

# READING STRATEGIES



# READING STRATEGIES

**MANUAL**

**FOR USING PRACTICAL LESSONS ON  
READING**

**NAMANGAN-2017**

This manual is designed for students of the direction 5111400-The Foreign language and Literature of Higher educational institutions and is worked out on the basis of the model program on the subject of the direction of the Foreign language and Literature "Main under study language". It consists of questionnaires, tasks of the independent study and test questions on the subject, list of literature for use and internet sources.

Данное учебное пособие предназначено для студентов высших учебных заведений направления 5111400-иностранный язык и литература, и создано на основе типовой программы по предмету направления Иностранный язык и литература "Основной изучаемый язык". В нём даны вопросники по темам, задания по самостоятельному обучению, тестовые вопросы по темам, список используемой литературы и интернет источники.

Mazkur qo'llanma oliy o'quv yurtlarining 5111400-horijiy til va adabiyot yo'nalishi talabalari uchun mo'ljallangan bo'lib, u ushbu yo'nalishida "Asosiy o'rganilayotgan til" namunaviy fan dasturi asosida tuzilgan. Unda mavzular bo'yicha savolnomalar, mustaqil ta'lim topshiriqlari, mavzu yuzasidan test savollari, foydalanish uchun adabiyotlar ro'yxati va internet manbaalari berilgan.

- Tuzuvchi:** I. Umrzaqov, *Ingliz tili va adabiyoti kafedrasida o'qituvchisi*
- Taqrizchilar:** R. Karimov, *filologiya fanlari nomzodi, dotsent*  
Q. Sidiqov, *filologiya fanlari nomzodi, dotsent*
- Muharrir:** I. Tojiboyev, *Ingliz tili va adabiyoti kafedrasida katta o'qituvchisi*

Namangan davlat universiteti o'quv-uslubiy kengashida muhokama qilingan va nashrga tavsiya etilgan. (Bayonnoma № 5, 01.2017 yil.)

## INTRODUCTION


Reading is a skill that is used in all subject areas and can greatly increase or decrease student's success in the classroom. Reading strategies can be used to vary the approach students are given of any given text. Some reading strategies are summarized below.

In this book we're looking at strategies that will help you read more effectively. These approaches will help you get the maximum benefit from your reading, with the minimum effort.

Materials of this book are connected with the subjects; geography, art, psychology, economics, politics, history and etc.

You can use "Reading strategies" as a self-study course. Using this book will help you improve your reading skills.

"Reading strategies" for reading

- This comprises a book and CD.
- The book contains 7 units. Each unit focuses on different strategies and topic.
- The glossary at the back of the book lists the useful words from each unit with their definitions.
- The audio CD accompany the book. This contains the listening topics. When you see this icon  please play the CD.

Although every effort has been made to make "Reading strategies" useful and accurate as possible, if students or teachers have any comments, criticisms or suggestions I would be very pleased to hear from them.

## READING STRATEGIES

As we know, teachers have some methods to teach English, to make the students are able to speak fluently and write well, and also comprehend the text. Those are named by "language skills" (listening, reading, speaking and writing). Reading is a part of language skills.

Good reading strategies help the students to read in very efficient way. By using those strategies, you aim to get the maximum benefit from the reading with the minimum effort.

Before going on to the strategies, we should know why are the strategies used and when are they used?

We use strategies for the following reasons:

1. Reading makes more sense for struggling readers when strategies are used
2. Good readers use strategies naturally
3. The use of strategies aides struggling readers to become proficient
4. Strategies make reading more fun

While people are wondering when are strategies used?

Strategies are used to assist students in.....

1. Predicting outcomes in a reading passage
2. Summarizing material which has been read, both fictional and informational
3. Questioning material being read
4. Determining important ideas while reading
5. Monitoring their reading
6. Searching for clues
7. Reading for confirm
8. Reading a head or back for clues
9. Self-correcting

To read effectively, you may need some strategies to help you deal with the texts. The following seven strategies are useful when you read:

- I. Scanning
- II. Skimming

- III. Reading for specific information
- IV. Understanding references
- V. Making inferences
- VI. Thinking logically
- VII. Guessing meaning from contexts

## I. Scanning

Scanning is very high-speed reading that you do when you are looking for a specific piece of information. When you scan, you have a question in mind. You do not read every word, only key words that will answer your question. Practice in scanning will help you learn to skip over unimportant words so that you can read faster.

### Exercise 1:

**Instructions:** Scan the travel brochure on the next page and find the answers to the following questions as quickly as you can.

- 1) Where is Taman Negara National Park?
- 2) What does "Angkor Wat" mean?
- 3) Where is Halong Bay?
- 4) Which beach in the Philippines is on the list of the world's best beaches?
- 5) Which beach in Bali is famous for surfing and nightlife?
- 6) When was Angkor Wat built?
- 7) How many islands are there at Halong Bay?
- 8) Which two beaches in Bali do tourists go to for relaxation?
- 9) For what purpose was Angkor Wat built?
- 10) Which activity can you enjoy at Cat Ba National Park?



**TIPS!**  
Make use of section headings and capital letters. For example, you only need to scan the Bali section to find answers for questions 5 and 8.

## Southeast Asian Travel →

Southeast Asia is one of the world's fastest growing travel destinations. The area offers everything from beautiful tropical islands and pristine beaches to thick jungles, diverse cultures,

cuisines, and people. Southeast Asia has some of the best national parks and reserves in the world, an abundance of fascinating World Heritage sites, a variety of spiritual places to visit that represent the religions of the region like Buddhism, Taoism, Islam, and Christianity, and it has a huge supply of beaches and associated activities.

Some of the many exciting Southeast Asian highlights include:

### **Taman Negara National Park, Malaysia**

This lush park is located on Malaysia's east coast. The variety of plants and wildlife are amazing and the scenery includes lazy, winding rivers and roaring waterfalls.



### **Angkor Wat, Cambodia**

Angkor Wat, means "City Temple", and is a complex of ancient temples that is considered the most important architectural site in Southeast Asia. It was built in the 12th century to honor Vishnu, the Hindu god.

### **Bali, Indonesia**

Land of the Buddha! Kuta, Ubud, Amed, and Sanur are all worth visiting. For the best surfing and nightlife, head over to Kuta beach. For relaxation, head up to Ubud, or even Amed if you're really looking for peace and quiet.





### **Halong Bay, Vietnam**

Halong Bay is one of the world's natural wonders made up of at least 3000 islands in the Gulf of Tonkin, Vietnam. This is a World Heritage site that offers breathtaking views, many caves worth exploring, and hiking in Cat Ba National Park.

### **The Philippines**

In the Philippines you'll find beautiful white beaches like Boracay, which is on the list of the world's best beaches. But there is more to the Philippines than just the beaches. The scenery also includes breathtaking waterfalls and miles of rice terraces.



### **Exercise 2**

**Instructions:** Scan the following text about Hun Sen, the Prime Minister of Cambodia, and find the answers to as many questions below as possible in 2 minutes.

- 1) How many years has Hun Sen been in office?
- 2) How old was Hun Sen when he became Prime Minister?
- 3) What does CPP stand for?
- 4) How long did it take Hun Sen to move from communist leadership to premiership?
- 5) Who is the longest serving head of government in Southeast Asia? How long has he been in office?
- 6) How many leaders have held office longer than Hun Sen?



- 7) Which continent has the highest number of long-serving leaders?
- 8) How many Cambodians were killed by the Khmer Rouge?
- 9) When is the next election in Cambodia scheduled?
- 10) How many government leaders were younger than Hun Sen when they first came to power?
- 11) When was Cambodia set up as a communist state by Vietnam?
- 12) Who is the president of the CPP?
- 13) Where did Hun Sen make a speech on January 12?
- 14) How old was Hun Sen when he started a political career in the cabinet?
- 15) How long had Hun Sen been the Deputy Prime Minister when he was nominated for premiership?

**TIPS!**  
Make a mental note of what you are looking for while you scan through the text.  
For example, for question 1: I'm looking for a number (of years).



### PHNOM PENH -- Cambodian Prime Minister

Hun Sen recently marked his 25th anniversary as the Southeast Asian nation's leader. First appointed by the Cambodian National Assembly on January 14, 1985, he became at 33 years old the youngest Prime Minister in the world.

Hun Sen's journey from a communist leader to an elected head of government spans a quarter of a century of civil war, domestic and international upheaval, a negotiated peace and transition to democracy through which he and his Cambodia's People's Party

(CPP) have imposed themselves as the country's deliverers of stability and order.

By retaining the helm in Cambodia's fractious politics for 25 years, he now stands among a unique category of leaders, ranking as the 11th longest ruling leader in the world. In Southeast Asia, only the Sultan of Brunei, the number one longest serving government leader since assuming office in 1967, has been in power longer than Hun Sen. Of the other nine longer serving leaders, five are heads of governments in Africa and four are from the Middle East.

Hun Sen reflected on his long political career and humble beginnings in a speech at the National Institute for Education in Phnom Penh on January 12. "I became [foreign] minister when I was 27 years old, Deputy Prime Minister when I was 29 years old and Prime Minister at 33 years old," Hun Sen said of his appointments in the People's Republic of Kampuchea – the communist state set up by Vietnam in 1979 after it toppled the Khmer Rouge, whose bloody regime caused the death of about 1.7 million Cambodians.

The prime minister went on to talk about his political future, confirming his intention to run in the next election in 2013. "The party conference announced my candidacy for the future prime minister and ... last week Chea Sim [president of the CPP] also reconfirmed my nomination for the premiership," Hun Sen said before taking aim at opposition parties.

"Please do not try to limit the mandate of the premiership. You want the mandate limited because you are worrying you will lose to me," he said, while also reminding the audience he still had another three and a half years in office under the mandate of the last election, which his party, the CPP, won with a two-thirds legislative majority.

