others, only one choice is possible. The words used do not necessarily have to be those found in the original text; other choices should be encouraged and even discussed when they provide subtle differences in meaning.

Since this is a difficult task at first, it would be an unnecessary handicap for the student not to have read the text beforehand. Therefore, the exercises should be used only after the selection has been read several times. With continued practice though, the student will find it much easier to fill in the missing words and the teacher can then prepare sight texts from any printed material that the student has not yet read.

PHRASE MEANING EXERCISES

A proficient reader reads words in groups, making an average of three to five fixations per line of print. He sees and comprehends phrases, rather than individual words. Unless the text is very difficult or of a technical nature, it is both tedious and inefficient to read it word by word when the unit of meaning is a block of words.

Yet this precisely how slow readers, both native and non-native, usually attack any kind of printed material. The shift then from word to phrase, from word meaning to phrase meaning is an important first step toward faster and more efficient reading. While "speed reading" is not a particularly desirable goal in the ESL reading class, training the ESL student to see and understand word groupings quickly, to get whole ideas at a glance is an integral part of the reading program. Only with much practice can the reader gradually increase the number of words he can see in one eye fixation and thus reduce the number of time consuming stops he must make in sweeping across a line of print. In doing so, he finds that meaning comes more quickly and even more clearly.

The phrase meaning exercises encourage this process by directing the student to focus on word groups. A key phrase is given for which the student is required to provide a synonymous phrase by quickly scanning over a number of possible choices. The emphasis is on both speed and accuracy.

SKIMMING EXERCISES

Skimming, a rapid search technique for finding main ideas or details is a valuable skill that is used mainly in reading works of non fiction. The reader starts with a specific question in mind and reads to find the answer, letting his eyes run down the page in seeking the information. He knows exactly what he is looking for and omits whatever does not suit his purpose. This skill is especially suited to reading newspapers, magazines, statistical charts and textbooks where it is not necessary to read all the information that is provided to understand the main points of the text or to find a particular relevant fact.

While the exercises given after each selection provide practice in skimming, it might be useful for the reading students to have additional work in this area. Other exercises could be provided from newspapers - where students read quickly to answer the 5 W

questions (who, what, when, where and why or how) - or from the World Almanac, an ideal source of lists of information and facts.

READING RECONSTRUCTION

In the reading reconstruction exercises, the student is given practice in seeing a paragraph as an ordered set of ideas, each relating to the other. The skillful reader observes this relationship as a key to understanding; he remembers the important items and relates them to the main idea or to relevant supporting information in the paragraph. He can then retain the information longer and use it as he reads further, getting a better idea of the author's whole message.

The reading reconstruction exercises are therefore not meant to be exercises in memorization. After reading the passage as many times as he can in the given time, the student should be able to grasp the main points and reconstruct them in a paragraph of his own. This can be done orally - where the teacher reads the passage several times and has the students give either an oral or a written reconstruction - or as an exclusively written exercise where students read and reconstruct on their own. As an aid in structuring ideas, the teacher should write the key words on the blackboard.

THE STATE OF THE APES

1. Man is not unique; the belief that he is has been with us forever. The foreshadowing of the death of that belief is almost as old. It may have started when ancient physicians discovered the extensive similarities between the bodies of men and other animals. It certainly was evident when Darwin's theory of evolution attained general scientific acceptance. Now the end is in sight as man is forced to concede the last significant attribute that was his and his alone - language.
2. The animal reaching for our holy title - only user of language - is the chimpanzee. Not one that performs like a trained seal. Not one that dutifully repeats exactly what is taught. Not one at all, but a dozen chimps who have vocabularies of substantial size. They combine symbols to produce appropriate combinations that they have never seen before. They use language to manipulate their environment. They mystify their experienced teachers with unexpected abilities and insights. ←
3. For many years we believed that chimps must be smart enough to learn a language. Yet all attempts to teach them to talk have been failures by even the most generous standards. The world's record for number of words spoken by a chimp is held by Vicki, who managed to learn four words in the 1950's. Her problem was speaking. Chimpanzees cannot learn to talk, but they can learn to use a complex set of symbols to convey information. The symbols can be hand signals, pieces of plastic in different shapes and colors, geometric designs on typewriter keys; anything they can manipulate with their hands.
4. The record of failure turned to a record of success when Beatrice and Allen Gardner at the University of Nevada looked at communication between chimps in the wild, noticed that they used more hand signals than vocal signals, and decided to try teaching a gestural language instead of a verbal one. They chose Washoe as their first pupil.

5. Washoe is a female chimpanzee who was born in the wild. She was about a year old when her language training began in June 1966. At this age her needs and development were much like those of a human baby who is just one or one and a half years old. She slept a lot, had just begun to crawl, did not have either her first canines or molars. During the first few months her daily routine centered around diapers, bottles and making friends with her human companions.
6. The Gardners chose a chimpanzee instead of one of the other higher primates because of the chimps capacity for forming strong attachments to human beings. They believe this high degree of sociability may be essential for the development of language. The language they chose for Washoe was American Sign Language (ASL).
7. ASL is a system of communication developed for deaf people and used extensively throughout North America. It is a set of hand gestures corresponding to individual words.

For example:

drink - the thumb is extended from the fist and touches the mouth,

up - the arms are extended upwards and the index finger may also point in that direction,

smell - the palm is held in front of the nose and moved slightly upward several times,

cat - the thumb and index finger come together near the corner of the mouth and are moved outward representing the cat's whiskers.

8. Washoe lived in a fully equipped house trailer. The Gardners designed the living arrangements to exploit the possibility that she would engage in conversations - ask questions as well as answer them, describe objects as well as request them. They gave her a stimulus-rich environment, minimal restraint, constant human companionship while she was awake, and lots of games that promoted interaction between Washoe and human beings. Her teachers used no language except ASL in her presence.

9. The results of combining this pupil and this language in this environment are remarkable. Her teachers taught her the sign for "more" in the context of tickling, a romping, wrestling game Washoe played with them. She generalized its use to all activities and all objects. They taught her the sign for "open" using only three particular doors in her house trailer. She transferred its use to all doors, containers, drawers, the refrigerator and, finally, to water faucets. They taught her the sign for "flower". She used it for all flowers and for a number of situations in which an odor was prominent, such as opening a tobacco pouch or entering a kitchen where food was cooking. So they gave her the sign for "smell". She differentiated the two signs and uses each appropriately.
10. In April 1967, less than a year after her training began, she produced her first combination of signs, a kind of sentence. Though no lessons on combinations had ever been given, her teachers had signed to her in strings. As soon as Washoe had learned eight or ten signs she started putting them together in sets of two or three, much as small children learn to combine words. She learned some of her combinations from her teachers, but others she made up herself. For example, she invented "gimme tickle" to request tickling and "open food drink" to ask that the refrigerator be opened. Her teachers had always used the sign "cold box" for this appliance.
11. With just ten signs there is a large number of two- and three-sign combinations, but Washoe did not make sentences from random groups of signs. The ones she used were usually the ones that made sense. The signs she used in front of a locked door included "gimme key", "open key", "open key please", and "open key help hurry". At the end of 21 months of training she had 34 signs.

12. Not all of Washoe's early signs referred to objects or actions. She used "hurt", "sorry" and "funny" in appropriate situations. She acquired four signs during the first seven months of training, nine during the second, and 21 during the third. Instead of becoming bogged down by all of this new material, she processed it at a

2. faster and faster rate. After three years of training, her total vocabulary was 85 signs. After another year, it had almost doubled.
 13. Washoe probably could have gone on this way forever but her human friends were forced to make other plans. Several of her teachers were leaving the project and it would be difficult for Washoe to get used to a whole new set of teachers. So the Gardners chose to give up Washoe and her 160 sign vocabulary to Roger Fouts, one of their most promising graduate students, who was going to Oklohoma to continue this research.
 14. The scientific community is justifiably sceptical about the idea of talking chimps. All reported attempts to teach them a verbal language have been failures. But little by little the all-important evidence is piling up.
 15. The Gardners, who pioneered with Washoe, are very conscientious about distributing information to other psychologists. They realized that while the chimps linguistic development might be interesting, it would not be scientifically important until certain reasonable criteria were demonstrated by their subject. These criteria have been demonstrated by Washoe and several other chimps already. Washoe is well on her way to mastering a communication system that until now has been reserved for humans only.
-

COMPREHENSION QUESTIONS:

1. What was the last significant attribute that made Man a unique animal?
 2. Why have all attempts to teach chimps to talk been failures?
 3. Why did the Gardners decide to teach a gestural language instead of a verbal one to chimpanzees?
 4. What quality of the chimpanzee may be essential for the acquisition of language?
 5. What is ASL?
 6. Why was Washoe put in fully-equipped house trailer?
 7. What was one example of a combination of signs that Washoe invented?
 8. How many signs did Washoe possess after 4 years of training?
 9. Why have the Gardners been so careful in distributing information about Washoe to the scientific community?
-

WORD FORM CHART 1

This chart gives you the different forms of each of the words underlined in the story. Study it and use it as a guide to complete the following vocabulary exercises. The meaning of each word is taken from the context of the heading selection.

