

VGE113



English for Life-long Learning Skills Development

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คำนำ

เอกสารประกอบการสอน VGE113 ภาษาอังกฤษเพื่อการพัฒนาทักษะการเรียนรู้ตลอดชีวิต English for Life-long Learning Skills Development เล่มนี้จัดทำขึ้นเพื่อเป็นคู่มือประกอบการจัดการเรียนรู้รายวิชาศึกษาทั่วไปของนักศึกษาระดับปริญญาตรี เน้นกระบวนการ Productive-based Learning โดยแบ่งหน่วยการเรียนรู้ รายชั่วโมงทั้งหมด 4 ชั่วโมงต่อครั้ง แบ่งเนื้อหาออกเป็น 6 หน่วยการเรียนรู้ดังนี้

หน่วยการเรียนรู้ที่ 1 Using Online Dictionaries

หน่วยการเรียนรู้ที่ 2 Finding Context Clues

หน่วยการเรียนรู้ที่ 3 Identifying References

หน่วยการเรียนรู้ที่ 4 Skimming

หน่วยการเรียนรู้ที่ 5 Scanning

หน่วยการเรียนรู้ที่ 6 Paraphrasing and Summarizing

อนึ่ง บทอ่านที่ปรากฏในแต่ละหน่วยการเรียนรู้มีหลากหลายและทันสมัย มิได้จำกัดอยู่เพียงแค่บทอ่านจากตำรามาตรฐานหรือเอกสารเชิงวิชาการ แต่เป็นบทอ่านลักษณะข้อความแท้ที่ไม่ปรับสาร (Authentic Text) จากสื่อหลากหลายรูปแบบ อาทิเช่น อินโฟกราฟิกส์ จดหมายอิเล็กทรอนิกส์ สารานุกรมออนไลน์ เป็นต้น ซึ่งสอดคล้องกับวัตถุประสงค์หลักของรายวิชาที่มุ่งเน้นพัฒนาทักษะภาษาอังกฤษให้นักศึกษานำไปใช้ประโยชน์ในการติดตามข่าวสาร ค้นหาข้อมูล และเรียนรู้ตลอดชีวิต ผู้สอนควรใช้เอกสารประกอบการสอนเล่มนี้ร่วมกับคู่มือการจัดการเรียนรู้ เพื่อบรรลุแนวทางและปรัชญาของรายวิชาศึกษาทั่วไป อันจะก่อให้เกิดประโยชน์สูงสุดแก่นักศึกษา

สุดท้ายนี้ คณะผู้จัดทำขอขอบคุณ ดร.อรรณณ ภัสสรศิริ เป็นอย่างสูงที่กรุณาให้ข้อคิดเห็นและคำแนะนำในการปรับแก้ต้นฉบับเอกสารประกอบการสอนเล่มนี้ให้สมบูรณ์ หากมีข้อแนะนำหรือข้อผิดพลาดประการใด คณะผู้จัดทำขอน้อมรับไว้และขออภัยมา ณ ที่นี้

คณะผู้จัดทำ

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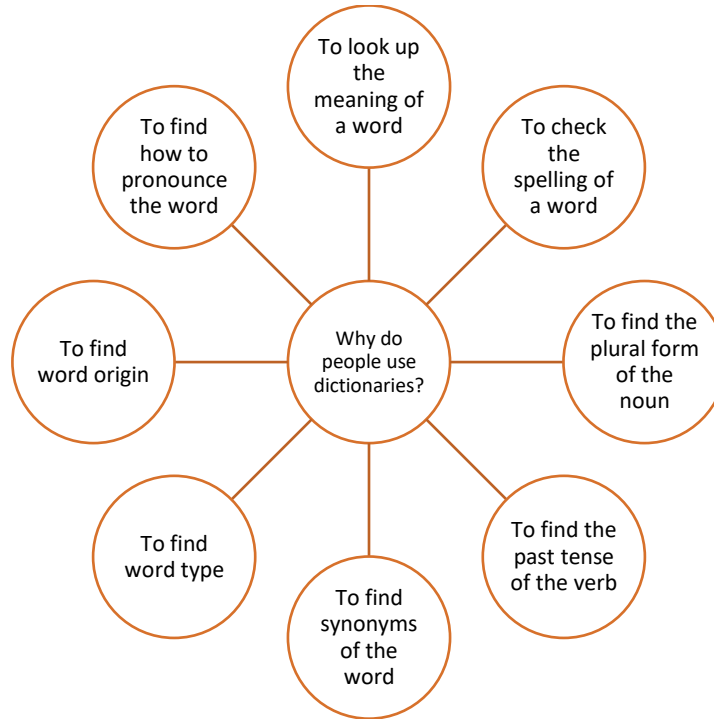
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Unit 1

Using Online Dictionaries

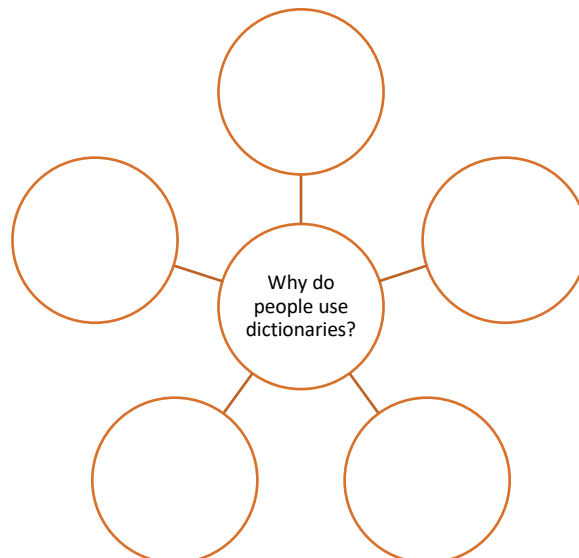
I. Introduction

A. Why do people use dictionaries?

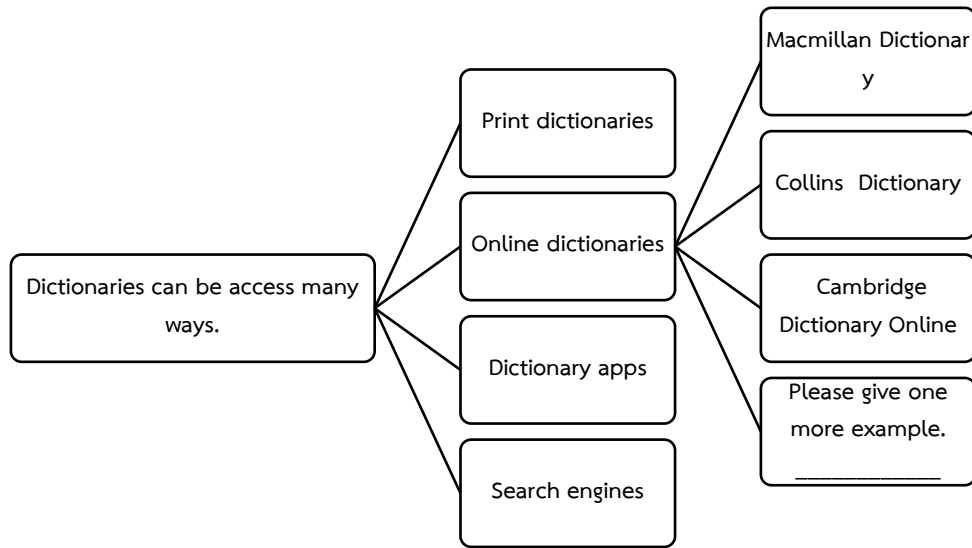


Activity 1

Can you think of more reasons why people use dictionaries? Please fill in the blanks here.

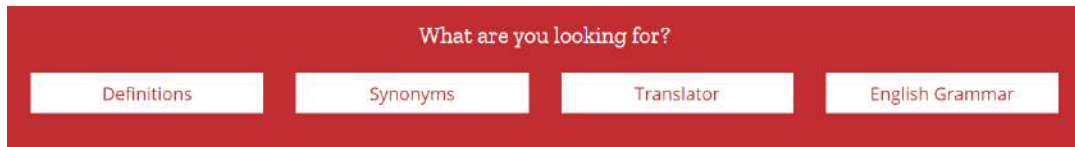


B. Types of dictionaries



II. Using online dictionaries

A. How to use online dictionaries



1. Enter the online dictionary website that you want to look for the word information.

There are many websites such as;

Cambridge Dictionary Online - <http://dictionary.cambridge.org/us/>

Macmillan - <http://www.macmillandictionary.com/>

Collins - <https://www.collinsdictionary.com/>

Dictionary.com - <http://www.dictionary.com/>

Longman Dictionary of Contemporary English Online -<http://www.ldoceonline.com/>>

Merriam-Webster's Learner's Dictionary - <http://www.learnersdictionary.com/>

2. Type the word that you are looking for in a search box.

This is the search box of Oxford Learners Dictionary Website.



3. Then, the search result will be shown as a picture below.

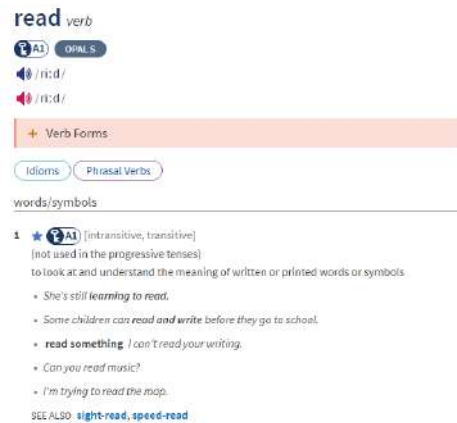


Figure 1.1: The search result of the word 'read' from Oxford Learner's Dictionary website (Oxford University Press, 6 May 2021)

B. A dictionary entry

A dictionary entry is a set of information that describes a word or phrase. Some examples of dictionary entries are shown below.



Figure 1.2: The dictionary entry of the word 'COVID-19' from Macmillan Dictionary website (Macmillan Publishing Company, 6 May 2021)

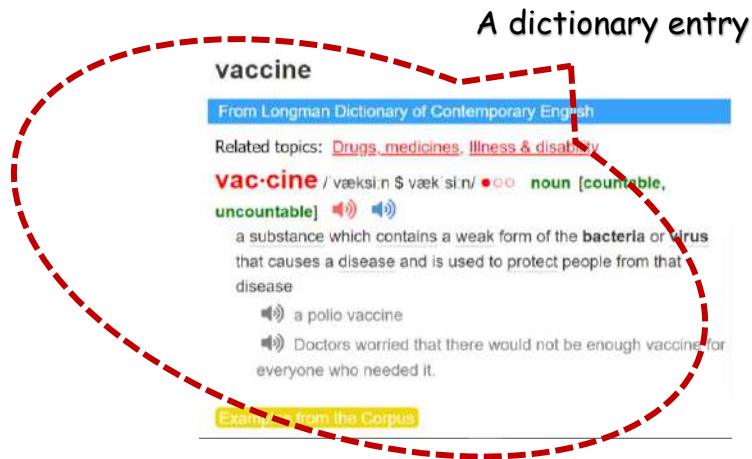


Figure 1.3: The dictionary entry of the word 'vaccine' from Macmillan Dictionary website (Macmillan Publishing Company, 6 May 2021)


C. Some basic parts of a dictionary entry



There are some basic parts of a dictionary entry which can be found in online dictionaries. They are headword, part of speech, pronunciation, definition, and example sentences.

1. Headword

Headword is a word or term that is shown in bold at the top of the entry. It's the word which you are looking for in a dictionary. For the above example, the word COVID-19 and vaccine are headwords.

2. Pronunciation

Pronunciation is a special spelling that shows how to say the entry word aloud. There is an icon  for the headword's spoken pronunciation. If you click on the button, you will hear the audio pronunciation of the word. There are the British English pronunciation and the American English pronunciation provided. For example, there are 2 ways to pronounce the word 'vaccine'. In pronouncing this word, British English has the primary stress on the first syllable, but in American English has the primary stress on the second syllable.

British pronunciation	American pronunciation
vac·cine  /'væksi:n/	vac·cine  /væk'si:n/

For more information, please go to Longman Dictionary of Contemporary English

<https://www.ldoceonline.com/dictionary/vaccine>

Here are some more examples of how online dictionaries provide British and American pronunciation.

Longman Dictionary of Contemporary	to·ma·to /teɪˈmɑːtəʊ \$ -ˈmɛrtəʊ/ ●●● S2 noun (plural tomatoes) [countable] 🔊 🔊
Collins Dictionary	tomato Collins COBUILD (təməˈtəʊ 🔊, US -mə- 🔊) Word forms: plural tomatoes 🔊
Cambridge Online Dictionary	tomato noun [C or U] UK 🔊 /teɪˈmɑːtəʊ/ US 🔊 /teɪˈmeɪ.təʊ/ plural tomatoes

In Collins Online Dictionary, there is the video pronunciation of each word. The video pronunciation of the word 'tomato' is as shown here.



Figure 1.4: The video pronunciation of the word 'tomato' from Collins Dictionary website (HarperCollins Publishers, 6 May 2021)

Activity 2

Please check the British and American pronunciation of these words from online dictionaries. Then show your friends of how different in pronouncing these words in British and American English.

1. Advertisement
2. Herb
3. Vase
4. Semi
5. Vitamin

3. Part of speech

Part of speech shows how the word can be used in a sentence. It is information about the word's grammatical uses, as for example as a noun (n.), verb (v.), adjective (adj.), or adverb (adv.), related forms of the word, such as the plural form of nouns and the past tense of verbs.

In one word, there may be more than one part of speech. When we look at the word 'pandemic' in Oxford Advanced American Dictionary, the part of speech of the word can be both noun and adjective as it is shown below.

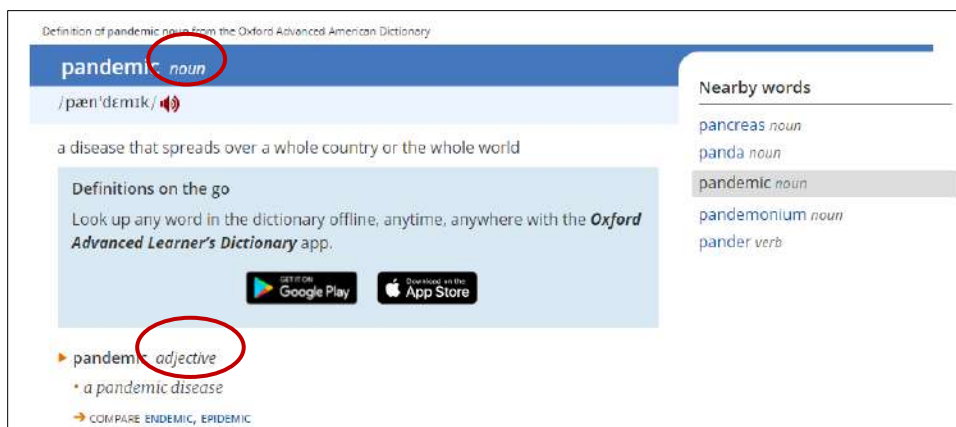


Figure 1.5: The part of speech of the word 'pandemic' from Oxford Advances American Dictionary (Oxford University Press, 6 May 2021)

There are some other abbreviations which are for related forms of the word such as C for countable noun and U for uncountable noun.

Look at the word 'lockdown' from Cambridge Dictionary and Twitter account of Collins Dictionary (@CollinsDict) below.

lockdown

noun [C or U]

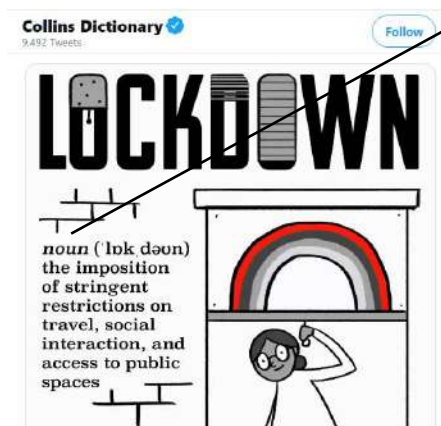
UK  /'lɒk.daʊn/ US  /'lɒ:k.daʊn/

C for Countable noun
U for Uncountable noun

an emergency situation in which people are not allowed to freely enter, leave, or move around in a building or area because of danger:

- *Police imposed a lockdown in the building until the shooter could be stopped.*

Figure 1.6: The definition and part of speech of the word 'lockdown' from Cambridge Dictionary (Cambridge University Press, 6 May 2021X)



Part of speech



Figure 1.7: The definition and part of speech of the word 'lockdown' from @CollinsDict (HarperCollins Publishers, 10 November 2020)

Activity 3

From the dictionary entry below, how many parts of speech of 'tweet'? What are they?

tweet

From Longman Dictionary of Contemporary English

tweet /twi:t/ **verb**  

- 1 [**intransitive**] to make the short high sound of a small bird
- 2 [**intransitive, transitive**] to send a short message using the social networking service Twitter

—**tweet** **noun** [**countable**]

→ See [Verb table](#)

Origin **tweet** (1800-1900) From the sound

Figure 1.8: The definition of 'tweet' from Longman Dictionary (Pearson, 6 May 2021)

2. Check the part of speech of 'google' from Merriam-Webster website. What is a past tense form of google? Can it be used as an adjective?