## UNIT II. SKIMMING

Skimming is another high-speed reading technique that can save you time and help you get through a text quickly. You skim to get the general sense of a passage, not specific details. When you skim, you should not read the whole text. Your eyes should move very quickly over the lines and you should read only the parts of the text that will help you answer the questions.

The following passage about skimming shows the parts of a text that are usually most helpful. These parts often give you the writer's ideas or opinions. However, every text is different. When you are skimming, you need to be flexible. What you read will depend on the question you are asking and the way the passage is written. The following passage gives you an example of how to skim.

Writers usually introduce their topic and their ideas about the topic right at the beginning of a text. Read the first paragraph carefully. It will give you some idea of what the writer is going to say and how the passage will be organized. This will help you decide what else to skim for.

If the text is long, you might also read the second paragraph. Sometimes the first paragraph is only an introduction and the second paragraph contains more useful information about the whole text.....  
.....  
.....

After that, you should look at the beginning of each paragraph ..... maybe read a few words.....in the middle.....and note if there are lots of names or dates..... Usually, a topic sentence is at the beginning. But sometimes it may be at some point after the beginning ..... skip some paragraphs.....if they do not seem important.  
.....  
.....

However, you should read the last paragraph carefully. The author may summarize the important points at the end or come to a conclusion. These are the general rules about skimming and this is all the text you need to read when you skim!

### Exercise 3

**Instructions:** Work as quickly as you can – skim the passage about Aung San Suu Kyi and answer the questions that follow.

***Aung San Suu Kyi went from a devoted Oxford housewife to the champion of Burmese democracy - but not without great personal sacrifice.***



The daughter of a great Burmese hero, General Aung San, who was assassinated when she was only two, Suu was raised with a strong sense of her father's unfinished legacy. In 1964 she was sent by her diplomat mother to study Politics, Philosophy and Economics at Oxford, where her guardian, Lord Gore-Booth, introduced her to Michael Aris. He was studying history at Durham but had always had a passion for Bhutan – and in Suu he found the romantic embodiment of his great love for the East. But when she accepted his proposal, she struck a deal: if her country should ever need her, she would have to go. And Michael readily agreed.

For the next 16 years, Suu Kyi was to sublimate her extraordinary strength of character and become the perfect housewife. When their two sons, Alexander and Kim, were born she became a doting mother too, noted for her punctiliously well-organised children's parties and exquisite cooking. Much to the despair of her more feminist friends, she even insisted on ironing her husband's socks and cleaning the house herself.

Then one quiet evening in 1988, when her sons were 12 and 14, as she and Michael sat reading in Oxford, they were interrupted by a phone call to say Suu's mother had had a stroke. She at once flew to Rangoon for what she thought would be a

matter of weeks, only to find a city in turmoil. A series of violent confrontations with the military had brought the country to a standstill, and when she moved into Rangoon Hospital to care for her mother, she found the wards crowded with injured and dying students. Since public meetings were forbidden, the hospital had become the centre-point of a leaderless revolution, and word that the great General's daughter had arrived spread like wildfire.

When a delegation of academics asked Suu to head a movement for democracy, she tentatively agreed, thinking that once an election had been held she would be free to return to Oxford again. Only two months earlier she had been a devoted housewife; now she found herself spearheading a mass uprising against a barbaric regime.

In England, Michael could only anxiously monitor the news as Suu toured Burma, her popularity soaring, while the military harassed her every step and arrested and tortured many of her party members. He was haunted by the fear that she might be assassinated like her father. And when in 1989 she was placed under house arrest, his only comfort was that it at least might help keep her safe.

For the next five years, as her boys were growing into young men, Suu was to remain under house arrest and kept in isolation. She sustained herself by learning how to meditate, reading widely on Buddhism and studying the writings of Mandela and Gandhi. Michael was allowed only two visits during that period. Yet this was a very particular kind of imprisonment, since at any time Suu could have asked to be driven to the airport and flown back to her family.

But neither of them ever contemplated her doing such a thing. In fact, as a historian, even as Michael agonised and continued to put pressure on politicians behind the scenes, he was aware she was part of history in the making. He kept on display the book she had been reading when she received the

phone call summoning her to Burma. He decorated the walls with the certificates of the many prizes she had by now won, including the 1991 Nobel Peace Prize. And above his bed he hung a huge photograph of her.

The 1995 visit was the last time Michael and Suu were ever allowed to see one another. Three years later, he learnt he had terminal cancer. He called Suu to break the bad news and immediately applied for a visa so that he could say goodbye in person. When his application was rejected, he made over 30 more as his strength rapidly dwindled. A number of eminent figures – among them the Pope and President Clinton – wrote letters of appeal, but all in vain. Finally, a military official came to see Suu. Of course she could say goodbye, he said, but to do so she would have to return to Oxford.

The implicit choice that had haunted her throughout those 10 years of marital separation had now become an explicit ultimatum: your country or your family. She was distraught. If she left Burma, they both knew it would mean permanent exile – that everything they had jointly fought for would have been for nothing. Suu would call Michael from the British embassy when she could, and he was adamant that she was not even to consider it.

For many years, as Burma's human rights record deteriorated, it seemed the Aris family's great self-sacrifice might have been in vain. Yet in recent weeks the military have finally announced their desire for political change. And Suu's 22- year vigil means she is uniquely positioned to facilitate such a transition – if and when it comes – exactly as Mandela did so successfully for South Africa.

*Adapted from 'The untold love story of  
Burma's Aung San Suu Kyi' by  
Rebecca Frayn*



## Questions

- 1) What is this passage about?
- 2) Does this passage give a positive or a negative impression of Aung San Suu Kyi? How can you tell?
- 3) What can you tell about Aung San Suu Kyi as a person?

## VIOLENCE IN SPORTS: WHEN IS A GAME NOT A GAME?

### PREVIEW

Read the interviews.

#### From the Street

Reporter: Riots after sports events are in the news more and more these days. In your opinion, what is causing this violence?



Joey G.: My friends and I go to football games all the time. When a team wins a big game, the fans want to be crazy and have a good time. That's normal. There just should be more police.

Ellen: I don't go to soccer matches anymore. I worry about alcohol at the games. That's the problem. When people drink, they do stupid things.





Julie: The troublemakers aren't real fans. They just want to be in a big crowd and act crazy. They shouldn't allow those people to go to the games.

Herman: Fans get angry if their team loses- especially if it's a big game. They should keep the two groups of fans apart. That's the cause of the problem.



**2. Do you agree with any of the comments? Why or why not?**

**Predict**

Skim the three readings and make predictions.

1. Look at the titles and the format.
  - a. Are the readings from a textbook? Explain why or why not.
  - b. Are the readings from a newspaper? Explain why or why not.
2. Guess which article will answer each question. Write the number of the article in the space.
  - a. What happened after a football game?  
Reading \_\_\_\_\_
  - b. Why were there riots in Moscow?  
Reading \_\_\_\_\_
  - c. What's happening in Japan next week?  
Reading \_\_\_\_\_
3. In your opinion, which two articles are the most similar? Why do you think so?
4. What do you want to know? Write one question for each article.

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## Read It

Read the articles. Scan for the answers to your questions.



### READING 1

## Soccer Riot Hits Moscow



Fans watch the game and cheer their team in central Moscow. (AP)



When Russia lost, the riot started.

**MOSCOW-** Officials said about 50 people were injured and two died in a riot after Japan beat Russia 1-0. Police said about 8,000 fans took part in the riot. They arrested 60. Thousands of fans watched the game on a large outdoor screen.

Fans rioted burning cars and smashing store windows. Thousands ran through the streets shouting "Forward, Russia!" and other soccer slogan. One reporter said. "It looked like a war zone." One Moscow official said, "We will not show matches on outdoor screens again. That was a big mistake."



COUJMBUS--Police arrested 46 people in a celebratory riot after Ohio State University's football team defeated the University of Michigan 14-9. At first, the students were celebrating in the streets. Then, at about midnight, a mob of students started a fire and began burning furniture. Meanwhile, another group began overturning cars and setting them on fire. They destroyed nine cars before police arrived. Police used pepper spray and wooden bullets against the crowd. The

rioters threw bottles and cans at the police. "They can't stop it," said one student. "We're the best. No one can stop us!" Police had control of most areas by 4:15 A.M.

After this violent celebration, university officials said that they would punish the rioters. "I'd like to say most of these people are not our students, but 'unfortunately they are our students,'" said Bill Hall, vice president of student affairs at Ohio State. "We will watch the videos and find the students. They will have to leave the university."





### READING 3

## World Cup Worries



TOKYO - The World Cup final begin in Japan next Friday. People here are both excited and worried. They're excited about the games and worried about the fan. Japan is no stranger to international competition. The Olympics were here 1964, 1972, and 1998. But soccer fans are very different from Olympic fans.

Riots and fights never happen at the Olympics. However, they are common after soccer games. In 1985, 39 Italian fans died in a mob riot after the European Cup Final between Liverpool of England and Juventus of Italy turned ugly.

As a result, the Japanese are particularly worried about the fans from England. The British government thinks that between 6,000 and 8,000 British fans will attend the World Cup. Officials want to make sure that there are no problems, such as property destruction. Therefore, last Friday, England banned more than 1,000 possible troublemakers from traveling to Japan. "Ninety-nine percent of our fans are not interested in violence. The other one percent will not be allowed to

come," said Kevin Miles of the Football Supporters' Association.