	<u>PARTICIPLE</u>	<u>ADJECTIVE</u>	<u>NOUN</u>	<u>VERB</u>	<u>ADVERB</u>
1.	extending extended	extensive	extension	extend	extensively
2.	x x x	evident	evidence	x x x	evidently
3.	performing	x x x	performance	perform	x x x
4.	symbolizing symbolized	symbolic	symbol	symbolize	symbolically
5.	manipulating manipulated	manipulative	manipulation	manipulate	manipulatively
6.	unexpected	x x x	x x x	x x x	unexpectedly
7.	x x x	x x x	conveyance	convey	x x x
8.	x x x	successful	success	succeed	successfully
9.	gesturing	gestural	gesture	gesture	gesturally
10.	x x x	sociable	sociability	x x x	sociably
11.	corresponding	x x x	correspondence	correspond	correspondingly
12.	exploiting exploited	exploitive	exploitation	exploit	exploitively
13.	x x x	remarkable	remark	remark	remarkably
14.	invented	inventive	invention	invent	inventively
15.	acquired	acquisitive	acquisition	acquire	acquisitively
16.	justifying justified	justifiable	justification	justify	justifiably
17.	demonstrated	demonstrable	demonstration	demonstrate	demonstrably

WORD FORM EXAMPLES

The following sentences give you examples of how the different forms of each word might be used in a sentence. However, the words at the left of the sentences are not in correct order. You should choose which form of the word is appropriate for each sentence and write the correct form in the blank space. In some cases you will have to supply the plural form of a noun to make the answer correct in context.

1. extensive: They have been on an _____ holiday since last year.
 extension: He showed us his _____ collection of butterflies.
 extended : If you _____ the ladder, you'll be able to reach the roof.
 extend : We asked for an _____ of five days to repay the loan.
2. evident : A good detective looks for _____ everywhere.
 evidence : He _____ didn't like our company because he left.
 evidently: It seems _____ to me that they are lying.
3. performance: He plans to enter the academy for the _____ arts.
 perform : Her _____ drew critical cheers from everyone present.
 performing : The doctors plan to _____ the operation at 7:00 p.m..
4. manipulate : The puppeteers _____ their puppets expertly.
 manipulative: The controls were being _____ by the robot.
 manipulated : Her _____ of those complicated tools was impressive.
 manipulation: A good hypnotist has _____ power over groups of people.
5. conveyance: Paris has an excellent public _____ system.
 convey : Please _____ my message to him when he returns.

6. successful : How To _____ Without Trying is the title of a popular book.
 successfully: His was the greatest _____ of all.
 success : She completed her course _____ in less than a year.
 succeed : Each of them has had a _____ career.

WORD FORM EXAMPLES

7. gestural: His _____ were unclear so the class would not respond.
 gesture : I looked back to see her _____ to me to give her
 the answer.
 gestures: ASL is a _____ language used by the deaf.
8. correspondence: The symbols must be matched with the _____ colors.
 corresponding : We have _____ for several years now.
 correspond : Her _____ was collected for future publication.
9. exploitation: The power of the human brain has not yet been
 fully _____ .
 exploit : The _____ of their natural resources has been
 carefully planned.
 exploited : It is not fair for the powerful to _____ the weak.
10. remark : Someone shouted a _____ from the back of the room.
 remarkable: He spoke _____ well for his age.
 remarkably: The show was _____ only for its total lack of talent.
 remark : She casually _____ that she had chosen the winner.
11. acquired : The painting by Goya was the museum's major _____
 of the year.
 acquisitive: Raw oysters on the half shell is an _____ taste.
 acquisition: Their _____ anture caused them to be disliked.
 acquire : He _____ a name for honesty.
12. justifiable : There is no need to _____ your actions to me.
 justification: The judge declared his crime to be _____ homicide.
 justifiably : The committee worked hard on its _____ of the
 proposed expense.
-
- justify : She was _____ offended by his crude remark.
13. demonstration: This piece of machinery is _____ better than
 that one.
 demonstrate : We sat through the _____ as patiently as possible.
 demonstrable : You must _____ your lesson clearly.
 demonstrably : That the Earth turns around the sun is a _____ truth.

WORD FORM EXAMPLES

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14. inventive: Alexander Graham Bell _____ the telephone.
invent : An _____ child can amuse himself with a few toys.
invention: The _____ of the laser camera will revolutionize
photography.
invented : They spoke an _____ language between themselves.
15. sociable : The chimps _____ is often compared to that of humans.
sociability: He was a _____ young man.
sociably : They chatted _____ for an hour at the party.
16. unexpected : The Smiths came by quite _____ last night.
unexpectedly: It was an _____ surprise to see them.
17. symbolic : The Navajo sand design _____ the rising sun.
symbolize : He threw the glass _____ into the fire.
symbol : Their big car is just a _____ of their wealth.
symbolically: It was a _____ action.
-

WORD FORM EXERCISE

Supply the correct form of the words below for the blank space in each sentence.

1. extend : The museum acquired an _____ collection of Mexican art.
2. evident : The _____ suggested that the butler had committed the murder.
3. performance : She _____ as well as her mother before her on the stage.
4. manipulative : His _____ of the audience made him a famous magician.
5. convey : Buses are the most widely-used means of _____ in the city.
6. succeed : Their _____ in climbing to the summit of Everest made the women famous.
7. gesture : Teaching chimpanzees a _____ language is easier than teaching them a verbal one.
8. correspond : I try to keep up a steady _____ with my friends.
9. exploiting : The _____ of economically weak people by the rich is unpardonable.
10. remark : The child displayed a _____ ability on the piano.
11. acquisition : He _____ a taste for spicy food while in Mexico.
12. justify : According to the report, the result _____ the expense of the project.
13. demonstration : The salesman was giving a _____ of his product on the street corner.
14. invent : Children are often very _____ in their story telling.
15. sociably : Chimpanzees are the most _____ of the larger apes.
16. unexpected : They arrived home _____ and found their apartment in a turmoil.
17. symbol : The artist _____ famine by a child with hollow cheeks.

WORD FORM CHART 2 - INCOMPLETE

This chart will help you test your knowledge of the word forms you have learned. Complete the chart by supplying the missing forms of each of the key words given. Try not to refer back to Word Form Chart 1, until you have filled in as many forms as you can, then check your answers using the completed chart.

	<u>PARTICIPLE</u>	<u>ADJECTIVE</u>	<u>NOUN</u>	<u>VERB</u>	<u>ADVERB</u>
1.		extensive			
2.	performing	x x x			x x x
3.	x x x			succeed	
4.			gesture		
5.	x x x	remarkable			
6.					acquisitively
7.			justification		
8.	demonstrated				
9.				invent	
10.					symbolically

CLOZE EXERCISE

Supply the missing word for each blank space by choosing a word that fits in the context of the sentence. The word does not have to be the exact one used in the reading selection; you may use any word that makes sense in context. Try not to refer back to the selection until you have finished the exercise.

Man is not unique; the belief that he is has been with us forever. _____ foreshadowing of the death _____ that belief is almost _____ old. It may have _____ when ancient physicians discovered _____ extensive similarities between the _____ of men and other _____. It certainly was evident _____ Darwin's theory of evolution _____ general scientific acceptance. Now _____ end is in sight _____ man is forced to _____ the last significant attribute _____ was his and his _____ - language.

The animal reaching _____ our holy title, only _____ of language, is the _____. Not one that performs _____ a trained seal. Not _____ that dutifully repeats _____ what is taught. Not _____ at all, but a _____ chimps who have vocabularies _____ substantial size. They combine _____ to produce appropriate combinations _____ they have never before _____. They use language to _____ their environments. They mystify their experienced teachers with unexpected abilities and insights.

PHRASE MEANING EXERCISE

Look at the key phrase on the left and think about its meaning. Then glance quickly at the phrases which follow it until you find one that means most nearly the same as the key phrase. Mark it and move on to the next line. Try to read each phrase as a group rather than as individual words to get the meaning. Reading in word groups is more efficient and will help increase your reading speed.