The screenshot shows the Merriam-Webster website interface. At the top, there are navigation links for GAMES, THESAURUS, WORD OF THE DAY, BLOG, and SHOP. The search bar contains the word 'google'. Below the search bar, there are two tabs: 'Dictionary' and 'Thesaurus'. The main content area displays the word 'google' as a verb. It includes a 'Save Word' button, the phonetic transcription 'goo·gle | \ ˈgü-gəl \', and the variants 'or Google'. The past tense and present participle forms are listed as 'googled or Googled; googling \ ˈgü-g(e-)lɪŋ \ or Googling; googles or Googles'. The definition section is titled 'Definition of google' and specifies it is a 'transitive verb'. The definition text reads: ': to use the Google search engine to obtain information about (someone or something) on the World Wide Web'.

Figure 1.9: The search result of the word 'google' from Merriam-Webster Dictionary (Merriam-Webster, 6 May 2021)

4. Definition

Definition is the meaning of the word. Generally, dictionaries group the definitions according to a word's use as a noun, verb, adjective, and/or adverb.

For Macmillan Dictionary, if a word has more than one meaning, these are shown in separate numbered definition. Meanings that are very closely related to the main meaning are shown in subsenses. For instance, there are 9 definitions of the word 'live' in MacMillan Dictionary.

The screenshot shows the Macmillan Dictionary entry for the verb 'live'. At the top, it says 'macmillan dictionary' with a logo, and navigation links for 'BUZZWORD', 'OPEN DICTIONARY', and 'RESOURCE'. The word 'live' is highlighted in red, followed by 'DEFINITIONS AND SYNONYMS' and three red stars. Below this, it indicates 'VERB UK ˈlɪv /tv/'. The entry is divided into sections: 'WORD FORMS', 'DEFINITIONS', and a list of numbered definitions. The first definition is '1. have home in place'. The fourth definition is '4. to be alive, or to stay alive', which is highlighted with a red circle and a red '4'. Below this definition, there are three example sentences: 'She's not expecting to live to the age of 60.', 'Who wants to live to do something (=live long enough to do it). He lived to see the first talking pictures.', and 'Paris is a nice place to live.' Below the examples, there are two sub-definitions: 'live in/near/on/at etc. They lived in a basement flat in South London. I think he lives somewhere near Bath.' and 'live at home (=in your parents' home) Do you still live at home?'. There are also links for '→ phrases' and '→ phrasal verbs'.

Figure 1.10: The definitions of 'live' from Macmillan Dictionary
(Macmillan Publishing Company, 6 May 2021)

The fourth definition or sense of 'live' has a subsense. as shown below.

This close-up screenshot focuses on the fourth definition of 'live', which is '4. INTRANSITIVE to be alive, or to stay alive'. A red circle with the number '4' is next to the definition. Below the definition, there are three example sentences: 'She's not expecting to live to the age of 60.', 'Who wants to live to do something (=live long enough to do it). He lived to see the first talking pictures.', and 'Paris is a nice place to live.'. A black box with a white border is drawn around the text 'A subsense of the word 'live'' and is connected to the fourth definition by a black line. Below the examples, there is a button labeled 'Synonyms and related words' with a plus sign to its right. Below this, there is a sub-definition '4a to be alive in a particular time' with two example sentences: 'He's one of the greatest pianists who ever lived.' and 'live in/at/before/after. Hippodamus lived in the early fifth century BC.'

Figure 1.11: A subsense of the word 'live' from Macmillan Dictionary (Macmillan Publishing Company, 6 May 2021)

Activity 4

Look of these words from the hashtag #WordOfTheDay in Twitter. Please use online dictionaries to find the definitions of these word.





5. Example sentences, and collocations

Example sentences and collocations show a variety of significant features: typical grammatical structures, typical collocations, and typical contexts. Some examples are often shortened or edited to make them suitable for use in a dictionary, but they provide authentic models of how the word is used.

Here are some example sentences of the word 'vlog' from Oxford Learner's Dictionaries website.

vlog *verb*

 /vɒg/

 /vla:g/

[intransitive, transitive]

+ Verb Forms

★ to keep a **vlog** (= a video blog); to add something to a vlog

- **vlog about something** *Olive has a channel with her fiancé, where they vlog about their daily lives as a couple.*
- **vlog something** *I'm going to try and vlog my trip to Daegu this weekend.*

TOPICS **Phones, email and the internet** **C1**

Figure 1.12: Example sentences of 'vlog' from Oxford Learner's Dictionaries website (Oxford University Press, 6 May 2021)

D. What can we find more from online dictionary?

Comparing with the printed dictionaries, there are many benefits of the online dictionaries. There are more extra examples and explanations which are easier to explore.

1. Origin, or etymology

The **origin, or etymology**, of the word or words, mostly are from the Latin, Old French, Middle English, Hebrew or the name of a person. Some dictionaries use the symbol < to mean "came from".

For example, the origin of yogurt was from Turkish. As some information are presented in Merriam Webster website.



The screenshot shows the Merriam-Webster website interface. At the top, there is a navigation bar with links for GAMES, THESAURUS, WORD OF THE DAY, BLOG, and SHOP. The search bar contains the word 'yoghurt'. Below the search bar, there are two tabs: 'Dictionary' (selected) and 'Thesaurus'. The main content area displays the following information:

First Known Use of *yogurt*
1625, in the meaning defined above

History and Etymology for *yogurt*
Turkish *yogurt*

Figure 1.13: "Yogurt." Merriam-Webster.com Dictionary (Merriam-Webster, 6 May 2021)

2. Synonyms and related words

Words that mean the same thing but look different are called synonyms. Their meanings are very similar. An antonym is a word that has the opposite meaning of another word. From the illustration below, the synonym of 'transform' is 'convert'.



Figure 1.14: The synonym of the word 'transform' from Oxford Learner's Dictionary (Oxford University Press, 6 May 2021)

3. Frequency information

For Macmillan Dictionary, frequency *is* at the top of many entries. There are one, two or three red stars. A word with three red stars is one of the most frequent words in English, two-star words are frequent and one-star words are fairly common. If an entry has no stars it is one of the less frequent words in English.

For Oxford Learner dictionaries, the key symbol *shows* the frequency of the word.

Guide to Symbols and Labels

Symbols used in our dictionaries




-  in the *Oxford Advanced Learner's Dictionary*, shows a word from the Oxford 3000 with its CEFR level. Click on this icon to see a list of other words that are part of the Oxford 3000 at the same CEFR level.
-  in the *Oxford Advanced Learner's Dictionary*, shows a word from the Oxford 5000 with its CEFR level. Click on this icon to see a list of other words that are part of the Oxford 5000 at the same CEFR level.
-  shows a word from the Oxford 3000. Click on this icon to see a list of other words that are part of the Oxford 3000.

Figure 1.15: Symbols for word frequency in Oxford Learners Dictionary (Oxford University Press, 6 May 2021)

4. CEFR level

In online dictionaries, there are symbols or icons which show the CEFR level of the word. In the Oxford Advanced Learner's Dictionary, it shows a word from the Oxford 3000 with its CEFR level with an icon of a letter A1, A2, B1, B2, C1 and C2.

It grades language skills at six levels. A1 and A2 indicate elementary and pre-intermediate levels of ability. B1 and B2 indicate lower- and upper-intermediate levels. C1 indicates advanced level. C2 indicates complete proficiency in the language.

Activity 5

Use an online dictionary to find out the information of these words.

No.	Words	Origins or etymology	Synonyms	Frequency information	CEFR level
1.	Cash				
2.	Subscribe				
3.	Celebrity				
4.	Broadcast				
5.	Channel				

III. Conclusions

The online dictionaries for the effective tools for learners for study British and American English with definitions, pictures, example sentences, synonyms, and pronunciation. When someone who would like to study a word, such as a word 'read'. The important parts or information pop up in only a second as it is shown below.

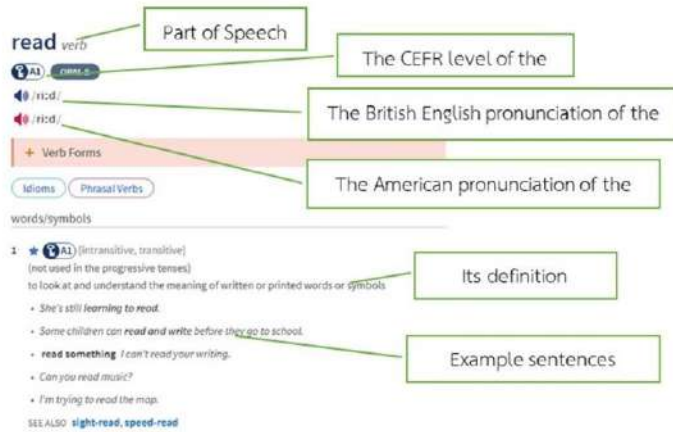


Figure 1.16: The search result of the word 'read'

from Oxford Learner's Dictionary website (Oxford University Press, 6 May 2021)

Activity 6

After exploring the online dictionaries through this unit, what are advantages of online dictionaries? Please list 3 of them.

Activity 7

Please go to an online dictionary website then search for the word 'dox' . Then answer these questions.

1. Part of speech

2. Definitions

3. Example sentence

4. Origin

5. Pronunciation

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Unit 2

Finding Context Clues

I. Introduction

When reading a text, sometimes you may encounter an unfamiliar word. You may not understand every word in the text but you can try to comprehend the meaning of an unknown word by using “context clues”. If you understand context clues, you will be a better reader.

Context clues are hints the authors use to guide the reader to figure out the meanings of an unfamiliar word or phrase by providing information about the meaning of difficult words in the text.

Punctuation can be used in some cases. Punctuation might include commas, dashes, brackets, parentheses, colons, semicolons, etc. These marks are used to organize or indicate something in the text. The authors usually use punctuation as an aid to lead the readers to understand the text easier.

It is an important that you be able to define the meaning of unknown words from the context of the sentences or paragraph. The context consists of the words or sentences around the unknown word. These words and sentences encourage you to determine the word meaning. You can guess the word meaning by looking at the surrounding words to find clues. Those clues enable you to figure out the meaning. Sometimes you do not need to know the exact meaning of the word because just knowing the general sense is sufficient to help you understand the entire meaning of the text.

You can use these five easy steps to practice using context clues. (Oberg, 23 April 2021)

1. Circle the word or phrase you don't understand.
2. Underline key phrases and ideas in the sentence. Look for words that give synonyms, antonyms, examples, etc.
3. Give the main idea of the paragraph the new word is in.

4. Say the sentence in your own words.
5. Guess at what the new word means.

II. Types of Context Clues

In this unit, you will learn five types of context clues that are quite common. They are definition clues, synonym clues, contrast or antonym clues, example clues and inference or general sense clues.

A. Definition Clues

The new or unknown word may be formally defined as a brief definition or in the form of an explanation. The definition explaining the meaning of the word is usually explained within the sentence or in the next sentence to encourage the readers to clarify the meaning of the unknown word.

Authors usually use specific phrases like “which means” or “that is” or “in other words.” or punctuations such as *commas* (,), *dashes* (-), *colons* (:), *parentheses* (), and *brackets* [] to indicate readers that key terms are being defined.

Police officers often must **interrogate** witnesses, **that is**, the officers must ask their witnesses important questions and try to get truthful answers.

(Reading Vine, 2 May 2021)

Example 1

In Example 1, if you don't know the meaning of the word “**interrogate**”, you will see the phrase clue “**that is**”. It tells you that the meaning of “**interrogate**” is in the next sentence.

Example 2

Elevation, the height of the land from sea level, affects the climate, or weather conditions, of an area. The higher up the mountain has the colder temperature. Lower areas have warmer temperature.

(SlideToDoc, 3 May 2021)

If the word “Elevation” is your unfamiliar word, the clue to help you identify the meaning of the word “**Elevation**” is commas (,). The commas in this sentence indicate that the meaning of “**Elevation**” is “the height of the land from sea level”.

Example 3

Psychologists have conducted research on **altruism**, which can be defined as "putting the needs and welfare of others above one's own needs and well-being."

(Highered.mheducation, 3 May 2021)

If you would like to find out the meaning of the word “altruism”, you can use the phrase “be defined as” as a clue to indicate that the meaning of “altruism” is simply defined in the next sentence "putting the needs and welfare of others above one's own needs and well-being."

Activity 1

Find the clue and give the definition of the bold printed words.

1. A **curator**, a person who is responsible for looking after a museum’s collection, each curator is generally responsible for a single department or collection: European painting, Asian sculpture, Native American art, and so on. (Merriam-Webster, 4 May 2021)

The word “curator” means _____.

The clue: _____.

2. The United States has a vast amount of newly discovered clean **geothermal** (natural heat from the Earth’s crust) energy. Tapping into this energy source could provide at least 10 times the energy that can be obtained from the nation’s known coal reserves. (Warrencountyschools, 28 April 2021)

The word “geothermal” means _____.

The clue: _____.

3. Every time Taylor went to the store he was very **conspicuous**. In other words, he stuck out like a sore thumb. (Reading Vine, 2 May 2021)

The word “conspicuous” means _____.

The clue: _____.

4. **Etymology**, which is the study of the origin of words, English, in many cases, has been commonly expanded by incorporating foreign words into it. Most of our language has ancient Anglo-Saxon or Latin origins. (Cuesta College, 4 May 2021)

The word “Etymology” means _____.

The clue: _____.

5. The job candidate’s background was **impeccable** – good references and many years of experience, but the company did not give her the job. (Mdc.edu, 3 May 2021)

The word “impeccable” means _____.

The clue: _____.

B. Synonym Clues

Synonyms are words or phrases which refer to the same meaning. An author may use more than one word that means the same thing to help readers guessing the correct meaning of

an unknown word. With this way, the reader can guess the meaning of an unknown word because it repeats the same idea with the familiar word nearby.

The readers should pay attention to clues include words or phrases such as or, in other words, that is, i.e. and punctuation marks like parentheses (), brackets [], dash (—), comma (,)

Example 1

The child’s ability to perform gymnastics was **apparent**, or obvious, at an early age. Participating and enjoying gymnastics at a young age can help build the foundations of a healthy lifestyle.

(Adapted from Bethtweddlegymnastics, 3 May 2021)

If the word “**apparent**” is your unfamiliar word, you can guess the word meaning by using the clue. You will see the word “or” as a clue to indicate that “obvious” has the same or similar meaning as “apparent”.

Example 2

The force of water running over a dam creates power. This power turns **turbines**—engines—that help store energy. Hydroelectric turbines are a modern form of water wheels. The spinning turbines make electricity.

(SlideToDoc, 3 May 2021)

If you are not sure about the meaning of “**turbines**”, notice the dashes (—). These punctuations can guide you to determine that “**turbines**” and “engines” have the same meaning.

Example 3

Most students showed **apathy** (lack of interest) in listening the lecture because they knew that the topic would not be included in the examination.

(SlidePlayer, 3 May 2021)

If “**apathy**” is your unknown word, you can find its meaning from the word in parentheses. It is the clue to tell you directly that “**apathy**” means “lack of interest”.

C. Antonym Clues

A contrast clue means you can figure out the meaning of an unknown word from a word or phrase that has the opposite meaning of the unknown word you are trying to figure out (Elder, 2008: 5, Troyka & Thweatt, 2009: 22).

Antonyms are words with opposite meanings. The author may include a word or words that have the opposite meanings, which can reveal the meaning of an unfamiliar word. The opposite information about the unknown word hints readers to guess the possible meaning of the word.

These words or phrases are included in the sentence to guide that an opposite word is being proposed. They are:

- but, yet
- although, even, even though
- while, whereas, despite, instead of
- not, unlike
- however, nevertheless
- on the other hand, in contrast

Unlike my last employee, who had integrity to spare, you have nothing more than **duplicity** and will not receive a job recommendation from me.

(ThoughtCo, 2 May 2021)

Example 1

It is clear that the clue of this sentence is “Unlike”, which hints you to guess the meaning of “duplicity” from an antonym provided in the sentence. So you will be able to know that “duplicity” contrasts with “integrity” and means “not integrity.”

While Luis is hardworking, his **indolent** brother spends most of the time watching TV or sitting around with friends.

(Wasatch County School District, 4 May 2021)

Example 2

In example 2, the sentence shows the different characters of two brothers by using the clue “While”. Therefore, you can realize that the word “indolent” is the opposite of “hardworking”. You can determine that “indolent” means “not hardworking” or “lazy”.

We used to believe that intelligence was **static**, but now researchers have used IQ tests and MRI brain scans and found that the measurable intelligence of teenagers and adults can rise and fall over time.

(Adapted from ScienceDaily, 2 May 2021)

Example 3

If “static” is your unknown word, try to look for clues. You will see the word “but” which is a signal word. It indicates that antonym is being provided. Then you can interpret from the sentence that the antonym of “**static**” is “rise and fall”. Therefore, you will know that “**static**” means “not rise and fall” or “unchangeable”.

Activity 2

Give the correct meaning of the bold printed word then identify the clue and type of clue (synonym or antonym) which are used in each sentence.

1. Anya was **indignant**—really angry—that the bus was left and she will be late for the morning meeting. (SlideShare, 6 May 2021)

The word “indignant” means _____.

The clue: _____.

Type of clue: _____.

2. The cashier was polite, unlike the customer, who was quite **curt** to her. (FLIPHTML5, 4 May 2021).

The word “curt” means _____.

The clue: _____.

Type of clue: _____.

3. It is unknown when exactly were developed first devices to facilitate calculation, such as the counting board, or **abacus**. (History Computer, 4 May 2021)

The word “abacus” means _____.

The clue: _____.

Type of clue: _____.

4. Although Alex usually looks **unkempt**, he had a very neat appearance at his job interview. (Warrencountyschools, 28 April 2021)

The word “unkempt” means _____.