However, Japanese citizens are making their own plans. Many parents will not let their children go to the games. Businesses near the stadium will not open on the days of the matches. Perhaps these people know the song that the Chelsea Shedboys sing at their team's games:

*We're forever throwing bottles  
Pretty bottles in the air.*

*They fly so high  
They nearly touch the sky.  
And like West Ham\* they  
fade and die.*

*Arsenal\* keep running;  
Wolves\* and Tottenham\* too.  
We're the Chelsea Shedboys;  
We'll keep running after you!*

**\*West Ham, Arsenal, Wolves  
and Tottenham are soccer  
teams**

## Reading Comprehension

### Check your predictions

1. How good were your predictions in the Predict section on page 15?

Prediction	Not Accurate	Accurate
1		
2		
3		

2. If you found the answers to your questions in Predict #4, what were they?

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### Check the Facts

Read the statements and write true (T) or false (F). Go back to the readings and look for the answers you are unsure of.

#### READING 1

- 1. Russia defeated Japan 1-0.
- 2. Thousands of people watched the game outside.
- 3. The police arrested 60 people.
- 4. Two people died.
- 5. The rioters smashed windows in the Kremlin.

#### READING 2

- 1. Students were angry because their team lost the game.
- 2. The rioters burned cars.
- 3. Almost 50 people died in the riots.
- 4. Most of the rioters were not students.
- 5. The University isn't going to punish the troublemakers.

### READING 3

- 1. People in Japan like soccer.
- 2. Japanese soccer fans are often violent.
- 3. About 80,000 English fans will attend the World Cup finals.
- 4. Some English soccer fans will not be able to travel to Japan.
- 5. Very few English soccer fans are troublemakers.

#### Analyze

1. How were the riots in Russia similar to the riots after the university football game? How were they different?
2. What do the Russian officials think was the cause of the riot in Moscow?
3. How are the Olympics similar to World Cup soccer games? How are they different?
4. Are the Chelsea Shedboys troublemakers? Why or why not?

#### Vocabulary Work

##### Guess Meaning from Context

1. Read the score and write true (T) or false (F).

**New York Yankees 6      4 Los Angeles Dodgers**

- a. The Dodgers won the game.
- b. The Yankees didn't lose the game.
- c. The Yankees defeated the Dodgers.
- d. The Dodgers beat the Yankees.

2. Work with a partner. Look back at the readings and try to guess the meaning of these words.

Word	Reading	Meaning
fan	1	_____
arrest	1&2	_____
riot	1&2&3	_____

injured	1	_____
mob	2&3	_____
smash	1	_____
shout	1	_____
ban	3	_____

**3. Look at the words you guessed correctly. Look back at the readings.**

**What clues did you use?**

**Guess Meaning from Related Words**

*You can sometimes guess the meaning of new words by relating them to words you know. For example: We always win the championship. We are the winners.*

**1. Scan the readings for other forms of the words below.**

Verb	Noun (thing)	Noun (person)	Adjective
	Riot		---
---	Violence	---	
		Celebrity	
	Destruction	---	---

**2. Some words are made up of two common words. Write the two words on the lines.**

troublemaker (n) \_\_\_\_\_

overturn (v) \_\_\_\_\_

**3. Look at these phrases. Can you guess their meanings?**

a war zone \_\_\_\_\_

turned ugly \_\_\_\_\_

**Reading kills**

### Understanding Organization

1. News articles have a special organization. A summary of the news story appears at the beginning of the article. Look back at the three readings and underline each summary.
2. Which news article is:
  - a. an explanation? b. in time order? c. a description?

**Underline sentences or phrases that support your answers.**

### Discussion

1. Are there riots at sports events in your country? Why or why not?
2. Have you ever seen sports violence? What happened?

## UNIT III. READING FOR SPECIFIC INFORMATION

What is reading for specific information?

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

1 What conclusion can be drawn from the final sentence of the paragraph?

A You might need to determine that the text is factually incorrect.

B You might have to determine that the text lacks certain information.

C You might not be able to determine whether the information is there.

Why is reading for specific information important?

*In real life, we often only read parts of texts (the parts that provide the information we're interested in). For example, if you want to know what's on TV tonight, you won't look at the programmes listed in the TV listings for earlier in the day. In reading tasks in English exams, time pressure forces candidates to find information quickly so doing this helps in both real-life and exam situations.*

What is suggested about reading tasks in exams?

A The exam rules determine which skills you need to use.



- B They require skills not used in normal everyday life.
- C They usually give you plenty of time to achieve the task.

How do you read  
for specific  
information?

*After identifying the information you need, it's helpful to determine which part of the text it is in. Headings can help with this, as can reading for gist. The main reading skill employed is scanning. This involves moving very quickly over the text, ignoring unknown vocabulary and focusing solely on key words, phrases and ideas. Scanning should enable you to find the specific information. Then read that part more carefully to get a full understanding.*

- Reading for gist can be helpful in
  - A locating a specific word or phrase.
  - B working out unknown vocabulary.
  - C finding the general location of an idea.



Get started

Look at the photo and answer the questions.

- Which kind of farm do you think the picture shows?
- Which of these substances are permissible for use on organic crops?  
Manmade chemicals / natural fertilizers / pesticides
- Do you ever eat organic food? Why? / Why not?

## Develop your vocabulary

1. Write a word or phrase from the box in each gap to complete the sentences.

domestic fowl ■ growth hormones ■ processed ■ rancid ■ sweet tooth

- 1 This book of easy-to-follow dessert recipes is an ideal present for anyone with a \_\_\_\_\_.
- 2 This butter smells \_\_\_\_\_ – throw it away!
- 3 It's difficult to find out exactly which ingredients are used to make \_\_\_\_\_ foods.
- 4 Some farmers inject their animals with \_\_\_\_\_ to make them bigger and heavier.
- 5 The use of \_\_\_\_\_ such as chickens and geese for their meat and eggs dates back to ancient times.

2. Match each verb with a phrase to make expressions.

3. Read the paragraph and circle the correct words.

- 1 stir
  - 2 get
  - 3 tingle
  - 4 upset
  - 5 whip up
- a hot and bothered  
b the apple cart  
c a quick meal  
d the imagination  
e your taste buds

Industrial farming methods are commonplace, but the philosophy of organic farming could be about to change the way many of us eat. Consumers have (1) **dangerous / grave** concerns about eating fruit and vegetables that have been grown with the use of pesticides and chemical (2) **fertilizers / additives**. The use of chemicals might make the crops immune to (3) **epidemics / infestations**, but consumers have started to worry about the (4) **adverse / modified** effects that such farming techniques might have. Organic farming could offer a solution to this problem. Farmers are able to cultivate (5) **abundant / plenty** crops using natural fertilizers. The same is true for farms involved in the meat and (6) **dairy / milk product** industries. Farmers can use organic feed for their (7) **livestock / meat** instead of giving them harmful processed foods. Organic farming might also avoid some of the (8) **hygiene / well-being** issues that are associated to industrial farming, as well as giving people better quality meat to choose from.

## Develop your reading skills: reading for specific information

1 Underline the word or phrase in each sentence which can be replaced by the word in bold.

**Consequences ingredients rising dangers enhanced available**

- 1 There are a number of adverse effects which are caused by consuming certain food additives.
- 2 Additives are components used in the preparation of processed foods.
- 3 Mounting costs were resulting in an unprofitable crop.
- 4 There are potential risks involved in using GM technology in food.
- 5 The government approved the use of genetically-modified crops in food production.
- 6 GM foods have only been on the market since 1994.

## 2 Match each phrase with a headline.

1 food with altered DNA

Diner hospitalised with food

2 healthy dining

*Sushi world record*

3 cooking instructions

Chef posts his top ten recipes online

4 a type of food additive

Toxic sugar substitute contained in over 9,000 food products

5 a national dish

New chain of organic

6 a meal that caused illness

Genetically-modified foods to be sold in supermarkets

3 Read the headlines in exercise 2 again. Underline between one and three words in each headline which gave you the answers.

4 Match the underlined words and phrases in the text with the headings.



## 20 Minutes?

Last year, when I was reviewing Andrew Wong's 20-Minute Meals, I failed at every attempt to produce the meals in the allotted time. Wong's follow-up, 100 more 20-Minute Meals, suffers from the same unrealistic objective. The celebrity chef might be able to whip up these meals in

that time himself, but everyone else should allow themselves at least double that. The quickest time I managed was 38 minutes for the 'black bean curry.' I can assure you, however, that once you allow yourself some extra time, you can avoid getting hot and bothered and really start to enjoy your cooking. The original '20-Minute'book went on to become my most used cookbook. Every one of Wong's dishes stirs your imagination and tingles your taste buds. The delicious flavours, easy-to-follow recipes and stunning photography are all neatly packaged in both of these books. I love Wong's abundant use of herbs and spices, but I'm less keen on the unusual ingredients which take much longer to source than they do to sauce. 100 More 20-Minute Meals provides you with a fascinating range of recipes, including plenty for vegetarians and those with a sweet tooth.

1 Time period: \_\_\_\_\_

2 Book title: \_\_\_\_\_

3 Dish: \_\_\_\_\_

4 Ingredients: \_\_\_\_\_

5 Person/People: \_\_\_\_\_

6 Household chore: \_\_\_\_\_

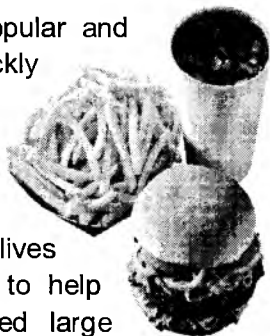
5 Read the text in exercise 4 again. Write a word or phrase from the text in each gap to complete each sentence.

- 1 I didn't succeed in my \_\_\_\_\_ at making the meal quickly.
- 2 100 More 20-Minute Meals is Wong's \_\_\_\_\_ book to 20-Minute Meals.
- 3 Wong can possibly \_\_\_\_\_ his meals in the 20-minute time limit.
- 4 I enjoyed the cooking once I gave myself time not to get \_\_\_\_\_.
- 5 The meals are so creative that they really \_\_\_\_\_ your taste buds.
- 6 Both books have \_\_\_\_\_ recipes that almost anyone could use.
- 7 It could take a while to find the rare \_\_\_\_\_ Wong uses in his books.
- 8 People who don't eat meat or who have a \_\_\_\_\_ will find plenty in this cookbook.