1. the extensive similarity: field of endeavor, a feeling of thirst, guard against, great likeness to, not willingly change
2. reaching for: regarding the other, ability to exist, resolution of style, causing to assemble, trying to attain
3. be smart enough: be obedient, discuss the alternatives, have the intelligence, dealing with students
4. noticed that: happened to see, a sense of resentment, have more control, a complex program
5. began to crawl: a boisterous laugh, dispense with it, not yet walking, not easy to accept
6. first few months: by this time, in the beginning, from the office, a chain of events
7. capacity for forming: some simple rules, from the office, a direct outgrowth, ability to establish
8. high degree of sociability: fitting and proper, choosing from several, very friendly, pass quickly from sight
9. corresponds to: a parallel effort to, goes together with, a chain of events, our greatest fault
10. point in that direction: to be in right accord, the latter part of, show the way to, on the way toward
11. living arrangements: manner of housing, because of long life, reactions to others, apt to respond
12. in the context of: from time to time, seen together with, beneath the surface, choosing from several

PHRASE MEANING EXERCISE

13. to exploit: making a selection, stating our strengths, take advantage of,
to appear at ease
 14. generalized its use: sketched roughly, simplicity of style, saw in
broad context, for what they are
 15. was prominent: one of the solutions, stood out against, of the group,
state of being strong
 16. to use appropriately: one of the solutions, source of irritation,
handle correctly, change in appearance
 17. in sets of two or three: become less concerned, multiple combinations,
reason why, no particular merit
 18. to make up oneself: invent without help, only one of a kind,
to discover when, give every indication
 19. becoming bogged down: to stand still, overwhelming confusion,
to appear at ease, it is essential
 20. to get used to: for all that happens, never seem to feel,
the liability of, become accustomed
-

SKIMMING EXERCISE

Skim each of the following numbered paragraphs to find specific information. You do not have to read the entire paragraph - only glance through it quickly until you find what you are looking for, then move on to the next question.

1. #1 Who established the theory of evolution?
 2. #2 How many chimpanzees are involved in language experiments?
 3. #3 Which chimp holds the record for the number of words spoken?
 4. #4 What kind of language did the Gardners decide not to use?
 5. #8 What was the only language Washoe's teachers used in her presence?
 6. #9 Which four signs did Washoe first learn?
 7. #10 Give one example of a sentence Washoe invented?
 8. #12 What was Washoe's total vocabulary after three years of training?
 9. #13 Where was Roger Fouts going to take Washoe?
 10. #15 When would Washoe's linguistic development become scientifically important?
-

READING RECONSTRUCTION

Read over this paragraph as many times as you can in 3 minutes. Then try to restate the ideas as clearly and completely as possible, using the key words as a guide.

Man is not unique in his use of language. Even though the only naturally occurring system of language belongs to human beings, some chimpanzees are now being taught to communicate using a set of hand gestures known as American Sign Language. A wide range of expression is possible with this system. After four years of training, one of the chimps has a vocabulary of 160 signs. She is also able to invent combinations to form original sentences which she has never seen before. While scientists are still doubtful about the possibility of chimps learning a language, little by little these doubts are being removed.

KEY WORDS

Man

unique

naturally

chimpanzees

hand gestures

American Sign Language

range

vocabulary

invent

sentences

scientists

doubtful

WAITING FOR THE END

1. A thin, graying woman wanders up and down the corridor of a nursing home in search of a nurse's aide. "Could you help my husband out of bed?" she asks. "He didn't feel well earlier in the day but he'd like to get up now."
2. It is 11:00 in the morning, but the aide says it is the wrong time of day to be getting out of bed. "Oh, I didn't mean this minute," the woman replies timidly. "We know you're very busy." The aide stalks off down the hall and yells to a colleague, "I don't know who the hell her husband is, do you?"
3. "How should I know?" snaps back the other aide. "I can't remember people's names."
4. The home is located on a quiet residential street in Lansing, Michigan, and is owned by National Health Enterprises, Inc., the largest nursing home chain in the United States. It is neither the best nor the worst of the institutions in which more than a million Americans spend the last weeks, months or years of their lives.
5. The nation's 23,000 nursing homes are a booming private industry supported mainly by public money. In 1974, more than \$4.5 billion was spent in nursing homes, with the Federal Government paying nearly half of the bill and the state and local governments an additional 25 to 30 percent.
6. There are now more than 20 million Americans over the age of 65. More significant, over a third of them are over 75 - the age group that includes the majority of nursing home patients. Industry and Government officials estimate that at least two million of the elderly will be institutionalized by the year 2000.
7. The quality of care in these institutions is attracting more public attention as more public money is channeled into nursing homes.

7. In spite of its growing dependence on public money, the industry strongly resists demands for public access to information about its operation. In visits to 50 nursing homes to gather information for this article, most of the owners were found to be unresponsive or openly hostile when asked about routine matters like the size of the staff, frequency of doctor visits, the amount spent on meals or the availability of physical therapy equipment.
8. The lack of public information is closely related to many other factors which exert a negative influence on the quality of nursing-home care:
9. * Government standards are poorly enforced by a confusing network of state and local agencies. In December, when 8 people died and 32 others were seriously injured in a fire at a Philadelphia nursing home, it was learned that the inspection records were closed to the public even though the home was found to be in clear violation of Federal safety regulations since 1972. State agencies blamed each other for the lack of enforcement - a typical occurrence when a disaster focuses public attention on deficient nursing homes.
10. * During President Nixon's second term, Federal nursing home standards were downgraded. The new standards affect everything from food to the number of doctor visits in nursing homes. Consumer representatives emphasize that the relaxation of standards will mean large savings for the Government and higher profits for the industry. Government spokesmen say the looser guidelines were drawn up because the old standards were badly enforced.
11. * People who decide to place the elderly in nursing homes- younger relatives- often have no idea what constitutes good care. Some people simply do not want to inquire too closely into conditions at the homes where they leave their parents. "They come in here with a foggy look in their eyes," said a sharp-eyed 80 year old woman in an excellent non-profit nursing home in Atlanta. "Remember how you used to hate the smell when your parents took you to the zoo,

1. even though you loved to look at the animals? Most visitors here are like that. You have the feeling that they're holding their noses even though they aren't really doing it."
12. * There is no coordinated plan to meet the social needs of the growing elderly population. More and more money is being pumped into profit-making nursing homes, but virtually no money is available for alternative services- like visiting nurses or housekeepers - that might keep more old people out of institutions.
13. Many nursing home deficiencies are rooted in the attitude of the staff toward the patients. There was one administrator who said that old people were "something like untrained dogs." Another administrator, who saw "these people not as patients but as individuals," then added, "They're so cute. We have two senile ladies who found each other and who spend the entire day together. You know they don't understand a word you're saying to them, but they're so sweet and cute, like children." The two women had been seen during a tour of the home. They were holding hands and staring at a blank wall.
14. Not all the blame can be placed on profit-seeking nursing home administrators. Americans, in general, take an unhealthy and often unrealistic attitude toward aging, assuming that old people have no further contributions to make to society and should be excluded from it. Many of the elderly share this view, occasionally attempting to conceal their advancing years and withdrawing from an active life. These attitudes must change if the aged are to be treated fairly in the United States. Society must be urged to recognize the basic rights of old people to independence and security. Gerontologists also urge that better use be made of the elderly, ~~drawing on their experience and talents and giving them a greater voice in matters that concern them.~~

5. At present, there are few programs either to tap the reservoir of talents the elderly have accumulated in their lives or to present alternatives to nursing home care for those no longer able to care for themselves. Those programs which do exist reach and benefit only a handful of the nation's elderly. But the prospects for their expansion and for the development of other new approaches toward aging seem brightening. One reason for this improved outlook is the growing recognition by most Americans that the country has a lot of catching up to do in its treatment of the aged and the new desire to change what more and more agree is an intolerable situation.
- 16 A major force behind the new impetus for change is the growing political power and militancy of the elderly themselves. Many groups- blacks, young people, women, homosexuals- have realized how much political muscle their numbers provide and have organized in recent years to demand and get attention and help from Federal, state and local officials. The aged are following their lead. No longer content to pass their days playing checkers and weaving potholders at senior citizens' centers, a growing number of elderly Americans are banding together to make their wishes known. Several thousand of them have joined a five-year-old group known informally as the Gray Panthers, whose leader, a retired Philadelphia social worker named Maggie Kuhn, 69, is dedicated to altering U. S. attitudes toward the aged. The Panthers have agitated for better housing and medical care and more employment opportunities.
17. Politicians, aware that the elderly are more likely to register and vote than the young, are listening when senior citizens speak. So are younger people. The new interest is encouraging. Americans have far too long turned their backs on their old people. Now many are seeing them for the first time, recognizing their plight and moving to help them. The interest and action are both humane and pragmatic. Today, millions of Americans are wondering what to do about their parents. Tomorrow, their children will be wondering what to do about them.