The clue: _____.

Type of clue: _____.

5. The coach takes every opportunity to **censure** his players, but he ignores every opportunity to praise them. (GrammarBank, 2 May 2021)

The word “censure” means _____.

The clue: _____.

Type of clue: _____.

6. After seeing the picture of the starving children, we felt **compassion** or pity for their suffering. (Wasatch County School District, 4 May 2021)

The word “compassion” means _____.

The clue: _____.

Type of clue: _____.

7. The sociology professor commented that the ideas in my paper were too **ambiguous**, that is, vague or too general. (SlideShare, 3 May 2021)

The word “ambiguous” means _____.

The clue: _____.

Type of clue: _____.

8. In contrast to Mary’s joyfulness, John’s **despondency** really worries his parents.

(SlideToDoc, 3 May 2021)

The word “despondency” means _____.

The clue: _____.

Type of clue: _____.

9. You may **prosper** if you are good with your money, but you may be poor if you spend too much. (EdHelper, 4 May 2021)

The word “prosper” means _____.

The clue: _____.

Type of clue: _____.

10. When preparing job application letters, Serena develops one standard letter or **prototype**. Then she changes that letter to fit the specific jobs she is applying for. (McWhorter, 2002: 33)

The word “prototype” means _____.

The clue: _____.

Type of clue: _____.

D. Example Clues

Sometimes when you find an unfamiliar word, authors may provide examples to illustrate the meaning of the word. Those examples help readers to clarify the meaning of the unknown word. It is important to recognize that the provided examples are not the exact meaning of the word then you need to interpret the sense of the examples to find out the meaning of the unknown word.

For providing examples to indicate the meaning of the unknown word, the author usually uses word clues including, such as, and for example, to point out example clues.

The **debris** on the stadium floor **such as** numerous paper cups, ticket stubs, and cigarette butts.

(GrammarBank, 2 May 2021)

Example 1

If you do not know the meaning of “debris”, notice the clue ‘such as’ which is used to give the examples: paper cups, ticket stubs, and cigarette butts. These examples assist you to imply that they are “trashies”. Therefore, you can infer that “debris” means “trashies”.

Since she retired from her job, she has developed new **avocations**.
For example, surfing the internet, going to the cinema and gardening.

(SlideShare, 2 May 2021b)

Example 2

To determine the meaning of “avocations”, you will see the phrase “For example” as a clue. The provided examples show that they are recreation activities. Then you can infer that “avocations” means “recreation activities.”

Doctors recommend that everyone exercise every day, particularly those who spend many hours doing **sedentary** activities **like** reading, watching television, or playing video games.

(Help Teaching, 28 April 2021)

Example 3

In example 3, you can guess the meaning of the word “sedentary” by using the word “like” as a clue. It indicates that the examples in the sentence are activities people spend much time for sitting in a place. Therefore, you will be able to imply that “sedentary” means sitting in a place for too long.

E. Inference or General Sense Clues

This type of context clue is quite complicated. When the authors do not describe the word meaning directly, you can imply or infer the meaning of an unfamiliar word from the meaning of the whole sentence. The inference is a process of using general sense, background knowledge, experience, and reason or logic to figure out the meaning of an unfamiliar word. You can guess the word meaning by reading beyond the sentence or sometimes even at the entire passage to get the general sense of a sentence and try to determine the word meaning.

Example 1

Wilson put on a heavy coat, a wool scarf, several pairs of socks inside his boots, and fur-lined gloves to protect himself against the **frigid** weather.

(SlideShare, 2 May 2021a)

In example 1, there is an explanation of costume which is used when the weather is very cold in the winter. Then you can interpret that the word “frigid” means “very cold weather.”

Example 2

I believe that if you lower taxes so that people can keep more of the money they earn, it will be an **incentive** for them to work harder.

(Warrencountyschools, 28 April 2021)

If the word “incentive” is your unknown word, you can infer its meaning from the surrounding words in the sentence. The author gives some reasons which persuade people to work harder. Therefore, you can determine that “incentive” means “persuasive”.

Example 3

No matter where you go, the Internet is following you. Almost every portable device is being made with an Internet connection. Most new TVs and many other appliances come with Internet connections as well. The Internet is truly **ubiquitous**.

(Warrencountyschools, 28 April 2021)

To guess the meaning of “ubiquitous”, you need to understand the meaning of the entire passage. The author explains internet will be with you everywhere whether on your smartphone, TV, or any other appliance. So you can define that “ubiquitous” means “everywhere”.

Activity 3

Give the correct meaning of the bold printed word and identify type of clue (example or inference) which are used in each sentence.

1. Children who move to a foreign country **adapt** more easily than their parents. As an example, they soon pick up the language and customs of their new home. (SlideShare, 6 May 2021)

The word “adapt” means _____.

Type of clue: _____.

2. Put this medicine on your arm and rub it into your skin until it's invisible. It will **inhibit** the infection's attempt to spread. (Help Teaching, 28 April 2021)

The word "inhibit" means _____.

Type of clue: _____.

3. **Nocturnal** creatures, such as bats and owls, can function in the dark. (SlideShare, 6 May 2021)

The word "Nocturnal" means _____.

Type of clue: _____.

4. If you don't recover quickly from your condition, it could become **chronic**. Then you might have to take medicine for the rest of your life. (Warrencountyschools, 28 April 2021).

The word "chronic" means _____.

Type of clue: _____.

5. Paula was suspended from school because of several **infractions** of the rules, including smoking in the bath room and dressing improperly. (Baldovino, 3 May 2021)

The word "infractions" means _____.

Type of clue: _____.

6. The river was full of **noxious** materials such as cleaning agents from factories and pesticides from the nearby farms. (Mrs.Chapman's School Stuff, 6 May 2021)

The word "noxious" means _____.

Type of clue: _____.

7. The waiter was so **brusque** that we left only a small tip. He was impolite and impatient, and seemed annoyed whenever we asked for something. (Highereducation, 3 May 2021).

The word “brusque” means _____.

Type of clue: _____.

8. Some people are sure that the new health care law will mean better care for everyone. Others argue that the law will mean less care and longer waiting lines for those who need to see doctors. It's a **controversy** between people in the country. (Help Teaching, 28 April 2021)

The word “controversy” means _____.

Type of clue: _____.

IV. Conclusions

The five types of context clues assist you in figuring out the meaning of unfamiliar words. Whenever you encounter an unknown word, the first thing to do is deciding which one is the unfamiliar word. It is advised to keep reading, and look at the surrounding words or sentences and then determine the type of context clues you should use to determine the meaning of the unknown word. The important skills for using context clues are identifying the clues in the sentence and knowing which types of clues should be used in each case.

Activity 4: Work in pairs. Identify and discuss the meaning, clues and type of clues in each sentence.

The job of each leaf of canopy tree is to **grab** or take as much sunlight as it possibly can. The canopy of rain forest grabs so much sunlight that it absorb 98% of the sunlight that shines on the forest. The leaves of each tree also have another important job to perform. That is **photosynthesis** which is the process in which sunlight, water, and carbon dioxide are **converted**, or change, into food for the plant.

(Mrs. Chapman’s School Stuff, 6 May 2021).

	Meanings	Clues	Types of clues
grab			
photosynthesis			
converted			

The Boy Scouts teach Scoutcraft, which is a combination of observation, deduction, and handiness, or the ability to do things. **Scoutcraft** includes learning First Aid, Life Saving, Tracking, Signaling, Cycling, Nature Study, Seamanship, Campcraft, Woodcraft, Courage, Honor and Love of Country. Boys learn these skills through games and team play, which is **pleasure**, not forced work, for the boy. All that is needed is a group of boys, and **competent** leader.

(Adapted from English Worksheets Land, 6 May 2021)

	Meanings	Clues	Types of clues
Scoutcraft			
pleasure			
competent			

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Unit 3

Identifying References

I. Introduction

One of the biggest challenges in understanding texts is the interpretation of words or phrases that refer to the same person, thing, or idea. Consider the following excerpt from news about Netflix's Harry and Meghan published on ELLE's website (Bailey, 2022):

Netflix's Harry & Meghan is more than just a look at their love story; it is one of the most intimate portraits yet of Prince Harry's life as a member of the royal family and his mother Princess Diana's impact on him.

Harry spoke in the documentary about how his mother would protect him and his brother Prince William from the paparazzi when she could, his memories of her, dealing with her loss, and how part of the reason he fell in love with Meghan Markle was because he saw so much of Diana in her. Here, all Harry shared about Diana's impact on him.

In the first paragraph, 'their', 'it', 'his', and 'him' refer to 'Harry and Meghan', 'the documentary', 'Harry', and 'Harry', respectively. In this paragraph, it might not be difficult to recognize the person or thing that each personal pronoun refers to since there is only one possible antecedent or referent (i.e. someone or something that is referred to) for each pronoun. For instance, as 'their' is a possessive adjective that refers to a plural noun, and 'love story' should belong to people rather than objects, the only possible referent for 'their' is 'Harry & Meghan'. Moreover, since the personal pronoun 'their' is not far from its referent 'Harry & Meghan', it is not complicated to recognize this pronoun-referent relationship.

In the second paragraph, however, it is more demanding to interpret the third person feminine and masculine pronouns, given that there are two possible referents for each pronoun: the feminine pronouns can refer to either Princess Diana and Meghan Markle, while the masculine pronouns can refer to either Prince Harry or Prince William. Furthermore, it is not

always the case that reference words always come after their referents. In other words, reference words can refer backwards as well as forwards, so it can be tricky to determine, for example, whether the last ‘her’ in the second line refers to Princess Diana or Meghan Markle.

In this unit, you will learn how reference words are connected to their referents. You will also learn many different types of reference words in English, which are not limited to personal pronouns you have seen in the above excerpt. Last but not least, you will learn some basic grammatical rules that apply to pronoun-referent agreements.

II. Identifying References in the Text

The use of a word or phrase in a text to refer to something within the immediate text is called endophora. Although a reference word can refer to a referent outside the text, which is called exophora, it is beyond the scope of this unit. Two types of endophora, namely cataphora and anaphora, will be explained in this unit.

A. Two types of Endophora

1. Cataphora

Cataphora or cataphoric reference is the use of a reference word such as a pronoun or a noun substitute to refer ahead to its referent. The following example shows the use of forward reference made in the same sentence (BBC News, 2022):

One of few Kremlin critics to stay in Russia after it invaded Ukraine, Yashin continued to speak out against the war.

You can notice that ‘one of few Kremlin critics to stay in Russia after it invaded Ukraine’ is a reference phrase that refers ahead to ‘Yashin’, which is the subject of the main clause. Now consider another example from BBC Travel (Shea, 2022):

A slight breeze cut through the balmy heat as I surveyed the ancient city around me. Millions of red bricks formed walkways and wells, with entire neighbourhoods sprawled out in a grid-like fashion. An ancient Buddhist stupa towered over the time-worn streets,

with a large communal pool complete with a wide staircase below. Somehow, only a handful of other people were here – I practically had the place all to myself.

I was about an hour outside of the dusty town of Larkana in southern Pakistan at the historical site of Mohenjo-daro. While today only ruins remain, 4,500 years ago this was not only one of the world's earliest cities, but a thriving metropolis featuring highly advanced infrastructures.

The ‘ancient city’ is a reference phrase that refers to ‘Mohenjo-daro’. If you read the first paragraph only, you will not know what the ancient city refers to. Although cataphoric reference is not as common as anaphoric reference, which will be explained in the next section, it is a stylistic choice an author uses to keep the reader in suspense as to what the ancient city is.

2. Anaphora

Anaphora or anaphoric reference is the use of a reference word such as pronoun or a noun substitute to refer back to its referent. Consider the following example from CNN Travel (Marcus, 2022):

Although it seems like New York City should have topped the list by now, this is the first time the biggest city in the US has landed in first place -- albeit in a tie with frequent winner Singapore.

‘The biggest city in the US’ is a reference phrase that refers backward to ‘New York City’. Anaphoric reference as in the above example is much more common than cataphoric reference, and most of the examples you will see in this unit will be categorized as anaphoric reference. Although the most ubiquitous type of referent words is that of pronominal anaphora like personal pronouns and indefinite pronouns, there are many other types as detailed in the following section.

B. Types of Reference Words

1. Personal Pronouns

You use personal pronouns to refer to yourselves, the people you are talking to, or the people or things you are talking about. Personal pronouns have different forms, depending on their person (first, second, or third), number (singular or plural), and sometimes gender in the case of the third person singular pronoun. They also take different forms depending on whether they act as the subject or object of a clause.

Table 3.1: Subject and object pronouns

	Subject pronoun		Object pronoun	
	singular	plural	singular	Plural
1st person	I	we	me	us
2nd person	you		you	
3rd person	he she it	they	him her it	them

A subject pronoun is used as the subject of a sentence. “I” refers to the speaker or writer and “we” refers to the speakers or writers. “You” refers to the person or people the speaker is talking to. “He” refers to a man or a boy, whereas “she” refers to a woman or a girl. “It” refers to an animal, an object, a place, or something abstract. “They” refer to a group of things or a group of people. Notice how the subject pronouns below are used and agree with their referents.

Ken: “Are you an exchanged student?”

Elly: “Yes, I am. I just started my program at Kasetsart University. I don’t know anyone here.” Ken: “Maybe we can hang out sometime.”

Anthony’s lived in Thailand for almost 20 years. He’s the friendliest expat I’ve ever known. Every student knows Professor Daniela is a tough grader. She’s never given anyone an A. Machu Picchu is one of the New Seven Wonders in the world. It is located on a ridge in Peru. A lot of people are afraid of getting cancer. However, they still eat cancer-causing food.

An object pronoun is used as the object of a clause or as the object of a preposition. It refers to the same set of people or things as the corresponding subject pronoun mentioned above. Notice the different functions of the object pronouns below:

As the object of a clause

Mark is such a hard-working student. I always see him study in the library whenever I go there. **As the indirect object of a clause**

I feel so thirsty. Can you buy me an iced coffee?

As the object of a preposition

In Bangkok, beggars can normally be found in public places. Some of them live on the street.

2. Possessive Adjectives and Possessive Pronouns

When you want to indicate that a thing belongs to someone, you can use a word like “my”, “your”, “her”, or “their”, which tells you who something belongs to. These words are a type of determiners called possessive adjectives. There are seven possessive adjectives in English, each of which is associated with a particular personal pronoun.

Table 3.2: Possessive adjectives

	Subject pronoun		Possessive adjective	
	singular	plural	singular	Plural
1st person	I	we	my	our
2nd person	you		your	
3rd person	he	they	his	their
	she		her	
	it		its	

Possessive adjectives occur before a head noun or before any modifiers in a noun phrase, which are exemplified below:

Possessive adjectives preceding head nouns

The students in this class are disruptive. Their attitude towards the teacher is also negative.

Possessive adjectives preceding modifiers in noun phrases

I might withdraw from Professor Scott's class. His difficult math assignments make me sick.

Examples of all possessive adjectives are shown in the table below:

Table 3.3: Examples of possessive adjectives used in sentences

Possessive adjective	Example
my	I rarely eat out as <u>my</u> mother cooks for me almost every day.
our	<u>Our</u> time's running out. We'd better get this done as soon as possible.
your	Are you sure that <u>your</u> boyfriend will give you a green light to a new haircut?
his	Jason's got so many things to do. Still, he can manage <u>his</u> time wisely.
her	I sent a message to Lisa yesterday and I'm still waiting for her reply.
its	My Beagle will bark and wag its tail when someone comes over to my place.
their	Tony and Mary are thinking of sending their daughter to a boarding school.

When you are talking about the same type of thing that has just been mentioned but want to indicate that it belongs to someone else, you use possessive pronouns. They stand alone, unlike possessive adjectives that always precede a noun or a noun phrase. There are six possessive pronouns as you do not use "its" as a possessive pronoun. Notice how they differ from possessive adjectives:

Table 3.4: Possessive pronouns

	Possessive adjective		Possessive pronoun	
	singular	plural	singular	Plural
1st person	my	our	mine	ours
2nd person	your		yours	
3rd person	his	their	his	theirs
	her		hers	
	its			

Possessive pronouns are often used to contrast two things of the same type which belong to different people. Examples of possessive pronouns are shown below:

Table 3.5: Examples of possessive pronouns used in sentences

Possessive pronoun	Example
mine	Your phone's Android operating system is Tiramisu, but <u>mine</u> is Snow Cone.
ours	It seems that their solution is more effective than <u>ours</u> .
yours	I usually park my car behind the cafeteria. Where do you park <u>yours</u> ?
his	My phablet is very expensive, but it is still cheaper than <u>his</u> .
hers	I have a son and a daughter. His eyes are brown, while <u>hers</u> are black.
theirs	Our children are much more disobedient than <u>theirs</u> .

3. Reflexive Pronouns

When you want to show that the object of a verb is the same person or thing as the subject of the verb, you use reflexive pronouns.

Mark should learn how to calm himself down when he gets furious.

Reflexive pronouns in English are shown below:

Table 3.6: Reflexive pronouns

	Subject pronoun		Reflexive pronoun	
	singular	plural	singular	Plural
1st person	I	we	myself	ourselves
2nd person	you		yourself	yourselves
3rd person	he she it	they	himself herself itself	themselves

Unlike personal pronouns and possessive pronouns, there are two forms of the reflexive pronoun used for the second person. You use “yourself” when you are talking to a person. You use “yourselves” when you are talking to more than one person.

When you want to emphasize who or what we are referring to, you can use reflexive pronouns in addition to nouns or personal pronouns.