**6 Scan the article as quickly as you can and tick the information that is mentioned. Do not read it carefully word by word.**

With fast food chains becoming more popular and people's attempts to make meals more quickly and cheaply, livestock is now raised differently than it was in days gone by. Many domestic animals will never breathe fresh air outside nor eat off the land. Chickens that live indoors their entire lives are fed grains which include antibiotics to help them grow faster until they are deemed large enough to butcher.

Cattle farms are not what they used to be either. Cows usually start life in fields before they are sold to the meat production industry. Huge factory-like structures can house thousands of



these large animals, but this can have huge implications for food safety because such cattle live in their own manure. The cattle are given growth hormones in their ears to help them grow faster. Once they are sufficiently fattened up, they are sent to slaughterhouses, where they are processed into cuts of meat and what's left is sent to the grinder. After that, the processed meat is made into burger patties and shipped to fast food restaurants for everyone to enjoy.

- 
- 1 the first fast food restaurant \_\_\_\_
  - 2 animals kept for profit \_\_\_\_
  - 3 a domestic fowl \_\_\_\_
  - 4 feeding methods \_\_\_\_
  - 5 a building to house animals \_\_\_\_
  - 6 a hygiene issue \_\_\_\_
  - 7 a health problem related to the ears \_\_\_\_
  - 8 a machine that minces meat \_\_\_\_

**7 Read the text in exercise 6 again. Find words or phrases in the text that match these underlined words and phrases.**

- 1 According to the writer, animals are not raised as they were in the past... \_\_\_\_\_
- 2 To make them ready for slaughtering, some domestic fowl are ... \_\_\_\_\_
- 3 The writer is concerned about the buildings cattle are kept in because they ... \_\_\_\_\_

**8 Read the text in exercise 6 again and choose the correct answers.**

- 1 According to the writer, animals are not raised as they were in the past  
**A** because they are now domesticated.  
**B** due to the demands of certain restaurants.

**C** as a result of people's growing disapproval of fast food outlets.

**D** because people can cook more quickly these days.

2 To make them ready for slaughtering, some domestic fowl are

**A** given enhanced foods.

**B** tested for bacterial infections.

**C** provided with fresh air.

**D** deprived of medication they need.

3 The writer is concerned about the buildings cattle are kept in because they

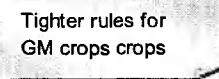
**A** are too spacious.

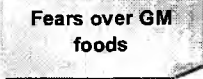
**B** make meat production faster.

**C** do not have good safety measures for workers.

**D** could cause hygiene issues.

**9 Match each article with a title. There is one extra title which you do not need to use.**

a  Tighter rules for  
GM crops crops

b  Fears over GM  
foods

c  Potential  
benefits of GM  
technology

1 \_\_\_\_\_  
**WE** now have the ability to add specific qualities to our food through science. However, the use of genetically-modified foods has upset the apple cart. Many people are reluctant to alter the natural properties of our food, but that's just what humans have been doing since time immemorial. Our ability to cook the meat of the animals we hunted allowed us to grow stronger and helped our brains to develop. Genetically-modified foods or crops can enhance taste and quality, increase nutrients or improve a crop's resistance to pests or disease. GM foods can even be used to help conserve natural resources, for example by requiring less water or energy to grow. The question is, why are so many people against the use of GM technology in food?

GM foods hold great promise in providing solutions to help feed the growing population of the world, but there are also potential risks. What effects will GM technologies have on the environment, biodiversity and the way our eco-systems work? If we grow crops that are immune to infestations, what will happen to the insects that can no longer feed on them? There are very grave concerns about the impact this could have on other species further up the food chain. When GM crops are grown in a field, can farmers guarantee that the genes from the modified organisms won't get mixed with natural plants in neighboring fields? The more GM crop production expands, the more urgent becomes the need to find answers to these questions.

**10 Read the texts in exercise 9 again and decide if these ideas are stated (S) or not stated (N).**

- 1 People have always changed some attributes of food.
- 2 Using GM technologies on crops will make insects immune to pesticides.
- 3 Using GM ingredients can make food have better flavour.
- 4 GM crops can potentially combine with unaltered crops.
- 5 Altering the genes of crops can affect various organisms in the same ecosystem.
- 6 Mankind's evolutionary progress was enhanced by eating raw meat.

## **LOCATING THE MAIN IDEA**

One useful way to understand the main idea of a paragraph is to start by identifying the paragraph's **topic**. **A paragraph's topic is the subject under discussion.** When identifying the topic of a paragraph, remember that it should be general enough to cover



the material in the paragraph, but not so general that the label could apply to many paragraphs.

*Let's look at this paragraph to illustrate.*

Beginning in the late tenth century, many new cities and towns were founded, particularly in northern Europe. Usually, a group of merchants established a settlement near some fortified stronghold, such as a castle or monastery. Castles were particularly favored since they were usually located along major routes of transportation or at the intersection of two such trade routes; the lords of the castle also offered protection. If the settlement prospered and expanded, new walls were built to protect it.

What is this paragraph about? The opening sentence tells us that it is about “cities and towns” in “Europe” in the “late tenth century.” But, is it about all towns in tenth-century Europe? No. As the opening sentence establishes, it is about the founding of new towns. The rest of the paragraph contains specific details about how (by merchants) and where (near castles and trade or transportation routes) the new towns were established. The paragraph’s topic is the founding of new towns in late tenth-century Europe.

Once you have identified the topic of the paragraph, you can locate the main idea sentence by looking for a statement which contains some ideas/opinions about the topic. This sentence, however, must be broad enough to include all other ideas in the paragraph. The main idea must make the rest of the paragraph meaningful. It is the one idea that ties all of the other details together.



A **main idea sentence (MIS)** has two parts, usually called the **topic (T)** and the **controlling idea (CI)**. If you like math, think of it as an equation: **MIS = T + CI**

The main idea is often found in the first sentence of a paragraph; however, you may find it in other locations; that is, in the last sentence, in the middle sentence, split between the first and the last sentences or not stated in the paragraph at all.

Study the sample paragraphs on the next page and notice the locations of the main idea and its relationship with the other sentences in the paragraph.

A. *Main idea in the first sentence*

**You no doubt have an image of who you are: this is your self-concept.** It consists of your feelings and thoughts about your strengths and weaknesses, your abilities and limitations. Your self-concept develops from at least three sources: (1) the image of you that others have and that they reveal to you, (2) the comparisons you make between yourself and others, and (3) the way you interpret and evaluate your own thoughts and behaviors.

B. Main idea in **the last sentence**

The open self represents all the information that both you and others know about yourself. The blind self represents all the things that you don't know about yourself that others do know. The hidden self contains all that you know of yourself and of others that you keep secret. The unknown self represents truths about yourself that neither you nor others know. **Thus, your self-awareness is how much you know about yourself according to the model of four selves.**

C. *Main idea in **the middle sentence***

When you think you're a failure, you're more likely to act like a failure. When you think you are successful, you are more likely to act like a success. When you feel good about yourself – about who you are and what you are capable of doing – you will perform better. **Self-esteem is very important because**

**success breeds success.** Increasing self-esteem will, therefore, help you to function more effectively in school, in interpersonal relationships, and in careers.

#### D. Unstated main idea (implied)

Sometimes the main idea is not stated in any particular sentence but each sentence contains details that lead to a common idea. In order to arrive at the main idea, you have to read every sentence and figure out what they have in common.

People in the United States disclose more than those in Great Britain, Germany, Japan, or Puerto Rico. American students also disclose more than students from nine different Middle East countries. Singaporean-Chinese students consider more topics to be taboo and inappropriate for self-disclosure than their British colleagues. In Japan it is considered undesirable to reveal personal information whereas in much of the United States it is not only considered desirable, it is expected.

From the above paragraph, you can notice that all of the sentences are about “self-disclosure.” Also, you can see that the subject of each sentence is people from different countries and cultures. Each sentence talks about how much people from different cultures are willing to tell about themselves. If you put all this information together, you can come up with a main idea sentence such as “**People from different countries have different degrees of self-disclosure.**”

#### **Exercise 4**

**Instructions: Write the main idea of the following paragraphs.**

1. Luang Prabang has both natural and historical sites. Among the natural tourism sites are the Kuang Si Falls and Pak Ou

Caves. Tourists may also ride elephants. At the end of the main street of Luang Prabang is a night market where stalls sell shirts, bracelets and other souvenirs. The Haw Kham Royal Palace Museum and the Wat Xieng Thong temple are among the most well-known historical sites. Along with the magnificent temples, a significant part of the old town's appeal is the many French provincial style houses.

Main idea =

---

2. Food sits at the very center of Vietnamese culture: for every significant holiday on the Vietnamese cultural calendar, all the important milestones in a Vietnamese person's life, and indeed, most of the important day-to-day social events and interactions—food plays a central role. Special dishes are prepared and served with great care for every birth, marriage and death, and the anniversaries of ancestors' death s. More business deals are struck over dinner tables than over boardroom tables, and when friends get together, they eat together. Preparing food and eating together remains the focus of family life.

Main idea =

---

3. Singapore has four official languages: English, Chinese, Malay, and Tamil. English is the common language of the nation and is the language of business, government and the medium of instruction in schools. Public organizations in Singapore conduct their businesses in English, and official documents written in a non-English official language such as Chinese, Malay or Tamil typically have to be translated into English to be accepted for submission. The Singapore Constitution and all laws are written in English, and translators are also required if one wishes to address the Singaporean Courts in a language other than English. However, English is the native tongue for only one-third of all Singaporeans, with roughly a third of all Singaporean

Chinese, a quarter of all Singaporean Malays and half of all Singaporean Indians speaking it as their native tongue.