COMPREHENSION QUESTIONS

1. Who supports the nation's 23,000 nursing homes?
How much of that support is given by the Federal government?
 2. In what age group do we find the majority of nursing home patients?
 3. Why are government standards in nursing homes poorly enforced?
 4. What reason did Government spokesmen give for downgrading Federal nursing home standards?
 5. What alternative services could be used to keep old people out of institutions?
 6. What is the general American attitude toward aging?
 7. According to gerontologists, how can society make a better use of the elderly?
 8. How are the aged following the lead of other organized groups like blacks, young people, homosexuals and women?
 9. Who are the Gray Panthers? What are their goals?
 10. Why are politicians now listening when senior citizens speak?
-

WORD FORM CHART 1

This chart gives you the different forms of each of the words underlined in the story. Study it and use it as a guide to complete the following vocabulary exercises. The meaning of each word is taken from the context of the heading selection.

	<u>PARTICIPLE</u>	<u>ADJECTIVE</u>	<u>NOUN</u>	<u>VERB</u>	<u>ADVERB</u>
1.	estimated	x x x	estimate	estimate	x x x
2.	x x x	dependable dependent	dependability dependence	depend	dependably
3.	resisting	resistant	resistance	resist	(resistantly)
4.	inspected inspecting	x x x	inspection	inspect	x x x
5.	violated	violable	violation	violate	x x x
6.	x x x	x x x	occurrence	occur	x x x
7.	focused focusing	focal	focus	focus	x x x
8.	x x x	emphatic	emphasis	emphasize	emphatically
9.	relaxed relaxing	x x x	relaxation	relax	(relaxedly)
10.	inquiring	x x x	inquiry	inquire	inquiringly
11.	alternating	alternative	alternative	alternate	alternatively
12.	excluded excluding	exclusive	exclusion	exclude	exclusively
13.	concealed	concealable	concealment	conceal	x x x
14.	accumulated	accumulative	accumulation	accumulate	x x x
15.	banded banding	x x x	band	band	x x x
16.	dedicated dedicating	x x x	dedication	dedicate	(dedicatedly)
17.	agitated agitating	x x x	agitation	agitate	x x x
18.	encouraged encouraging	x x x	encouragement	encourage	encouragingly
19.	wondering	x x x	wonder	wonder	wonderingly

WORD FORM EXAMPLES

The following sentences give you examples of how the different forms of each word might be used in a sentence. However, the words at the left of the sentences are not in correct order. You should choose which form of the word is appropriate for each sentence and write the correct form in the blank space. In some cases you will have to supply the plural form of a noun to make the answer correct in context.

1. estimated : He was able _____ the time by looking at the sun.
 estimate : The _____ cost to repair our roof was far higher than we expected.
 to estimate: The bank sent him an _____ on his yearly property taxes.

2. dependable : Since we doubted his _____ in times of stress, we did not offer him the job.
 dependent : This particular watch has proven to be _____ ever after years of wear.
 dependability: Many old people are _____ on government subsidies in order to live.
 dependence : Be alert! Your whole future may _____ on it.
 to depend : They have fulfilled their obligations _____ and without complaint for over 20 years.
 dependably : He wasn't able to give up his _____ on alcohol.

3. resisting : Some new types of virus infections are _____ to treatment with antibiotics.
 resistant : The kidnappers offered no _____ when the police surrounded their hiding place.
 resistance: I tried, but could not _____ the temptation.
~~to resist : The _____ pressure was caused by a block in the pipeline.~~

WORD FORM EXAMPLES

4. inspected : My car failed the _____ because of bad brakes.
 inspecting: They came _____ the safety conditions at the factory.
 inspection: The _____ cartons of fruit were quickly passed
 through customs at the border.
 to inspect: We had to wait for the _____ officer for over 2 hours.
5. violated : He was accused of a _____ of health regulations.
 violable : In some countries, basic human rights seem to be as
 _____ as they are rare.
 violation : Her _____ honor was a cause of deep shame and disgrace
 for the entire family.
 to violate: During his short career, he managed _____ the trust
 of every one of his co-workers.
6. occurrence: The income tax deadline is a yearly _____ that no
 one looks forward to.
 to occur : Accidents are most likely _____ when people are
 least prepared for them.
7. focused : The _____ mechanism of my camera needed to be adjusted,
 so the photos were unclear.
 focusing: It took him a while _____ clearly after the operation
 on his eyes.
 focal : A famous painting by Picasso provided the _____ point
 of the art gallery.
 focus : I couldn't get the children in _____ quickly enough
 so I couldn't take their picture.
 to focus: One of the aims of the photography course was to help us
 produce a clearly _____ picture.
-

WORD FORM EXAMPLES

8. **emphatic** : His _____ answer made it clear that he wouldn't help us in any way.
emphasis : The lecture _____ his point that history repeats itself in cycles.
to emphasize: Ms Ward spoke _____ about the need for all of us to become involved in self-help programs.
emphatically: Our instructor places less _____ on what we say than on how we say it.
9. **relaxed** : She had a _____ warm bath before going to bed.
relaxing : Meditation is one of the forms of _____ practiced by many people nowadays.
relaxation: They _____ the immigration regulations just long enough to allow some people to join their relatives across the border.
to relax : The _____ atmosphere of San Francisco is one of the attractive features of that city.
10. **inquiring** : The Treasury Dept. conducted an _____ into the cause of the company's bankruptcy.
inquiry : She gave me an _____ look when I introduced her to Sam.
to inquire: We decided _____ into the possibility of buying a house, so we contacted some real estate agents.
11. **alternating** : We had no _____ but to buy from the company store.
alternative : For many young people, an _____ life style means going back to the land.
to alternate : The clouds passing overhead produced _____ patterns of light and shadow on the fields.
~~**alternatively** : In volley ball, you must _____ positions so everyone gets a chance to serve.~~

WORD FORM EXAMPLES

12. excluded : I don't understand why I should be _____ from the group.
- excluding : The reporter who arrived first had an _____ interview with the president.
- exclusive : To get on the Olympic team, he had to practice swimming to the _____ of all other activities.
- exclusion : Their _____ the liberation movement from the conference produced a furor around the world.
- to exclude : The _____ groups held a meeting of their own to determine what action they would take.
- exclusively: Those prints were designed _____ for us by an Indian craftsman.
13. concealed : He _____ his true identity until he was safely out of the country.
- concealable: Though they searched the car thoroughly, they never found the _____ package.
- concealment: They designed the microfilm camera so that it would be _____ in a fountain pen.
- to conceal : Because of the part he played in the _____ of fugitives, he was sentenced to a long prison term.
14. accumulated : His _____ wealth amounted to over 20 million dollars.
- accumulative: Most of the talents he _____ in his life were never put to use.
- accumulation: The _____ of water in his backyard eventually caused a flood in his basement.
- to accumulate: Several species of birds are now extinct because of the _____ effects of DDT and other insecticides.
-

WORD FORM EXAMPLES

15. banded : A _____ strip was used to keep the poles tightly secured together.
- banding: We spotted some rare _____ birds in our walk through the woods.
- band : Minority groups must _____ together in order to have greater political power.
- to band: She wore nothing but a plain gold _____ on her finger.
16. dedicated : Only a _____ group of people could accomplish so much in so little time.
- dedicating : The _____ ceremony was held on July 1st.
- dedication : Norman Bethune was a famous Canadian doctor who _____ his life to helping the people of China.
- to dedicate: Your _____ your time to help is appreciated by the group.
17. agitated : We heard the _____ cries of the birds when we came near their nesting place.
- agitating : Their _____ for equal rights has been successful.
- agitation : The children _____ their mother so badly that she sent them all to their rooms.
- to agitate: Political _____ is frequently the first step toward revolution.
18. encouraged : Parents should provide _____ for their children's artistic abilities.
- encouraging : An _____ word was all that we needed to finish the task quickly.
- encouragement: It is sometimes necessary _____ senior citizens to participate more fully in society.
- to encourage : She spoke _____ of new programs that were being established for the handicapped.
- encouragingly: _____ by his success, he continued his experimenting until he found the cure.