My father himself sometimes makes promises he cannot keep.

You can also use reflexive pronouns to emphasize that someone did something without any help from other people. You normally put the reflexive pronoun at the end of a clause in this use.

Did you write this essay yourself? The introduction looks very familiar to me

Examples of reflexive pronouns are shown below:

Table 3.7: Examples of reflexive pronouns used in sentences

Reflexive pronoun	Example
myself	I'm going to buy <u>myself</u> a bunch of red roses this Valentine's Day.
ourselves	It's sometimes inevitable for us to get <u>ourselves</u> into a difficult situation.
yourself	You should behave <u>yourself</u> when you're at school or you'll get punished.
yourselves	Have a safe flight and take care of <u>yourselves</u> .
himself	The manager of our department wrote to us <u>himself</u> that he will resign soon.
herself	Jane enjoyed <u>herself</u> so much when she went backpacking in Nepal.
itself	The printer in my office switches <u>itself</u> off when it finishes printing.
themselves	The police had no weapons to defend <u>themselves</u> .

4. Indefinite Quantifying Pronouns

Indefinite quantifying pronouns like 'all', 'some', and 'none' can be used to refer to nouns or noun phrases that are mentioned earlier in the text. Consider the following examples:

More than 2,000 students have been accepted to Valaya Alongkorn Rajabhat University under the Royal Patronage this academic year. Almost all love the campus environment and facilities.

There are 7-Eleven convenience stores in every big city in Thailand. Some have cafés inside. Some even offer postal services to customers.

My big brother has four kids, but my sister has none.

Other common indefinite quantifying pronouns are given in the table below:

Table 3.8: Examples of indefinite quantifying pronouns used in sentences

Indefinite quantifying pronoun	Example
Each	The gallery contains work by <u>five artists</u> , <u>each</u> with his or her own individual style.
Both	Would you like <u>milk</u> or <u>sugar</u> or <u>both</u> in your coffee?
Either	Ralph could <u>play the guitar and sing</u> , whereas I couldn't do <u>either</u> .
Neither	There were <u>two witnesses</u> , but <u>neither</u> would be willing to say anything.
One	I have many <u>Chinese friends</u> , and <u>one</u> of them speaks Thai fluently.
Several	If you want to see Vincent van Gogh's paintings, there are several in New York City's art galleries.
Others	Some <u>smartphones</u> are more reliable and efficient than <u>others</u> .
Another	This <u>glass of wine</u> tastes superb. Can I have <u>another</u> ?

5. Demonstrative Pronoun

The demonstrative pronouns are “this”, “that”, “these”, and “those”. You use them to point to nouns. In terms of physical closeness and distance, you use ‘this’ and ‘these’ to point to things and people that are close to the speaker and writer and ‘that’ and ‘those’ to point to things and people which are more distant from the speaker and closer to the

listener. Each pronoun must also agree with the noun it refers to. “This” and “that” refer to singular nouns, while “that” and “those” refer to plural nouns.

I just finalized my essay on teaching methods in Thailand. This is the best paper I’ve ever written. These are my friends Kendal and Kylie.

You can use “this” and “that” to refer to ideas that were just mentioned, as exemplified below:

The government just increased income individual tax rates. This means we have to pay more.

I just heard from Laura that Lucy finally broke up with Mark. Anyway, that was not beyond my expectation.

6. Noun Substitute (Synonym)

When authors want to avoid repetition in their writing, they may use noun substitutes or synonyms to refer to the key noun. Consider the following example:

Elephants are the official national animals of Thailand. These mammals have played a substantial role in manual labor, royal iconography, and the tourism industry. In the past, these largest land animals in Thailand were captured and trained to be a form of transport and heavy labor.

You can see that both ‘these mammals’ and ‘these largest land animals in Thailand’ refer back to ‘elephants’. Instead of using the third person plural pronoun ‘they’, you can use noun substitutes like those in the above example to develop word choice in your writing.

7. Other substitutes

Other than many different kinds of pronouns mentioned above, adverbs of place and time like ‘here’ and ‘there’ can also function as reference words. Consider the following examples:

Welcome to Green Bank, one of the quietest towns in America! I’m afraid you might have to make your own fun around here.

It's only a hundred miles to Spokane. You could drive there and back in a day.

When you use 'here', you typically refer to the place where you are. In the first example, Green Bank is where the speaker is, and it is referred to by the adverb 'here'. By contrast, when you use 'there', you typically refer to the place where the listener or another person is. In the second example, Spokane is the place where another person is, and it is referred to by the adverb 'there'.

Other words that can be used as reference words include 'former' and 'latter'. You use 'the former' as a pronoun to refer to the first of two people or things you have mentioned and 'the latter' as a pronoun to refer to the second person or thing. Consider the following examples:

Apple and Samsung are two best-selling phone brands worldwide. The former launches its new model once a year, while the latter launches its new model almost every quarter.

In the above example, 'the former' refers to 'Apple', whereas 'the latter' refers to 'Samsung'. These two pronouns are commonly used in formal writing rather than in the spoken language.

C. Connecting Pronouns to Their Referents

There are rules that apply to pronoun-referent agreement. That is to say, every pronoun must agree with its referent in terms of number, person, and gender. Mastering these rules can help you locate the word or phrase to which every pronoun in the sentence refers to and increase your reading speed and comprehension.

1. Number

Nouns can be either singular or plural. When pronouns are used to refer to referents in the text, they must be inflected for number. Consider the following example (Cartner Morley, 2022):

Miuccia Prada, whose Miu Miu miniskirts have helped drive a short-skirt revival, told Harper’s Bazaar that they were intended to “invent a new way of being beautiful or sexy – not going with the cliché of it, but inventing your own way.”

In the above example, ‘they’ is used to refer to a plural noun, which can be either people or things. Here, ‘Miu Miu miniskirts’ is the only possible referent as it is a plural noun that ‘they’ can refer to. Other nouns that are mentioned before the personal pronoun like ‘Miuccia Prada’, ‘short-skirt revival’, or ‘Harper’s Bazaar’ cannot be the referent as all of them are singular nouns.

2. Person

Pronouns can be categorized into three groups according to their point of view: first person, second person, and third person. When you want to identify the speaker or the person spoken about, you use the first person to mean the speaker, the second person to mean the listener, and the third person to mean the person who is spoken about. All the subject pronouns in English are categorized based on person shown the table below:

Pronoun	Singular	Plural
1 st person	I	We
2 nd person	You	You
3 rd person	He, She, It	They

Since nouns are almost always in the third person, pronouns that refer to nouns should also be in the third person. Consider the following examples:

When a student comes to class, he or she should have his or her homework ready.

Most people in this town have a secured job. They either have their own business or work for a government organization.

Disposable razors are for limited use. They typically last no more than ten shaves.

As you can see in the above examples, all the referents are referred to by third person pronouns only. This is because they refer to either people or things other than the speaker and the listener. In writing, it is useful to use consistent pronouns as the inappropriate use of pronouns can confuse the reader. Consider the following examples:

*When a person suspects having contracted the coronavirus, you should isolate yourself.

In the above example, there is a mismatch between the second person pronoun and the referent 'a person'. The third person singular pronoun 'he or she' and the third person possessive adjective 'his or her' should be used as the sentence is written from the third person perspective.

3.3 Gender

Personal pronouns in English can be inflected for gender to correspond to the gender of the person it refers to. Although the third-person plural pronoun 'they' can be used to refer to both males and females, the distinction is made for the third-person feminine singular pronoun and the third-person masculine singular pronoun. Consider the following example (Starr, 2022):

Artist Doris Fields, a blues singer who performs under the name Lady D, grew up in Kayford, one of the area's coal camps, in the 1960s. "I loved it," she said. "A creek ran behind our house and the railroad tracks were right in front of the house. My father worked just down the road. It was just a good way to grow up."

In the above example, you can see that the feminine pronoun 'she' refers to 'Artist Doris Fields'. Even though you do not know whether Doris Fields is male or female, you can learn from the pronoun usage in this example that Doris Fields is a woman, which is referred to by the feminine pronoun 'she'.

III. Exercises

A. Identifying Pronouns and Their Referents

What do the underlined pronouns in the excerpt from the news about Jeffrey Dahmer refer to? Write your answers below.

How was Jeffrey Dahmer caught?

(‘Monster: The Jeffrey Dahmer Story’: How the Serial Killer Was Caught by Kelsie Gibson)

In July 1991, Dahmer approached three men offering them(1) money to pose for nude photographs. A man named Tracy Edwards agreed and followed Dahmer back to his apartment, where Dahmer handcuffed him(2) and held a knife to his chest telling Edwards he(3) intended to eat his heart, as reported by ABC News.

Edwards was eventually able to escape by punching Dahmer and knocking him(4) to the ground, allowing him(5) to run through the unlocked front door. He(6) was able to flag down two Milwaukee police officers, whom he(7) led back to Dahmer's apartment.

When they(8) arrived, the officers noticed an open drawer that contained Polaroid pictures of human bodies in various stages of dismemberment. Once Dahmer saw the Polaroid pictures, he(9) tried to flee, but they(10) overpowered him(11) and cuffed him(12).

Following his arrest on July 22, Dahmer gave a detailed confession to police, confessing to "a total of 17 slayings,".

- | | | |
|-----------------|-----------------|------------------|
| 1. them = _____ | 5. him = _____ | 9. he = _____ |
| 2. him = _____ | 6. He = _____ | 10. they = _____ |
| 3. he = _____ | 7. He = _____ | 11. him = _____ |
| 4. him = _____ | 8. they = _____ | 12. him = _____ |

B. Identifying Possessive Adjectives and Their Referents

The following excerpt is taken from an opinion article about the current situation Urak Lawoi people are facing on Koh Lipe, which has been published in Bangkok Post. What do the underlined adjectives refer to? Write your answers below.

Koh Lipe Villagers Suffer 'Paradise Lost'

By Paskorn Jumlongrach

While Satun's Lipe island in the Andaman Sea has gained recognition as a tourist paradise, its (1) beauty is the cause of deep trouble for Urak Lawoi -- an indigenous group that has been living on this pristine island for over a century.

Because of their (2) lack of literacy and above all legal knowledge, they are being evicted by some rich investors seeking to occupy their (3) beach-front land on this tourist island.

In the latest news report, one resort operator has even blocked a road with a makeshift fence, the only way for local villagers to access the sea.

Children have to climb and sneak over the fence to reach their (4) school. And the sick cannot pass by the fence to reach the hospital. That really is a "hell on Earth" situation.

The blatant land grab took place around two decades ago amid a tourism boom of this tiny island, famous for (5) its slavery beaches, turquoise blue sea and lush coral reefs.

Urak Lawoi is one of three sea gypsy tribes in the South Andaman Sea. The other two are the Moken and Molken, living in the upper part of the Andaman.

Compared to the other two tribes, the Urak Lawoi are relatively secure in terms of community settlement. The Moken and Molken are still facing nationality problems and settlement difficulties as a result of the tsunami that wrecked their (6) region a decade ago.

According to local community history, the first group of sea people led by Kiri Harntale settled down in this area in 1897 at the time when Thailand and Malaysia demarcated the border.

1. its = _____ 2. their = _____

3. their = _____ 4. their = _____

5. its = _____ 6. their = _____

C. Identifying Reference Words and Their Referents

The following excerpt is taken from an opinion article about a love story between Princess Mako of Japan and her husband, Kei Komuro, which has been published in New York Times. The underlined reference words you will see can be categorized into three groups: those that refer to Princess Mako, Kei Kumuro, and both of them. Indicate which reference word refers to whom. Write P if it refers to Princess Mako, K if it refers to Kei Kumuro, and B if it refers to both of them.

This Royal Saga Has a Surprise Ending

By Amanda Foreman

Once upon a time, a boy met a girl, and they fell in love. This was no ordinary love, just as this is no ordinary story. They first set eyes on each other (1) in a crowded restaurant. They talked, nothing more. And yet each felt the connection between them. It was the beginning of a profound love that would survive extraordinary trials.

The couple (2) had much in common. On the surface they had every advantage, being attractive, well educated and popular. Yet behind the mask of good fortune was a more complicated reality. Both (3) were the products of unconventional childhoods. Both desperately wanted to escape their family backgrounds. And this was the rub. The boy (4) and girl (5) came from opposite ends of the social spectrum.

One (6) was of royal blood, brought up in the lap of luxury. The other (7) was a commoner, brought up in straitened circumstances by a single mother. Neither (8) cared the least about such things, although they were not so naïve as to think other people would share their views. Their greatest fear was that once their relationship became public they would lose what

little freedom they had. Between the demands of royal protocol and the 24-hour glare of public scrutiny, they would become prisoners (9) in a gilded cage.

But love conquers all, and by 2017, the couple were engaged. The announcement sent the country into a tizzy. That two people (10) from such vastly different backgrounds could fall in love and marry seemed like a fairy tale come true with something in it for everyone. By welcoming the engagement, the royal family could prove that it was in step with the times. In covering it, the media had a gold mine on its hands. As for the public at large, royalist or not, there was a gallery of delights, whether it was the gossip, the glamour or simply pride in knowing that the world was watching.

- | | |
|-----------------------|------------------------|
| 1. each other = _____ | 6. One = _____ |
| 2. The couple = _____ | 7. The other = _____ |
| 3. Both = _____ | 8. Neither = _____ |
| 4. The boy = _____ | 9. prisoners = _____ |
| 5. girl = _____ | 10. two people = _____ |

D. Recognizing Inappropriate Use of Pronouns

The following excerpt is adapted from Reuters news about the fact that people don't require as much water as once believed, which has been published on The Nation's website. The underlined pronouns are used incorrectly. Write the correct pronouns below.

Study finds people don't require as much water as once believed

By Reuters

An international group led by scientists at the Shenzhen Institute of Advanced Technology in China found that the average daily water intake of a man in her (1) 20s should be 1.5 to 1.8 litres, while it should be 1.3 to 1.4 litres for a female in the same age group.

The study published recently in the journal Science described, for the first time, a set of equations to predict human water turnover, an indicator reflecting the amount of water used by the body each day.

The researchers investigated 5,604 participants from the ages of 8 days to 96 years, and from more than 20 countries, using isotope-tracking methods.

It(2) has found that a man aged 20 to 35 consumes 4.2 litres of water each day, while a woman aged 30 to 60 consumes 3.3 litres, with the water requirements dropping as they(3) age.

Since the metabolism and water exchange on the skin can provide 15 %, while food and drinking respectively contribute half of the remaining 85 %, people are encouraged to drink less than 45% of the total daily turnover, according to the researchers.

"The majority of people perhaps don't have to drink eight glasses of water a day," says Zhang Xueying, co-first author of the paper and an assistant research fellow at the SIAT.

The total water input and output vary according to multiple factors, including body size, physical activity, air temperature, humidity and altitude, according to the study.

"The equations can be applied to individuals around the world," says Zhang.

"Just input their basic physiological indicators and the temperature and humidity he or she(4) live in."

However, people living in countries with a low human development index have higher water turnover than people in high-HDI countries, he(5) adds.

The study marks the first step towards a personalized prediction of water requirements, says the paper's co-corresponding author John Speakman who also works at the SIAT.

1. her = _____

2. It = _____

3. they = _____

4. he or she = _____

5. he = _____

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Unit 4

Skimming

I. Introduction

Reading for specific information involves reading to see if information is contained in a text and also involves understanding what kind of information, you're looking for and then reading the relevant part carefully to get a full and detailed understanding.

In real life, we often only read parts of texts (the parts that provide the information we're interested in such as the followings: Newspapers, Magazines, Lecture notes, Course readings, Advertisements, Newsletters, E-mail, Restaurant menus, Travel guide books, Telephone directories, Library catalogues, any readings you come across in your daily life

Tips on locating specific information

- Keep in mind what you want to locate in a text.
- Jot down on a piece of paper a few key words that are related to the topic you want to explore in a text. When you read, look for those key words. Slow down when you see them.
- Make use of headings. If you read a book, use the contents page or the index. If you read an article, make use of the headings and sub-headings to help you locate the information you want.
- Don't read every word and don't use a dictionary unless you are very sure the word in doubt is related to the information you are looking for.

When you read for close understanding, first, you should read quickly to get the general idea (Skimming). Then you should read fairly slowly, ask yourself some questions to check your understanding and read important sections again. You will need to get as much information as possible. You may even make notes.

Skimming is reading a text quickly to get a general idea of meaning. When skimming, your eyes follow the text from start to finish, you do not pay attention to every printed word or read a text thoroughly. You read bits of it, pick out what you think is important in order to understand what it is about and leaving out certain sections.

Examples of Skimming:

The Newspaper (quickly to get the general news of the day)

Magazines (quickly to discover which articles you would like to read in more detail)

Business and Travel Brochures (quickly to get informed)

Skimming is especially valuable and a rapid reading method when you need to find specific information from a particular passage.

II. Skimming Technique

In this chapter, there are some topics related to skimming technique that will be discussed, as follows:

A. Definition of Skimming

Skimming is a fast reading technique that a reader can finish reading matter in a short time. In this technique a reader takes the main idea from the material without reading the whole sentence or all the words in the text. In the practice of skimming, the reader should focus in the ideas and skip the unimportant words or sentences. It is very helpful when a reader wants to determine its gist in order to decide whether a research paper is relevant to his work.

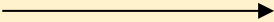
In the skimming technique the reader only reads a preview and an overview of the material in order to look for the main idea and what is the writer's message in the text without reading details of the text.