Main idea =

---

4. Due to its long history as a tributary state of China, as well as several periods of Chinese occupation, Vietnamese culture is heavily influenced by that of Southern China, with Confucianism forming the basis of Vietnamese society. The Vietnamese language also contains many loan words from Chinese, though the two languages are unrelated. Buddhism remains the single largest religion in Vietnam, though like in China but unlike in the rest of northern Southeast Asia, the dominant school of Buddhism in Vietnam is the Mahayana School.

Main idea =

---

**This reading is more difficult than the previous page. Read it for the main ideas.**

**Do not worry if you cannot understand everything. Read to find the answers to these questions.**

1. What are two reasons why people think that reality TV is popular?
2. According to the scientific study, what kind of people enjoy reality TV?



**1**Even if you do not watch reality television, you can probably name some of the programs. Your friends and co-workers talk about them. You read about the shows in the newspapers, see pictures in magazines, and even see contestants on the news.

**5**Why are these shows so popular? Some people say that people watch the programs to be part of the "in" crowd. Other people think that only people who are unintelligent watch reality television.

**10**Steven Reiss and James Wiltz are psychologists at Ohio State University. They wanted to find out what kind of people watch reality programs and why, so they conducted a scientific study. The results were surprising. First of all, they discovered that reality television watchers are not less intelligent than non-watchers. They also found out that they are not more social than non-watchers, so they do not watch these programs just to talk about them with friends.

**15** They did find that people who watch reality television were more competitive than people who don't watch it. However, that was not the biggest difference. The attitude that separated watchers from non-watchers was the importance of social status. People who enjoy reality television generally agreed with statements such as "Prestige is important to me" and

20 "I am impressed with designer clothes. The desire for status is a way to get attention. When you get more attention, you feel more important. Through reality TV; people can dream about becoming famous. Ordinary people watch other ordinary people become celebrities. The message of reality television is that ordinary people can become so important that millions will watch them. And the secret dream of many of those viewers is that they might be the next celebrities.

### **Vocabulary Work**

#### **Guess Meaning from Related Words**

**Find new forms of these words from the text.**

**New Word**

**Meaning**

compete

\_\_\_\_\_

celebrate

\_\_\_\_\_

intelligent

\_\_\_\_\_

### **Idea Exchange**

#### **Think about Your Ideas**

**Choose one sentence from A and one sentence from B. Then complete the sentences so that they are true for you.**

A. I never watch reality TV because \_\_\_\_\_.

I watch reality TV shows that are \_\_\_\_\_.

I enjoy reality TV shows because \_\_\_\_\_.

B. I would like to be on a reality TV show because \_\_\_\_\_.

I might be on a reality TV show if \_\_\_\_\_.

I would never be on a reality TV show because \_\_\_\_\_.

## UNIT IV. UNDERSTANDING REFERENCE

### A. Pronoun

Writers use pronouns instead of repeating the same word or name many times. Pronouns can be singular or plural. This means they can replace a single name/idea or a group of names/ideas.

*Example:*

Modern technology has dramatically changed the way we view the world. With air travel, satellite communications, and computers, **it** seems a much smaller place these days. The word '**it**' refers to '**the world**'.

### Exercise 1

**Instructions: Write down what each underlined pronoun refers to.**

#### The Problem of Old Computers

Approximately 10 million computers are thrown away each year! Because most unwanted computers are sent to a dump, (1) **they** have caused a problem. The computer industry and the government are working on ways to solve (2) **it**. (3) **They** have concluded that there must be changes in the way computers are built. (4) **They** must be made in ways that will allow their parts to be recycled. (5) **These** include the electronic parts, the glass screen of the monitor, and pieces of the printer.

(1) **They** = \_\_\_\_\_ (4) **They** = \_\_\_\_\_

(2) **It** = \_\_\_\_\_ (5) **These** = \_\_\_\_\_

(3) **They** = \_\_\_\_\_

A new company has started to recycle computer parts. When old computers and computer parts are received at the company, (1) **they** are carefully broken down into parts. (2) **These** include circuit boards, bits of aluminum, gold, and electronic chips.



Sometimes it takes an hour to break an old personal computer down into its parts. Eventually, (3) **they** are all carefully sorted. Then the company sells (4) **them** to the many customers (5) **it** has found for used parts.

- (1) they = \_\_\_\_\_ (4) them = \_\_\_\_\_  
2) these = \_\_\_\_\_ (5) it = \_\_\_\_\_  
(3) they = \_\_\_\_\_

### **B. Substitution (Synonyms)**

Writers make their writing interesting and enjoyable to read by using a variety of words. They may use different words or phrases to name the same thing. It is important to remember that even though two different words are used, they refer to the same thing.

*Example:*

- Many Estonians have country **homes** on the nearby island of Saaremaa in the Baltic Sea. They visit their simple **cottages** often and plant large gardens there.

The word '**cottages**' refers to **homes**.

- A **pedicab** is a small cab that is pulled by a bicycle. This **human-powered transportation** has been popular in Asian countries for many years.

The phrase '**human-powered transportation**' refers to **pedicab**.

### **Exercise 2**

**Instructions: Circle the word or phrase which has the same meaning as the underlined word/phrase in each of the following sentences.**

### **VIETNAM**

1. During its history, Vietnam was invaded by China, France and the U.S. Nevertheless, this Southeast Asian nation still boasts patriotism and a rich cultural heritage.

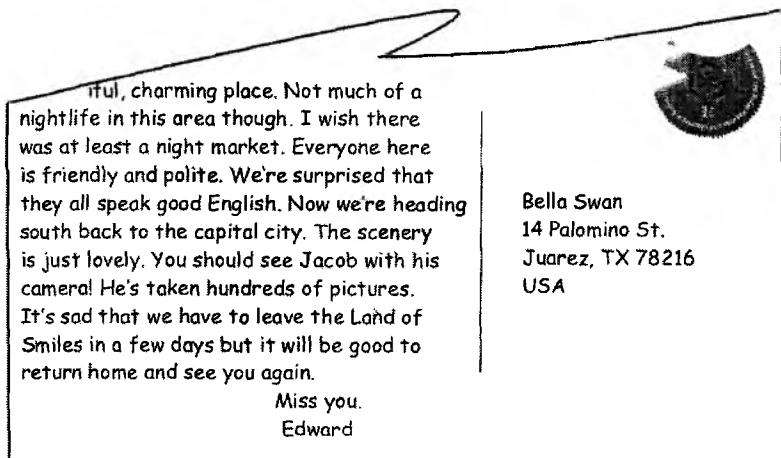
2. The Vietnamese are especially proud of their historic capital city. The old quarter of Hanoi dates back to the 11<sup>th</sup> century
3. Hanoi's peaceful 'Van Mieu', or Temple of Literature, is Vietnam's oldest educational institution. The Confucius inspired university was established for the education of mandarins.
4. Around the central courtyard of Van Mieu stand 82 stone tortoises. These beautiful ancient sculptures were built to honor the men who received doctorates in triennial examinations.
5. Every year, the celebration of the Lunar New Year, 'Tet', is held near Hoan Kiem Lake. This festival is a centuries-old tradition much enjoyed by everyone, locals and tourists included.
6. While most tourists neglect Vietnam's fourth-largest city in favor of nearby Hué and Hoi An, Danang has considerable charm in its own right.
7. Another tourists' favorite is Saigon which was renamed Ho Chi Minh City following its fall in 1975. However, the old name is still used by both Vietnamese and foreigners, especially when referring to the most central part of the city.
8. The Vietnamese love a good cup of coffee. In the central market of Saigon, many small shops offer samples of this favorite beverage, individually brewed with a small metal French drip filter, and served with condensed milk.

*Source: Lonely Planet 'Vietnam'*

## V. MAKING INFERENCES

The process of putting pieces of information together so that they make sense is called **making an inference**. In other words, when you “infer” something, you are drawing an unstated conclusion from the information that you already have.

Here is a postcard from a friend. The postcard was damaged so you can't read the postmark or the first line. Read the postcard and discuss the questions that follow with your classmates.



- Which country did the sender go to on vacation? How can you tell?
- How can you tell that the sender is not in the USA?
- What can you tell about the writer who sent the postcard and the person he is traveling with?

Success at making inferences depends on the background knowledge and the facts given in the text. Logical reasoning will help you to make inferences about ideas or concepts that the author has not directly stated. Thus, while you are reading, look

at the important details and think of them as clues or evidence that will support your inferences or conclusions.

Look at the example below to try to find clues in the facts given and use these to make inferences.

**Situation:** Mike is a student in Professor Brown's biology class. Class starts at 9 a.m. It is now 9.15 a.m. and Professor Brown is speaking to the class. Mike opens the door and walks into the classroom.

*Clues:* Mike is a student in Professor Brown's biology class.

Class starts at 9 a.m.

Mike walks into the classroom at 9.15 a.m.

*Inference:* Mike is late for class.

### Exercise 1

**Instructions:** Study the facts from each situation. Underline the clues to help you make a logical inference or draw a reasonable conclusion. Do not read the following passage until you finish the one before.

1. **Situation:** The ticket line for the flight to Kuala Lumpur was long. Ploy was standing in line ahead of Chai. The ticket agent sold Ploy the last ticket.

**Inference:**

---

2. **Situation:** Chai stood at the window, watching the flight to Kuala Lumpur depart with Ploy on board. He desperately needed to get to Kuala Lumpur that night. However, there were no more flights available until the next morning. Half an hour passed as he

sat in the passenger hall of Suvarnabhumi Airport, wondering what to do. Suddenly, Ploy walked down the hall, waving to him.