WORD FORM EXAMPLES

19. wondering : The children were filled with _____ at the sight
of their first snowfall.
- wonder : I _____ what would have happened if I had taken
the other path.
- to wonder : On her first visit to the city, she could do nothing
but stare _____ at the skyscrapers.
- wonderingly: She gave a _____ look at all the unfamiliar
faces around her.
-

WORD FORM EXERCISE

Supply the correct form of the words below for the blank space in each sentence.

1. estimate : It is _____ that by the year 2000, the world's population will have doubled.
2. dependable : You can always _____ on Nancy; she has never failed to help us.
3. resist : Her _____ to sickness was lowered because of her poor diet.
4. inspection : The health officials had _____ the clinic very carefully before approving it.
5. violable : Nursing homes are occasionally found to be in _____ of health standards.
6. occur : Ancient astronomers had already charted the _____ of solar and lunar eclipses.
7. focus : The human eye has a more complicated _____ mechanism than even the best camera.
8. emphatic : She _____ the need for the elderly to have a greater voice in matters that concern them in every address.
9. relaxed : We should all set aside a time for _____ during the normal working day.
10. inquiry : Sometimes it's difficult to satisfy the _____ mind of a young person.
11. alternatively: We needed an adaptor to change from _____ current to direct current.
12. exclude : Random House has paid an enormous amount of money for the _____ rights to publish my life story.
13. concealment : He carried a _____ weapon under his jacket.
14. accumulative : It's amazing how many things you can _____ in one year.
- 15.. to band : Colorful _____ of gypsies were a common sight in 19th century Europe.

WORD FORM EXERCISE

16. dedicating : Maggie Kuhn, whose _____ to the plight of the aged is well-known, is a retired social worker from Philadelphia.
17. agitation : The _____ voices of the angry crowd was heard from several blocks away.
18. encouragingly: Their support provided us with the _____ we needed to continue the struggle.
19. wonder : Do you ever _____ what the future has in store for you?

WORD FORM CHART 2 - INCOMPLETE

This chart will help you test your knowledge of the word forms you have learned. Complete the chart by supplying the missing forms of each of the key words given. Try not to refer back to Word Form Chart 1, until you have filled in as many forms as you can, then check your answers using the completed chart.

	<u>PARTICIPLE</u>	<u>ADJECTIVE</u>	<u>NOUN</u>	<u>VERB</u>	<u>ADVERB</u>
1.		x x x	estimate		x x x
2.	x x x				dependably
3.		resistant			
4.		x x x		inspect	x x x
5.		violable			x x x
6.	x x x	x x x		occur	x x x
7.			focus		x x x
8.	x x x				emphatically
9.		x x x		relax	
10.	inquiring	x x x			
11.		alternative			
12.			exclusion		
13.	concealed				x x x
14.			accumulation		x x x
15.		x x x		band	x x x
16.			dedication		
17.		x x x		agitate	x x x
18.		x x x			encouragingly
19.	wondering	x x x			

CLOZE EXERCISE

Supply the missing word for each blank space by choosing a word that fits in the context of the sentence. The word does not have to be the exact one used in the reading selection: you may use any word that makes sense in context. Try not to refer back to the selection until you have finished the exercise.

There are now more than 20 million Americans over the age of 65. More significant, over a _____ of them are 75 _____ over the age group _____ includes the majority of _____ home patients. Industry and _____ officials estimate that at _____ two million of the _____ will be institutionalized by _____ year 2000.

The quality _____ care in these institutions _____ attracting more public attention _____ more public money is _____ into nursing homes. In _____ of its growing dependence _____ public money, the industry _____ resists demands for public _____ to information about its _____. In visits to 50 _____ homes to gather information _____ this article, most of _____ owners were found to _____ unresponsive or openly hostile _____ asked about routine matters _____ the size of the _____ frequency of doctor visits, _____ amount spent on meals _____ the availability of physical _____ equipment.

PHRASE MEANING EXERCISE

Look at the key phrase on the left and think about its meaning. Then glance quickly at the phrases which follow it until you find one that means most nearly the same as the key phrase. Mark it and move on to the next line. Try to read each phrase as a group rather than as individual words to get the meaning. Reading in word groups is more efficient and will help increase your reading speed.

1. in search of: field of endeavor, must guard against, looking about for,
not to be disturbed
2. replies timidly: discuss the alternatives, to be obedient,
to appear at ease, answer in a small voice
3. booming private industry: a big boon for, give every indication,
rapidly growing enterprise,
as a young profession
4. channeled into: brought together, to stand still,
a direct outgrowth of, the liability of
5. are poorly enforced: reason why, cannot uphold, we are less concerned,
the human factor
6. a confusing network: no particular network, for what they are,
changed in appearance, too many people
7. in clear violation: the most striking contrasts, make a new demand,
a sense of danger, against the rules
8. a typical occurrence: all over everywhere, happens frequently,
best for the purpose of, easily identified

PHRASE MEANING EXERCISE

9. relaxation of standards: to show skill, type of occupation,
a working compromise, lowering acceptable levels
10. inquire too closely: not public in nature, look into carefully,
does not support, not too clear
11. have the feeling: for what he plans to do, especially suitable,
to express oneself, get the impression
12. no further contributions: so far as, for his own needs,
examine the situation, nothing more to give
13. attempting to conceal: tries hiding from, few specific changes,
no right to expect, will want to know
14. a greater voice in: to gain prestige, held responsible for,
deserves mention, more participation
15. tap the reservoir: the bottom of, to participate in, a motive for,
takes from the store
16. only a handful: prepared to go on, just a few of, a large selection,
a closely unit group
17. an intolerable situation: a sense of danger, along new lines,
not at all pleased, cannot be accepted
18. following their lead: continue in the path of, to pause undecidedly,
near the state line, assigned to work
19. turned their backs on: overwhelming amazement, withdrawal from life,
refuse to recognize, under no obligation
20. are banding together: very sensible activity, set apart from others,
a careful use of words, formed a group

SKIMMING EXERCISE

Skim each of the following numbered paragraphs to find specific information. You do not have to read the entire paragraph - only glance through it quickly until you find what you are looking for, then move on to the next question.

1. Paragraphs 1--6

1. What is the name of the largest nursing home chain in the U.S. ?
2. How many Americans are currently spending their last weeks, months or years in institutions for the elderly?
3. How much money was spent in nursing homes in 1974?
4. What percentage of that money was spent by state and local governments?
5. How many Americans are now over the age of 65?
6. What percentage of these are over 75?
7. How many elderly citizens will be institutionalized by the year 2000?

2. Paragraphs 7 - 13

8. How many nursing homes were visited to gather information for this article?
9. What do consumer representatives say about the relaxation of Federal nursing home standards?
10. Who said that old people were "something like untrained dogs"?

3. Paragraphs 14 - 17

11. What are the basic rights of old people?
 12. Who is the leader of the Gray Panthers?
 13. What are 3 benefits the Panthers are agitating for?
-

READING RECONSTRUCTION

Read over this paragraph as many times as you can in 3 minutes. Then try to restate the ideas as clearly and completely as possible, using the key words as a guide.

Not all the blame for nursing home deficiencies can be placed on profit-seeking nursing home administrators. Americans, in general, take an unhealthy and often unrealistic attitude toward aging. They assume that old people have no further contributions to make to society and should be excluded from it. Many of the elderly share this view, attempting to conceal their advancing years and withdrawing from active life. These attitudes must change if the aged are to be treated fairly. Society must be urged to recognize the basic rights of old people to independence and security. Better use must be made of the elderly, drawing on their experience and talents and giving them a greater voice in matters that concern them.

KEY WORDS

blame
administrators
attitude
assume
contributions
excluded
elderly
conceal
withdrawing
change
recognize
rights
use
experience
talents
voice
concern

THE WORLD'S STRUGGLE FOR RESOURCES

ENOUGH TO GO ROUND?

1. John Thorne sells insurance in Chicago. Kazutoshi Nakamura rolls and shapes steel slabs for the world's largest steelmaker in Japan. Ian Turner drives a locomotive in Western Australia's iron-rich Pilbara. Jagmel Singh is a farmer in the Punjab, India's wheat basket. Miss Athari al-Nasheet works for the Kuwait Oil Company.
2. None of these people know each other. But their lives are linked because their jobs and prosperity depend on the resources that move from country to country - oil, minerals, food, capital, skills. These people are linked because, whether they like it or not, they live in a global economy.
3. Their countries are engaged in what might be called the "struggle for the world product" - for what each considers its rightful share of all the goods and services the world provides.
4. Until the oil crisis, none of these five worried about running out of gasoline or fuel oil. Nor, except for the experts, did the public in their countries worry much about other resources: bauxite, or copper, soybeans or phosphate rock. Even perennially food-short India has gone through a much publicized "green revolution", increasing wheat yields to a point of self-sufficiency.
5. Resources were abundant. The economies of every industrialized country were growing at respectable and - in Japan's case - incredible rates.
6. But no more. Suddenly everyone has been touched by the energy crisis. It is not just that John Thorne has to pay more than 60 cents for a gallon of gasoline or that Jagmel Singh had to line up for three days to get diesel fuel. There is worry about other resources.