When the students get the passage or the material, the first thing that they will read is the introductory information, the headings and subheadings, the next paragraph and the summary until they get the meaning of the text. If the students concentrate in the passage that they are

going to read, it will make them find the meaning of the new vocabulary or a difficult word in the text. Then they will comprehend the text easily. Skimming technique develops students' skill to comprehend the main ideas of the text so they should often practice the skimming technique to fulfill their purpose in reading activity.

B. The Process of Skimming

Skimming to Preview Text

	Skimming
What is it?	When you SKIM, you read quickly to get the main idea of a paragraph, page, chapter, or article, and a few (but not all of the details).
Why do I skim?	Skimming allows you to read quickly to get a general sense of a text so that you can decide whether it has useful information for you. You may also skim to get a key idea. After skimming a piece, you might decide that you want or need to read it in greater depth.
How do I skim? Read in this direction. 	<ol style="list-style-type: none"> 1. Read the first few paragraphs, two or three middle paragraphs, and the final two or three paragraphs of a piece, trying to get a basic understanding of the information. 2. Some people prefer to skim by reading the first and last sentence of each paragraph, that is, the topic sentences and concluding sentences. 3. If there are pictures, diagrams, or charts, a quick glance at them and their captions may help you to understand the main idea or point of view in the text. 4. Remember: You do not have to read every word when you skim.

	Skimming
	5. Generally, move your eyes horizontally (and quickly) when you skim.

Here's a picture that illustrates **skimming process**:

What is Capitalism?

The word capitalism is now quite commonly used to describe the social system in which we now live. It is also often assumed that it has existed, if not forever, then for most of human history. In fact, capitalism is a relatively new social system. For a brief historical account of how capitalism came into existence a couple of hundred years ago, see Marx and Engels' Communist Manifesto. But what exactly does 'capitalism' mean?

Class division

Capitalism is the social system which now exists in all countries of the world. Under this system, the means for producing and distributing goods (the land, factories, technology, transport system etc) are owned by a small minority of people. We refer to this group of people as the capitalist class. The majority of people must sell their ability to work in return for a wage or salary (who we refer to as the working class.)

The working class are paid to produce goods and services which are then sold for a profit. The profit is gained by the capitalist class because they can make more money selling what we have produced than we cost to buy on the labour market. In this sense, the working class are exploited by the capitalist class. The capitalists live off the profits they obtain from exploiting the working class whilst reinvesting some of their profits for the further accumulation of wealth.

The profit motive

In capitalism, the motive for producing goods and services is to sell them for a profit, not to satisfy people's needs. The products of capitalist production have to find a buyer, of course, but this is only incidental to the main aim of making a profit, of ending up with more money than was originally invested. This is not a theory that we have thought up but a fact you can easily confirm for yourself by reading the financial press.

The capitalists calculate can be sold at a profit. Those goods may satisfy human needs but those needs will not be met if people do not have sufficient money.

Attentively
read the first
and the last
paragraphs

Read only the
first sentence.
"Drop down"
to the end,
looking for
key details

Figure 4.1 Skimming process

Source: (IELTS Reading lesson: Skimming and Scanning, 2021, 10 May)

Skimming is a strategic, selective reading method in which you focus on the main ideas of a text. There are some steps that the reader can do in skimming as follows:

1. Read the title. It can be the possible summary of the content.
2. Read the introduction. We can usually find the main ideas of the text in the introduction easily.
3. Read paragraph completely. There are some subheadings in the text, then we can read each paragraph to look for the relation among them.
4. Read the first sentence of each remaining paragraph. The main ideas of the text can be found in the first sentence. The writer sometimes puts the main idea in the last sentence if he begins the sentence with a question.
5. Dip into the text and leave out the material (read only the key sentence)

The reader looks for the proper noun, unusual words, etc. and the clue words that answer who, what, when, why, where, and how.

6. Read the final paragraph completely. The reader can read the last paragraph of the text, after he does the previous steps.

These steps are really helpful for the students who want to quickly get the idea of the passage or text. In skimming technique, students might not get all the information, but they can get some of them. Skimming is an important skill because students can save time, they can decide what to read and what not to read in a brief time.

From: Jameela Lee
To: Professor Kim Hart
Subject: Absence from class for two weeks
Attached: doctor's_certificate.pdf

Dear Professor Hart,

I'm writing to let you know that I can't attend class for two weeks as I've had an accident and hurt my back. I'm afraid I also need to ask for an extension for next week's essay.

I have medicine for the pain but I can't get up or walk around much, and the doctor said I should **stay in bed and rest** as much as possible. This makes reading and studying very difficult for me at the moment. I've attached **a copy of the doctor's certificate** and I hope to **be back in class from 12 May**.

Until then, my friend is going to record the lectures so I can listen to them at home. I will try to catch up with all the reading too. However, **I don't think I can submit the essay next week. Is it possible to have an extension?**

Thank you for your understanding.

Regards,

Jameela
(ENG 205 class)

Figure 4.2: What a student might see in skimming

Source: (An email explaining a problem, 2021, 10 May)

Preparation task

Match the definitions (a–f) with the vocabulary (1–6).

Vocabulary

1. an extension
2. to attach
3. an essay
4. to submit
5. a lecture
6. to attend class

Definitions

- a. to go to class; to be present in class
- b. a long piece of writing for school or university
- c. extra time
- d. to include a file or document in an email
- e. a university class
- f. to send a document for somebody (like a teacher or manager) to check

Practice 1

Skim this email. Then answer the questions. Work as quickly as you can.

1. What is this email about?

2. How many weeks can't Jameela come to class?

3. What is her problem?

4. Does she need to move as much as possible?

5. Did the doctor give her a piece of paper to say she can't go to classes?

6. How is Jameela going to listen to lectures?

7. Does she need more time to write her essay?

The Figure 4.2 helps students to apply skimming technique in their reading. When they attempt to get the main idea from the text by skimming a key sentence but they cannot find one. They may hunt around in the paragraph and try to find the important word or phrase, but they cannot find this either. Students should try to skim quickly and leave some pieces of the material. Skimming is very useful when the reader did not have enough time to read and they want to get general overview of the content as fast as possible.

2. The Advantages and Disadvantages of Using Skimming Technique

Skimming technique has many advantages if students use it properly in their reading activity. However, there are some disadvantages of using skimming technique in reading comprehension activity.

The Advantages of Using Skimming Technique	The Disadvantages of Using Skimming Technique
<p>1. Skimming can save time and help the readers get the meaning through lots of material as fast as possible. Skimming technique is a skill that is beneficial for the students who have many assignments, they should manage their time effectively. When they apply skimming technique in their reading, it will spend less time than normal time that they use to read.</p>	<p>1. Skimming technique needs an extra time to solve students' problems in reading activity. If the students have many problems in reading, the teacher will need time to think of the various situations and prepare students to face the possibility of the occurrence of question types.</p>
<p>2. Skimming technique is very useful in predicting what is going on in the text or getting the main idea of the text. It also gives a reader sense of the topic, the organization of the text, the perspective or point of view of the writer, its ease or difficulty and make students answer the question quickly and exactly.</p>	<p>2. Skimming technique needs a high accuracy in determining the precise time for reading activity. It will take time if the teacher does not allocate the time appropriately.</p>

III. Conclusions

Skimming is a strategy of rapidly moving the eyes over the text with the purpose of getting the main ideas or general overview of the content. It involves looking at the pictures, diagrams or headings and highlighted words. Then the reader can try to identify how the information is organized and find out about the topic, the main idea and the general organization of the text. Skimming as a form of previewing can help you better

comprehend what you read. Knowing when and how to skim will help you become a more efficient, strategic reader. You will become better at determining what parts of the text are most important. Skimming will help you get the main points and attend class much more prepared to maximize in-class learning, if you don't have time to finish your reading before class. Skimming a text that you have already read helps you recall content and structure. It is also an efficient way to refresh your memory of large amounts of material before an exam. Look for any leaflets, advertisements, timetables, etc., to skim when you are outside. Quickly skim articles in newspapers and magazines. Search online for news about your favorite movie star, celebrity, etc. Make a habit of always skimming your e-mails before you read them. Get used to skimming texts, and you will improve your English reading.

IV. Activities

Activity 1

Read the texts, give each one an appropriate heading, then answer the questions

Text A

Heading: _____

Today, many people prefer to travel independently. Firstly, they decide where they want to go and then think about the details, such as how long they want to stay, where they want to stay, how they will get there, how much it will cost, when they will go and what they need to take.

Source: (Classroom Activities ISE I Reading & Writing, 2021, 13 March)

Answer the following questions

1. How do people like to travel these days?

2. What do they decide on first?

3. How many other details are mentioned in the text?

Text B

Heading: _____

The time you go depends on what you want to do. For example, if you want to do outdoor activities such as walking, cycling or canoeing then you need to choose a time when the weather is dry. If you prefer a more relaxed holiday spent sunbathing and swimming then the weather should not be too hot.

Source: (Classroom Activities ISE I Reading & Writing, 2021, 13 March)

Answer the following questions.

1. What does the time you go depend on?

2. What are some examples of outdoor activities?

3. What do you do on a relaxing holiday?

Activity 2

Reading Comprehension - Looking for a Pen Pal

Skim the following information about different pen pals.

(1) Mary, 24 years old, comes from Scotland and would like to find a pen pal who comes from East Europe. She likes playing the piano and listening to jazz music. She is interested in history but does not like discussing politics.

(2) Kim Lee, 19 years old, comes from Seoul, South Korea. Kim loves travelling and hopes to visit Great Britain in the future. He would like a pen pal who is interested in discussing the differences between life in Europe and life in Asia. He loves listening to pop music and playing football in his free time.

(3) Pietro, 42 years old, comes from Argentina. He is a businessman and would like to find a pen pal who is also a businessperson and lives in North America. He is married with three children and likes using the Internet in his free time.

(4) Helga, 31 years old, comes from Germany and speaks French, English and Russian. She would like a pen pal who is interested in exchanging ideas about language learning. She does not like using computers for learning and believes that language learning can only happen in a classroom.

(5) Jennifer, 18, comes from New Orleans in the United States. She is interested in discussing the political differences between East Europe and North America. She loves riding her horse, Jackie, and listening to jazz music. 6. Alessandro, 25 years old, comes from Rome. He is interested in finding a pen pal who speaks different languages and can exchange ideas on using the computer for learning purposes. He likes playing tennis and football in his free time.

(6) Alessandro, 25 years old, comes from Rome. He is interested in finding a pen pal who speaks different languages and can exchange ideas on using the computer for learning purposes. He likes playing tennis and football in his free time.

Which pen pal is best for these people? Choose ONLY ONE pen pal for each person.

1. _____ Petr Vladovic, 18, comes from Serbia and would like a pen pal who is interested in discussing the current political situation in the world. He likes jazz and playing tennis in his free time.

2. _____ Tom Synder, 36, is a businessman from Toronto, Canada. He would like to find a pen pal from a different continent to discuss business practices and differences between his country and others.

3. _____ Olga, 32 years old, comes from Moscow, Russia. She is a historian and would like to find a pen pal who is interested in discussing the history of Russia before the communist regime. She is not interested in comparing different political systems.

4. _____ Jack, 27, is from London. His favourite pastime is learning languages. He goes to evening German and French classes and uses his computer to improve his German and French by visiting Internet sites.

5. _____ Stuart, 22, is from Dublin. He loves travelling and wants to visit Asia in the near future and would like a pen pal who likes playing football and who can tell him about the differences between life in Asia and Ireland.

6. _____ Elisabeth, 35 years old, comes from Sydney, Australia. She likes learning languages, but does not like using modern technology. She is interested in finding a pen pal who also enjoys learning languages in a traditional manner.

Source: (Reading Comprehension - Looking for a Pen Pal, 2021, 13 March)

Activity 3



Figure 4.3: The path that led nowhere

Source: An extract from 'The path that led nowhere', 2021, 10 May

An extract from 'The path that led nowhere'

The mist clouded Harry's view as he woke up early that morning. Looking out of his sash window, he had expected to be greeted with the promised view of rolling hills and animals grazing in the meadow below. Instead, the mist meant that he couldn't see for more than 20 metres. Harry had looked forward to his annual holiday. Working hard in the city centre, the daily grind had started to get to him and he had had little time for pleasures such as relaxation. The holiday had been booked for weeks. He had looked forward to a country retreat, far away from the hustle and bustle of work. This apartment in an eighteenth-century mansion had caught his eye as it promised exquisite cuisine, beautiful interior decor and a range of country pursuits such as clay pigeon shooting and

horse riding. This Sunday morning though, many activities were cancelled due to the low-lying mist. Anxious not to let the day slip away, Harry decided that a walk through the nearby forest would enable him to relax. So he set off just after breakfast. He headed towards the forest with a small packed lunch in case the mist prevented him from returning to the mansion before lunchtime. As he walked along the path, the twigs snapped under his feet and the dew from the trees dripped on to his shoulder. Harry heard the birds sitting in the trees above him, letting him know that he wasn't alone. He had been told about a clearing in the middle of the forest that would greet him with a comfortable bench, often used in the warmer summer months. Harry thought he was heading in the right direction but, over an hour later, he still hadn't reached it. By now he was getting worried. Another hour passed...then another hour...he was still walking amongst the tall oak trees. He decided to rest and sat on a fallen tree to enjoy his lunch.

Skim the text and answer these questions.

1. This piece of text can be described as:
 - a. informative
 - b. persuasive
 - c. instructive
 - d. descriptive

2. The weather in this story can best be described as:
 - a. sunny
 - b. misty
 - c. humid
 - d. cold

3. Why was Harry in the apartment?
 - a. It was his own apartment.
 - b. It was his parents' apartment.
 - c. It was his best friend's apartment.
 - d. He was on holiday.

4. At this hotel you can normally do clay pigeon shooting and horse riding.
 - a. true
 - b. false

5. This extract doesn't mention:
 - a. the birds in the forest
 - b. how much the hotel costs per night
 - c. why Harry wanted to go to this hotel
 - d. the weather

6. What kind of story is this?
 - a. a romance
 - b. a horror story
 - c. a mystery
 - d. a comedy

7. How many people are featured in this story?

- a. one
- b. three
- c. two
- d. four people and a dog

8: Which of these has the right events in the right order?

- a. Harry eats his lunch, then decides to go for a walk. However, he gets lost and has to stay overnight at a hotel.
- b. Harry goes on holiday, decides to go for a walk, looks for a clearing but doesn't find it, stops for lunch.

9. Apart from the birds, there were lots of animals in the forest.

- a. true
- b. false
- c. The text doesn't say.

10. By the end of this piece of text, Harry has found his way out of the forest.

- a. true
- b. false

Activity 4

If you would like to find a job, search classified ads in the newspapers or the websites. Skimming the classified ads and choose the job that you would like to do and then give a presentation in class about the job and tell the reasons why you choose this one.

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Unit 5

Scanning

I. Introduction

One of the things you need to consider if you want to be an effective reader is your purpose in reading. Once you know your goals, you can choose appropriate reading strategies to help you achieve them. The right reading strategies do not only allow you to comprehend the text you read but also let you finish your reading task in a shorter time. In this unit, you will be introduced to one of the useful reading strategies, scanning, which can help you accomplish your reading goals more efficiently. Besides, all the examples shown in this unit are in the form of infographics. Infographics are commonly found in almost every kind of article nowadays, so after you study this unit, you will get accustomed to various kinds of infographics, too.

II. Scanning

A. What is scanning?

Scanning is one of the reading strategies that can help you read faster. It is used when you want to look for specific details or particular information of what you are reading such as names, dates, places, or numbers.

This technique is not uncommon for you. Perhaps, you have been unconsciously applying it with your daily activities throughout the time. For example, think of when you do grocery shopping in a large supermarket. You are standing in front of several huge product shelves, looking for your favorite liquid detergent. In order to get the right one you want, you do not examine every bag of detergent on the shelves one by one. On the other hand, you move your eyes past all the products quickly and only stop when you find the one you are looking for. What you have been doing in this activity is called scanning.

Scanning is especially useful when it comes to reading, too. When you only want to know about some specific things, if you use this reading technique efficiently, you have no need to read the whole text. Additionally, this technique can be a lot of help when you have

limited time for reading such as when you take a test or find references from a pile of textbooks for your assignments.

B. How to scan

1. Preview the text to get a general idea of what you are going to read by looking at the title or heading and illustrations.

2. Recognize the structure of the text. Knowing how the text is organized can help you scan even faster. This is just like knowing how the supermarket categorizes its products can save your shopping time. If you know the shelf plan, instead of wandering around every shelf, you can go directly to the section of the product you are looking for. As well as for reading, it is better if you know whether the information is arranged by categories, in sequence, etc.

3. Decide what you want to know and think of its keywords. You may also have to consider other words that are close in meaning to your keywords in case you cannot find the ones you are scanning for in the text.

4. Focus on your keywords. Move your eyes quickly over a text to find your keywords.

5. Use your finger or a pencil as a pointer while you scan to keep your eyes focused.

6. Do not read everything. Look throughout the text until you find what you are looking for.

7. Try to comprehend the information provided around your keywords and decide whether or not it matches what you are looking for. If not, keep on scanning until you find the right one.

C. Signals for scanning

You will find your keywords more quickly if you know what to notice when scanning. For example, when you scan for a name of people which is a proper noun, you can save your time by only searching for a word starting with a capital letter. The following are signals for scanning different kinds of information.