**Inference:**

---

**3. Situation:** Ploy explained that one engine of the plane had caught on fire and they were forced to return to Bangkok. The crew was now getting another plane ready to go to Kuala Lumpur. Although the flight to Kuala Lumpur had originally been full, there were many seats available now. Some passengers had missed their connections, while others decided not to fly at all. However, Chai was not afraid.

**Inference:**

---

## UNIT VI. THINKING LOGICALLY

When you are reading, understanding the words is not enough to understand the whole text. You need to be able to make logical connections between the ideas and information in your reading. This means using the information you already know to reach a conclusion. In other words, you need to think logically.

### Exercise 1

**Instructions:** Choose the best possible ending for the following paragraphs.

1. Imagine a baby about five months old. It can cry and smile, and it can eat and sleep. Do you know a baby can also count at this age? According to new psychological research, a small baby can even add and subtract small numbers of objects. People generally think that these abilities are learned much later, but in fact they are \_\_\_\_\_.

- a. not present until adulthood
- b. learned only by five-month-old babies
- c. already present in small babies
- d. very difficult for children to learn

2. In many countries, textbooks for children in elementary school give a false picture of women's lives. They often show women only as mothers and housewives. The women are seen caring for their families or doing simple tasks around the home. In reality, in many countries, the majority of women work outside the home. They may also have children and do housework, but at the same time, they have jobs. Their lives can be quite complicated as they try to balance their responsibilities at home and at work. Their situation is nothing like the situation shown in the school books. Some educators believe that these books \_\_\_\_\_.

- a. help girls prepare for their future

- b. give girls a good idea of their future
- c. show women in many complex situations
- d. do not show enough pictures of women

3. Sociologists and psychologists have argued for centuries about how a person's character is formed. The argument has long been known as "nature versus nurture," describing the two main opposing theories. The first theory says that character is formed genetically before birth. According to this theory, nature – through genetics – determines what a person will be like. The other theory says, on the contrary, that a newborn baby has no definite character. The child's character develops as he or she grows up, and the development of that character is influenced by the child's family and social environment. Thus, according to the second theory, the most important factors are \_\_\_\_\_.

- a. natural and genetic
- b. scientific and theoretical
- c. psychological and physical
- d. cultural and social



When doing this exercise, you need to use critical thinking; that is, you will look for the ways that each ending may or may not make sense in the paragraph. **The best ending always follows logically from the information in the paragraph!**

## ADVERTISING:

*WE KNOW WHAT YOU  
WANT BEFORE YOU DO!*



### PREVIEW

1. How do you decide what items to buy? Complete the chart.

	Advertising	Friends	Popularity	Price	Other
Clothes					
electronics (computer, stereo, etc.)					
Car					
Food					
Restaurant					



2. Think of two or three things that you would like to buy right now. (It doesn't matter if you can afford them or not.) How do you find out about each one? Why do you want each one?

## Predict

*Skim the three readings and make predictions. Which article or articles...*

1. came from a newspaper? How do you know?
  2. will discuss advertising awards?
  3. will probably criticize advertising?
  4. will discuss a new kind of advertising technique?
  5. Write a question that you think each article may answer.
- 
- 
- 

## Read It

As you read the articles, look for the answers to the questions in the Predict section.



### READING 1

## Will Anyone Notice the Shoes?

NEW YORK. In 1997 the Candie's shoe company introduced an ad that was very controversial. Some people thought it was funny. Other people thought it was in bad taste. The ad was a picture of Jenny McCarthy, a TV star, sitting on a cafe wearing Candie's shoes. Then in 2003 the company created another bathroom ad. This time they put "American Idol" winner Kelly Clarkson in the bathtub. Although some people thought the ads were offensive, they were effective. In fact, they worked so well that, in 2004, the company put the two ads together. Neil Cole, chief executive officer of Candie's Inc., explains why they chose these ads. "It is



difficult to be noticed in advertising;" he said, "Our customers expect us to be creative. They also expect us to use famous people like Jenny McCarthy and Kelly Clarkson. They remember the ads and our company and that's good for us."



## READING 2

### AND THE WINNER IS ...

Buy Cover Girl makeup. (You will be beautiful.) Wear Nike sneakers. (You will be strong.) Drive a Lexus. (You will be successful.) Drink Budweiser. (You will be popular.) Advertising's promises can seem harmless, but a group of critics, scholars, and journalists argue that they aren't. They have formed a group called the Media and Democracy Congress. This group wants to teach Americans how influential advertising can be. In order to do this, they give advertisers awards for bad ads. The name of these awards, the Schmios, rhyme with the Clios—the Oscars of the advertising industry. Every advertising agency would like to win a Clio. No one wants a Schmio.



Schmios are given for false advertising and for some ads that are just in bad taste. For example, TV star Jenny McCarthy won a Schmio a few years ago for an ad that pictures her sitting on the cafe and reading the wall Street Journal. The National Rifle Association also won an award for its Eddie Eagle ads. Eddie is cute and cuddly and loves to teach kids about guns. He tells children, "If you see a gun, STOP! Don't touch. Leave the area. Tell an adult." But critics think the NRA is sending another message. "We gave Eddie Eagle a special award for the most effective contribution to our culture of violence," said Bianca Jagger, a Schmio presenter.

Shoe company Nike was given a "Lifetime Achievement" award. Charles Kernaghan, executive director of the National

Labor Committee, presented the award to the company that spends about \$640 million a year on advertising around the world. He pointed out that many of Nike's ads show the empowerment of women. However, critics argue that Nike doesn't empower its workers-particularly women. In fact, it treats them very badly. Their salaries are low and their working conditions are terrible.

Peter Zapf, an advertising expert and a member of the Clio board, defends the Clios. "We honor advertising excellence," but not even he can completely defend his industry. "Most advertising is bad," admits Zapf. "Very few advertising companies respect the customers' intelligence."



### READING 3

## UNDERCOVER MARKETING

You're in a department store and you see a couple of attractive young women looking at a sweater. You listen to their conversation

"I can't believe it-a Lorenzo Bertolla! They're almost impossible to find. Isn't it beautiful? And it's a lot cheaper than the one Sara bought in Rome."

They leave and you go over to see this incredible sweater. It's nice and the price is right. You've never heard of Lorenzo Bertolla, but those girls looked really stylish. They must know. So, you buy it. You never realize that those young women are employees of an advertising agency. They are actually paid to go from store to store, talking loudly about Lorenzo Bertolla clothes.

Every day we notice what people are wearing, driving, and eating. If the person looks cool, the product seems cool, too. This is the secret of undercover marketing. Companies from Ford to Nike are starting to use it.

Undercover marketing is important because it reaches people that don't pay attention to traditional advertising. This is particularly true of the MTV generation- consumers between the

ages of 18 and 34. It is a golden group. They have a lot of money to spend, but they don't trust ads.

So advertising agencies hire young actors to "perform" in bars and other places where young adults go. Some people might call this practice deceptive, but marketing executive Jonathan Ressler calls it creative. "Look at traditional advertising. Its effectiveness is decreasing."

John Palumbo, another industry expert, is sure that underground marketing is the right way to reach young people. "A product has to have credibility to succeed," he says. "People have to see it. They have to understand it in a real way. The best way to do that is to put it in their world. And that's what we do. We put the product in their life."

However, one might ask what exactly is "real" about two young women pretending to be enthusiastic about a sweater? Advertising executives would say it's no less real than an ad. The difference is that you know an ad is trying to persuade you to buy something. You don't know when a conversation you overhear is just a performance.

## Reading Comprehension

### Check Your Predictions

#### 1. How good were your predictions on page 48?

Prediction	Not Accurate	Accurate
1		
2		
3		
4		

2. If you found the answers to your questions in the Predict section, what were they?

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## Check the Facts

Mark the statements true (T) or false (F). Then go back to the readings and look for the answers you are unsure of.

### READING 1

- 1. Candies are shoes.
- 2. Jenny McCarthy and Kelly Clarkson are models.
- 3. The bathroom ads made people buy more shoes.
- 4. Young people didn't like these ads.

### READING 2

- 1. The Media and Democracy Congress gives awards for good advertising.
- 2. Advertisers want to win Schmios.
- 3. The Candie's TM shoe ad won a Clio".
- 4. The Eddie Eagle ads won a Schmio.
- 5. Nike™ got a special award for helping its workers.

### READING 3

- 1. Young people often don't trust advertisements.
- 2. Undercover marketing uses models to advertise products.
- 3. Undercover marketing works because everyone wants quality products.
- 4. The MTV generation is over 50.
- 5. Undercover marketing is done in schools and universities.

## Analyze

1. How is the advertising technique in Reading 1 similar to the advertising technique in Reading 3?

2. How do you think the Media and Democracy Congress feels about undercover marketing? Why?

## Vocabulary Work

### Guess Meaning from Context

1. Work with a partner. Look back at the readings and try to guess the meanings of these words and phrases.

Word/Phrase	Reading	Meaning
controversial	1	_____
in bad taste	1	_____
awards	2	_____
false	2	_____
cool	3	_____
deceptive	3	_____
enthusiastic	3	_____

2. Look at the words you guessed correctly. Look back at the reading. What clues did you use?

3. Sometimes we can ignore an unknown word in a series of words if we understand the other words in the list. Does it matter if you know exactly what scholars are in the sentence below?

*Advertising's promises can seem harmless, but a group of critics, scholars, and journalists argue that they aren't.*

This is often true for adjectives. It is often enough to know if the adjective is a positive or negative quality. Is cuddly positive or negative in the sentence below?

*Eddie is cute and cuddly and loves to teach kids about guns .*

4. Sometimes grammar helps us guess whether an adjective is positive or negative. One of the adjectives below is positive and one is negative. How do we know which one is positive?