7. The price of copper shot up to unheard of levels on the London Metal Exchange. Producers of Bauxite, from which aluminum is made, have formed an organization which they hope can squeeze consumers much the way the celebrated OPEC (Organization of Petroleum Exporting Countries) has squeezed oil consumers.
8. Are the world's richest nations coming to the end of their golden age? Will countries like India, struggling along on per capita incomes of less than \$100 a year, never reach such a golden age? Is the global economy moving from a period of resource abundance to one of resource scarcity?
9. More ominously, are the world's economic superpowers - the United States, the European Economic Community, Japan, China and the Soviet Union - turning their struggle for the world product into a dangerous scramble for ever-diminishing resources? When a nation thinks its survival is at stake, it will do ugly things. "Even a cat will turn and spit at a dog if she is concerned," one Japanese said of the oil crisis. And what if the crisis concerns not just oil, or other minerals, but food?
10. These are the questions that are worrying experts concerned over what is going to happen to the world economy in the next five to ten years - a time span within everyone's range of comprehension. They are questions that should concern ordinary citizens as well.
11. If worst comes to worst, would the United States share some of its own oil with others, rationing gasoline at home so that other economies could survive? Will Americans accept higher food prices for themselves so their wheat can relieve famine in Ethiopia? Or so that Soviet citizens remain quiescent and bread riots in Kiev and Novosibirsk do not ruin political detente with Washington?

12. "Resource" is a word derived from the Latin verb resurgere, meaning to rise again. The Oxford Dictionary defines the word in the plural as "the collective means possessed by any country for its own support or defense."
 13. Oil is a resource, as is natural gas. So are coal and uranium, in the field of energy. The most important non-fuel resources are iron ore, bauxite, copper, manganese, lead, nickel, phosphate rock, tin and zinc. These are the resources that provide the principal raw materials for any industrial economy. They mean jobs for you and me. They mean tools and fertilizer for the farmer. And the farmer in turn produces the ultimate resource - food, whether in the vast wheat fields of Nebraska, or the terraced, handkerchief - sized plots of Java, Indonesia's principal island which is at the same time the world's most crowded island.
 14. In China, India, and the Soviet Union, annual wheat harvests still depend largely on the vagaries of the weather. Indications for 1975 are good, but a failure in any of these mammoth countries, or in any other major food-producing region of the world, would lay upon American shoulders the burden of deciding how to share food with the rest of the world - how much, at what prices, and with what consequences for food availability and price at home.
 15. In an article in a recent issue of Foreign Affairs pointing out the dilemma, Agriculture Department official L. B. Schertz quotes the Greek philosopher, Diogenes, with telling effect. Asked for the proper time to eat, the cynic replied, "If a rich man, when you will, if a poor man, when you can."
-

COMPREHENSION QUESTIONS

1. How are the lives of John Thorne of Chicago and Jagmel Singh of the Punjab linked together?
 2. When did people round the world begin worrying about running out of gasoline or fuel oil?
 3. Where did the Green Revolution take place?
 4. How were John Thorne and Jagmel Singh affected by the energy crisis?
 5. What do the countries producing bauxite plan to do?
 6. What questions are worrying experts who are concerned over what is going to happen to the world economy in the next 5 - 10 years?
 7. Name three non-fuel resources that provide the principal raw materials for any industrialized economy.
 8. On what do the wheat harvests of China, India and Russia still depend?
 9. What would a harvest failure in any of those countries mean for the U. S.?
-

WORD FORM CHART 1

This chart gives you the different forms of each of the words underlined in the story. Study it and use it as a guide to complete the following vocabulary exercises. The meaning of each word is taken from the context of the heading selection.

	<u>PARTICIPLE</u>	<u>ADJECTIVE</u>	<u>NOUN</u>	<u>VERB</u>	<u>ADVERB</u>
1.	linked linking	x x x	link	link	x x x
2.	prospering	prosperous	prosperity	prosper	prosperously
3.	economizing	economical	economy	economize	economically
4.	produced producing	productive	product	produce	productively
5.	publicized	public	publicity	publicize publish	publicly
6.	respected	respectable	respect respectability	respect	respectably
7.	celebrated	x x x	celebration celebrity	celebrate	x x x
8.	surviving	x x x	survival	survive	x x x
9.	concerned concerning	x x x	concern	concern	x x x
10.	x x x	x x x	comprehension	comprehend	x x x
11.	relieved	x x x	relief	relieve	x x x
12.	x x x	resourceful	resource	x x x	x x x
13.	possessed possessing	possessive	possession	possess	possessively
14.	supported supporting	supportive	support	support	x x x
15.	industrialized	industrial	industry	industrialize	industrially
16.	x x x	ultimate	ultimatum	x x x	ultimately
17.	crowded	x x x	crowd	crowd	x x x
18.	burdened	burdensome	burden	burden	x x x
19.	x x x	consequential consequent	consequence	x x x	consequently
20.	x x x	available	availability	x x x	x x x
21.	x x x	cynical	cynic	x x x	cynically

WORD FORM EXAMPLES

The following sentences give you examples of how the different forms of each word might be used in a sentence. However, the words at the left of the sentences are not in correct order. You should choose which form of the word is appropriate for each sentence and write the correct form in the blank space. In some cases you will have to supply the plural form of a noun to make the answer correct in context.

1. linked : A chain is only as strong as its weakest _____ .
 link (n): The two countries were _____ together in a common cause.
 link (n): The police _____ the two crimes and found the robber.

2. prosperous: Some companies are _____ despite the recession.
 prosper : He had the look of a _____ landowner. ...
 prospering: _____ is the dream of many underprivileged countries.
 prosperity: There are some industries that _____ during wartime.

3. product : Malaysia is one of the rubber _____ nations.
 productively: That factory was the most _____ of its kind.
 producing : The new _____ was taken off the market when it was found to be unsafe for children.
 productive : Older people can work _____ long after retirement.

4. public : The opening of the circus was widely _____ .
 publicity : They made a _____ announcement.
 publicize : Movie stars require a lot of _____ .
 publicly : It was decided not to _____ the information.
 publicized: He was _____ denounced as a charlatan.

WORD FORM EXAMPLES

5. respectable : Her opinion was _____ by everyone.
 respectably : They maintained a _____ appearance.
 respected : The judge commanded _____ because of his position.
 respect (n) : The judge's _____ was never questioned.
 respectability: We were taught to _____ the rights of others.
 respect (v) : Since they behaved _____ they were allowed to enter.
6. celebration: John Glen's _____ walk on the moon was televised.
 celebrated : Winning the soccer match was cause for a _____ .
 celebrate : Primitive people _____ the return of Spring.
7. comprehend : His _____ of English was better than his
 speaking ability.
 comprehension: It took a while before we _____ the facts.
8. concern : A group of _____ parents met at the school.
 concerned : He showed _____ for their welfare.
 concerning: I do not want to _____ myself with that business.
 concern : Tell me everything you know _____ this case.
9. resource : Dolphins are very _____ creatures.
 resourcefully: The almanac is a good _____ for facts.
 resourceful : He stayed alive all that time by using his
 talents _____ .
10. industry : Japan is one of the great _____ nations.
 industrialized: He studied in a school of _____ design.
 industrial : The automobile _____ is one of the largest
 ever created.
 industrially : Many Third World nations are trying to _____
 themselves now.
 industrialize : The rabbits worked _____ until daybreak, then
 slept.