Table 5.1: Signals for scanning

To find ...	Scan the text for ...
names	capital letters
dates	numbers and capital letters
statistics	numbers and symbols
lists	a set of words separated by commas
specific words	capital letters, letter combinations, words in italic or bold

Source (Burgmeier, 2018)

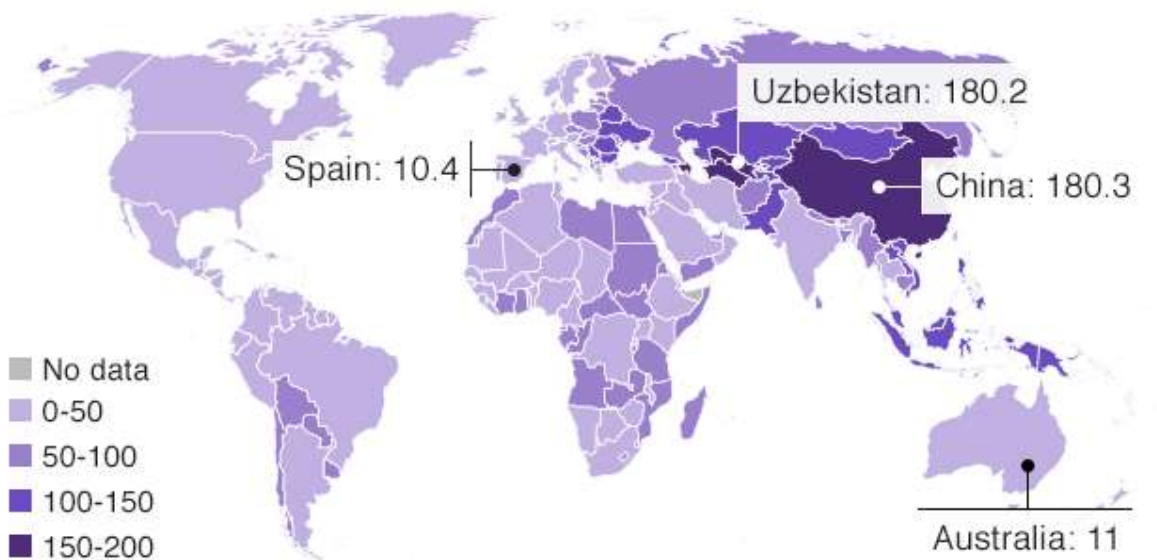
Scan for signals: (Zwier, 2016)

1. Capital letters: for names of people, cities, countries, and special events

Figure 5.1: Scan for capital letters

Deaths from high salt diet

Death rate per 100,000



Note: Age-standardized rates of all-cause mortality attributable to a diet high in sodium among adults at the national level in 2017

Source: Institute for Health Metrics and Evaluation

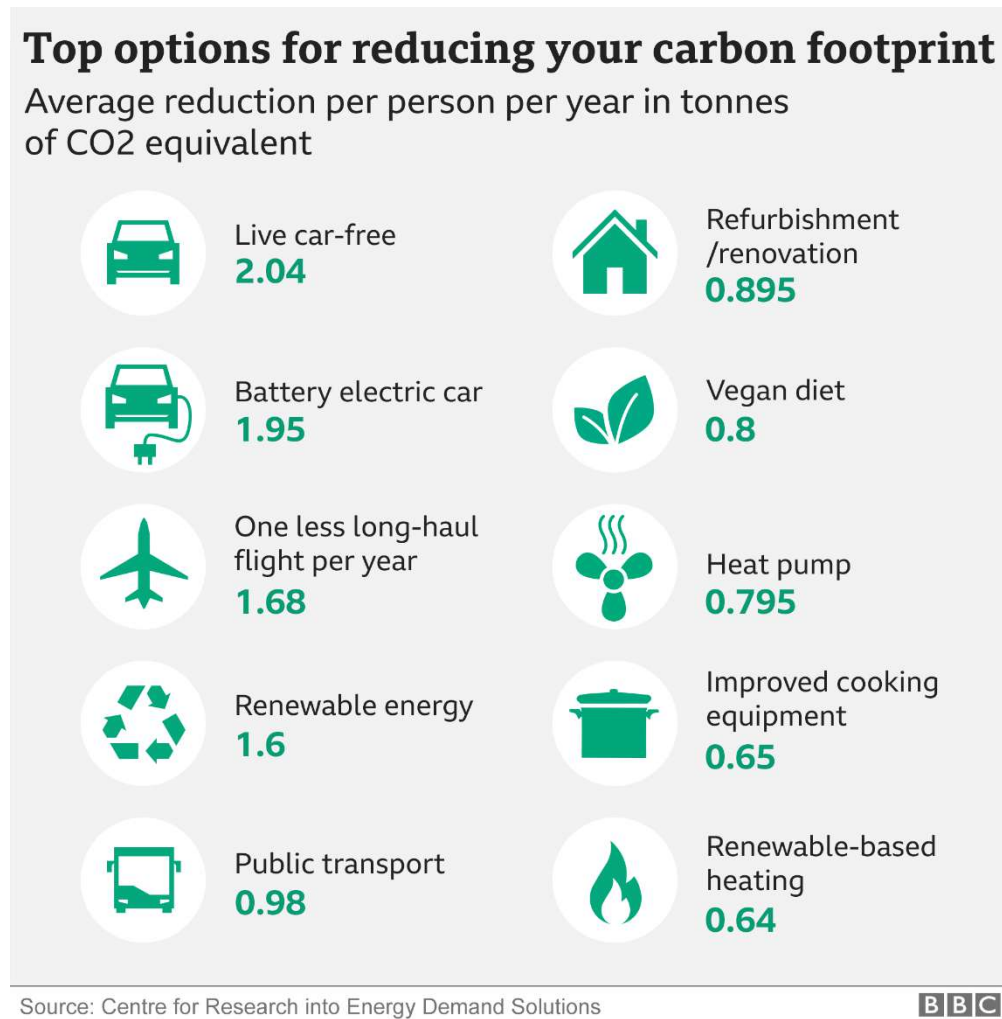
BBC

Source (BBC News, 16 April 2021)



- Numbers: for dates, measurements, statistics, and addresses

Figure 5.2: Scan for numbers



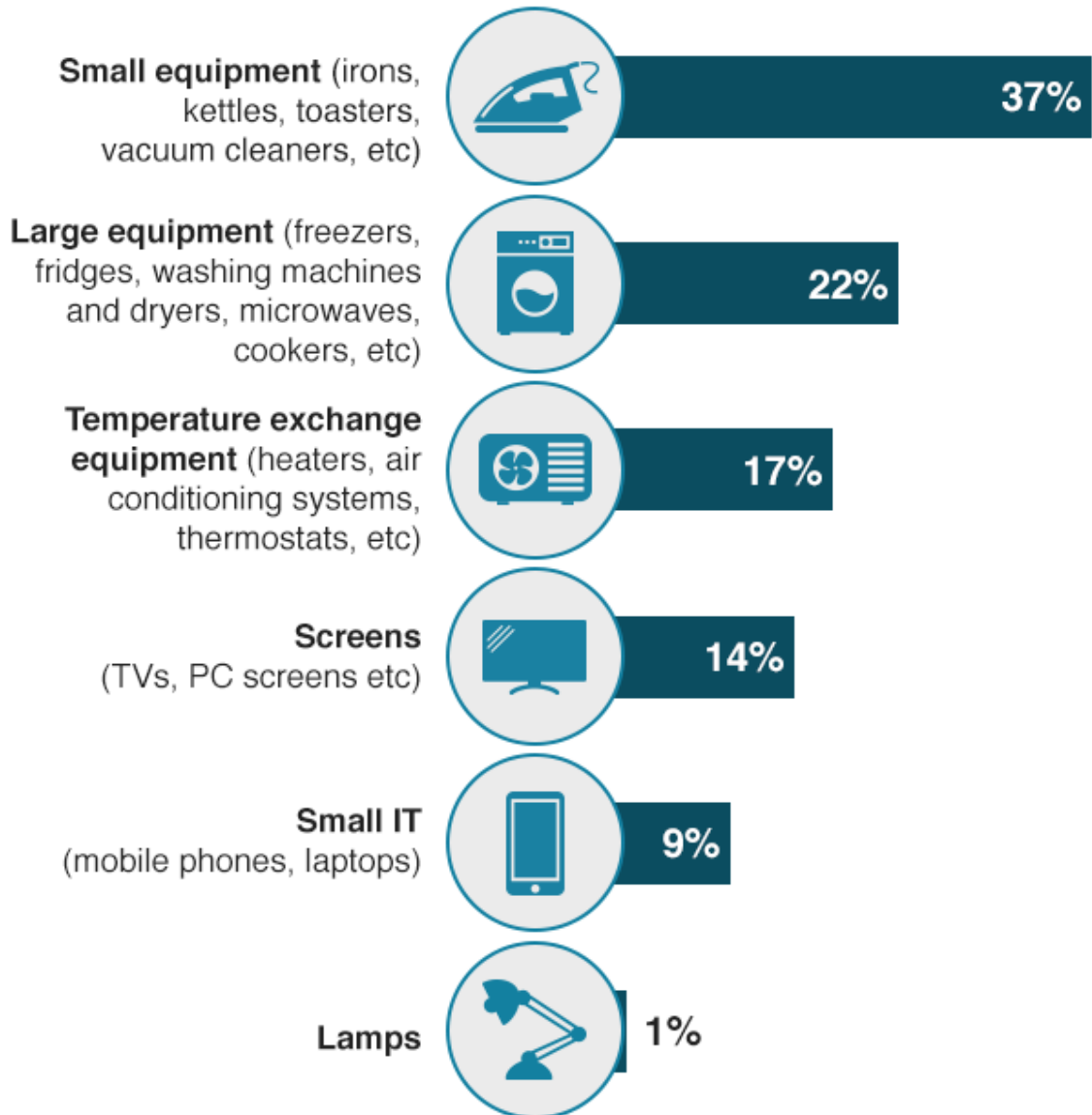
Source (BBC News, 19 April 2021)



3. Symbols: for percentages, monetary amounts, email addresses, etc.

Figure 5.3: Scan for symbols

Global e-waste in 2020



Source: Southampton University

BBC

Source (BBC News, 20 April 2021)



- 4. Bold or italic type: for words that receive special treatment or emphasis

Figure 5.4: Scan for bold of italic type

IMPACTS OF MARINE DEBRIS



INGESTION

Animals mistakenly eat plastic and other debris.



ENTANGLEMENT & GHOSTFISHING

Marine life gets caught and killed in ghost nets, trapped in derelict gear, and entangled in plastic bands and other marine debris.



HAZARD TO NAVIGATION

Marine debris can be difficult to see in the ocean if it's floating below the water's surface. Encounters with large items at sea can result in costly vessel damage, either to its structure or through a tangled propeller or obstruct mechanical gears.



HABITAT DAMAGE

Heavy marine debris crushes sensitive habitat, such as coral reefs and sea grass.



NON-NATIVE SPECIES

Marine debris transports alien and invasive species from one region to another.



ECONOMIC COST

Communities lose a lot of money cleaning up trash, as well as the economic benefit of beach tourism and recreation.

HOW YOU! CAN HELP!

GET INVOLVED and participate in local cleanups in your area.

REMEMBER that our land and sea are connected.

DISPOSE OF WASTE PROPERLY no matter where you are.

REDUCE the amount of waste you produce.

REUSE items when you can. Choose reusable items over disposable ones.

RECYCLE as much as possible! Bottles, cans, cell phones, ink cartridges, and many other items can be recycled.

DEBRIS FACTS

WORLDWIDE,
MORE THAN 200 SPECIES
ARE IMPACTED BY
ENTANGLEMENT

AT LEAST
1/3 OF ALL SEABIRD SPECIES
EAT DEBRIS

PACKING BANDS ARE
RESPONSIBLE
FOR MORE THAN HALF OF THE
STELLER SEA LION
ENTANGLEMENTS
IN ALASKA

ALL SEA TURTLE SPECIES
EAT DEBRIS



Facebook:
www.facebook.com/NOAAMarineDebris

Instagram & Twitter
[@NOAADebris](https://www.instagram.com/NOAADebris)

Website
<http://marinedebris.noaa.gov>



Source (OR&R's Marine Debris Division, 19 April 2021)



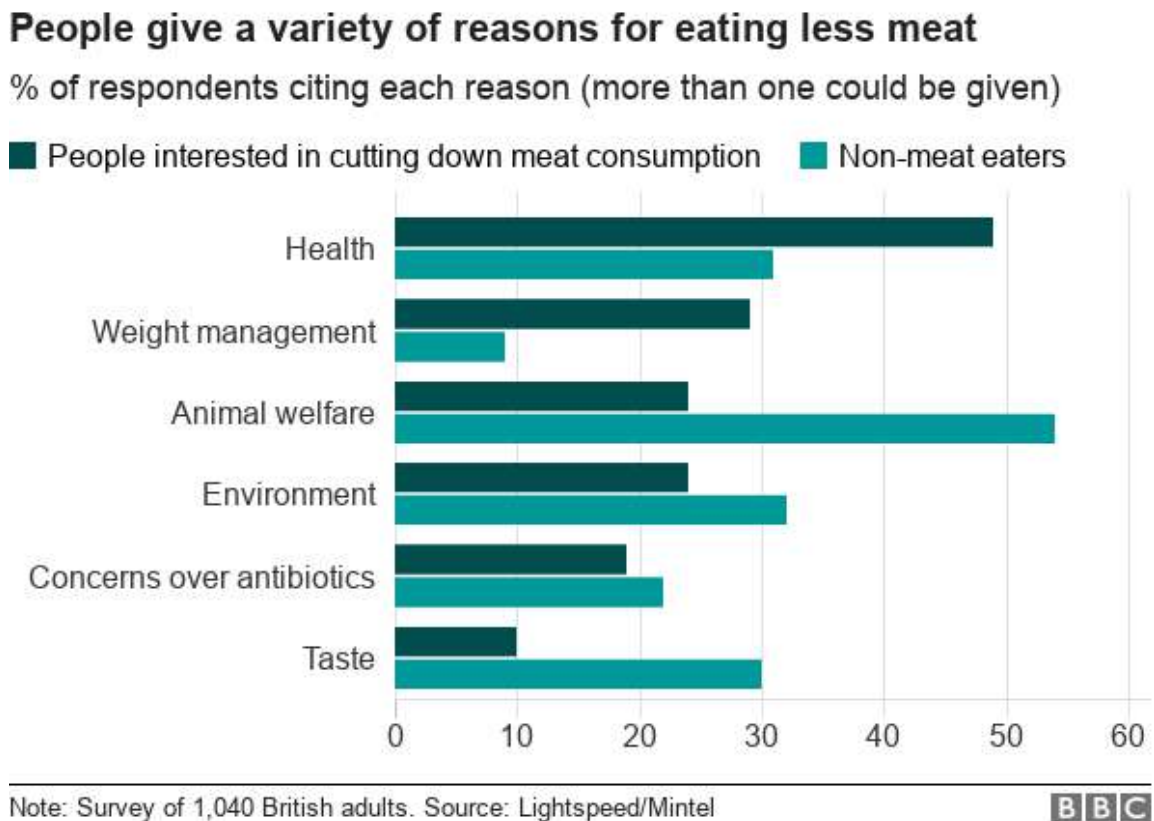
D. Scanning charts and tables

Charts and tables are often used to show a set of information in the infographics. Scanning for information from them will be even faster if you learn some handy tips.

1. Charts

Charts which are commonly found with the infographics are such as bar charts, line charts, and pie charts. The important step before you start scanning for the thing you are looking for in any chart is to pay particular attention to titles, labels, and color codes displayed in that chart and understand what they mean. With this information, you can save more time when scanning for any specific details. The following is an example of the infographic with a chart.

Figure 5.5: Scanning charts



Source (BBC News, 21 April 2021)



2. Tables

Tables are used to present information arranged by categories in columns and rows. There can be several columns and rows in a table. You need to know what each column and row demonstrates before scanning for any information to save your time. The best way is to read their titles. The following is an example of the infographic with a table.