*Although some people thought the ads were offensive, they were effective.*

### Guess Meaning from Related Words

1. Use the individual parts of these words to guess their meanings.

#### READING 2

Word

Meaning

Harmless

\_\_\_\_\_

influential

\_\_\_\_\_

critics

\_\_\_\_\_

empowerment

\_\_\_\_\_

empower

\_\_\_\_\_

#### READING 3

Word

Meaning

undercover

\_\_\_\_\_

stylish

\_\_\_\_\_

traditional

\_\_\_\_\_

underground

\_\_\_\_\_

overhear

\_\_\_\_\_

performance

\_\_\_\_\_

2. Sometimes writers use familiar words in a slightly different way from their normal usage. Look at the underlined word. Is it usually a noun or a verb? What is it in the phrase below?

*an ad that pictures her*

3. Look at the underlined word. What does it usually mean? What does it mean here?

It is a golden group.

## Reading Skills

### Identifying Cultural References

1. Look at these cultural references. What do they have in common? Which ones can be grouped together?

*Wall Street Journal*

*American Idol*

*the Oscars*

*The MTV generation*

*National*

*Labor Committee*

*Ford*

*Nike*

*Lexus Cover Girl*

*National Rifle Association*

2. Is it important to know exactly what these references are? Why or why not?

## Understanding Cohesion

**Who is in each sentence? Write your answers below.**

This time they (1) put American Idol winner Kelly Clarkson in the bathtub. Although some people thought the ads were offensive, they (2) were effective. In fact, they (3) worked so well that, in 2004, the company put the two ads together. Neil Cole, chief executive officer of Candie's Inc., explains why they (4) chose these ads, ". . . Our customers expect us to be creative. They (5) also expect us to use famous people like Jenny McCarthy and Kelly Clarkson. They (6) remember the ads and our company and that's good for us."

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_



## **Discussion**

1. Do you think that undercover marketing is worse than traditional advertising? Why or why not?
2. Do you think that advertising is harmful or helpful to consumers? Why?

## UNIT VII. GUESSING MEANINGS FROM CONTEXTS

What do you usually do when you come to a word you do not know while reading?

- Do you
- a) look it up in the dictionary?
  - b) ask your teacher?
  - c) ask a friend?
  - d) try to guess what it means?

Guessing will help you get a rough idea about the word while you are reading. Double check with the dictionary before you memorize the meaning.



### Advantages of guessing

- ✚ It is fast because you don't have to interrupt your reading.
- ✚ It helps your comprehension because you stay focused on the general sense of what you are reading.
- ✚ It helps you remember words within their contexts.
- ✚ It allows you to enjoy your reading more because you don't have to stop often.

When you try to guess the meaning of an unknown word, you use the text surrounding the word –the context– to provide you with clues. Sometimes you can guess the meaning of a word from other words within the sentence but sometimes you may need to read several sentences in order to find the clues.

### Exercise 1

**Instructions:** In the paragraphs below, one word has been replaced with a nonsense word. Use the context to guess what the underlined nonsense word means.

1. All tourists visiting Thailand should first get a svip. They will not be allowed to enter at all without one. Travelers without a svip will be sent back where they came from. A svip can be given on the spot if they arrive by plane or by car. However, they may have to

wait a long time for one. This can be avoided by getting a svip before they leave their countries.

What is a “svip”?

Answer: \_\_\_\_\_

2. Various kinds of wrooms are available in Singapore. Some are for one trip only, some are for a day, some for three days. The three-day wroom is useful for tourists who want to visit different parts of the city. It allows them unlimited travel for three days on the local buses and underground trains. Wrooms – and timetable for buses and trains – are available at all tourist information centers.

What is a “wroom”?

Answer:

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3. In Hanoi, it is wise to get yourself a wup as soon as possible. It is very easy to get lost if you leave the main streets. You can get free wups at a tourist information center, but they are not complete. Better wups can be found in the bookstores. These have more details, and they provide names of all the streets.

What is a “wup”?

Answer:

---

## Exercise 2

**Instructions:** Read the following paragraphs and answer the questions about the underlined nonsense word.

1. As the harmful effects of mropping on health have become widely known, many cities and some countries have passed laws that limit where it is allowed. In many places, mropping is no longer permitted in the restaurants and bars. Owners of restaurants and

bars were against prohibitory laws because they believed that their businesses would suffer, but that lasted only for the first few months. After that, business returned to normal. The laws have also had another positive effect, apart from making the air cleaner for everyone: More people have given up mopping altogether.

- ↓ What does "mopping" mean?
- ↓ Which words or phrases give a clue to the meaning of "mopping"?
- ↓ What part of speech is "mopping"? How do you know?

2. There's a misconception that a person who obtains a Ph.D. must be swelch. This can't be all true. "Swelch" qualities like brilliance and quick-thinking are irrelevant in Ph.D. level studies. Let there be no doubt: brilliance and quick-thinking are valuable in other pursuits. But, they're neither sufficient nor necessary in doing Ph.D. research. Certainly, being swelch helps. But, it won't get the job done.

- ↓ What does "swelch" mean?
- ↓ Which words or phrases give a clue to the meaning of "swelch"?
- ↓ What part of speech is "swelch"? How do you know?

3. In many countries, there are electronic signs along roads that zoop drivers about dangers or problems ahead. These may be short-term dangers, such as an accident or bad weather, or longer-term problems, such as roadwork. Studies have shown, however, that drivers do not always notice these signs. To be sure that drivers are zoooped about the condition of the road, the highway management service in Scotland has developed a new electronic system that sends messages directly to special electronic systems built into cars. Do these systems work better to zoop drivers than roadside signs? It is too soon to tell. The results of the first studies will be published next year.

- What does "zoop" mean?

- Which words or phrases give a clue to the meaning of “zoop”?
- What part of speech is “zoop”? How do you know?



**TIPS!**

How to guess meaning from context

- ✓ Determine the part of speech.
- ✓ Look at the words that are used with it.
- ✓ Think about the meaning of the sentence.

**ANGER: I`M NOT ANGRY! YOU ARE ANGRY**

**Predict**

*Skim the three readings and make predictions.*

1. Which readings will teach you something about anger?
2. What are some ways to manage anger?
3. Which reading tells a story?
4. Write a question that you think each article may answer.

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**Read It**

Read the following three articles. Look for the answers to your questions.



**READING 2**

**HOW ANGRY ARE YOU?**

Everyone gets angry sometimes. Take this short quiz to find out how much anger affects you. Check the correct column.

	Almost Never	Sometimes	Often	Almost always
1. I get angry easily.				
2. I get very, very angry.				
3. I get angry at other people's stupid mistakes.				
4. I feel angry when I am not treated fairly.				
5. I say hurtful things when I get angry.				
6. I get angry when people criticize me.				
7. When I get angry, I feel like hitting someone.				
8. I get angry when I am driving.				
9. Anger gives me a headache.				
10. When I get angry, feel depressed.				

### Your Anger Score

- Almost never** = 1 point  
**Sometimes** = 2 points  
**Often** = 3 points  
**Almost always** = 4 points

**High Anger**  
22-40

**Moderate Anger**  
15-21

**Low Anger**  
10-14

People with high scores have heart attacks 2.7 times more often than people with low scores.



## READING 2

# Control Your Anger- Don't Let It Control You

Anger is a normal emotion. However, some people can't control or manage their anger. If anger is affecting your enjoyment of life, your work, or your relationships, then you may need help.

### Some Advice for Anger Management

- Exercise regularly. It can help reduce tension and stress.
- Try some relaxation techniques. You can meditate, listen to soft music, or practice slow, deep breathing.
- Admit feelings of anger. Learn to recognize the signs of anger in yourself so that you can take action early.
- When you feel yourself getting angry, leave the situation.
- Avoid drinking alcohol, driving a car, or operating machinery when you are angry.
- Talk about your feelings with someone you trust.



## READING 3

### The Swami and the Snake

On the train to Brindavana Swami was sitting beside a common man. The common man asked, "Swami, I know you are a holy man, but have you mastered anger?"

"I have."

"Do you mean to say that you never get angry?"

"No, I don't."

"You mean you can control your anger?"

"Yes, I can."

"So, you do not feel anger."

"I do not."

"Is this the truth, Swami?"

"It is."

After a minute, the man asked again,

"Do you really feel that you have controlled your anger?"

"I have, as I told you," the Swami answered.

"Then do you mean to say, you never feel anger, even . . ."

"You are going on and on-what do you want?" the Swami shouted.  
 "Are you a fool? When I have told you ..."  
 "Oh, Swami, this is anger. You have not mas-"  
 "Ah, but I have," the Swami interrupted. "Have you not heard about the story of the snake? Let me tell you...."  
 "On a path near a village in Bengal, there lived a cobra who used to bite people on their way to the temple. Everyone in the village became fearful, and many of them stopped going to the temple. The Swami Ramala lived in that temple. Hewasa great swami and he decided to use his powers to end the problem. He went out to the jungle and called the snake to him. The Swami Ramala then told the snake that it was wrong to bite people. He made him promise that he would never do it again. The snake agreed. People soon realized that the snake wasn't dangerous anymore. It was not long before the village boys were pulling the poor snake along behind them as they ran laughing. When the Swami Rama la passed that way again, he met the snake. The snake crawled up to the Swami Ramala, who exclaimed, 'You are bleeding. Tell me what happened: The snake said, 'No one is afraid of me now and the children treat me very badly: 'I told you not to bite,' said the Swami, 'but I did not tell you not to hiss.' "

## Reading Comprehension

### Check Your Predictions

How good were your predictions?

Prediction	Not Accurate	Accurate
1		
2		
3		



If you found the answers to your questions, what were they?

---

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### Check the Facts

#### READING 1

Check (✓) the questions you can answer after reading once. Then go back and look for the answers that you are unsure of.

- 1. According to the quiz, what kinds of things make people angry?
- 2. What do some people do when they get angry?
- 3. What are some physical or mental results of getting angry?
- 4. Which is better for your health—a high score or a low score?