WORD FORM EXAMPLES

11. economical : _____ is difficult during a recession.
 economy : It is _____ to buy in quantity.
 economically: The _____ of southeast Asian nations is based on agriculture.
 economize : They tried to _____ by buying the car on sale.
 economizing : With five children, you learn to shop _____ .
12. ultimatum : The _____ decision rested on the prime minister.
 ultimately: The _____ given by the terrorists was rejected.
 ultimate : We will _____ have to sell the house and move to a small apartment.
13. crowd (n): The _____ room was filled with the sounds of laughter and talk.
 crowded : I try to avoid _____ whenever I can.
 crowd (v): They _____ around the scene of the accident.
14. survive : Their only _____ relatives were far away.
 surviving: Our _____ depends on how carefully we use our limited resources.
 survival : Only two of the plane crash victims did not _____ .
15. relief : They were greatly _____ to find the path again.
 relieve : The lake offered no _____ from the heat.
 relieved: Wheat from the U.S. and Canada could help _____ the famine in Ethiopia.
16. burdensome: He was _____ with a heavier load than he could carry.
 burdened : She found caring for two families _____ .
 burden : It was a _____ we gladly accepted.
 burden : We didn't want to _____ you with our troubles.

WORD FORM EXAMPLES

17. cynic : He gave a _____ laugh when told he was free.
 cynically: He became a _____ after the accident.
 cynic : She sneered _____ at the missionaries.
18. consequential: The riots and the _____ looting and vandalism lasted 2 days.
 consequence : Only _____ matters were discussed at the meeting.
 consequently : Do you understand the _____ of your actions?
 consequent : They lost their jobs and _____ their homes.
19. availability: We used every _____ space.
 available : The price of bread depends on the _____ of wheat.
20. possessive : The man seemed to be _____ by a demon.
 possessed : At the age of 2 children become very _____ with their toys.
 possess : They carried all their _____ with them.
 possessively: Indonesia _____ a wealth of natural resources.
 possession : The duke looked _____ over all his lands.
21. supportive : The brace _____ the wall began to split.
 support (v): We were _____ by our parents.
 supported : She played a _____ role in the business deal.
 supporting : We offered our _____ to the new-comers.
 support (n): The world may not be able to _____ a great increase in population.

WORD FORM EXERCISE

Supply the correct form of the words below for the blank space in each sentence.

1. linked : A bridge was built _____ the two roads.
2. prosperity : The farm looked _____ from a distance.
3. product : They worked overtime to _____ their quota.
4. public : We did not want the incident _____ .
5. respected : He did not look _____ dressed that way.
6. celebration: Tagore is a _____ Bengali poet.
7. comprehend : Our _____ of the situation was limited.
8. concern : The agent gave us some information _____ our return trip.
9. resourceful: Our _____ were limited so we could not go very far.
10. industry : India is trying desperately to become a more _____ nation.
11. economy : Their attempts at _____ were useless.
12. ultimate : The department of defence worked hard to find the _____ weapon.
13. crowded : The purse snatcher was lost in the _____ of people.
14. survive : Your _____ depends on how carefully you follow instructions.
15. relieved : The rain offered _____ to the drought stricken farmland.
16. burden : Underdeveloped nations are _____ with a high rate of inflation.
17. cynical : He made a _____ remark that surprised everyone.
18. consequent : A large number of cattle died as a _____ of the drought.
19. available : The _____ of sufficient food depends heavily on the richer nations.
20. possessed : She was a very _____ child.
21. support : The mayor offered his _____ when we presented our plan to him.

WORD FORM CHART 2 - INCOMPLETE

This chart will help you test your knowledge of the word forms you have learned. Complete the chart by supplying the missing forms of each of the key words given. Try not to refer back to Word Form Chart 1, until you have filled in as many forms as you can, then check your answers using the completed chart.

	<u>PARTICIPLE</u>	<u>ADJECTIVE</u>	<u>NOUN</u>	<u>VERB</u>	<u>ADVERB</u>
1.		x x x	link		x x x
2.		prosperous			
3.				produce	
4.	publicized				
5.					respectably
6.		x x x		celebrate	x x x
7.	x x x	x x x	comprehension		x x x
8.		x x x	concern		x x x
9.	x x x			x x x	resourcefully
10.		industrial			
11.				economize	
12.	x x x	ultimate		x x x	
13.		x x x	crowd		x x x
14.	surviving	x x x			x x x
15.		x x x		relieve	x x x
16.		burdensome			x x x
17.	x x x		cynic	x x x	
18.	x x x			x x x	consequently
19.	x x x	available		x x x	x x x
20.			possession		
21.	supported				x x x

CLOZE EXERCISE

Supply the missing word for each blank space by choosing a word that fits in the context of the sentence. The word does not have to be the exact one used in the reading selection: you may use any word that makes sense in context. Try not to refer back to the selection until you have finished the exercise.

Are the world's richest nations coming to the end of their golden age? Will countries like India, _____ along on per capita _____ of less than \$100 _____ year, never reach such _____ golden age? Is the _____ economy moving from a _____ of resource abundance to _____ of resource scarcity?

More _____, are the world's economic _____ - the United States, the _____ Economic Community, Japan, China, _____ the Soviet Union - turning _____ struggle for the world _____ into a dangerous scramble _____ ever-diminishing resources? When _____ nation thinks its survival _____ at stake, it will _____ ugly things. "Even a _____ will turn and spit _____ a dog if she's _____." one Japanese said of _____ oil crisis. And what if the crisis concerns not just oil, or other minerals, but food?

PHRASE MEANING EXERCISE

Look at the key phrase on the left and think about its meaning. Then glance quickly at the phrases which follow it until you find one that means most nearly the same as the key phrase. Mark it and move on to the next line. Try to read each phrase as a group rather than as individual words to get the meaning. Reading in word groups is more efficient and will help increase your reading speed.

1. depend on the resources: pave the way to, indicated that,
need the products of, right for this
2. a global economy: achieve the goal, capacity of anything,
a place for vacations, world-wide system
3. are engaged in: in our culture, occupied with, the best way out,
in relation to the city
4. its rightful share: examine the situation, a formal setting,
one's own forcefulness, what is owed
5. perennially food-short: for his own needs, examine the situation,
a good balanced meal, always lack supplies
6. running out of: suffering a depletion, a sense of balance,
best way out, for specific changes
7. much publicized: state of privacy, given lots of attention,
a separate volume, deserves mention
8. period of self sufficiency: we cannot assume, sign of gratitude,
able to care for oneself,
in one common connection

PHRASE MEANING EXERCISE

9. had to line up: made to wait for, from time to time, to go forward,
put all in a row
 10. struggling along: a losing battle, their lives are linked,
time before midnight, moving with difficulty
 11. a dangerous scramble: a disgusting feline, much to learn,
vexing situation, fight each other for
 12. ever-diminishing: at one time, constantly being depleted,
give every indication, never seem to feel
 13. is at stake: depending on it, anything very old, tied up to,
forced to check
 14. a time span: be in a safe place, stand still, a certain duration,
be supported by
 15. range of comprehension: thoughtful interest in, to equal the time,
for all that happens, how much he understands
 16. principal raw materials: equipped with the finest, basic products of,
a collection of money, not actually accepted
 17. handkerchief-sized plots: small parcels of land, were restricted to,
one of the last, would respond favorably
 18. worst comes to worst: once and for all, reports of a cold front,
ties are known, when all else fails
-
19. remain quiescent: than meets the eye, a chain reaction,
rest undisturbed, every indication of
 20. depend largely on: carried a number of, for one or two,
rely principally, the disappearance of

SKIMMING EXERCISE

Skim each of the following numbered paragraphs to find specific information. You do not have to read the entire paragraph - only glance through it quickly until you find what you are looking for, then move on to the next question.

1. Where is the iron-rich Pilbara found?
 2. Which country underwent a "green revolution"?
 3. How much does John Thorne pay for a gallon of gasoline?
 4. What do the initials OPEC stand for?
 5. What is the per capita income of India?
 6. Which American resource might help relieve the famine in Ethiopia?
 7. From what Latin word is "resource" derived?
 8. What is the ultimate resource?
 9. Which is the world's most crowded island?
 10. Who is Diogenes?
-

READING RECONSTRUCTION

Read over this paragraph as many times as you can in 3 minutes. Then try to restate the ideas as clearly and completely as possible, using the key words as a guide.

Oil is a resource, as is natural gas. So are coal and uranium, in the field of energy. The most important non-fuel resources are iron-ore, bauxite, copper, phosphate rock, tin and zinc. These are the resources that provide the principal raw materials for any industrialized economy. They mean jobs for you and me. They mean fertilizer and tools for the farmer. And the farmer in turn produces the ultimate resource - food, whether in the vast wheat fields of Nebraska or the terraced, handkerchief-sized plots of Java, Indonesia's principal island which is at the same time the world's most crowded island.

KEY WORDS

resource
energy
non-fuel
raw materials
industrialized
jobs
fertilizer
food
Nebraska
Java
crowded

APPENDIX 1

THE STEPS TO PRE-READING

I. An Article or Chapter of a Book

1. Read the title and publication data.
2. Read the opening paragraphs thoroughly.
3. Read the sub-headings and the first sentence of the following paragraphs.
4. Read the last paragraphs thoroughly.