Figure 5.6: Scanning tables

Calorie counting Christmas

		Calories	Walking (mins)	Running (mins)
	Roast turkey slice (60g)	100	 16	 8
	1 pig in blanket	70	 12	 6
	3 large roast potatoes (100g)	161	 27	 14
	Brussel sprouts (100g)	35	 6	 3
	5 tbsp gravy (125g)	50	 8	 4
	1 serving of Christmas pudding (100g)	370	 61	 32
	Mince pie	245	 40	 21
	Small glass sparkling wine	105	 17	 9

Source: The University of Birmingham 

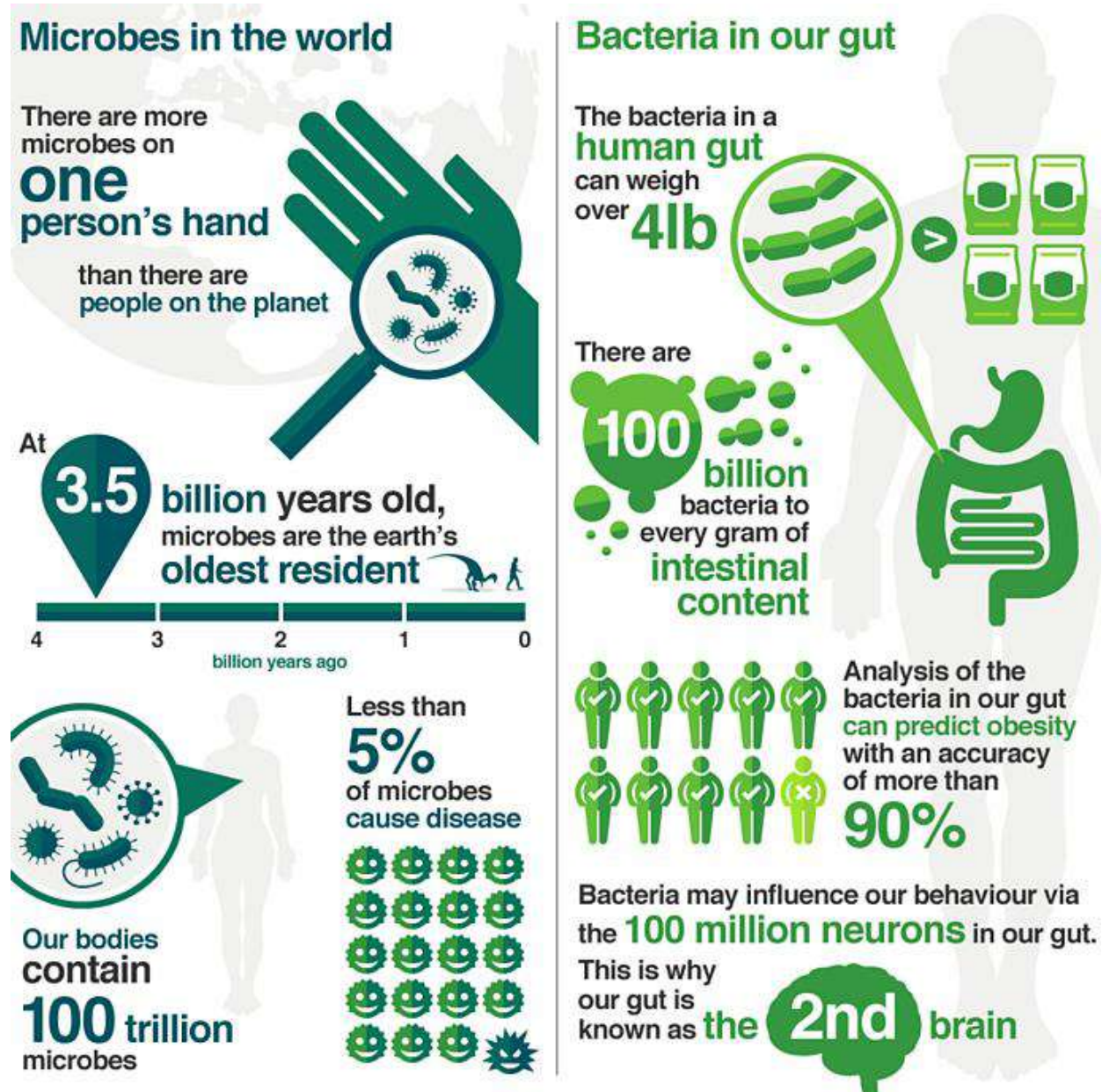
Source (BBC News, 22 April 2021)



III. Exercises

A. Activity 1

What can be keywords for finding the following information from the infographic below?
(Answers can be various.)



Source (BBC Food, 22 April 2021)



1. Microbes are the oldest living thing on earth.

2. Less than 5% of microbes lead to illness.

3. There are 100 trillion microbes in our bodies.

4. The bacteria in a human gut can weigh over 4lb.

5. There are 100 billion bacteria to every gram of intestinal content.

6. Obesity can be predicted from analysis of bacteria in our gut.

7. Bacteria can affect our behavior through the 100 million neurons in our gut.

8. Our gut can be called our second brain.

B. Activity 2

Answer the questions based on the following infographic. Try to find the answers as quickly as you can by using the scanning techniques.

CLIMATE CHANGE & EXTREME HEAT

Extreme heat events, or heat waves, are a leading cause of **EXTREME WEATHER-RELATED DEATHS** in the United States and the number of heat-related deaths is rising!

WHO'S AT RISK?

Adults over 65, children under 4, people with existing medical problems such as heart disease, and people without access to air conditioning

WHAT CAN YOU DO?

STAY COOL

- Find an air-conditioned shelter
- Avoid direct sunlight
- Wear lightweight, light-colored clothing
- Take cool showers or baths
- Do not rely on a fan as your primary cooling device

STAY HYDRATED

- Drink more water than usual
- Don't wait until you're thirsty to drink more fluids
- Avoid alcohol or liquids containing high amounts of sugar
- Remind others to drink enough water

STAY INFORMED

- Check local news for extreme heat alerts and safety tips
- Learn the symptoms of heat illness

LEARN MORE!

Visit CDC's Environmental Public Health Tracking Network to learn more about climate change and extreme heat at www.cdc.gov/ephracking

U.S. DEPARTMENT OF HEALTH & HUMAN SERVICES
 NATIONAL CENTER FOR ENVIRONMENTAL HEALTH
 CDC
 CENTERS FOR DISEASE CONTROL AND PREVENTION

Source (CNN, 26 April 2021)



1. What are the main causes of extreme weather-related deaths in the US?

2. Who is more at risk for heat-related deaths?

3. How can you be safe on extremely hot days?

4. What should you avoid to stay cool?

5. What are the appropriate clothes for extreme heat events?

6. What is the advantage of drinking a lot of water on extremely hot days?

7. Where can you get extreme heat alerts from?

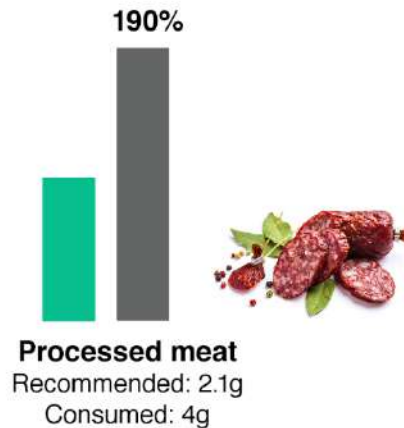
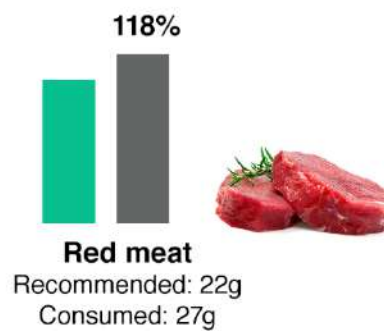
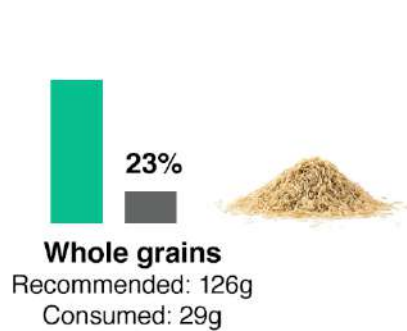
8. Where can you get more information about climate change and extreme heat?

C. Activity 3

Answer the questions based on the following infographic. Try to find the answers as quickly as you can by using the scanning techniques.

Global dietary targets - are we eating enough?

■ recommended ■ consumed (grams a day)



Source: The Lancet

BBC

Source (BBC News, 16 April 2021)



1. How many grams is processed meat recommended to eat a day?

2. How different is the recommended amount and the consumed amount of milk a day?

3. What is eaten less than the recommended amount the most?

4. How many grams is red meat consumed a day?

5. How many grams should sodium be eaten less?

6. What is eaten more than the recommended amount?

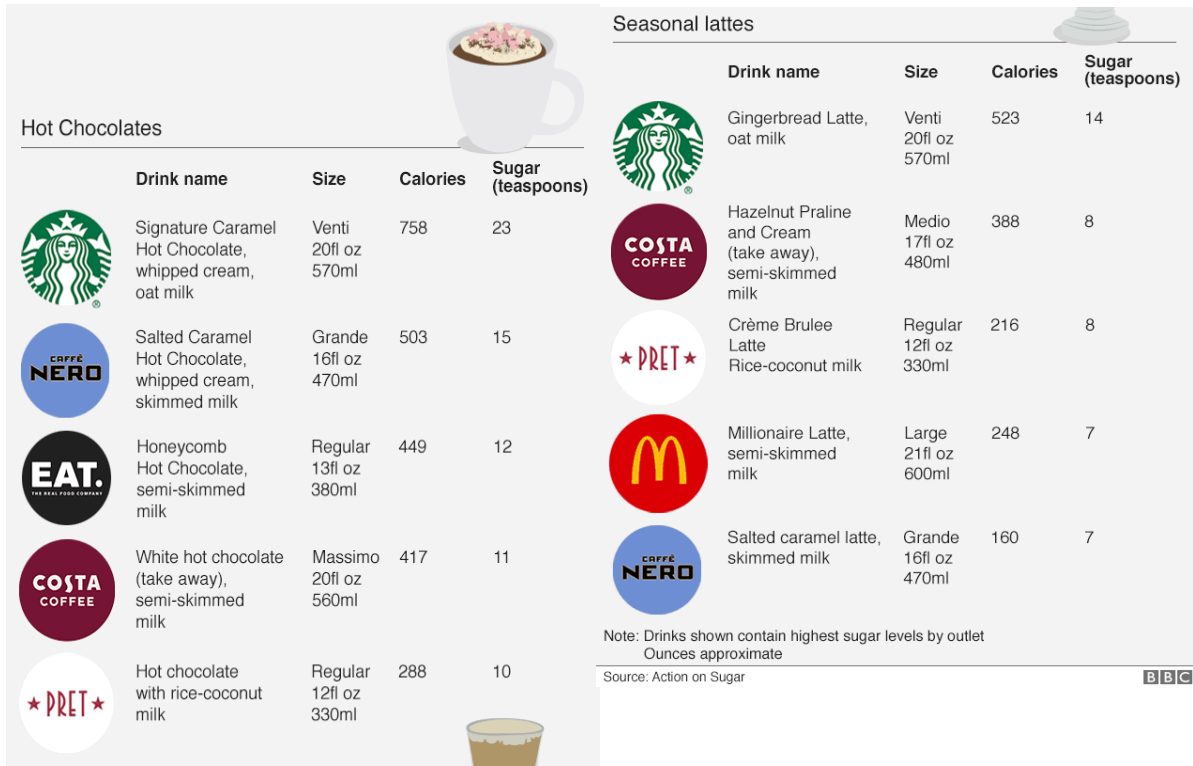
7. What is eaten more than the recommended amount the most?

8. How many more grams should nuts and seeds be eaten?

D. Activity 4

Answer the questions based on the following infographic. Try to find the answers as quickly as you can by using the scanning techniques.

Sweetest hot chocolates and seasonal lattes



Source (BBC News, 28 April 2021)



1. How many brands are mentioned?

2. What brands are compared for their hot chocolates?

3. Whose seasonal latte is the drink called Crème Brulee Latte Rice-coconut milk?

4. What is Costa coffee's hot chocolates menu mentioned in this table?

5. Whose amount of seasonal latte is 600ml in this table?

6. Which hot chocolate contains calories higher than 700?

7. How much higher calories Caffè Nero's hot chocolate is than its seasonal latte in Grande size?

8. What is the unit of measurement for sugar in this table?

IV. Conclusions

Scanning is one of the reading techniques that could help you read faster. With this technique, you can find specific information in a shorter time. The most important thing in scanning is you need to know what you are looking for and think of its keywords. Besides, you can save more time if you know the types of signals for finding your keywords and recognize the organization of the text beforehand.

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Paraphrasing and Summarizing

i. Introduction

Nowadays, people paraphrase and summarize without realizing it. You use these two skills every day. When you would like to convey the information that you have got, you have to convey the information in your own words, which is called 'Paraphrase'. When you have obtained a lot of information and you would like to explain it or present it to understand easily, you have to highlight the main point of the information and express it in your own words, or when you prepare for an examination, you have to underline the main idea to improve your memory for what you have read, that is called 'Summarize'. As you can see, paraphrasing and summarizing are very important skills that you have to use every day.



In this unit, you will learn the definition of paraphrasing, techniques for paraphrasing, the definition of plagiarism, the definition of summarizing and how to summarize the texts. Besides, you will learn how to paraphrase and how to summarize in steps. The examples of paraphrasing and summarizing are demonstrated in the lesson. Moreover, the activities to practice paraphrasing and summarizing will be provided.

By the end of the unit, you will be able to:

1. understand the difference between paraphrase and summary.
2. understand the objectives of paraphrasing and be aware of the importance of paraphrasing.
3. define a plagiarism
4. paraphrase the information that you have read.
5. read information and summarize it in your own words.

II. Paraphrasing

A. Definition of Paraphrasing

According to Cambridge Dictionary, paraphrase is to rewrite the sentences in your own words and still keep the main idea. Paraphrasing is the way to avoid plagiarism.

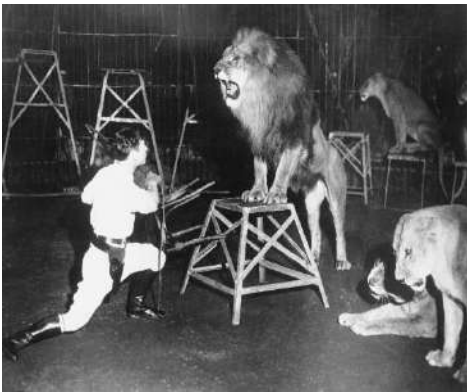
B. How to Paraphrase

1. Read the passage carefully, try to understand all the information
2. Write the sentence in your own words, use several techniques to help you rewrite.
3. Compare your written text with the original text. Remember that the main ideas that writers try to convey to you have to be the same meaning.

C. Four Techniques to Help You Paraphrase

1. Use Synonyms

You can use synonyms, which are words that have the same meaning or nearly the same, to paraphrase the sentences. These are some examples:



Original: A year later he had the opportunity to work with polar bears and to learn from Peter Taylor, one of the great big-cat trainers of the era.

Paraphrase: After a year he had a chance to work with polar bears and gain from Peter Taylor, one of the extraordinary enormous-

feline trainers of the period.

Source: Encyclopædia Britannica (2021, 4 April)

Original: Dolphins have been enlisted by the military to perform various tasks, most notably detecting underwater mines.

Paraphrase: Dolphins have been enrolled by the military to perform different tasks, most prominently detecting submerged mines.

Be careful, proper paraphrasing should not be changed only a few words. You might need other techniques to paraphrase the text.

2. Change the sentence structure

To paraphrase the sentences, you can change form from active form to passive form or change from passive form to active form. Passive form, which the structure is **be+v.3**, is the sentence that the subject is performed or the subject is got the action of verb. These are some examples:

Original: Some of the major modern discoveries within the universe that were made possible by advances in technology

Paraphrase: Advances in technology made some of the major modern discoveries within the universe.

Original: In 2000, scientists recategorized the African elephant species into two distinct species.

Paraphrase: In 2000, the African elephant species were recategorized into two distinct species by scientists.



Source: Encyclopædia Britannica (2021, 26 April)

Original: The strike had never been referenced by the socialist leaders who founded International Women's Day.

Paraphrase: The socialist leaders who founded International Women's Day had never referenced the strike.

3. Change words' formation

To paraphrase sentences, you can change verb to noun or adjective and change noun to verb.

Original: Each March, Americans celebrate National Women's History Month.

Paraphrase: Each March, Americans have a celebration of National Women's History Month.

Original: A group of women from multiple factories joined together. Despite harassment by police; the group eventually formed their own union.

Paraphrase: A group of women from multiple factories joined together. Despite the fact that the police harassed them, the formation of the group had eventually been occurred by their own.

Original: To prevent caffeine-related sleep issues, it is recommended that caffeine consumption be limited to four cups of coffee per day

Paraphrase: The prevention of caffeine's connection to sleep issues, the recommendation is consuming caffeine four cups of coffee per day.



Source: Encyclopædia Britannica (2021, 9 April)

4. Combine sentences

There are many types of conjunction that you can use to combine sentences to paraphrase.

a. **Coordinating Conjunction — for, and, nor, but, or, yet, and so**

Original: Castor Bean may look harmless enough. It only takes one or two seeds to kill a child.

Paraphrase: Castor Bean may look harmless enough but it only takes one or two seeds to kill a child.

b. **Subordinating Conjunctions — although, because, before, when, etc.**

Original: The first visible change to the body is the body begins to pale. The blood stops moving through the capillaries.

Paraphrase: The first visible change to the body is the body begins to pale because the blood stops moving through the capillaries.

c. **Correlative Conjunctions — both... and, either, neither, not only... but also..., etc.**

Original: The Amazon is the largest river. It is the world's richest and most-varied biological reservoir.

Paraphrase: The Amazon is not only the largest river but also the world's richest and most-varied biological reservoir.

Activity 1 Complete the sentences by changing the word formation, vocabulary, and voice or combining sentences.

5. Use synonyms

The influenza pandemic of 2009 had two waves, the second of which caused significantly more illness than the first.

The _____ of 2009 had two waves, the second of which caused _____ more illness than the first.

6. Change word formation

NASA scientists worked hard to develop ways to minimize hydroplaning.

NASA scientists worked hard on the _____ of minimizing hydroplaning.

7. Change voice

In the digestive system, enzymes break down carotenoids into pigments that are absorbed by fats.

In the digestive system, enzymes break down carotenoids into pigments and fats _____ them.

8. Combine sentences

Damage from acid rain is not limited to the producing pollution countries. The winds carry the pollution around the globe and make other countries are damaged.

Damage from acid rain is not limited to the producing pollution countries _____ the winds carry the pollution around the globe.