#### READING 2

Write true (T) or false (F). When the statement is false, what is the correct answer?

- 1. You must always control your anger.
- 2. Stress can make you angry.
- 3. Loud music will not decrease your anger.
- 4. When you are angry, drinking alcohol is helpful.
- 5. You should notice the signs that you are getting angry.
- 6. Talking to someone can make you feel less angry.

#### READING 1

Check (✓) the questions you can answer after reading once. Then go back and look for the answers that you are unsure of.

- 1. Is a swami more like a priest or a doctor?
- 2. Why did the swami on the train get annoyed?
- 3. How did the snake in the story make the villagers afraid?
- 4. What did Swami Ramala ask the snake to do?

\_\_\_ 5. What happened to the snake?

\_\_\_ 6. What did Swami Ramala tell the snake to do in the end?

## ANALYZE

1. How would the swami on the train score on the anger quiz?
2. Would the Swami Ramala and the writer of Reading 2 agree?
3. How are hissing and biting the same as getting angry?

## Vocabulary Work

### *Guess Meaning from Context*

1. Work with a partner. Look back at the readings and try to guess the meaning of these words.

Word	Reading	Meaning
Moderate	1	
Manage	2	
Criticize	1	
Tension	2	
Temple	3	
Cobra	3	
Hiss	3	

2. Look at the words you guessed correctly. Look back at the readings.

What clues did you use?

### Guess Meaning from Related Words

Underline the parts of the words that you know. Then guess the meaning of the whole word.

hurtful \_\_\_\_\_  
enjoyment \_\_\_\_\_  
machinery \_\_\_\_\_  
relaxation \_\_\_\_\_

1. Explain the difference between these related words.

anger                      angry

---

meditate                meditation

---

depressed              depression

---

manage                  management

---

## GLOSSARY

**arrest (v)** if the police arrest somebody, they take them away because they believe them to be guilty of a crime

**case(n)** something that must be decided in a court of law

**client (n)** someone who pays a person or organization for services or advice

**county (n)** an area with its own local government

**defendant (n)** the person in a court who has been accused of a crime

**deputy (n)** somebody who has the second most important position in an organization

**insane (adj)** seriously mentally ill

**mask (n)** something that covers all or part of your face in order to protect or hide it

**nigger (n)** a very offensive word for a black person

**psychiatrist (n)** a doctor who treats people who have a mental illness

**beatify v.** to make supremely happy.

**beatitude n.** any state of great happiness.

**beau n.** an escort or lover.

**nod (v)** to move your head up and down to say 'yes'

**pickup (n)** a vehicle with a large open part at the back, used for carrying goods

**prosecute (v)** to say officially that someone might be guilty of a crime and must be judged by a court of law

**becalm v.** to make quiet.

**beck v.** to give a signal to, by nod or gesture.

**bedaub v.** to smear over, as with something oily or sticky.

**bedeck v.** to cover with ornament.

**publicize (v)** to tell people about something in a newspaper or on television

**rape (v)** to force someone to have sex when they do not want to

**robe (n)** a long loose piece of clothing  
**whiskey (n)** a strong alcoholic drink  
**reasonable (adj)** sensible and fair  
**Reverend (adj)** used in the title of a Christian priest  
**dynamite (n)** a powerful explosive  
**porch (n)** an open area with a floor and a roof, that is built on the side of a house  
**qualification (n)** an examination that you have passed  
**research (v)** to study a subject in detail so that you can discover new things about it  
**select (v)** to choose  
**tick (v)** if a clock or watch ticks, it makes a short sound every second  
**charge (v)** to state officially that someone might be guilty of a crime  
**evidence (n)** information given or objects shown to help prove whether or not someone is guilty of a crime  
**sustain (v)** to allow  
**victim (n)** someone who has been hurt or killed by someone or something  
**artifice n.** trickery.  
**artless adj.** ingenuous.  
**ascendant adj.** dominant.  
**carriage (n)** a vehicle for people that is pulled by a horse  
**cart (n)** a vehicle for goods that is pulled by a horse  
**ascension n.** the act of rising.  
**ascent n.** a rising, soaring, or climbing.  
**batten n.** a narrow strip of wood.  
**batter n.** a thick liquid mixture of two or more materials beaten together, to be used in cookery.  
**bauble n.** a trinket.  
**bawl v.** to proclaim by outcry.  
**astronomer (n)** a scientist who studies the stars and planets

**column (n)** something with a tall, narrow shape  
**common (n)** a large public area of grass in a village or town  
**crawl (v)** to move on your hands and knees  
**curate (n)** a priest whose job is to help another priest  
**cylinder (n)** a container with round end and straight sides  
**destruction (n)** the process of destroying something  
**drain (n)** a pipe that carries waste liquids away  
**edition (n)** the first or later printing of a newspaper  
**germ (n)** a very small living thing that can make you ill  
**gravity (n)** the force that makes objects fall to the ground  
**howl (n)** a long, loud crying sound  
**hum (n)** a low, continuous sound  
**meteorite (n)** a small piece of rock moving through space  
**missile (n)** a weapon that can fly over long distances  
**panic (n/v)** a sudden, strong feeling of fear  
**pit (n)** a hole that has been dug in the ground  
**refugee (n)** someone who has been forced to leave their country or their home  
**shell (n)** an exploding container that is fired from a gun  
**telegram (n)** a message sent by a nearly method, using electricity  
**arrear n.** Something overdue and unpaid.  
**arrival n.** a coming to stopping-place or destination.  
**arrogant adj.** unduly or excessively proud, as of wealth, station, learning, etc.  
**arrogate v.** to take, demand, or claim, especially presumptuously or without reasons or grounds.  
**artful adj.** characterized by craft or cunning.  
**telescope (n)** an instrument used to see distant objects  
**threat (n)** the possibility that something bad will happen  
**tripod (n)** a piece of equipment with three legs  
**visible (adj)** that can be seen or noticed  
**act** to be in a play or film  
**bank** a place where you keep money

**cathedral** a big, important church  
**church** a building where people go to talk and sing to God  
**destroy** break something so that you can't use it again  
**fall down** move quickly down to the ground  
**fire** something hot that destroys thing  
**food** the things we eat  
**gallery** rooms where you can go to look at pictures  
**government** the people who say what must happen in a country  
**king** the most important man in a country (often husband of a queen)  
**market** a place in the street where you can buy and sell things  
**museum** a building to keep beautiful, old and interesting things for people to look at  
**music** an ice noise to listen to when people sing or play something  
**park** a place where there are trees and grass, and where people can walk and sit  
**place** where something or someone is  
**pub** a building where people drink and talk to their friends  
**queen** the most important woman in a country (often wife of a king)  
**soldier** a man or woman who fights for their country  
**speak** say something  
**theatre** a building where you can see plays and hear music  
**confine**: limit; imprison / n. a boundary or bounded region; border; SYN. limit  
**constraint**: compulsion; repression of feelings  
**custody**: imprisonment; care; protection; guardianship  
**detain**: vt. to keep in custody; to withhold  
**detained**: a) a keeping in custody;  
b) punishment in which a student is required to stay after school  
**duress**: forcible restraint, especially unlawfully  
**fetter**: shackle  
**incarcerate**: vt. to imprison; jail / to shut up; confine  
**manacle**: fetter or chain for the hands or feet / fetter with manacles

**obligatory**: binding; required

**quarantine**: isolation of person or ship to prevent spread of infection

**restraint**: controlling force

**seclusion**: a secluding or being secluded, retirement, isolation; isolation; solitude

**sequester**: retire from public life; segregate; seclude

**shackle**: chain; fetter

**stringent**: strict, severe; tight, difficult; rigid

**arrogant**: unduly or excessively proud, as of wealth, station, learning, etc

**bloated**: swollen or puffed as with water or air

**brazen**: insolent

**bumptious**: self-assertive

**cavalious**: haughty, arrogant; supercilious

**conceit**: whimsical idea; extravagant metaphor

**contumely**: scornful insolence; insult

**disdain**: contempt ; scorn / look on with contempt , treat with scorn or contempt

**domineer**: rule over tyrannically

**elated**: in high spirits ; proud / overjoyed;

**haughtiness**: pride; arrogance

**hubris**: arrogance; excessive self-conceit

**imperious**: commanding ; haughty ; arrogant ; urgent / domineering

**imperiousness**: lordiness; domineering manner; arrogance

**impertinent**: insolent

**impudent**:. 1 orig., immodest; shameless; saucy; insolent SYN. impertinent

**insolent**: haughty and contemptuous

**lofty**: very high

**mincing**: affectedly dainty

**overweening**: presumptuous; arrogant



**peremptory**: not to be disobeyed or questioned ; dogmatic ; imperious;

**pert**: impertinent; forward

**presumption**: arrogance; effrontery

**presumptuous**: arrogant; taking liberties

**pretentious**: claiming great merit or importance / ostentatious; ambitious

**smug**: neat, spruce, trim, etc. / narrowly contented with one's own accomplishments, beliefs, morality, etc.; self-satisfied to an annoying **degree**; complacent

**stilted**: bombastic; inflated

**supercilious**: contemptuous; haughty

**vain**: adj. without force or effect; futile, fruitless, unprofitable

**Arthurian** adj. Pertaining to King Arthur, the real or legendary hero of British poetic story.

**beatify** v. to make supremely happy.

**beatitude** n. any state of great happiness.

**beau** n. an escort or lover.

**becalm** v. to make quiet.

**beck** v. to give a signal to, by nod or gesture.

**bedaub** v. to smear over, as with something oily or sticky.

**bedeck** v. to cover with ornament.

**bedlam** n. madhouse.

**befog** v. to confuse.

**befriend** v. to be a friend to, especially when in need.

**beget** v. to produce by sexual generation.

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