II. A Book

1. Read the title.
2. Examine carefully the table of contents.
3. Note the date of publication.
4. Read the prefatory material.
5. Pre-read, then read thoroughly the first chapter.
6. Returning to the table of contents, try to find any chapter between the first and last that seems to be a summary or transition. Pre-read each such chapter, then read it thoroughly.
7. Pre-read, then read thoroughly, the last chapter.
8. In your later thorough reading of the book, preread each chapter as you come to it.

SQ3R METHOD A Technique for Reading a Chapter or Article in a Textbook

I. SURVEY (Overview)

Get the best overall picture of what you are going to study before you study it in any detail.

1. Surveying a Book
 - a. Read the preface to find out why the author wrote the book.
 - b. Note the title, author, publication data.
 - c. Study the table of contents.
 - d. Examine pictures, graphs, and charts.
 - e. Read chapter titles, headings and sub-headings.
 - f. Read chapter summaries.
2. Surveying a Chapter
 - a. Use the headings to get the main idea of various sections.
 - b. Pay attention to the order of headings.
 - c. Read the chapter summary.
 - d. If questions follow the chapter, read them.

II. QUESTION

1. Ask yourself questions based on the material you have surveyed.
 - a. Turn some of the sub-headings and/or the first sentences of some of the paragraphs into questions.
 - b. Write the questions down at first. When the art of questioning is learned, you will be able to do it mentally.
2. Use textbook questions.
 - a. If an author uses questions or lists them at the end of a chapter, read them in your survey.
 - b. When you have finished reading, use them in your reciting.

III. READ

1. Begin reading the article thoroughly.
2. Read actively to answer the questions you have raised.
3. Read for main ideas and important details.
4. Note important terms.
5. Read graphs, tables and pictures.

IV. RECITE

1. Stop periodically and try to recall what you have read.
2. Try to answer your questions, then check your answers.
3. Write a summary, then check. Note omissions, then try again.
4. Avoid breaking chapter into too small parts or trying to recite about it all at one time.

V. REVIEW

1. Review by surveying and answering questions.
 2. Review by re-reading - or reciting and checking, then re-reading.
 3. Review by going over notes.
 4. Review:
 - a. immediately after study
 - b. at intervals before examinations
 - c. just before examinations - by recitation.
-

APPENDIX 2

THE CLOZE PROCEDURE* FOR ASSESSING DIFFICULTY OF READING MATERIAL

The Cloze Test is a device for determining how well students read and understand textbook or supplementary reading material.

1. Construction

- a. Select a reading passage of approximately 275 words from material that you will be assigning to your students.
- b. Leave the first sentence intact. Starting with the second sentence, select at random one of the first five words. As you type the passage, leave an underlined blank 15 spaces long.
- c. Delete every fifth word thereafter, until you have a total of 50 underlined blanks. Finish that sentence. Type one more sentence intact.

2. Administration

- a. Students are not to use their textbooks in completing the cloze exercise
- b. Before handing out the tests, inform the students that they will be taking a test that will try to measure the difficulty of their class reading material. Show them how the cloze works on the board with sample sentences such as, "It's dark in here. Please turn on the _____." Or, "The man _____ down the stairs." Emphasize to the students that they can get many clues from the context of the reading passage that will help them determine words that fit.
- c. Allow the students the entire class period to complete the test. (Many will finish early.)

3. Scoring and Recording

- a. Count as correct every exact word students supply. (You may count synonyms judged to be satisfactory. However, while counting synonyms will not change the scores appreciably, it will drive you crazy trying to judge the appropriateness of "almost" answers. It will also change the scoring.)

*This assessing device was distributed at Dr. Harold Herber's symposium at the IRA Convention, Atlantic City, 1971

Scoring and Recording (cont'd.)

- b. Multiply the total number of exact word replacements by two in order to determine the student's cloze percentage score.
- c. For each class of students, record the cloze percentage scores on a single sheet of paper. Students' names and scores should be listed under one of the three columns as they appear on Form I. For each class period, you now have from one to three instructional groups grossly identified.
- d. (Optional) Give your cloze scores to the guidance office, so that each student will have a cloze score for each of his content subjects. See Form II.

FORM II

CLOZE PERCENTAGE SCORES

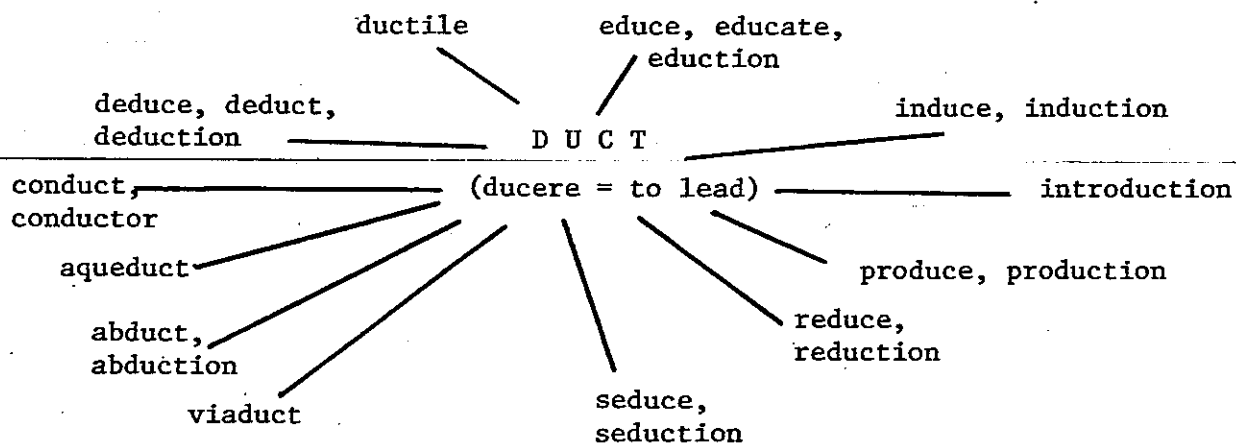
CHAPTER or TITLE

Student				
1.				
2.				
3.				
4.				
5.				
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8.				
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20.				

READING & STUDY SKILLS - VOCABULARYUSING THE FOURTEEN MASTER WORDS

It has been estimated that 60 per cent of the English words in common use are made up partly or entirely of prefixes or roots derived from Latin and Greek. To find out which prefixes and roots of Latin and Greek origin appear most frequently in English words, Professor James I. Brown, of the University of Minnesota, recorded the number of times certain word-elements appeared in an unabridged dictionary. He found that 20 prefixes and 14 roots were parts of 14,000 relatively common English words, and of an estimated 100,000 words in that dictionary. He then compiled a list of common English words which contained the 20 prefixes and 14 roots among them. These words he called the Fourteen Master words.

The value of this list is that it illustrates the way much of our language is constructed. If learned, it can help you recognize and understand many words without resorting to a dictionary. With one well-understood root word as the center, an entire "constellation" of words can be built up. The figure below shows such a constellation, based on the root "duct", from the Latin ducere (to lead). You will notice that it makes use of some of the twenty most common prefixes and of other prefixes and combining words as well as various suffixes or word endings.

A CONSTELLATION OF WORDS FROM ONE ROOT

FOURTEEN MASTER WORDS: KEY TO THE MEANINGS
OF OVER 14,000 WORDS

WORDS	PREFIX	COMMON MEANING	ROOT	COMMON MEANING
PRECEPT	pre-	(before)	capere	(take, seize)
DETAIN	de-	(away, from)	tenere	(hold, have)
INTERMITTENT	inter-	(between)	mittere	(send)
OFFER	ob-	(against)	ferre	(bear, carry)
INSIST	in-	(into)	stare	(stand)
MONOGRAPH	mono-	(alone, one)	graphein	(write)
EPILOGUE	epi-	(upon)	legein	(say, study of)
ASPECT	ad-	(to, towards)	specere	(see)
UNCOMPLICATED	un- com-	(not) (together with)	plicare	(fold)
NONEXTENDED	non- ex-	(not) (out of)	tendere	(stretch)
REPRODUCTION	re- pro-	(back, again) (forward)	ducere	(lead)
INDISPOSED	in- dis-	(not) (apart from)	ponere	(put, place)
OVERSUFFICIENT	over- sub-	(above) (under)	facere	(make, do)
MISTRANScribe	mis- trans-	(wrong) (across, beyond)	scribere	(write)

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