D. Comparing between poor and good paraphrasing

Good paraphrasing	Poor paraphrasing
Remain the same original main ideas	Become different from the original main ideas
Understand easily and clearly	Confuse meaning of the content
Rewrite the sentence structure	Keep similar/same sentence structure as the original text (switching around words)
Use synonyms	Use the same wordings (plagiarism)

An example of poor paraphrasing:

Original: “Adulthood, the period in the human lifespan in which full physical and intellectual maturity have been attained. Adulthood is commonly thought of as beginning at age 20 or 21 years. Middle age, commencing at about 40 years, is followed by old age at about 60 years.”

Poor paraphrase: “Adulthood, the episode in the life cycle in which full physical and mental maturity has been obtained. Adulthood is common concept of as commencing at age 20 or 21 years. Middle age, starting at about 40 years, is followed by old age at about 60 years.”



Source: Encyclopædia Britannica (2021, 9 April)

The following paraphrase is an inadequate paraphrase. The writer attempted to work with synonyms to paraphrase the text but the writer used only one technique and kept the same sentence structure as the original text. This is called **plagiarism**.

E. Why do you need to paraphrase?

There are many benefits if paraphrasing. Paraphrasing can help you to make the content of the text clearer or easier. When you paraphrase the text, you have to try to understand all the information conveyed to you, so this might be forced you to read and interpret the text more carefully.

Moreover, when you write some text, sometimes you need to find information from various sources. But, you cannot just write others' ideas with their own words. It is a serious offense. Consequently, you paraphrase to avoid copying others' ideas or it is called plagiarism.

F. What is plagiarism?

According to Cambridge Dictionary, plagiarism is an action that utilizes others' idea without authorization and pretends that it is your own idea. In other words, if you imitate others' ideas without citing or paraphrasing, it means stealing others' ideas. Therefore, paraphrasing is one of the ways to avoid plagiarism.



Source: Karonen, I (2021, 7 June)

Activity 2 identify the techniques that have been used to paraphrase the following sentences

1. Original: Researchers have proposed at least 18 different theories on why zebras have stripes.

Paraphrase: At least 18 various theories on why zebras have stripes have been proposed by the researchers

Technique: _____

2. **Original:** If you see newborn babies at a hospital in the U.S., you'll most likely see them in pink or blue outfits to mark their sex.

Paraphrase: Infants who are at a hospital in the United States, will be probably seem in pink or blue clothes to indicate their gender.

Technique: _____

3. **Original:** At the beginning of the 20th century, some stores began suggesting "sex-appropriate" colors.

Paraphrase: Toward the start of the twentieth century, "sex-fitting" colors were begun recommending by a few stores.

Technique: _____

4. **Original:** Popcorn was cheap for sellers and for customers, and making it didn't require a ton of equipment. Popcorn also became popular at a time.

Paraphrase: Popcorn got well known at a time because it was not expensive for vendors and for clients, and making it didn't need much equipment.

Technique: _____

5. **Original:** It is assumed by many that the dinosaurs went extinct very quickly following the asteroid strike.

Paraphrase: Many scientists assumed that the extinction of dinosaurs was very quickly after the asteroid hit.

Technique: _____

III. Summarizing

A. Definition of Summarizing

According to Cambridge Dictionary, summarizing is expressing the main ideas of the text in a short and clear structure.

Summarizing is very necessary when you read difficult texts or long texts. It helps you understand the text and remember the text more.

B. How to summarize

9. Does it have the title? If it has, what is it?
10. Read the whole text and highlight or take note of main points.
11. What is the first sentence mainly about?
12. What is the main idea of the text?



Source: Wikimedia (2021, 7 June)

These are some examples of summary:

Are Volcanoes Dangerous When They're Not Erupting?

Volcanoes can be dangerous even when they're not erupting, but there are different levels of risk depending on the state of the volcano. Volcanoes typically are categorized thusly: active (a volcano that has erupted in the past 10,000 years), erupting (an active volcano that is experiencing an eruption), dormant (an active volcano that has the potential to erupt again), and extinct (a volcano that has not erupted in over 10,000 years and is unlikely to erupt again). While extinct volcanoes pose virtually no threat, the others might not be so safe. Especially if a volcano is active, there are certain precautions that must be taken when visiting it. The closer you are to an active volcano, the less likely it is that you'll be able to avoid an eruption's aftermath.

Summary: Even volcanoes are not exploding, some levels of volcanoes may be dangerous. Extinct volcanoes are no danger, but active volcanoes are precautions.



Source: Encyclopædia Britannica (2021, 9 April)

Why Do Wolves Howl?

There's nothing quite so interesting as the social interactions in the wolf pack. Wolves live in packs of about 6 to 10 members. Pack formation is possible because wolves are highly social creatures that develop strong bonds with one another. One of the ways in which wolves interact is through howling. A wolf's howl is a vocalization, which means that it's a sound produced in order to communicate. But what are they communicating, and with whom? Wolves howl to communicate their location to other pack members and to ward off rivaling packs from their territory. It's also been found that wolves will howl to their own pack members out of affection, as opposed to anxiety.

Summary: A wolf howls to communicate to express where they are with other wolf packs and to fend off enemies from their boundary. Moreover, they howl to court and reduce tension.

C. A tip that may help to summarize the text.

To summarize the text, separating between general ideas and details in the text may help to summarize more easily. So, what are general ideas and the details? A general idea expresses the main idea. The details are the information that is used to support the main idea or to explain the main idea. These are some examples of separating general ideas from details.

Tarantulas and Humans

The spiders called tarantulas were named after the city of Taranto, Italy, where the first tarantula bites were reported centuries ago.

Many people keep tarantulas as pets. Although tarantulas have a reputation for being dangerous, they bite people only if provoked. When threatened, tarantulas usually move in a different direction and might also make a hissing sound. In addition, some shed hairs from their abdomen that cause the pursuer to itch. People who have been bitten by a tarantula sometimes compare the feeling to that of a wasp sting.



Some South American tarantulas, however, are said to cause great pain and sickness.

Source: Encyclopædia Britannica (2021, 9 April)

1. The spiders called tarantulas were named after the city of Taranto, Italy.
2. Many people keep tarantulas as pets.
3. When threatened, tarantulas usually move in a different direction and might also make a hissing sound
4. People who have been bitten by a tarantula sometimes compare the feeling to that of a wasp sting.

Number 2 and 4 are general ideas that express overall content. Number 1 is the detail that explained what tarantulas are and where they come from. Number 3 is also details that added more information about tarantulas' behavior.

Should Bottled Water be Banned?



Source: Encyclopædia Britannica (2021, 15 November)

Americans consumed 14.4 billion gallons of bottled water in 2019, up 3.6% from 2018, in what has been a steadily increasing trend since 2010. In 2016, bottled water outsold soda for the first time and has continued to do so every year since, making it the number one packaged beverage in the United States. Globally, about 20,000 plastic bottles were bought every second in 2017, the majority of which contained drinking water. More than half of those bottles were not turned in for recycling, and of those recycled, only 7% were turned into new bottles. In 2013, Concord, MA, became the first US city to ban single-serve plastic water bottles, citing environmental and waste concerns. The benefits of banning bottled water is that it would reduce waste and protect the environment. Moreover, banning bottled water is good for your health.

1. Americans consumed 14.4 billion gallons of bottled water in 2019, up 3.6% from 2018, in what has been a steadily increasing trend since 2010.
2. In 2013, Concord, MA, became the first US city to ban single-serve plastic water bottles, citing environmental and waste concerns.
3. The benefits of banning bottled water is that it would reduce waste and protect the environment

4. Moreover, banning bottled water is good for your health.

Number 3 and 4 are general ideas that expressed the main idea of the text. Number 1 and 2 are an introduction.

Activity 3 Read the following paragraphs and place ‘G’ on the line if you think a statement is a general idea. Place ‘D’ on the line if you think the statement is a detail.

13. Why Do Some Animals Hibernate?

Certain animals hibernate because food supplies become scarce during the winter months. By going into a long deep sleep, they bypass this period completely, waking up when food becomes more plentiful. Bears are most commonly associated with hibernation (although they are not considered true hibernators, because their body temperature doesn’t lower significantly), but a variety of animals take advantage of this evolved adaptation, including the jumping mouse, little brown bat, eastern chipmunk, woodchuck, and certain species of ground squirrels. At least one bird is known to be a hibernator—the poorwill, which lives in western North America.

_____ Certain animals hibernate because food supplies become scarce during the winter months.

_____ By going into a long deep sleep, they bypass this period completely, waking up when food becomes more plentiful.

_____ Bears are most commonly associated with hibernation (although they are not considered true hibernators).

14. Why Do Leaves Fall in Autumn?

In temperate regions of the world, autumn is marked by the brightly colored foliage that slowly drops from trees and shrubs to carpet the ground. But why do some plants shed their leaves before winter? It turns out autumnal leaf drop is a form of self-protection. Deciduous trees, such as oaks and maples have thin leaves that are easily influenced by cold temperatures. Since water expands when frozen, the tender leaf cells would be broken off during the winter, making

them useless for photosynthesis. Without dropping these leaves, such a tree would be stuck without a way to make food! Winter months are often windier than other seasons, and the wind against the broad leaves on a cold. Finally, by the end of summer, many leaves drop and give the plant a fresh start in the spring.

_____ In temperate regions of the world, autumn is marked by the brightly colored foliage that slowly drops from trees and shrubs to carpet the ground

_____ Winter months are often windier than other seasons, and the wind against the broad leaves on a cold

_____ Finally, by the end of summer, many leaves drop and give the plant a fresh start in the spring.

D. Why do we need to summarize?

There are many benefits of writing a summary. Summarizing can help you find the main idea and details. Writing a summary helps you develop your comprehension due to the fact that you have to write a brief statement of the text. Furthermore, summarizing is essential for studying. This can help you review for the examination easier and faster.



Source: Shutterstock (2021, June 6)

E. Compare between good and poor summary

Good summary	Poor summary
Cover the main ideas	Lose the main ideas
Brief the content	Has the same length as the original source
Exclude additional information, examples and details	Include examples and too many details which is unnecessary
Understand easily and clearly	Confuse the reader and differ the meaning of the text
Write in their own words	Plagiarism

An example of poor summary:

Original: How Do Deserts Form?



Source: Encyclopædia Britannica (2021, 26 April)

The standard many college textbooks use to define a desert is: an area receiving less than 10 inches (250 mm) of precipitation per year. But why do these areas get so little precipitation in the first place? Geographically speaking, most deserts are found on the western sides of continents. They tend to occur under the eastern sides of major subtropical high-pressure cells.

These huge wheels of wind spiral clockwise in the Northern Hemisphere and counterclockwise in the Southern Hemisphere in the subtropics over the oceans; however, their behavior affects nearby continents.

Moist rising air near the Equator cools and condenses into clouds and, later, rain. As the current of air moves toward the pole, the air releases much of its moisture. By the time the current turns back toward the Equator, the air is descending. It becomes compressed and warmer, and its relative humidity falls further. Under these conditions, it is rare for clouds and rain to form. Add in a bit of wind to accelerate evaporation at the surface, and the continental regions below become extremely arid owing to the lack of available moisture and deserts thus become dry.

Poor summary: A desert is a land that got precipitation. So why do these locations get less precipitation at the beginning? Great wind blow in spiral clockwise of the north of the earth and counterclockwise in the Southern of the earth in the bordering on the tropics over the oceans. The conditions of air movements cause rain and cloudy hardly. Moreover, the wind speed the evaporation up to the surface and take moisture out of the land, so it becomes the deserts

The following summary is an ineffective summary. It still contains the details and the information that is not necessary for the topic like the definition of a desert. Moreover, the summary does not cover the main points of the text and confuses the readers.

Activity 4 Read the original paragraph, and read the two possible summaries. Write G for a good summary and P for a Poor summary

1. Is Honey Sweeter Than Sugar?

For the most part, yes, honey tastes sweeter than table sugar. Both honey and sugar are made up of fructose and glucose, but fructose and glucose are bound together in sugar, a combination called sucrose. The fructose and glucose in honey, on the other hand, are largely independent. Fructose is sweeter than glucose (and sucrose), and because honey tends to have more fructose, it tastes sweeter than sugar.

Summary:

_____ The honey has a sweeter flavor than table sugar.

_____ In general, table sugar tastes sweeter than honey because honey often has a higher fructose content than sugar, making it taste sweeter than sugar.

2. How do Monkeys and Apes Trim their Fingernails?

Fingernails help primates, including humans, pick up small objects, maintain a tight grip, and perform fine motor movements. But without manicures, pedicures, or even nail clippers, how do monkeys and apes care for their nails? Monkeys and apes have been observed using a variety of methods to keep their nails trimmed. The way they choose to groom their nails is ultimately a matter of personal preference: biting works, as does simply waiting for the nails to grow too long and break off on their own. A monkey or ape's daily activities probably help keep the nails short—climbing trees, harvesting bamboo shoots, and getting into fights with rivals may all easily result in breaking a nail or two.

Summary:

_____ Fingernails help these monkeys and apes carry the items, hold the objects and perform various daily activities, so fingernails are really important to them.

_____ Monkeys and Apes daily activities such as eating habit, fighting to opponents and climbing trees, may keep their nails short.

3. The Quinceañera Birthday Celebration in Latin America

Quinceañera is the celebration of a girl's 15th birthday, marking her passage from girlhood to womanhood; the term is also used for the celebrant herself. Quinceañera may have originated in the admixture of Spanish culture. The quinceañera is both a religious and a social event that emphasizes the importance of family and society in the life of a young woman. The celebration begins with a mass attended by the girl and her family and godparents. Mass is followed by a reception, or party, to which friends and relatives are invited.

Summary:

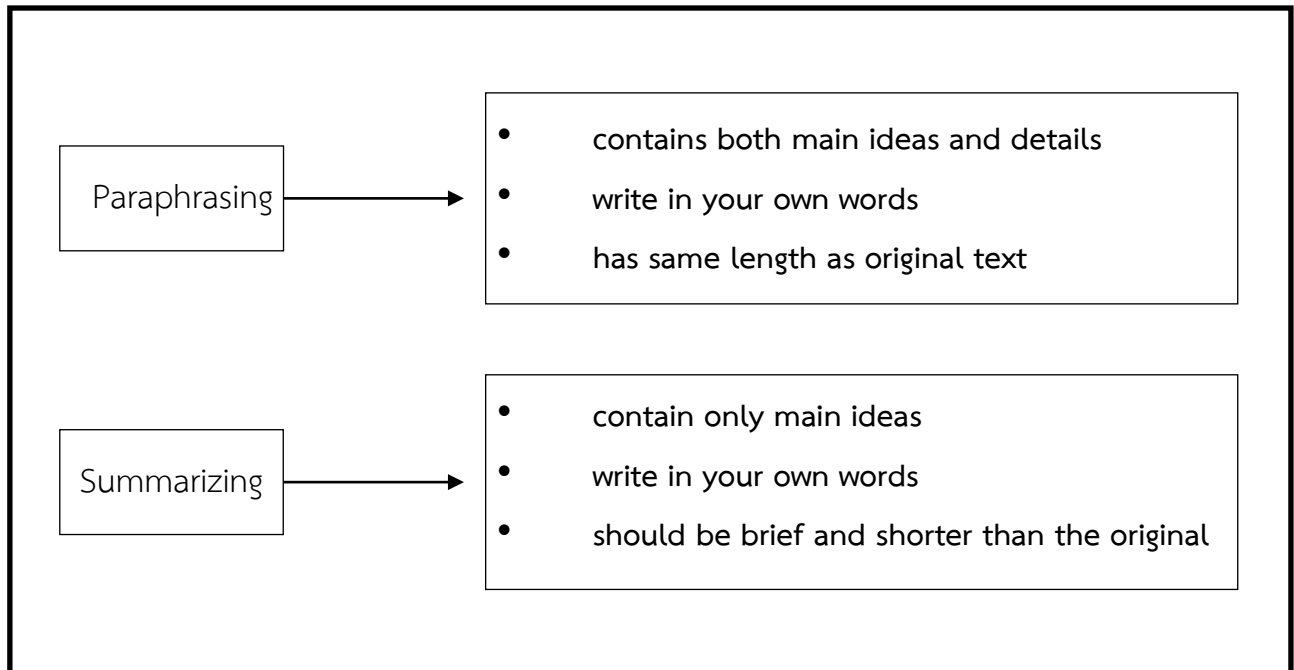
_____ Quinceañera is the festival of a young lady's fifteenth birthday celebration, denoting her entry from girlhood to womanhood; the term is likewise utilized for the celebrant herself. Quinceañera may have originated in the admixture of Spanish culture. The quinceañera is both a strict and a get-together that underlines the significance of family and society in the existence of a young lady. The celebration starts with a mass went to by the young lady and her family and godparents. Mass is followed by a gathering, or gathering, to which companions and family members are welcomed.

_____ Quinceañera is the birthday celebration when the girls in Latin America turn to fifteen. The celebration starts with the family and friends gathering which shows the importance of family and society.

IV. Conclusion

Paraphrasing is writing the text in your own words and most of the information in the original text usually included in the paraphrasing text. Paraphrasing statements mostly equal to the original one while summarizing is mostly shorter than the original text. There are some techniques that can help you to summarize such as using synonyms, changing the sentence structure, changing words' formation and combining sentences. On the other hand, summarizing condenses the main points of the text in a brief statement and does not need to cover all

information. The following figure illustrates the comparison between paraphrasing and summarizing.



When should you paraphrase and when should you summarize?

To paraphrase, you rewrite the text by your own word at the same information of the text. But to summarize, you write only the main points of the text that writers try to convey. You do not need to write the details of the text, just focus only main idea. Summary is mostly shorter than the original one.

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